



# NORTHSIDE Primary School

## Teaching and Learning Policy

Last review: February 2024

Ratified: March 2024

Review: September 2025

### Rationale

At Northside, we are committed to providing high quality teaching and learning to raise the standards of achievement and progress for all pupils. Learning is at the root of all that we strive to achieve and is a shared commitment across our school community. We believe that we are all lifelong learners and that learning should be a rewarding, creative and enjoyable experience for all. Well-planned, appropriate and relevant teaching and learning experiences help pupils engage in their learning and allows them to continue to flourish in all aspects of their lives.

As we are dedicated to promoting the forever learner, staff are all given a sound, in-depth, secure induction; are part of a Continuing Professional Development programme (including training in-house as well as through the Local Authority) and work closely together, as a team, to uphold and deliver the Northside expectations.

### Northside Values

**RESPECT** – to respect our needs, beliefs and each other.

**PRIDE** –to have confidence in our abilities and celebrate success.

**INCLUSION** –to work together with families and our diverse community to become life-long learners.

**CHALLENGE** – to have high expectations of ourselves so we achieve our best.

**CREATIVITY** – to creatively express our feelings and ideas.

**RESILIENCE** – to develop life skills so we fulfil our potential.

### Key Principles

We provide a rich, varied and stimulating learning environment that inspires pupils to develop their skills and reach their full potential.

We aim to:

- enable and develop pupils to become confident, resourceful, resilient and passionate learners;
- develop pupils' self-esteem, self-respect and tolerance to provide them with skills and opportunities to build successful relationships with other people;
- provide a positive, healthy, caring and safe environment which has high expectations and values all members of the school community;
- provide a curriculum which promotes the moral, social, cultural, physical, mental and emotional development of the pupils;
- provide various contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- encourage pupils to value the diversity in our community and wider society and to be inclusive

### Effective Learning

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. through assessments, book discussions, learning visits/walk.

We acknowledge that people learn in different ways and we recognise the need to develop strategies that enable pupils to learn in ways that are most suitable to them. We work on knowing more and remembering more by including the strategies below.

The strategies that we plan for include:

- modelling learning,
- scaffolding using resources,
- using a wide range of visual, auditory and kinaesthetic stimuli,
- links to real life situations,
- using a variety of independent, paired, group and whole class activities,
- promoting the use of questions to deepen understanding,
- opportunities for problem solving,
- opportunities for talk, investigation and experimentation,
- listening,
- observation,
- talking and discussion,
- asking questions,
- pupil-initiated play,
- practical exploration and role play,
- retrieving information,
- imagining,
- repetition,
- making choices and decision-making.

We encourage pupils to take responsibility for their own learning, to be involved in reflecting and reviewing their work and to make conscious choices to improve.

### **Effective Teaching**

Successful teaching takes account of pupil's prior learning and must ensure continuity and progression. When teaching, we focus on motivating the pupils through appropriate challenge and high expectations. Teachers deliver lessons that are carefully planned to meet the needs of each pupil. Through adaptive teaching teachers build on pupil's prior knowledge to ensure pupils are making progress.

We follow the National Curriculum and use the curriculum that we have developed in school to ensure that our aims, objectives and values are clear, consistent, age appropriate and in line with the government regulations/expectations as well as being meaningful, purposeful and supportive of our multi-cultural community.

There are many ways in which we ensure that teaching is effective:

- we use our understanding of pupil's prior knowledge to help develop skills and understanding;
- we set high expectations for all pupils and encourage their work to be of the highest standard (see Presentation Policy);
- there are effective strategies in place to support pupils with SEND, EAL and Higher Prior Attainers;
- staff establish good working relationships with the pupils and treat them with kindness and respect;
- there is an effective reward system in place, that is based on positive praise (see Behaviour Policy);
- staff follow the behaviour policy with regard to classroom management and consequences for poor behaviour;
- support staff (including TAs, Learning Mentors, students and volunteers) are guided by the needs of the pupils in their class;
- we follow health and safety procedures for all activities alongside relevant risk assessments;

- we follow best practice as advised by the LA and use the Evolve procedure for all educational visits
- the school environment is valued as a learning tool and is maintained to a high standard with opportunities to extend learning beyond the classroom;
- lesson plans contain differentiated activities and opportunities for assessment for learning.

## **Planning**

At Northside Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. We are also committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Subject overviews are drawn up by staff (subject leaders and class teachers contribute) and are carefully balanced to ensure full coverage of the National Curriculum.

We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Teachers are given planning time on a weekly basis and have the opportunity to meet with their support staff, other teachers in their key stage and subject leaders to help support the planning process.

The expectation is that lessons show progression, questioning, appropriate challenge and adaptive teaching as well as adults being directed for specific needs based on AFL during previous lessons.

Medium term plans are created by all class teachers and are monitored by subject leaders. Weekly plans for English, Mathematics and foundation subjects (either paper planning or flipchart planning is acceptable) include the non-negotiables of a learning objective, key questions, adaptive teaching and pupils identified for adult support. In the foundation subjects, learning objectives will be phrased as questions to allow the pupils to be actively involved in the enquiry to discover the answers.

Plans are based upon previous assessment data, pupil need and subject expectation. These are stored on the Staff Team and are monitored by subject leaders as part of their monitoring schedule. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

## **Adaptive Teaching**

Teachers adapt every lesson to ensure that all pupils can access the curriculum and are able to demonstrate what they can do, understand and achieve at a level that suits each learner.

Teachers will ensure that the learning is tailored to all learners:

- through appropriate pace,
- by planning age-related content,
- ensuring the content is relevant and, where possible, linked to real-life,
- using appropriate resources,
- through instant, verbal feedback,
- through specific teacher/adult support,

Pupils with special educational needs (including higher prior attaining pupils) receive support provided by adapted activities as well as any additional support which is specified in their support plans. For some pupils, extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

During parents' consultations, twice a year, teachers work with parents to set individual targets for each pupil in English, Mathematics and general behaviour. These are shared with the pupil and parents to encourage partnerships in learning.

This is in addition to the formative assessment targets that the teachers communicate to the pupils on a weekly or daily basis, through verbal feedback, where appropriate.

### **Roles and Responsibilities**

We recognise that education involves pupils, staff, governors, parents/carers, the local community and the local authority. The education we provide for our pupils will equip them with skills, knowledge and understanding which is necessary for them to be able to make informed decisions and choices about important things in their lives.

All members of the Northside community should work towards the schools aims by:

- esteeming pupils as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a safe and reliable environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

### *Teaching Staff*

The teaching staff will:

- provide a challenging and stimulating curriculum designed to encourage all pupils to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual pupil according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational studies, changes and issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- be reflective of their own practice and will be given support in the development of their skills through Performance Management Meetings (termly), Line Management meetings (tri-weekly) and Continuing Professional Development (at least weekly);
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

### *Governors*

Our governors play a role in the development of school policies on Teaching and Learning (as well as all others) through committee meetings, full governing body meetings, the Headteacher's termly report and informal visits to the school.

### *Parents/Carers*

We acknowledge the importance of parental involvement and engagement at all levels of a pupil's education. We inform our parents and carers about what and how their pupils are learning through half-termly letters, parent consultations, informal meetings and via the school website. We formally review the pupils's learning, achievements and targets in an annual school report at the end of the academic year.

We believe that parents then have the responsibility to support their pupils's learning by:

- ensuring that pupils attend school every day, punctually, well-rested and in good health.
- ensuring that pupils arrive at school wearing the correct uniform and bring any necessary equipment;
- promoting positive attitudes towards school and learning in general;
- fulfilling the requirements set out and agreed to in the home-school agreement;
- supporting their pupils with home learning and extra-curricular learning experiences;
- supporting our aims by encouraging their pupil/pupils to become increasingly more independent as they progress through the school;
- attending and contributing to parents' consultations.

### *Pupils*

Pupils are encouraged to support the school's aims:

- by attending school regularly and punctually, in good health
- by maintaining an adequate diet, exercise and sleep
- by being organised, bringing necessary equipment and completing homework on time
- by conducting themselves in an orderly manner, in line with the Behaviour Policy
- by taking increased responsibility for their own learning.

## **In Practice**

### *Monitoring*

Pupils' work will be monitored and moderated regularly in each of the curriculum areas by the subject leaders and the Senior Leadership Team. A termly review of pupil progress and attainment is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around Provision Maps and the impact of the interventions that are used. Subject leaders will regularly monitor pupils' books, following the subject leader monitoring schedule.

### *Resources*

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all pupils know where classroom resources are kept and the rules about their access and use;
- pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- pupils work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area,

and will be regularly audited by the subject leaders. Consumables will be replenished as necessary.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Northside, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen pupils' experiences and support learning across a range of subject areas.

Time is a resource that we value. We aim to maximise its use:

- as pupils progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all pupils engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session;
- all pupils will be given time to edit, improve and re-draft their work.

#### *Assessment, Recording and Reporting*

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each pupil's progress in each area of the curriculum, determining what each pupil has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5 at the end of the academic. Baseline assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which pupils are encouraged to appraise their own work and progress;
- questioning and pupil observations;
- SATs or other formal assessments (Rising Stars Optional papers, for example).

Feedback to pupils about their own progress is achieved through instant verbal feedback, pupil conferencing and addressing misconceptions as they arise.

Effective feedback:

- helps pupils understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between pupil and teacher.

Pupils use 'purple pen' to edit and improve their work following feedback/modelling from the teaching staff.

Records of progress kept for each pupil are:

- updated termly, by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the pupils' time at the school and appropriate records passed on to other schools when pupils leave.

Cross phase continuity is ensured by:

- pre-school liaison meeting (home visits);
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Reporting to parents is done twice a year through consultations and once through the pupil's annual report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.