

Teaching and Learning at Lindfield Primary Academy

At Lindfield Primary Academy, the whole staff work together to maintain a common philosophy and approach to teaching and learning throughout the school. This Teaching and Learning Policy reflects our classroom practice, values and the ways in which we have purposefully integrated the current, statutory Curriculum into our unique ethos. It aims to match the abilities, interests and experience of the children which form four core elements of learning; to develop knowledge, concepts, skills and positive attitudes. We value teamwork, shared ownership and the roles and responsibilities of the individual.

Vision

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

- ◆ To provide a warm welcoming secure environment for all children
- ◆ To encourage, value and extend the contribution of each child to the school
- ◆ To recognise and celebrate success in everyone and reward through their perseverance
- ◆ To provide a broad, balanced, carefully planned curriculum
- ◆ To build strong collaborative partnerships with families and the local community
- ◆ To encourage and enable the continuous professional development of all staff

Our Values

Our school values apply within every area of school life. They work alongside our good behaviour code of being Ready, Respectful and Safe. Children and staff have worked together to identify how we demonstrate our values as a community.



Our School Values and our British Values are wholly embedded within our curriculum.

Our teaching is based upon the current statutory National Curriculum framework and the Early Years Foundation Stage Framework.

Class-, group- and individual-based teaching form the key elements of our teaching strategy. We employ a range of approaches with an emphasis on active, rather than passive, learning which is at the heart of our philosophy.

Consistency and progression form a central part of our teaching throughout the school. However, the development of individual teaching style and expertise is valued and encouraged through professional conversations and training.

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Our Ethos

We believe children learn best when...

- they feel happy, secure, confident and valued
- their surroundings reflect and celebrate their learning
- they have access to a range of appropriate resources
- they have entitlement to the full range of the curriculum, irrespective of ability or disability, social background, culture or gender
- they have time to reflect and talk about their learning experiences
- they know they are making progress and are able to celebrate their achievements
- learning is practical, purposeful and relevant
- they have both collaborative and independent learning opportunities
- they know what is expected of them
- work is matched to their individual needs
- learning is relevant to their lives in the wider community

Our Learning Environment

Children learn best when...***they feel happy, secure, confident and valued.***

There will be evidence of...

- a familiar routine (visual timetable shared daily with children)
- praise – recognition boards, Super Celebration assemblies, house points (bronze, silver and gold awards), Senior Leader stickers, newsletter items
- the Good Behaviour code – Ready, Respectful, Safe: respect for others, care for the environment, talking and listening to adults and each other politely
- our Academy Values – Independence, Enthusiasm, Respect, Success, Celebration, Teamwork and Perseverance
- a caring and welcoming attitude
- tasks the children can succeed in
- positive attitudes towards taking risks in learning

Children learn best when...***their surroundings reflect and celebrate their learning.***

There will be evidence of...

- displays reflecting a range of curriculum areas complete with children's work
- up to date working walls to support learning and encourage reflective learning
- questions to encourage deep thinking
- the development of imaginative play (especially in Early Years)
- reflective learning embedded within lessons
- children having time to talk about their own interests
- well-resourced and accessible learning areas
- engaging outside learning areas across the academy

Children learn best when... ***they have access to a range of appropriate resources.***

There will be evidence of...

- labelling of resources appropriate to age group easily accessible to all children
- clearly marked learning areas so that children can be independent in Early Years
- children taking responsibility for the care of all resources
- experimentation in a safe and controlled way
- use of appropriate technology
- all staff creating a positive climate for learning in which pupils are interested and engaged
- all staff generating high levels of engagement and commitment to learning across the whole school

Children learn best when... ***they have entitlement to the full range of the curriculum, irrespective of ability or disability, social background, culture or gender.***

There will be evidence of...

- appropriate support for all children according to their needs
- equipment/resources adapted to meet the needs of all children
- specific provision for children identified as 'disadvantaged'
- support staff being directly involved in facilitating learning
- resources which reflect a variety of cultures, beliefs and religions
- opportunities and resources which challenge gender, racial and cultural stereotypes

Children learn best when...***they have time to reflect and talk about their learning experiences.***

There will be evidence of...

- time to respond to feedback (developmental marking policy)
- opportunities for children to reflect on what they have learned and how they have learned
- meaningful, productive class discussions and group work
- peer and self-assessment strategies
- child enthusiasm and engagement
- higher order questioning and thinking

Children learn best when...***they know they are making progress and are able to celebrate their achievements.***

There will be evidence of...

- specific praise and encouragement
- teacher giving meaningful and specific feedback to children (verbal and written)
- clear objectives and success criteria in every lesson
- children being challenged to progress even further
- children's work displayed and celebrated both in the academy and the wider community
- teacher/pupil discussion about the work and ways forward
- self-assessment and developmental marking (in line with policy)
- sharing work and achievements with others (e.g. children, teachers, leaders)
- promotion of growth mindset

Children learn best when... ***learning is practical, purposeful and relevant.***

There will be evidence of...

- quality-first teaching
- first-hand experiences wherever possible, including enrichment opportunities, visiting professionals, offsite visits and residential
- children learning through purposeful play (especially in Early Years)
- investigations and problem solving
- children engaging with concrete resources
- opportunities for practical activities reflected across the curriculum
- a variety of teaching and learning strategies
- use of the outdoor environment (including Forest School)

Children learn best when... ***they have both collaborative and independent learning opportunities.***

There will be evidence of...

- children exploring 'enquiry-based' questions
- time for children to consolidate and extend their own learning
- flexible groupings related to the task in hand – mixed/set/ability/peer grouping
- opportunities to celebrate and share experiences across the year groups
- opportunities for cross phase learning and coaching (e.g. Reading Buddies and Enrichment Afternoons)
- self and peer assessment
- opportunities for children to work on whole school projects

Children learn best when... ***they know what is expected of them.***

There will be evidence of...

- clear instructions and focused learning (i.e. 'I can/know/understand' and success criteria)
- teachers sharing and using the learning intention and success criteria meaningfully
- ongoing assessment which informs future learning
- consistent boundaries for behaviour (Good Behaviour Code) with consistent reinforcement of the positives being demonstrated
- children articulating what good behaviour for learning looks like
- clear targets and high expectations
- a class charter
- an understanding of how to demonstrate our school values

Children learn best when... ***work is matched to their individual needs.***

There will be evidence of...

- appropriate challenge for children of all abilities
- assessment identifying what children have done well and informing next steps
- a range of appropriate resources
- children feeling secure, confident and valued through a positive and supportive learning environment
- differentiated questioning helping children to consolidate and extend thinking

Children learn best when... ***learning is relevant to their lives in the wider community.***

There will be evidence of...

- visitors representing different sectors of the community (including in assemblies)
- visits to places both within and outside the local community
- an awareness of global issues and sustainability
- celebrating diversity
- an understanding of and respect for other cultures, religions and traditions
- experience of other languages

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

TEACHING AND LEARNING CHECKLIST

Our children are always at the heart of teaching and learning

Are children ready to learn?

Are children engaged and active in their learning?

Can children link new experiences to previous learning?

Are all children being appropriately challenged through high expectations?

Is there evidence of collaborative working?

Is there evidence of independent practice (with effective use of resources if necessary)?

Do the children know what they are learning and why they are learning it?

Do the children know how to be successful and make progress?

Are the children given opportunities to reflect on their learning and how they have learned?

(for example: teacher modelling/scaffolding; teaching summarising, questioning, clarifying, predicting and evaluating; daily/weekly/monthly reviewing)

Does the children's work show evidence of progress?

'The hallmark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles.'

Carol Dweck, Professor of Psychology at Stanford University