

Springfield Teaching and Learning Policy

INTENTION

This policy promotes best practice underpinned by the most up to date educational research to establish consistency in Teaching and Learning across the whole school. It aims to ensure that all pupils are provided with high quality learning experiences that lead to a consistently high level of pupil achievement, progress and attitude to learning.

Article 28: Access to education

Article 29: Aims of education



Date: 17th July 24

Review: July 2026

IMPLEMENTATION

Supportive Learning Environment

In order to provide the right climate for fostering effective teaching and learning, ALL STAFF at Springfield will contribute to:

- Creating a positive learning environment, where children feel valued and inspired to be 'the best that they can be'; (TS2)
- Fostering children's self-respect and encourage children to respect the ideas, attitudes, values and feeling of others; (TS1)
- Developing positive relationships between adults and pupils; (TS7)
- The use of praise and positive reinforcement fostering self-esteem, motivation and confidence; (TS7)
- Setting and achieving high standards of behaviour and achievement; (TS2/7)
- Embedding the schools' values of Respect Resilience, Reflection and Empathy. (TS3)

Physical Environment including display

- Arrange furniture and space to create a safe, flexible learning environment including a carpet focus area in EYFS and KSI
- Ensure classrooms are inviting, tidy and clutter free.
- Make sure equipment is labelled and accessible for all children.
- Have working walls for English and Maths which give scaffolds and prompts to support learning
- Provide learning resources and equipment to support learning especially PP children and those children with additional SEND needs.
- Provide an inviting book area.
- Visual Timetable
- Recognition and Attendance Board linked to behaviour policy
- Use their preparation books to provide exemplars of the task expectations.

Curriculum

- Teachers are responsible for maintaining very good subject and pedagogical knowledge.
- Have a good knowledge of the memory model and what the definition of learning is.
- Use TLAC strategies Means of Participation consistently and effectively in all lessons.
- Use Everybody Writes as an opportunity for pupils to provide durable writing to support their cognitive load.
- Follow individual subject policy (i.e. Spelling policy) and use the schemes and subject overviews to plan interesting and engaging lessons.
- Follow subject overviews for each curriculum subject using knowledge organisers to support staff subject knowledge.
- Provide Do Now, vocabulary and recap slides to support retrieval practice so pupils can demonstrate that they know more remember more.
- Provide planning slides to show the learning journey for the session.
- Use working walls effectively to promote learning.
- Ensure the children produce a high standard of work either practically or when recorded in their books. (kinetic letters)
- Provide effective in the moment feedback, which firstly improves the fundamentals of the session. (see Marking and Feedback Policy/Looked After Children Policy/Equal Opportunities Policy); (TS6)
- Ask a range of questions for retrieval and to deepen thinking.

- Using Assessment for Learning during lessons and being flexible and responsive to the children's' changing needs; (TS5)
- Using Assessment of Learning and assessment data for target setting and identifying differentiated requirements; (TS6)
- Being mindful of children who have an additional need and giving due regard to the information and targets contained in their Individual Provision Plans (see SEND Policy); (TS5)
- Provide opportunities for LOK to further embed classroom learning opportunities.
- Showing a commitment to regularly updating the class page on school website; keeping this as a link between home and school; (TS8)
- Elements of this policy have been adapted to accommodate the needs of our youngest children (See EYFS policy) (TS5)
- Remote Learning will be available for all pupils as needed. (see remote Learning Policy)

IMPACT

Children at Springfield will be: confident, resourceful, enquiring, independent and resilient learners who have an understanding of their own individual characteristics of learning.

They will display a belief and understanding of their potential and be prepared for their next step on their educational journey.

The standard of achievement and attainment for all the children at Springfield will continue to rise.