

# Springhill Academy



SPRINGHILL  
ACADEMY

## Teaching and Learning Policy

September 2018

Date Completed: September 2018

Review Date: September 2019

## KEY PRINCIPLES

Teaching at Springhill Primary Academy is 'learning-centred', meaning that each element of whole school and classroom practice is designed with an understanding of how pupils learn best at its heart.

### At Springhill Primary Academy we believe pupils learn best when:

- they learn through discovery and have autonomy in their learning
- learning is inspiring, fun, active and challenging
- there is a "buzz around learning" throughout school
- learning activities are well planned in accordance with cognitive domains, ensuring progress in the short, medium and long term
- teaching and learning activities immerse and motivate pupils to learn, and foster their curiosity and inquisitive nature for learning
- learning is differentiated by an understanding of cognition (Assessing, Independent and Mastery)
- children's thinking is challenged and stretched appropriately and they feel proud of their learning
- opportunities are provided for children to develop the growth mindset
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each pupil, at each level of attainment
- learning is in a context and pupils can relate their learning to the bigger picture and the journey that they are on
- the learning environment is stimulating yet ordered and the atmosphere is purposeful and pupils feel safe
- there are strong links between home and school, and the importance of parental involvement in their child's learning is recognised, valued and developed
- intrinsic links between learning and British Values are made
- learning is intrinsically linked to Springhill's learning laws of REACH HIGH:

Resilient

Enthusiastic

Aspirational

Courteous

High-achieving

Happy

Independent

Go-getting

Health

## TEACHERS WILL ENSURE THAT:

- work is planned carefully in order to create the best conditions for learning for all pupils
- planning will be on the new planning template and saved on to the school server for access to by SLT
- plans adhere to the progression of skills and distribution of knowledge defined in the curriculum overviews
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the pupils' spiritual, moral, social and cultural development
- staff use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well-framed questions, knowledgeable answers and the use of discussion promote deep learning
- appropriate home-learning is set to nurture pupils' enthusiasm and curiosity and develop learning from the classroom and into the living room
- staff and pupils share high expectations with regard to their learning
- feedback and marking is frequent and regular. Feedback follows the feedback policy and clearly shows pupils what they have done well, what they need to do next in order to improve and demonstrates visible progress in books
- staff employ positive strategies for managing pupils' behaviour and developing learning attitudes that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy. These are applied fairly and consistently
- respect and impeccable behaviour is modelled by staff at all times in their interaction with pupils and other adults and conflict is dealt with in a firm yet calm, fair manner
- pupils will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and pupils' self-esteem will always be maintained
- parents know how they can support their child's learning at home or in school
- staff are approachable and available to parents (by appointment if necessary)

## IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there are yearly overviews and coverage grids in place that are broad and balanced
- where there are agreed schemes of work in place (ie Nelson handwriting), these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners
- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Special Mentions Assembly (every Friday), newsletters, noticeboards and the school website
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team. This data is utilised in the deployment of resources
- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school

- high expectations of behaviour, including pupils' attendance and punctuality at school, are communicated to, and shared by, all pupils, parents and staff
- safeguarding procedures are in place and are adhered to
- ensure parents are informed about school events and relevant topics through regular newsletters, year group curriculum news letters, text messaging, noticeboards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and involving them into the learning once every half term and in for lunch with their child every term