



DOWNSVIEW PRIMARY SCHOOL

Teaching & Learning Policy

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Vision: We aim to create a safe, happy and respectful learning environment where every child is encouraged to aspire to reach their potential.

School Aims: Our character development is based on five principles:

- *Instilling and promoting values. The school's golden rule of 'Respect' and core values of trust, love, cooperation, diversity, resilience and responsibility are the foundations we build upon to strengthen our children's character.*
- *Grow morally and develop life skills to be successful citizens who make a positive contribution to this world. As a school our values run through a broad and balanced curriculum designed to promote the children's moral growth and develop their life skills.*
- *A meaningful and challenging academic curriculum that respects all learners, empowering children to develop character and helping them succeed. Therefore, at Downsview, children are encouraged to take responsibility for their own learning and try their hardest to achieve their best.*
- *Relationships between the school, parents and the community. We continue to make best efforts and find every opportunity to foster caring and positive relationships with parents and the wider community.*
- *Self-reflection – To be reflective is very important with character development and therefore we want to teach the children to be reflective and at the same time, as staff, we regularly reflect on our own practice in order to give the children the best possible opportunities.*

Our Core Values: Love, Co-operation, Diversity, Resilience, Responsibility, Trust

'Values' are the long-term underlying principles used in deciding what is morally good and bad and morally right and wrong, good or bad. We believe that if the values education underpins everything we do, then it will not only enhance the quality of teaching and learning, but will support the children to make a positive contribution to the development of a fair, just and civil society.

Intent - Teaching and Learning Policy

Downsview is a diverse and multi-cultural school where pupils' personal development and well-being are central to our ethos. Every pupil is valued and their unique qualities are recognised nurtured and celebrated. Lessons are creative and inspiring and encourage a love of learning in pupils. We aim for our pupils to be interested and interesting individuals, so we work together to ensure each pupil reaches their full potential. Pupil voice is highly valued and we work in partnership with all stakeholders to develop personal, social, moral, spiritual and cultural well-being. High expectations for all our pupils enable them to become resilient, independent, confident and successful life-long learners.

Teaching and Learning are the key functions of our school. At Downsview Primary School we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; teaching and learning should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be engaging and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order for them to play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and follow the School's Home-School Agreement;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their home learning activities including reading and helping their children improve skills in memory needed for learning through practising a concept, immersing them in books or knowing the multiplication tables (please refer to Home learning Policy);
- To praise their children for the positive contributions they make in and out of school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Appointing a designated link governor who will: meet with the Head and/or Deputy Head at least once a year to find out about; the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time.
- Visiting the school and talking to children about their learning experiences;
- Promoting and supporting the positive involvement of parents within the school;
- Attending training and other related events;
- Reporting to the governing body with recommendations, if appropriate, annually;
- Working with Senior Leaders to review the School's Teaching and Learning Policy annually.

Implementation of Teaching and Learning Policy

EYFS – Nursery & Reception

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception school year. At Downsvew we follow the Statutory Framework for the Early Years Foundation Stage. Our school ethos underpins everything we do in EYFS and beyond.

We strive to create a rich and stimulating learning experience for all the children every day. We plan our half terms through topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences. Our focus is to secure learning and development in the three prime areas of learning- personal, social and emotional development; communication and language; and physical development as well as begin teaching children through the four specific areas of learning- literacy; mathematics; expressive arts and design; and understanding the world. Learning to read is one of the most important skills children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible with daily phonics sessions. We want children to love reading – and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as learning to read. (Please see the EYFS Policy on the school website for further information)

National Curriculum- Years 1-6

We have built our curriculum to ensure our children develop the knowledge and skills needed to prepare them for life and work in the 21st Century. We are committed to providing a broad and balanced curriculum which inspires and engages- sparking a passion towards learning as well as allowing children to develop socially, morally and culturally. Reading remains a significant focus throughout years 1-6 and children are encouraged to develop their speaking and listening skills, de-coding and comprehension ability as well as continuing to develop their love of books through exposure to a range of high quality texts.

Here at Downsvew we want knowledge to underpin the application of skills and through sharing learning children deepen their understanding and capacity to learn more. We follow the National Curriculum Programmes of study and have adapted these to ensure a continuing learning journey for our children with units structured to incorporate the skills, understanding and knowledge which the children need to learn at each age phase across all subject areas. Long term plans ensure coverage of objectives and they also enable us to make cross curricular links and ‘Wow days’ to inspire and engage the children. SLT and staff plan curriculum enhancements throughout the year to support and enrich the curriculum giving children further experiences as a whole school, year group or class.

Teaching and learning standards

Through our teaching, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Learning collaboratively by respecting the thoughts, ideas and contributions of others.
- Respectfully, give honest and positive feedback.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what high quality teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills through regular ongoing CDP.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.

- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

We realise that children learn in many different ways and when planning lessons, we take this into account ensuring, wherever possible, that there is a variety of elements to the lesson.

We feel that for effective learning to take place children must:

- Have first-hand experiences to bring their learning alive and give it real-life value (e.g. wow hooks to learning, trips, visitors, investigations, first hand observations, learning outside).
- Have access to a variety of different learning styles.
- Be able to practise and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in literacy can then be transferred into Geography, History, Science).
- Be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another.
- Be able to increasingly evaluate their own learning.
- Be able to work within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling the usefulness of this e.g. Talking/Thinking partners, mixed ability groups to feed-back findings etc.
- Have access to relevant tools, equipment and learning aids which they can access and use independently.

We feel that effective learning results in:

- Knowing you have succeeded and knowing what the next steps are.
- Feeling you can achieve your targets.
- Being able to explain what you have learnt.
- Applying learning to other situations (cross-curricular).
- Teaching your learning to someone else.
- Feeling positive about your learning/achievements.
- Confidence in making mistakes and acknowledging that these are steps in our learning.
- Developing a Growth Mind-set and a love of learning for life.

Effective Teaching

Effective learning only comes with effective teaching. When teaching we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a 2-way process with the teachers not only being the facilitators but also a partner in the learning process. Our teaching is guided by the National Curriculum, our long term plans, plus areas of interest for the children and community.

We plan our lessons with clear learning questions which are shared with the children. We focus on the understanding we want the children to gain from the lesson and use Knowledge organisers and mind-maps for the wider curriculum subjects so children can identify their acquisition of knowledge and display their understanding. We hope to be flexible in our curriculum and take into account children's own interests and ideas, thus providing a more diverse curriculum.

Through our teaching we aim to:

Promote active learning, which provides opportunities for pupils to pose their own questions and find answers, investigate and take responsibility for their learning.

- To see learning as an active process rather than a passive one.
- To encourage discussion between pupils and teachers and pupils and pupils regarding their learning, expectations, targets and decisions.
- To ensure that there is continuity of learning and progression within a class, between classes and during transition to other schools.
- To provide a variety of learning experiences using various teaching styles and techniques.

- To use on-going (formative) and summative assessments and share the findings of these with the children in child-friendly terms.
- To provide a variety of working contexts e.g. individual, pairs, mixed ability, groups, whole class to ensure a range of opportunities.
- Ensure that learning has stuck, through checking that it is incisive and systematic.
- We are all teachers of literacy. The quality of both students' and teacher's language, such as in instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
- Teachers must be explicit about learning outcomes and key words.
- Demonstrate the values of the school.
- Reinforce children's aspiration for success by the challenge we offer.
- Enable them to show resilience by taking a risk and working through barriers.
- Each class is a learning community in its own right. Their success depends on each other.

High expectations are set out for all subject areas and staff are expected to follow this policy, the Fast Feedback and Behaviour Policies.

What do our lessons look like?

Whilst we acknowledge that it is impossible to contain all of these elements in every lesson, we aim to ensure that they contain a number of these listed below:

- A clear learning question shared with the children both visually and auditory from as early as Reception.
- A clear link to previous and future learning.
- A review of the learning both during and at the end of the lesson, this should include Knowledge Organisers and Mind-maps for wider curriculum.
- A purposeful lesson with children being informed of the learning process (We're doing this so that we can...; this step will help us...).
- Appropriate, differentiated challenge and support for all children including independent work and what this entails.
- Teacher modelling, support and guidance leading to independent work.
- Teaching assistants working directly with specific groups to question and challenge learners further.
- Questioning on different levels to ensure more in-depth thinking and analysis e.g. Do you agree? Why? Does anybody disagree? Why? Can you explain...?
- Use of a variety of questioning to develop children's thinking skills.
- Good pace of lesson to ensure all children stay focussed and engaged.
- Involvement of all children.
- Learning tasks designed to match learning needs.
- Enthusiasm from both staff and children.
- Praise for the learner and their efforts as well as their achievements to help build positive attitudes.
- Fun - elements of fun - awe and wonder to engage and excite learners.
- Opportunities to develop as a well-rounded member of society and think about global issues making links in all curriculum areas.
- Learning evidenced in different ways.

The Learning Environment

What does it look like?

- It facilitates independent learning through access to a variety of relevant resources (e.g. easy access to clearly labelled maths equipment).
- It ensures that the resources are of a good quality and clearly labelled to enable more independent and, where possible, child-led learning.
- A warm, light, clean and tidy workspace which complies with health and safety regulations.
- It provides a stimulating work environment through active and regularly updated Working Walls and displays, across the curriculum.

- The learner has a clear understanding of what they are going to learn and the steps that they will go through to achieve this.
- The learner has a good understanding of class & school expectations.
- It ensures and promotes the school ethos and values.
- The learner and their achievements are valued.
- It promotes good working relationships between adults and children and children and children.
- Individual, paired, group and whole class work.
- Independent supported and guided work.
- Access to iPads/laptops.
- Teaching Assistants and other adults are deployed effectively working with individual children and small groups to promote enhanced learning.
- Noisy, active environments, when and where appropriate; peaceful and calm when necessary.

Monitoring Teaching and Learning

Teaching and learning is monitored formally every term by the SLT (Senior Leadership Team) who carry out a range of actions to ensure the following;

- All areas of the curriculum are taught regularly and the timetable reflects the entitlement.
- Any aspect of the school that needs development / improvement is identified and actions put into place ensure this happens.
- Teaching and learning empowers children to want to learn and develop and they are fully engaged in learning.
- Children are provided with the tools to enable them to realise their full potential.

The termly cycle of monitoring & evaluation is as follows:

Class teacher

- Follows the Fast Feedback policy to ensure high standards are in place, verbal feedback and questions allow children to learn further and opportunities for work to be improved is given.
- Encourages high presentation levels across all subject areas.
- Uses formative assessments to inform planning and adapt teaching to ensure all children make good progress.
- Identify children who may need additional support and deploy staff to lead interventions.
- Set targets for SEND children/vulnerable children.
- Capture evidence of learning in children's books to show progress overtime.
- Complete summative assessments at the end of each term in all core subjects.
- Come prepared for Pupil Progress meetings each term to discuss children's progress and attainment and identify next steps.
- Ensure comprehensive handover is completed discussing attainment, achievement, progress and any pastoral issues or vulnerabilities.
- Carry out book scrutinises to share good practice and identify areas where improvement is needed- focus on feedback, marking and editing procedures.
- Planning and reviewing of interventions.

Heads of Year

- Oversees Class teachers as well as the Learning Support Assistant within their year group and ensures all of the above is in place.
- Monitor year group for consistency and uphold school standards.

Subject Leaders

- Create a subject action plan linked to the objectives on the School Improvement Plan.
- Review the subject and year group long term planning.
- Informally observe lessons and look through books to get an understanding of the teaching of your subjects to enable you to audit resources and identify training needs- give verbal feedback.

- Carry out pupil interviews to get an understanding of how the children feel about certain subjects and provide feedback for staff.
- RAG rate action plan and share feedback with SLT.

Senior Leadership Team and Headteacher

- Whole school data analysis using End of Keystage data, school data and cohort analysis at the end of the Summer term- shared with staff and Governors
- Half termly attendance review- under 90% attendees monitored and meetings with parents held
- Carry out learning walks each term with verbal and written feedback given
- Carry out regular book scrutinise to focus on curriculum coverage, progress over time and quality of learning
- Lead Pupil Progress Meetings each term with a focus on each child making good or better progress, attainment of individuals and whole class, predictions for children on track to meet or exceeded expectations at the end of the year and identify specific needs/interventions which need to be put in place to support specific children

IMPACT - Monitoring and Review

The Head teacher, Deputy Head Teachers and Senior Assistant Head teacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.