



FAIRFIELD PRIMARY SCHOOL TEACHING AND LEARNING POLICY

1. Introduction

Fairfield Primary School is committed to helping our young people become better learners both in school and out. We aim to create a climate and school culture that systematically cultivates habits and attitudes that enable learners to face uncertainty calmly, confidently and creatively by actively Building Learning Power (BLP) and developing a Growth Mindset.

Pupils who are more confident in their own learning ability, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

Research shows pupils thrive in an environment that is exciting, vibrant and safe; it is our intention to educate the whole child, underpinned by our belief that all pupils should become successful learners, confident individuals and responsible citizens – and interwoven with a set of “essentials for learning and life”:

We are preparing pupils to live and continue to learn in the 21st century and are educating pupils for a future where their employment roles have not yet been defined, even thought of. We view a school where there is a buzz of excitement and learning feels “real” and connects to pupil’s lives as being pivotal to a successful community.

Fairfield Primary School has made a commitment to developing effective teaching and learning through building learning power and working on four aspects of pupils’ learning.

- 👉 **RESILIENCE:** Pupil readiness to lock onto learning. Managing distractions and demonstrating perseverance.
- 👉 **REFLECTION:** Pupil ability to understand what they have to learn and if they have achieved it.



- 👉 **RESOURCEFULNESS:** Pupil ability to use the environment and resources available. Being able to learn in different ways, thinking rigorously and methodically.
- 👉 **RECIPROCITY:** Pupil ability to work with others and pick up on others' habits and values. Balancing reliance and sociability.

In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities. At Fairfield we believe that all pupils have the potential to be great!

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

The curriculum should enable young people to view the world from many different perspectives and help them to understand how international events affect them locally. With these beliefs and thinking we have shaped our aims and curriculum to help to prepare learners for life in a fast-moving, interdependent society.



2. Aims

It is our intention to:

- Build positive partnerships with parents, carers and the local and wider community
- Provide a curriculum which reflects our high expectations for all pupils and wherein pupils are the drivers of learning
- Lay firm foundations for life-long learning through our high quality teaching and building learning power and a growth mindset in pupils
- Foster independent thinkers who are aware of the life of our planet and their responsibility for its long term sustainability
- Provide opportunities for learning to be enhanced both indoors and outdoors as well as through meaningful and relevant application of computing and technological skills for the future
- Offer a range of opportunities for pupils to develop healthy bodies and minds; taking responsibility for their own wellbeing as well as that of others
- Demonstrate respect, tolerance and understanding whilst celebrating diversity

All staff work towards the schools aims by:

- Recognising that learning and teaching is the core purpose of the school.
- Having high expectations of themselves and the whole school community.
- Listening to and valuing the thoughts and opinions of pupils.
- Promoting equal opportunities with groups and individuals.
- Promoting an understanding of the learning process.
- Talking to parents/carers about the next steps in the child's learning and how they can help.
- Thinking of everyone (adults and pupils) being on a learning continuum and following their flight path to identify support or additional challenge.
- Encouraging pupils to take risks in their learning.
- Promoting Global Citizenship and Racial Equality.
- Ensuring pupils with Special Educational Needs and Disabilities are supported appropriately.



At Fairfield Primary School we have made explicit our definition of “High Expectations” so that we are all clear about relaying consistent messages.

Attitudes, Values and Behaviour

- ◆ Inspired and motivated pupils, staff and governors
- ◆ Demonstration and role modelling of effective learning attitudes and thinking skills with the ability to apply a range of strategies to gain success
- ◆ All members work collectively to uphold the ethos of the school through provision of clear boundaries and expectations throughout the school and in the home
- ◆ Clear and communicated reciprocal respect for self, environment and others both in and outside the school
- ◆ Positivity permeates the setting which breeds success and the opportunity to demonstrate resilience.

The Learning environment

- ◆ All members of our community take pride in offering a clean, stimulating and high quality learning environment both indoors and outdoors
- ◆ Creation of a learning environment where taking risks is the norm for confident and experimental learners
- ◆ Full and effective use of resources to develop pupil independence and creativity deepening a love of learning
- ◆ Uniform in appearance and consistent throughout from the Early Years Foundation Stage to the end of Key Stage 2
- ◆ High quality displays which both celebrate achievement and show the process of learning with clear progression from year group to year group

Setting goals to stretch and challenge

- ◆ Culture of self-improvement is endemic and inclusive of all members in our reflective learning to learn school
- ◆ Show-casing and sharing good practice celebrating talents, achievements and skills of all members
- ◆ High academic achievement hand in hand with emotional intelligence



3. A Climate for Learning

Our school is a learning community. The culture and atmosphere underpin the agreed vision and aims of the school. We view teaching and learning as a co-operative process involving all staff, pupils parents, governors and members of the community. For us a learning to learn school is where the highest forms of intellectual, emotional, physical and creative endeavours are taught, practised and valued.

In the course of our daily work all staff will contribute to the development of this ethos through:

3.1 Learning

We believe that pupils learn best when they:

- are happy;
- know they have the power to self-improve;
- asking questions;
- are interested, involved in debate and motivated;
- are involved in reflection and the assessment of their own learning and that of others;
- are rewarded for effort, achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

Learning can be described as occurring at three levels-

Shallow: learning is dependent upon the teacher displaying compliance and replication of the information being given. Motivation is extrinsic and information is memorised and replicated upon command (transfer information).

Deep: learning is intrinsic when the learner displays interdependence attempting to interpret, developing an understanding of the knowledge gained by demonstrating, processing and reflecting upon the learning.

Profound: learners display authentic motivation, with high levels of independence. Learners are creative, and making meaning of the process, they display wisdom and intuition. (Transfer information, making sense).

“Becoming is better than being” Carol Dweck



3.2 Teaching

Effective teaching is characterised by:

- focused lessons where the learning objective/WALT is sharply focussed, shared with the pupil;
- high expectations of pupil involvement and engagement with their learning;
- high levels of interaction, absorption and engagement of all pupils;
- effective teacher questioning, modelling and explanation;
- emphasis on learning through dialogue, with regular opportunities for pupils to talk individually, in pairs and in groups throughout the learning cycle;
- the expectation that pupils will accept responsibility for their own learning and can work both collaboratively and independently;
- differentiation to cater for the needs of all pupil;
- positive praise and encouragement to celebrate success and motivate pupils;

This leads to Pupils making progress within the lesson

3.3 The Learning Environment

This should be organised so that it provides a calm, safe and welcoming setting and ensure that pupils have the opportunity to:

- ask and answer questions and discuss their ideas;
- share, celebrate and review their ideas and work through 'working walls';
- work independently, and co-operatively in groups as a class and as year groups;
- research, discover and solve problems;
- be creative through enterprise and the development of entrepreneurial skills
- develop and demonstrate social skills with positive role models;
- receive appropriate support;
- experience learning outside the classroom, such as residentials and visits to places of educational interest;
- meet visitors in school who will share talents, information or provide help, inspire or support;
- participate in athletic, physical and competitive activities;
- take part in role-play, debates, oral presentations and drama;
- make use of new technologies to enhance their learning;
- achieve academically and have their success celebrated.



3.4 Effective marking and feedback

Marking is an integral part of assessment and informs pupil learning and progress if undertaken correctly. Marking is consistently implemented across the primary school: It is diagnostic, offers guidance, and provides prompts for consideration and to illicit pupil thinking. Pupils are part of the marking process through the development of pupil reflection and self-evaluation in order to set future targets.

Marking should enhance pupil self-esteem, raise confidence and encourage the habits, traits and attitudes of the effective learner, thus building learning power and raising attainment.

3.5 Personalising Learning and Interventions

We demonstrate our commitment to personalised learning by:

- being adaptable in our delivery and taking into consideration a range of preferred learning styles;
- providing a range of opportunities to promote self and peer-assessment, to evaluate own learning and plan for improvement;
- using assessment to inform planning;
- using targets to focus individual needs and encouraging parental contribution;
- marking work promptly in line with the agreed **marking policy** and giving timely feedback which enables the next steps of learning to take place;
- Seeking opportunities to celebrate achievement, value individual strengths and effort of all pupils.

Where pupils do not make expected levels of progress the school works hard to provide additional support and has a designated area within the school know as “The Learning Lounge” to provide an additional work space for pupils and a bespoke curriculum.

The school provides:

- additional support staff within classrooms and on educational visits to ensure that pupils can be supported in their learning;
- additional phonics intervention groups;
- after school learning clubs;



- nurture groups;
- maths intervention;
- Reading intervention;
- pupil counselling;

3.6 Target setting and tracking

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school.
- We use a range of performance measures including teacher assessment and test results.
- Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Data is collected on a half termly basis and followed up with pupil progress meetings to identify pupils who may not be making expected progress and to identify interventions.

3.7 Monitoring teaching and learning

The Executive Principal together with the Senior Leadership Team (SLT), SENCO and Subject Leaders monitor pupil progress through lesson observations, pupil conferencing, moderation and book scrutiny.

4. Eco-learning and education for sustainable development

Our pupils are the driving force behind Eco-learning, they understand that they are the ones who can make a difference to the future of our planet. Our pupils learn about sustainability through the curriculum, assemblies and through the work of the school Eco-Council.

By helping our pupils develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others they can make choices to impact upon the future now.

5. Learning about health and nutrition

We take our role of developing pupil understanding of the importance of adopting healthy choices and lifestyle very seriously and work hard to continue to ensure our healthy schools status.

Good health for pupil is crucial, because it enables them to make the best of their opportunities in education and in developing a healthy life style.

Fairfield Primary School has excellent links with local sport providers who support us in engaging our pupils in a range of sporting activities in addition to what the school



curriculum offers, including a range of competitive events. The PE subject lead makes use of the additional government funding to ensure the staff are equipped with the relevant expertise and skills to deliver high quality physical education activities and additional opportunities are sought to enhance pupil learning through the use of our external providers.

6. Inclusion

Inclusive education is different from integration in that it requires the adaptation of systems and structures, wherever possible, to meet the needs of pupils whatever their disability, learning difficulty or personal circumstances.

Inclusive education means enabling our pupils to participate in the life and work of mainstream school to the best of their abilities, whatever their needs, being fully involved in the process of education.

In order for inclusion to be effective in our school, we strive to adapt our approach to:

- The curriculum
- Teaching support
- Funding mechanisms
- As far as possible; the built environment

At Fairfield Primary School we aspire to instil into our pupil and their parents an understanding of the importance of life-long learning.

Planning for inclusion means thinking about how teaching and learning can be designed to match the needs and interests of the full range of learners. This needs to be addressed both inside and outside the classroom.

Our pupils also bring a range of different cultural perspectives and experiences to our school. These can be reflected in the curriculum and assessment and used to further our understanding of the importance of diversity issues.

7. The role of the Executive Principal in supporting learning and teaching

Strong and effective leadership is intrinsic to the success of a school in providing the drive and enthusiasm, seeking out best practice and insisting on high standards and expectations for all pupils. At Fairfield Primary School the Executive Principal:

- provides a strong role model with high expectations;
- expects a coaching approach that sees staff monitor and observe each



others' teaching, celebrate and share good practice;

- seeks national best practice/research outside of the county;
- ensures appraisal arrangements are in place for teaching and non-teaching staff which link in to school priorities and impact positively on learning and teaching;
- monitors the performance of staff and ensures underperformance is addressed through implementing the school policies and offering a positive and supportive framework; whilst ensuring the best possible outcomes for pupils;
- provides opportunities for parents and governors to share in the learning process.

8. The role of Staff in ensuring high quality teaching and learning

All staff will:

- plan effectively in teams in the long, medium and or short term and make their planning available for scrutiny;
- set and communicate clear lesson objectives and success criteria to pupils;
- implement a BLP and Growth Mindset approach within their classroom and as part of the wider school climate and culture;
- abide by the conditions laid out in the schools code of conduct;
- use whole class, small group, paired and individual teaching as appropriate; employing ability grouping effectively and flexibly where this is thought to be beneficial to pupil progress;
- manage time well; starting and concluding lessons promptly and ensuring there is appropriate pace and engagement of pupils;
- demonstrate excellent classroom management, organisational skills and high levels of tidiness, including effective maintenance of and use of resources;
- create effective interactive displays and working walls that use and promote questioning to develop pupil thinking and deeper learning;
- provide regular homework in line with the school's policy and ensure this is



marked and monitored;

- plan and implement curriculum enrichment activities;
- implement formative and summative assessments in line with the school policy;
- vary teaching styles appropriate to accommodate differing learning styles;
- undertake incisive analysis and use of pupil progress and data to enable pupils to reach their full potential.

9. The role of the Local Governing Body in ensuring high quality teaching and learning:

The Local Governing Body of Fairfield Primary will

- take responsibility for monitoring the curriculum, through working alongside the subject lead in the role of critical friend;
- be aware of and give input into policies and documentation relating to the curriculum;
- visit the school to see the curriculum in action;
- keep an open dialogue about teaching and learning with staff and pupils;
- read monitoring reports from the school; asking relevant questions;
- understand how special learning days, visitors into school and educational visits enhance and enrich the curriculum bringing learning alive;
- ensure that Governor meetings, agendas and minutes reflect a focus on learning and pupil progress;
- report developments relating to learning and pupil progress and attainment through school self-evaluation (SSE);

The governors have agreed a clear policy on when pupils will be re-mixed across the primary phase. This means that pupils will be re-mixed:

- At the end of year 1
- At the end of year 4

Only in exceptional circumstances will pupils be re-mixed at any other time.



10. The role of parents in demonstrating their commitment to teaching and learning

Parents are expected to:

- attend parent information evenings and workshops;
- ensure their child comes to school each day, on time, well nourished, appropriately clothed, happy, positive, confident and ready to learn;
- take part in parental surveys, questionnaires and open meetings;
- respond to Newsletters and texts where relevant;
- support pupils in their homework activities;
- provide the school with relevant and important information;
- inform the school of reasons for absence and take holidays outside of term time;
- ensure emergency contact details are up to date and permission slips are signed and returned;
- inform the school of any influencing factors likely to adversely affect their child's progress or well being at school e.g. family breakdown or bereavement;
- attend all education and health care plan reviews and medical and health interviews;
- co-operate with external agencies that aim to promote the wellbeing and academic progress of their child or safeguard pupil welfare;
- be involved in the life of the school where possible (PTA, volunteers etc.);
- comply with the Home-School Agreement;
- enter into constructive dialogue with the class teacher to support learning;
- show support for extra-curricular activities that will benefit their child;
- be mindful of what they post on social networking sites which could put themselves at risk or bring the school into disrepute;

This list is not exhaustive.



11. The role of pupils in demonstrating their commitment to their own learning:

Pupils are expected to:

- elect their own representatives for the School, Learning and Eco Councils;
- demonstrate respect for themselves, adults and each other by upholding the vision and aims of the Learning for Life Trust;
- be aware of the strategies and processes they use to learn and discuss these in order to stretch learning power and develop a growth mindset;
- know why they are learning and how this connects with the real world;
- be aware of their preferred learning styles;
- evaluate their own progress; being self-critical and formulating their own targets for improvement and helping others to do the same through peer assessment and constructive feedback;
- use and apply their knowledge, skills and abilities to unfamiliar situations such as when learning outdoors;
- select appropriate methods for learning and participating, effectively organising the resources they need, and understanding what an effective work station looks like;
- take the initiative and not expect answers to be readily given but to actively seek them out independently;
- demonstrate high levels of independence and the ability to persevere with tasks;
- show curiosity, enthusiasm and interest in learning;
- celebrate their own and the achievement of others;
- take responsibility for their own behaviour and actions;

This list is not exhaustive.

12. The role of the community in demonstrating its commitment to pupil learning:

- contribute to activities within the curriculum and during collective worship time;



- present themselves as positive role models and good citizens to be emulated;
- guide and set standards and expectations for pupil behaviour;
- support school events;
- provide venues for learning and other activities;

13. Equal Opportunities

At Fairfield Primary School we promote the principles of fairness and justice for all. We ensure that all pupils have equal access to the full range of educational opportunities provided by our school and strive to remove any forms of indirect discrimination that may form barriers to learning. We will challenge stereotyping and prejudice wherever it occurs. We celebrate cultural diversity through our curriculum and assemblies and show respect to all minority groups. As a school community we are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for individual’s points of view, we aim to promote positive social attitudes and respect for all.

This policy should be read in conjunction with the following policies:

- ❖ All curriculum policies
- ❖ Behaviour
- ❖ Inclusion
- ❖ SEND
- ❖ Educational Visits
- ❖ Equality
- ❖ Assessment
- ❖ Marking and Feedback
- ❖ Collective Worship
- ❖ Homework
- ❖ ICT
- ❖ Attendance & Punctuality

This policy was ratified on

Signed.....

(Chair of Governors)

Reviewed.....,