



FAIRFIELD PRIMARY SCHOOL

Teaching & Learning Policy 2024-27

Approved by	
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Signed:	
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Rationale

This Policy is a statement of the aims, principles and strategies for teaching and learning at Fairfield Primary School. It is the method through which we offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from research, cognitive science and experience. The impact of quality teaching and learning is the progress all pupils make and the outcomes they achieve.

Our Vision

Our vision is to be the first-choice school for parents within the area. We will create an inspiring environment using innovative education practices to develop all pupils to realise their full potential.

Our Mission

Our mission is to create happy, confident, life-long learners in a safe, rewarding and nurturing environment.

Our Aims

We put the development of our pupils at the heart of everything we do. We will do this through an exciting and challenging curriculum using courageous and innovative teaching practices both in and outside of the classroom. We will support our pupils every step of the way to help them achieve their full potential.

We will grow confident learners providing our pupils with a range of skills that enable them to adapt and succeed both inside and outside the classroom. By laying firm foundations pupils will be equipped with a full range of practical and emotional abilities, ultimately creating confident and inquisitive individuals with a life-long love for learning.

We use our unique location on the edge of the Lake District to our full advantage, developing pupils who love the outdoors, are knowledgeable about the environment and become engaged with their community.

Our Ethos

Our school shall be a place where individual voices are encouraged and valued, together forming a collaborative community where all pupils, staff, parents and governors work together to bring out the very best in each other. Respectful, tolerant and brave, our pupils will have the confidence and resilience to encourage each other to overcome adversity and speak out for what is right.

It is our intention to:

- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills;
- build positive partnerships with parents, carers and the local and wider community;
- provide a broad and balanced curriculum which reflects our high expectations for all pupils;
- lay firm foundations for learning through our high-quality teaching and associated skills and attitudes to our bespoke, life-long learning initiative;
- 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 STEM 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 and recognising the importance of fundamental British Values.

Strategies for Teaching and Learning

At Fairfield Primary School, we advocate research-based principles of instruction that are 'faithfully' adopted and 'intelligently' adapted from research. We encourage all teachers to read these to develop their knowledge and understanding of the art of teaching. We actively ensure that our younger children work towards a longer direct teaching input by playing an active role within the delivery. Teaching at Fairfield Primary School is guided by **Rosenshine's Principles of Instruction**:

1. Begin a lesson with a short review of previous learning (Reactivation).

This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson.

2. Present new material in small steps with pupil practice after each step: Only present small amounts of new material at any one time, and then assist pupils as they practice this material.

Our working memory can only hold a few bits of information at once - too much information swamps the working memory. The most effective teachers present only small amounts of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil's understanding on each point and reteach when necessary. Teachers use time effectively in lessons through teaching, demonstration, questioning and worked examples. Moreover, teachers provide extra time, where necessary, to offer additional explanations, check for understanding, adapt learning and environment and provide sufficient instructions so all pupils can learn to work independently and achieve within lessons.

3. Ask a LARGE number of questions and check the responses of ALL pupils: questions help pupils practice new information and connect new material to their prior learning.

Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Practitioners at Fairfield also ask pupils to explain the process they used to find the answer. Teachers might ask pupils to:

- Discuss with a fellow peer;
- 'Think, pair, share' (giving sufficient time for the 'thinking aspect');
- Summarise the main idea in one or two sentences or repeat the procedures to a neighbour;
- Write the answer on a whiteboard and hold it up;
- Explain how they worked out the answer, using prompts such as: 'Tell me how', 'Convince me that', 'Describe', 'True or false', 'How do you know that?', 'Why?';
- Consider the answer to a 'hinge question' at a crucial point in a lesson;
- Answer carefully planned multi-choice questions;
- Demonstrate their knowledge as a 'mini-teacher' and/or;
- Raise hands or raise hands if they agree with an answer someone else has given.

4. Provide models: Providing pupils with models and worked examples can help them learn to solve problems faster.

Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples at Fairfield begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps and may address common misconceptions they have pre-empted arising.

5. Guide pupil practice: Successful teachers spend more time guiding pupils' practice of new material.

After presentation, our teachers guide pupil practice. This might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. It could include a visualiser being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Often, practitioners will display worked examples on Working Walls for pupil reference during independent activity. As a result of this, pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a supported group, in-line with our adaptive teaching approach.

6. Check for pupil understanding: Checking for pupil understanding at each point can help pupils learn the material with fewer errors.

At Fairfield, teachers frequently check to see if all pupils are learning and understanding the new material. They check for understanding by asking questions, by asking pupils to summarise the new learning up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain and/or justify their responses to others. This can help to limit misconceptions. Here at Fairfield, we aim to bring learning from the long-term memory to the short-term memory, through repetition of learning via our specially designed curriculum of skills and knowledge.

7. Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction.

Research suggests that the optimal success rate is about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. Provide scaffolds and adaptation: The teacher provides pupils with temporary supports and scaffolds to assist them.

Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, checklists to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work (these are often referred to as WAGOLs at Fairfield). Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. At Fairfield, practitioners carefully consider the needs of all pupils and adaptations are made in order for all pupils to succeed in all lessons, this includes considering who needs what type of scaffold, rather than regularly providing the same scaffold to all.

9. Require and monitor independent practice: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded into long-term memory.

Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work – the optimal time for these contacts was 30 seconds or less. Co-operative learning can increase achievement if it provides extra instruction through someone else (the other pupil) explaining the material to the pupil. At Fairfield Primary School, our support staff all facilitate the learning experience of pupils. Support staff do not predominantly work with children who require additional support/ scaffolding (this is the job of the

teacher). Support staff do not take pupils out of the classroom environment to provide learning scaffolds.

10. Engage pupils in weekly and monthly review: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge.

Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ daily reviews in Mathematics (including Fab 4 homework in KS2), opportunities to retrieve knowledge at the start of lessons, weekly reviews as part of homework, vocabulary sheets to aid recall and end of topic assessment questions, which link to Chris Quigley's schemas across our foundation subjects.

In addition to the above, we also consider the **Working Memory and Cognitive Load Theory**. Dylan William has described Cognitive Load Theory as 'the single most important thing for teachers to know'. Grounded in a robust evidence base, Cognitive Load Theory provides support for explicit models of instruction. The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information. Information is processed in the working memory, where small amounts of information are stored for a very short time. The average person can only hold about four 'chunks' of information in their working memory at one time. The findings from this research lead to a number of implications for Fairfield's classroom practice:

1. Tailor lessons according to pupils' existing knowledge and skill and use worked examples.

When teaching new content to pupils without much pre-existing knowledge, teachers provide pupils with lots of detailed, fully guided instruction and worked examples (this is a problem or task already solved or completed with every step fully explained). As the pupils' knowledge and skill increases, teachers should provide a mix of guided instruction and problem-solving practice.

2. Gradually increase independent problem-solving as pupils become more proficient.

As pupils become very proficient, teachers should provide minimal guidance and allow pupils to practise their skills with lots of problem-solving tasks. Some learners may need additional scaffolding and/or other adaptations (where required) and some pupils will progress to independent problem-solving faster than others. To enhance greater independence skills, teachers will omit steps from a worked example or gradually give pupils fewer worked examples.

3. Cut out non-essential information.

Pupils do not learn effectively when their attention is directed to non-essential information. This could be in the content of the instruction or multimedia presentations. In this type of lesson, it is very common to use verbal explanations and written text at the same time. For example, the teacher might show their pupils a

quote on a PowerPoint slide, and also read the quote aloud at the same time. But presenting the same information in two forms is redundant – pupils’ working memories can become overloaded when they are required to both listen and to read at the same time. The best strategy to avoid overloading pupils’ working memories is for the teacher to either read the text out loud (without presenting it on the slide), or allow the pupils to read it themselves – not both. While providing the same information in both written and spoken forms can overload working memory, there are some strategies that can reduce the chance of this occurring:

- The small chunks. For example, instead of presenting a quote as one big block of text on a PowerPoint slide, the teacher could break the quote up into smaller sections of text across several slides.
- The pupils can direct the pacing of the presentation. When pupils can take their own time to process the information on one slide before moving onto the next, they are more likely to be able to process the information.

4. Simplify complex information by presenting it both orally and visually.

Pupils can process complex information more easily when it is presented in both oral and visual forms at the same time. When there are two or more sources of information that can only be understood in reference to each other, cognitive load can be managed by presenting information both orally and visually. This strategy increases the capacity of pupils’ working memories, creating more mental space for learning. Accompany diagrams with narrated explanations, not written explanations. This is based on the theory of Dual Coding. Research has shown that pupils learn new words more effectively through visuals with verbal information rather than with just verbal.

Skills and Attitudes to Life-Long Learning

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 promoting skills and attitudes to life-long learning. In response to our commitment to this, we have designed our very own, bespoke approach that links together our core school values, our PSHE Curriculum and our beliefs towards developing as learners. In each and every learning environment in our school, our Skills and Attitudes to Life-Long Learning log is displayed and is incorporated into learning.

As a school, we passionately believe that 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 hive of excitement and learning feels “real” and connects to pupil’s lives as being pivotal to a successful community.

Aims

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 pupils for life-long learning in a fast-moving, interdependent society.

All staff work towards the school’s aims by:

- recognising that teaching and learning 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 their 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 British Values, Global Citizenship and Racial Equality;
- ensuring pupils with Special Educational Needs and Disabilities are supported appropriately through adaptive teaching.

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 therefore, deepening a love of learning.
- Uniform in appearance and consistent use of working walls and reading areas 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 Aspirational Goals to Stretch and Challenge

- Culture of self-improvement is endemic and inclusive of all members in our reflective learning to learn school.
- Showcasing and sharing good practice celebrating talents, achievements and skills of all members.
- High academic achievement hand-in-hand with emotional intelligence.
- Clear and specific targets shared and recorded to enable all pupils to progress within specific areas and aspects of the curriculum.

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/guardians, 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:

Learning

We believe that pupils learn best when they:

- are happy;
- know they have the power to self-improve;
- ask questions;
- adopt a 'have a go' ethos;
- 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 safe and secure and are aware of boundaries;
- are challenged and stimulated.

Learning can be described as occurring at three levels:

1. **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).
2. **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.
 3. **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).

Teaching

At Fairfield Primary School, effective teaching is characterised by:

- focused lessons where the WALT is sharply focussed and shared with pupils;
- 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;
- adaptive teaching to cater for the needs of all pupils;
- opportunities for cross-curricular and/or outdoor learning;
- positive praise and encouragement to celebrate success and motivate pupils;
- opportunities to explore vocabulary and etymology within sessions.

The Classroom Environment

At Fairfield, each classroom is organised so that it provides a calm, safe and stimulating setting ensuring 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 and related displays;
- work independently and collaboratively 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 and associated activities to enrich cultural capital, including: meeting visitors in school who will share talents, information or provide help, inspire or support;
- participate in athletic, physical and competitive activity;
- 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.

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 our school: it is diagnostic,

offers guidance, challenge and provides prompts for consideration and to elicit pupil thinking. Pupils are part of the marking process through the development of pupil reflection and self-evaluation in order to set future targets. When completing self-assessments, children are encouraged to reflect on the Skills and Attitudes to Life-long Learning resource (which is displayed in each classroom).

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

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 and individual need;
- providing a range of opportunities to promote self and peer-assessment, to evaluate own learning and plan for improvement;
- using teacher 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 (both inside and outside of school), 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 designated intervention areas within the school, to provide additional work spaces for pupils. Pupil Progress Meetings are carried-out by the SLT termly (alongside an additional 'Settling-In' Pupil Progress Meeting), in order to ensure that interventions are meeting the needs of pupils. In some cases, pupils may require adaptations to their learning to ensure that they are able to access the curriculum to their full potential.

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, in-line with the Little Wandle programme;
- after school learning clubs, including booster groups;
- well-established pastoral care, including pupil counselling, nurture groups, ELSA and well-being workshops;
- IDL Maths and English interventions;
- an expanded school day model of intervention, led by school-led tutor trained staff, targeting the core areas of the curriculum, including: Writing Workshops, Maths interventions (both targeted and pre-teaching), Times Table sessions, SPaG focused intervention and Reading groups (focusing on both word recognition and comprehension);
- speech and language support;
- interventions to develop both fine and gross motor skills;

- sensory sessions;
- challenge groups to help further 'stretch' those working at Greater Depth.

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 termly basis and followed up with Pupil Progress Meetings to identify pupils who may not be making expected progress and to identify interventions.
- Within data reviews and in Pupil Progress Meetings, there is a focus on key groups of pupils, including: disadvantaged, SEND and EAL.

Monitoring Teaching and Learning

The Senior Leadership Team (accompanied by subject leaders) monitor pupil progress through lesson observations, learning walks, pupil conferencing, moderation and work reviews, on a regular basis in-line with the school's comprehensive monitoring calendar.

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.

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 pupils 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 leads make 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.

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

need 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;
- enrichment experiences;
- as far as possible; the physical environment.

At Fairfield Primary School, we aspire to instil into our pupils and their parents/guardians 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 used to further our understanding of the importance of diversity issues. We have an appointed 'Equality and Diversity Champion', who has the responsibility of driving this key area continuously forwards.

Homework

We recognise that all pupils require leisure time and that many parents/guardians arrange a wide range of extra-curricular activities both after school and at the weekends to enhance their children's learning and life experiences. Our homework activities aim to extend and consolidate the learning, which is planned in school while still allowing children to enjoy their recreation time.

We see the purpose of homework as:

- consolidating and building upon learning in the classroom;
- involving parents/guardians in the education of their children;
- fostering a partnership between school and home.

We aim to:

- ensure that parents/guardians are clear about the expectations for their child;
- ensure a consistent approach throughout the school;
- use homework as a tool to support our continued efforts in raising standards of attainment;
- practice, repeat or consolidate basic skills and knowledge, especially in Mathematics and English;

- encourage our pupils to develop the responsibility, confidence and self-discipline needed to study independently in the future.

The Role of the Headteacher and Deputy Headteacher in Supporting Teaching and Learning

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 Headteacher and Deputy Headteacher will:

- be strong role models with high expectations;
- expect a coaching approach that sees staff monitor and observe each other's teaching, celebrate and share good practice;
- work with all subject leaders to ensure there is a continuous focus of further development/ refinement in each subject area of the school;
- seek national and international best practice/research outside of the county;
- ensure appraisal arrangements are in place for teaching and non-teaching staff which links to school priorities and impacts positively on teaching and learning;
- monitor the performance of staff using the Teacher's Standards and ensure underperformance is addressed through implementing the school policies and offering a positive and supportive framework, whilst ensuring the best possible outcomes for pupils;
- provide opportunities for parents and governors to share in the learning process.

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;
- set and communicate clear WALTs and success criteria(s) to pupils;
- implement the school's 'Skills and Attitudes for Life-Long Learning' approach within their classroom and as part of the wider school climate and culture;
- abide by the conditions outlined in the school's Code of Conduct;
- use whole class, small group, paired and individual adaptive teaching as appropriate: to ensure all pupils make progress and achieve;
- manage time well; starting and concluding lessons promptly and ensuring there is appropriate pace and engagement of all 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 to enhance cultural capital;
- implement formative and summative assessments in-line with the school policy;
- vary teaching styles appropriately to accommodate differing learning styles;
- undertake incisive analysis and use of pupil progress and data to enable pupils to reach their full potential.

The Role of the Local Governing Board in Ensuring High-Quality Teaching and Learning

The Local Governing Board of Fairfield Primary School will:

- hold the Headteacher to account for the academic performance of all pupils;
- take responsibility for monitoring the curriculum through working alongside the Headteacher, Deputy Headteacher and subject leads 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 and where appropriate, providing challenge;
- 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 Reception;
- at the end of Year 2;
- at the end of Year 4.

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

The Role of Parents/ Guardians in Demonstrating their Commitment to Teaching and Learning

Parents/ Guardians are expected to:

- attend parent information evenings;
- 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 letters and texts where relevant;
- support pupils in their homework activities and their attendance at intervention sessions;
- 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;
- 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/health interviews;
- co-operate with external agencies that aim to promote the well-being and academic progress of their child or safeguard pupil welfare;

- be involved in the life of the school where possible (Friends of Fairfield, volunteers etc.);
- enter into constructive dialogue with the class teacher to support learning;
- show support for extra-curricular activities that will benefit their child;

This list is not exhaustive.

The Role of Pupils in Demonstrating their Commitment to their Own Learning

Pupils are expected to:

- elect their own representatives for the School Parliament and Eco Council;
- 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-line with the school's 'Skills and Attitudes for Life-Long Learning';
- 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;
- complete homework
- 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;
- uphold the school's values (these are shared with the children in assemblies and as part of the PSHE curriculum).

This list is not exhaustive.

The Role of the Community in Demonstrating its Commitment to Pupil Learning

- contribute to activities within the curriculum and during assembly 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.

This list is not exhaustive.

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, as well as the promotion of school values and fundamental British Values, we aim to promote positive social attitudes and respect for all.