



# Derwent and Southill Federation

*We are a Values-led Federation  
We respect ourselves; We respect others; We respect the environment.*



## Teaching and Learning Policy

*This school is committed to safeguarding, promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.*

This policy outlines teaching and learning at Derwent Primary School and Southill Lower School –

It also applies to any teaching that occurs in a before school or after school provision run by Derwent Primary School and Southill Lower School.

## Principles of Teaching and Learning at Derwent and Southill

At Derwent and Southill we believe that children learn best when: -

- **Exposition**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Effective exposition and focussed learning activities with clear objectives and outcomes.
- A clear understanding by the children of the method and purpose of activities in which they engage.
- Progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour).

TEACHERS WILL ENSURE THAT:

- Work is planned, in the short medium and long term, and electronic plans are filed each week for shared reference on accessible drives.
- Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the National Curriculum and Early Learning Goals.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a broad and balanced curriculum in place (as contained in class curriculum maps for the year).
- A monitoring cycle is in place to support the progress of individuals and groups of learners through pupil progress meetings, lesson observations (in this federation mainly through learning wanders) and work scrutiny and moderation.

- **Adaptation.**

TEACHERS ENSURE THAT:

- A range of research led teaching strategies successfully engage pupils in their learning.
- Specific subject knowledge in the range of primary subjects is employed to develop pupils' knowledge, skills and understanding.
- Well framed questions and evaluation of answers and discussion supports secure long term learning and acquisition of knowledge.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study.

- **Assessment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children use frequent, sometimes detailed and accurate feedback from teachers, both oral and written, to improve their learning such as redrafting writing in collaboration with the teacher.
- Children who are motivated to learn through where necessary, adapted learning activities that build on their prior attainment.
- Children with specific learning needs receiving support at the time through liaison with the SENCO and parents and carers.

TEACHERS WILL MAKE SURE THAT:

- Live marking is frequent and provides pupils with very clear guidance on how learning-outcomes can be improved. Evidence for this should be clearly evident through use of pink and green highlighting and polishing pen work from pupils.
- They have high expectations for all children, and plan, resource and direct adapted learning activities that give support and issue challenges for all.



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- They keep agreed assessment records and data is collected on an agreed assessment cycle by SLT to inform pupil progress meetings, reporting to parents and the governing body.
- A federation Assessment Calendar is created annually with all key dates and specific year group information for all teaching staff.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is an Assessment policy in place that ensures consistency of practice.
- There is an efficient system of tracking in place; data is scrutinised rigorously in meetings between SLT and the class teachers and the data is utilised in the deployment of resources.

- **Learning Environment and Classroom Culture**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- An atmosphere of mutual respect between adults and children.
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Children's high self-esteem, with all children feeling valued and secure.
- Children taking risks in their learning, and learning from their mistakes.
- Children's learning outcomes displayed in the school for others to appreciate and admire.
- Organisation of classroom routines and resources to optimise learning and this includes 'Magic Paper' learning walls with key facts and vocabulary linked to current learning.

TEACHERS WILL MAKE SURE THAT:

- They teach children how to behave well and follow the Behaviour Policy with consistency. All behaviour incidents will be logged in CPOMs
- Good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner.
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and in sharing assemblies.
- Any criticism will be constructive and children's self-esteem will be taken account of. We aim to praise in public and sanction in private.
- Some SEN pupils may have an adapted Behaviour Plan as agreed with parents and the SENCO and shared with school staff.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- 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.
- All adults will have regular updates on applying the Behaviour Policy and in good child and classroom management to de-escalate and minimise incidents.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.
- Safeguarding procedures are in place and are adhered to rigorously.

- **Home learning and links.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

TEACHERS WILL MAKE SURE THAT:

- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report.
- Parents know how they can support their child's learning at home or in school. They are approachable and available to parents (by appointment if necessary).
- Information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email or class dojo.
- Parents are welcomed to help in their classrooms and /or around school.
- Teachers set appropriate home-learning activities to develop children's understanding of topics covered in class.

IMPLICATIONS FOR THE WHOLE SCHOOL:



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- The effective use of the family support worker to nurture parental engagement.
- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website.
- Facilitate parental involvement through support for a vibrant parent, teacher association (Derwent PTA and Southill FoSLS).

As per the Special Educational Needs and Disabilities (SEND) Code of Practice (COP, 2014), all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. At Derwent and Southill teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified, with lessons planned to address potential areas of difficulty and to remove barriers to pupil achievement. In almost all cases at Derwent and Southill, this planning means that pupils with SEN and disabilities are able to study the full national curriculum.

## **Policy Review**

The Governing Body of our school is responsible for ensuring the review of this policy, and for reporting back to the Local Authority.

Date policy agreed: September 2026

Signed Neil Parsons (Chair of Governors)

Date of Review: September 2027