



# Teaching and Learning Policy

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## **1. Aims**

This policy aims to:

Explain how we'll create an environment at our school where pupils learn best and love to do so.

Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.

Promote high expectations and raising standards of achievement for all pupils in our school.

Involve pupils, parents and the wider school community in pupils' learning and development.

## **2. Our guiding principles**

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

## **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

### **3.1 Teachers**

Teachers at our school will:

Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).

Actively engage parents/carers in their child's learning. We will do this via our newsletters, website, letters and family events.

Update parents/carers on pupils' progress during our yearly parents' consultations, and produce a termly written report on their child's progress.

Meet the expectations set out in behaviour and Marking and Feedback Policy.

### **3.2 Support staff**

Support staff at our school will:

- Know pupils well and tailor support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Support the delivery of inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our Behaviour and Marking and Feedback policies.

### **3.3 Subject leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the Guide to Reading, Guide to Maths, wider curriculum documents, behaviour policy, and marking and feedback policy.

### **3.5 Pupils**

Pupils at our school will be encouraged to:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our Behaviour Policies and the Caedmon Characteristics.

### **3.6 Parents and Carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning**

The Caedmon curriculum, is sequenced in small steps to ensure our pupils learn and remember more. We plan to ensure our pupils regularly review their previous learning and are active learners. Key knowledge and key concepts are the knowledge, ideas and understandings that we hope will remain with our pupils long after they have left school. Children need time and opportunity to explore these concepts and to appreciate their breadth and depth. By approaching these concepts in different ways and by revisiting them in different contexts our children come to embed their understanding.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

We have introduced an enquiry based element to our delivery of the curriculum, which aims to motivate the children to become confident and independent learners.

We are preparing the children to be successful citizens later in life. To promote this, we are creating an oracy rich curriculum, which allows children to articulate their learning and make connections between prior and new learning.

## **5. Learning environment**

When pupils are at school, learning will take place in our classrooms, outdoor spaces, and halls.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas

Working walls

Accessible resources for learning such as books, worksheets and other equipment

A seating layout that allows everyone to see the board and participate

Displays that celebrate and support pupils' learning

## **6. Scaffolding**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will scaffold learning to cater to the needs of all of our pupils, including:

Pupils with special educational needs and disabilities (SEND)

Pupils with English as an additional language (EAL)

Disadvantaged pupils

Pupils that are most able

To do this:

We will use support staff effectively to provide extra support

Our SEN co-ordinator (SENCO) will work with our pupils with SEND, and their parents, to establish the appropriate level of material to support these pupils to make good progress

We will use ability groupings for certain subjects where appropriate

We will provide writing frames and word banks where appropriate

We will maintain and refer to SEND support plans to support SEND pupils effectively.

## **7. Home learning**

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through Purple Mash for mathematics and spellings will be sent home weekly. The Year 5 and 6 pupils are provided with study books. For reading, pupils book bags are changed regularly, and book bags are sent home nightly.

In EYFS, home learning will be made available on the Seesaw platform.

### **8. Marking and feedback**

Feedback can be both written and verbal. Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

For additional information, please see our Marking and Feedback Policy.

### **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment.

For additional information on assessment, please see our Assessment Policy.

### **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

Reviewing marking and feedback

Termly pupil progress meetings

Pupil interviews

Planning scrutiny

Book scrutiny

### **11. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Wider Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy