Teaching and Learning Policy

Approved by:	Full governing body	Date: 19th June 2023
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Next review due by:	Spring 2026	

Carl Logan, Chair of Governors, 19 June 2023.

Contents

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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

Guided by our Christian ethos, we strive for our pupils to be the best that they can be, in an environment where they feel loved, wanted and supported. We invite everyone to accept Jesus Christ as their support, and we encourage everybody to offer their support to others. We aim for our pupils to be responsible citizens who value themselves as a child made in the image of God. We aspire for our staff to feel trusted and empowered; to continue to learn in a supportive environment; and to see the power of their words and actions, as they inspire each individual to achieve their goals.

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 via Learning Updates, the newsletter, Daily news, and by clearly communicating the purpose of home learning
- Update parents/carers on pupils' attitudes and behaviour in the autumn and spring term via an interim report prior to parents' evening, and produce an annual written report on their child's progress
- Meet the expectations set out in curriculum-related policies, SEND policy, behaviour policy, wellbeing policy, safeguarding and child protection policies.

3.2 Support staff

Support staff at our school will:

- Know pupils well and provide 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
- Engage in providing 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 curriculum-related policies, SEND policy, behaviour policy, wellbeing policy, safeguarding and child protection 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

> Timetable their subject to allocate time for pupils to:

- o Achieve breadth and depth
- o Fully understand the topic
- o Demonstrate excellence

> Moderate progress across their subject/phase 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

> Meet the expectations set out in curriculum-related policies, SEND policy, behaviour policy, wellbeing policy, safeguarding and child protection policies.

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 curriculum-related policies, SEND policy, behaviour policy, wellbeing policy, safeguarding and child protection policies.

3.5 Pupils

Pupils at our school will:

› 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

› Know their targets and how to improve

› Put maximum effort and focus into their work

› Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

› Value learning

› Encourage their child as a learner

› Support their child to be 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

Maintained primary schools are expected to follow the 2014 National Curriculum. (See link below)

National Curriculum in England

In all aspects of school life, we strive for our children to...

- Love learning!
- Play an active role in their learning
- Feel safe to make mistakes
- Feel valued and have their achievements celebrated
- Take responsibility for their learning
- Make connections in their learning
- Be prepared for life in Modern Britain

- Leave our school feeling confident and ready to transfer to secondary school

Our three values **(Individuality, responsibility and community)** underpin the teaching & learning, the behaviour and the collective code of conduct in our school.

Community	Individuality	Responsibility
- Our pupils will learn about the community in which they live and understand why it is the same and different to other communities - Our pupils understand that there are many communities, each with their own values and beliefs - Our pupils show respect to people from all communities. - Our pupils, parents and carers feel valued in our school community - Our pupils understand how rules are made and upheld in communities - Our pupils will resolve disputes with people in their community respectfully.	- Our pupils' unique personalities are celebrated and tolerated. - Our pupils' individual talents within and out of school are celebrated. - Our pupils can express their individual beliefs and ideas with respect. - Our pupils develop their courage and confidence to perform to others. - Our parents encourage their children to be tolerant of other children's challenges.	- Pupils respect others' right to learn. - Pupils respect others' right to be happy - Pupils respect others' right to be safe - Our pupils understand that they share responsibility for their learning - Staff share responsibility for pupils' learning with parents and carers. - Our pupils share responsibility with staff and parents to look after our school grounds and equipment - Our pupils understand the responsibility of being global citizens - Our pupils have a responsibility to follow the law.

Our three core values are at the heart of our curriculum. Our curriculum is designed to support each child to become an **independent and resilient individual**, who takes **responsibility** for themselves and who makes positive contributions to **local and global communities**. We aim to develop our pupils' understanding of the world beyond our small village, and for them to have aspirations of making a positive global impact. We value each child as an individual with a unique potential for learning, and with the ability to embrace and embody Christian values.

We know that children remember knowledge content if they are able to revisit and build on previous learning. Our curriculum has four threads, which are linked to our core values. In each topic, pupils will learn new knowledge and develop their skills with activities, tasks and experience within one of the four threads:

1. Leaders through time
2. Changing Communities
3. Modernising medicine
4. Ethics and citizenship

Leaders through time

Pupils will study the impact of significant leaders and individuals on local and global communities. Pupils will explore leaders' courage, resilience and their desire and motivation to shape the future. This includes pupils comparing and evaluating positive and negative role models. Pupils will be encouraged to reflect on themselves, their individual talents, their leadership skills and how they contribute to an inclusive environment. They will consider the impact they have on their peers, their family, and our world, as well as their own physical and digital legacy.

Changing Communities

Pupils will explore physical and online communities and the people within them. They will compare communities and explore how individuals, technological advances and circumstances acted as a catalyst for change to that community. Pupils will explore whether communities embraced and adapted to the change, or if they fought against it. Pupils will learn about the value of compromise and teamwork within their changing class communities when pupils join and leave our school. Pupils will understand that communities can be close to home, their wider locality, nation, international and global.

Modernising Medicine

Pupils will learn how medical advances and forward-thinking have helped humans to be healthier, and to lead longer, happier lives. Pupils will explore the importance of mental health and recognise that it is now accepted as part of our overall health and well-being. Pupils will learn how individuals should take responsibility for their own health, and how they can look after themselves. They will explore the role of key individuals who have made significant contributions to the medical community, and feel inspired to grow into an adult that can help others.

Ethics and citizenship

Pupils will be encouraged to analyse and debate historical and modern day issues and dilemmas, and to suggest improvements and ways to solve problems. They will be taught to think critically about the evidence and sources on which they form their opinions. Our curriculum provides opportunities for pupils to develop their speaking and listening skills, and to learn how to respond respectfully to others' opinions. They will learn about the importance of honesty, and to think carefully about how they portray others.

Children in our Reception Class follow the Early Years Foundation Stage Framework which comprises 7 areas: Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world and Expressive arts and design.

The curriculum for children in Year 1 to Year 6 covers the following subjects: English (incorporating writing, reading and communication), Mathematics, Science, Art and design, Computing, Design and technology, Geography, History, Languages (optional in Key Stage 1), Music, Personal, social and health education (PSHE), Religious education (RE) and Sex and Relationships education Key Stage 2 (SRE).

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

5. Learning environment

When pupils are at school, learning will take place in the classroom, the hall, outside, and any other area which is suitable for the lesson.

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

They will be arranged to promote learning through:

Explain how this is done in your school, for example through:

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

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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 more able and most able
> Pupils from a traveller background
> Looked-after pupils
> Pupils who are new to our school community

Examples of adaption for pupils:

> Using support staff effectively to provide extra support
> Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
> Using ability groupings for certain subjects where appropriate
> Providing writing frames and word banks
> Providing assistive technology
> Adapting tasks
> Providing iPads for access to online tools (thesaurus, dictionary, research etc)
>

Teachers and TAs work hard to know their pupils' needs well. They are in the best position to decide how a task / opportunity should be adapted to meet the needs of a particular pupil at a particular time in a particular lesson.

Our school has an Equality and Diversity policy which details how we meet the objectives of the 2010 Equalities Act.

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 via paper-based tasks, books or on Google Classroom.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. We understand that families have varying levels of out-of-school commitments, so we try to not over-burden pupils or their parents/carers.

Reading forms the largest part of our home-learning expectations. Pupils are expected to read at home five times per week.

Any necessary equipment or resources will be provided, loaned or made accessible for those who need it.

If children do not complete their home-learning on a regular basis, the school will contact their parents/carers to enquire about difficulties, and to offer support. Children in KS2 will be asked to go to 'completion club' to complete homework activities, if they have not been done at home. All families' unique circumstances are supported and considered when a consequence for not handing in home learning tasks is applied.

Teachers are not expected to fulfil parents' requests for extra home-learning. This would be unmanageable if teachers were to give individual home-learning tasks for 30 individual children. Teachers can recommend published resources or websites for children to use at home. Teachers might suggest extra activities on the weekly learning update.

Year Group	Home Learning Tasks – we ask parents to prioritise bold items
Reception	**- 5x per week reading** - Half-termly task in spring 2, summer 1 and summer 2 (optional) **- Weekly Wednesday word activity – sheet or sticker to word build** - Weekly short handwriting task on a Friday - Number activity occasionally
Year 1	**- 5x per week reading** **- Weekly Wednesday word activity (during Autumn term**) - Weekly piece of home learning on Friday: Handwriting or maths problem solving (changes each half term – optional) **- Weekly tricky words on a Friday** **- Ongoing maths target sheet** - Half-termly activity usually related to topic
Year 2	**- 5x per week reading** **- Ongoing Times Table Rockstars (online)** **- Ongoing maths target sheet** - Weekly handwriting (where appropriate) **- Weekly Spellings to learn**
Year 3	**- 5x per week reading** **- Ongoing Times Table Rockstars (online)** **- Ongoing maths target sheet** - Weekly handwriting **- Weekly Spellings / phonics to learn**
Year 4	**- 5x per week reading** **- Ongoing Times Table Rockstars (online)** **- Ongoing maths target sheet** - Weekly handwriting where appropriate **- Weekly Spellings / phonics to learn** - Weekly additional targeted maths calculations or grammar work from Spring 2 term.
Year 5	**- 5x per week reading** **- Ongoing Times Table Rockstars (online)** **- Ongoing maths target sheet** **- Weekly topic-related task** **- Weekly Ed Shed assignment**
Year 6	**- 5x per week reading** **- Ongoing Times Table Rockstars (online)**

	- Ongoing maths target sheet - 3x per week 10-minute task, before SATs - Weekly spelling, including revision of National Curriculum lists - Weekly English or maths task

8 Marking and feedback

Feedback should meet the following aims:

- Be sensitive to the age and needs of individual children so that it is meaningful to them and so that they feel motivated to learn and to adhere to the school's behaviour expectations.
- Be accessible to the child for whom it is intended.
- Be manageable for teachers and TAs
- Strike a positive balance between 'Feedback given' and 'Feedback received'. By this, we mean that teachers/TAs should not spend large amounts of time giving feedback that will not have an impact on learning.

We give feedback in a variety of ways:

Verbal feedback

This is instant feedback for a child or a group of children. It is particularly useful for younger children who are unable to respond to written feedback or unable to recall their learning several days later. If it is useful for the teacher/TA, when making future assessments. Teachers **do not** have to indicate that they have given verbal feedback on pupils' work.

This teaching assistant is giving a pupil verbal feedback. She is explaining what he has done well and how he can improve. The child is making the improvements under the guidance of the TA.

Modelling

Where several children have similar misconceptions or have made similar errors, teachers and TAs are encouraged to provide group feedback by modelling a task. Children can be given time to reflect upon these errors before a discussion with the teacher. Individual children's misconceptions can be modelled in their book.

Individual modelling of a method by the teacher

Teacher modelling a task followed by child trying the same task.

When looking at pupils' books, the teacher has noticed that several children have made similar errors. The children are given time to look for, and discuss, errors as part of their morning activity or at the beginning of a lesson. The teacher then models corrects grammar/punctuation/spelling with the whole class.

Certificates, stickers and stamps

These are used to praise children. When a sticker is given to a child, they are told why they have received it. Children's successes might be highlighted in celebration assemblies. Children in KS1 will be moved onto the 'rainbow' in their classroom for a piece of good work – this indicates that the teacher is pleased with their effort and the content. In KS2, children are awarded raffle tickets to show that the teacher/TA is pleased with a child's effort and their work.

Whole class feedback

When a teacher would like to give for the whole class to make improvements, they might show this information on a grid or on the interactive whiteboard. Time is then given for the children to make improvements. This type of feedback can also include 'model' answers on which the child can reflect whilst looking back at their own work. Teachers will be mindful of including children's names a limited number of times. They will also ensure that requested improvements reflect the ability and confidence of each child.

The teacher has looked at all of the pupils' work at the start of a Talk for Writing unit. Pupils are given time to reflect on their work and to edit the relevant aspects. The teacher will then verbally feedback to the whole class about their successes and areas of development.

I need to check capital letter use	I need to check the spelling of high frequency words	I need to use paragraphs accurately	I need to use a variety of time connectives.
Child A, Child B, Child C, Child D	Child C, Child D	Child F, Child G, Child H, Child	Everybody
Please check now.	Please check now.	Please check now.	Best examples: Child F, Child G, Child H, Child
			Please check now.
I need to think about my presentation/handwriting	**I need to use a variety of causal connectives**	**I need to write in third person.**	**Special mentions**
Child F, Child S, Child W, Child P	Everybody	Everybody	Child P, Child O – wrote lots
Best examples: Child S, Child M,	We will work on this over the next few weeks.	We will work on this over the next few weeks.	Child V, Child H– wrote an introduction
Please rewrite 5 sentences now.			

The teacher has shown with what the children all did well. She has used children's initials to indicate future development points. Model answers are shown on the grid, and the children are given time to read them and compare to their own work.

Reading comprehension 3rd May Class Feedback

What you did well:

1. Showed good knowledge of the story of Romeo and Juliet,
2. Able to interpret Shakespeare's phrases and metaphors,
3. Able to work out the meaning of unknown vocabulary from the context of the sentence.

Next time, could you:	Next time, could you:	Next time, could you:
Write the answer in a full sentence, incorporating the question into your answer. OG, IMA, TB, KB, AA, EK, MO, HR, JP.	Check spellings – particularly those words that are written in the question. OG, EL, TB, PJ, FR, FD.	Make sure you answer all parts of the question. IMA, AA, EK, MO, CP, HR, FR, AJ, JP, LW, AM.

Here are the best answers I saw: *How do they compare to what you wrote?*

1. The word "harangued" means to annoy someone and use aggressive speech to provoke a reaction.
2. Now that Romeo and Juliet are married, Romeo and Tybalt are cousins by marriage. This changed the way Romeo feels and acts towards Tybalt because hurting or upsetting Tybalt would hurt and upset his wife, which is something he wouldn't want to do. Romeo may act more kindly towards Tybalt. Tybalt's feelings probably haven't changed because he doesn't know about the marriage.
3. "They have made worms' meat of me" is a metaphor for death that Mercutio uses after being injured. Another metaphor Shakespeare could have used is "You have extinguished my life's fire".
4. The word "provoked" means making someone do something by your actions. A synonym for provoked is prompted.
5. When Romeo says "O! I am Fortune's fool!" he is saying that he is very unlucky and that Fortune is having fun at his expense.
6.

Powerful Verbs	Vivid Adjectives
Feuding, infatuated, forbade, wooed, harangued, consorting, prevent, clashed, provoked, banished, exiled, beg, secure, pacify, comfort, rejected, slew, attacked, vowed.	Ancient, fiery, fatal, faithful, devious, tragic.

If success criteria has been shared with a child before a piece of work, teacher can give feedback about the child's work using a highlighting method.

9th May – Feedback form

Have you:

- Used : and ; ?
- Used : and ; correctly?
- Checked your points make sense when referring back to the starting point?
- Separated your rules in a logical manner?

Written feedback – 'Marking'

We aim for our feedback to lead to improved learning. Written feedback will encourage learners to be aware of how and what they are learning; it will enable children to know what they have done well and their next steps in learning. Marking may also refer to pupil targets. We aim to use Positive Developmental Marking whenever possible.

The teacher elicits further information from the child by asking a question.
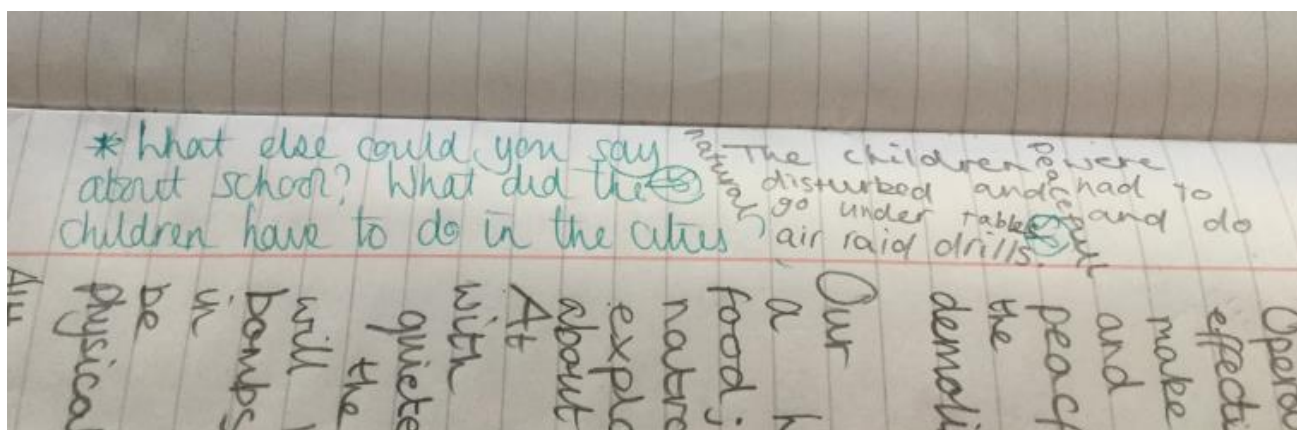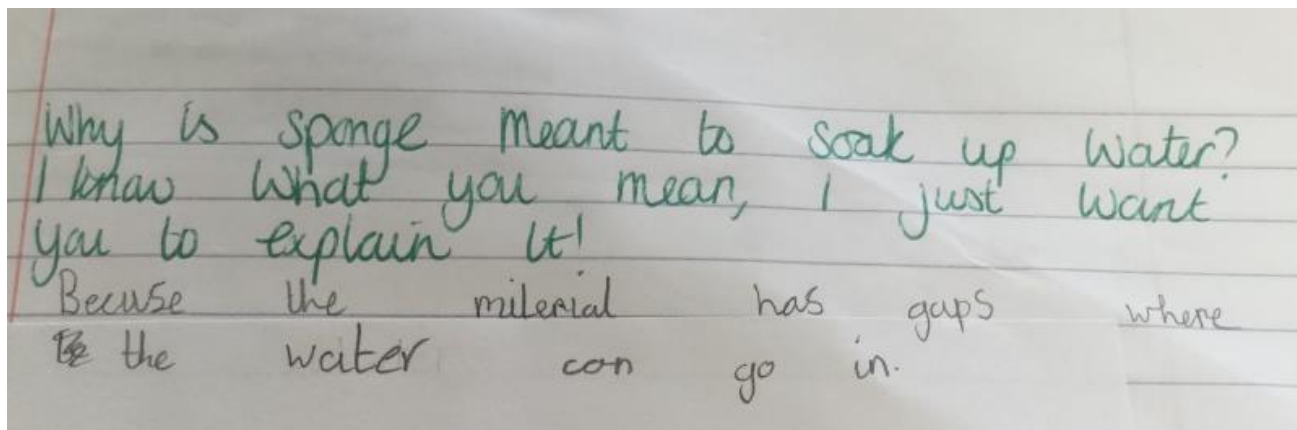
Self-assessment and peer assessment

We will encourage pupils where possible to self-assess their work. Children will assess their learning with reference to the learning objective and the success criteria. Assessment may take the form of a written response, a thumbs up, the use of a traffic-light system or other agreed strategy.

Children are encouraged to engage in the assessment of others. Teachers will model the process of assessment and the language pupils can use when responding or giving feedback to others. Teachers will be mindful about how often they use peer feedback, and they will closely monitor the comments that the children make.

We are very mindful of staff wellbeing in relation to the time taken to marking work and giving feedback. The senior leaders in school will support staff to have the time to feedback in a manageable and effective way. Teachers and TAs are encouraged to use whichever strategy they feel is appropriate to a particular pupil / group of pupils, in a particular class, at a particular time.

9. Assessment, recording and reporting

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

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Assessment Cycle			
Subject	**Formative assessment**	**Summative assessment**	**Data Collection Points**
Reading	Whole-class reading Book bands Phonics lessons 1-1 reading	Little Wandle Assessments Reading comprehension tests Phonics check (Statutory)	Little Wandle 1/2-termly heat map Data to be added to Insight before the start of each new term.
Writing	Whiteboard work Work in books Whole-class teaching Innovate text	Invent text ½ termly whole-school writing task	Data to be added to Insight before the start of each new term.
Maths	Whiteboard work Work in books Whole-class teaching	White Rose unit tests Test-Base Home-made snipping tests	Data to be added to Insight before the start of each new term.
Science	Whiteboard work Work in books Whole-class teaching	Home-made snipping tests Label questions End of unit tests	Data to be added to Insight before the start of each new term.
History	Whiteboard work Work in books Whole-class teaching	Home-made snipping tests Label questions (Skelly questions) End of unit tests/quizzes	Data to be added to Insight before the start of each new term.
Geography	Whiteboard work Work in books Whole-class teaching	Home-made snipping tests Label questions (Skelly questions) End of unit tests/quizzes	Data to be added to Insight before the start of each new term.
RE	Whiteboard work Work in books Whole-class teaching	Home-made snipping tests Label questions (Skelly questions) End of unit tests/quizzes	Data to be added to Insight before the start of each new term.
Art	Work in sketchbooks Whole-class discussions	Independent pieces at the end of a unit.	Data to be added to Insight before the start of each new term.
DT	Design ideas Whole-class discussions	Independent pieces at the end of a unit.	Data to be added to Insight before the start of each new term.
PE	Ongoing observations of skills	-	Data to be added to Insight before the start of each new term.
PSHE	Whiteboard work Work in books Whole-class teaching	Home-made snipping tests Label questions (Skelly questions) End of unit tests/quizzes	Data to be added to Insight before the start of each new term.
Computing	Ongoing observations of skills Whole-class discussions	Independent pieces at the end of a unit.	Data to be added to Insight before the start of each new term.

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.

School leaders, subject leaders and governors will monitor the impact of pupils' learning through:

> Conducting learning walks
> Regular drop-ins to classes
> Reviewing marking and feedback
> Gathering input from the school council and other pupil perception opportunities
> Planning scrutinies
> Book scrutinies

11. Review

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

> Behaviour policy
> Curriculum subject related policies
> Early Years Foundation Stage (EYFS) policy
> SEN/SEND policy and information report
> Equality information and objectives