A place for fun, creativity, friendship, ambition and discovery

Teaching and Learning Policy

The quality of teaching has the greatest impact on our children's learning and the standards they attain. This is therefore, a key policy for our school.

The Head teacher and Subject Leaders will evaluate the quality of lessons by observing the extent that:

- children enjoy their lesson and are motivated
- learning intentions are clear and are shared and understood by our children
- pitch is suited to children of all abilities
- pace is brisk
- pupils are productive and their progress is at least good over time
- Assessment for Learning is used to ascertain children's knowledge of their progress during lessons and demonstrated in future planning
- next steps for learning are identified and clearly explained to children for them to move their learning forward and to encourage children to take responsibility for their own learning.

To do this, teachers will:

- create a pleasant, well ordered, stimulating learning environment
- plan and teach enjoyable, relevant and challenging lessons
- ensure there exists a climate where children feel safe to take risks with their learning
- have high expectations yet ensure that children know that mistakes can be used as a valuable learning opportunity
- group children flexibly according to ability for some lessons whilst making opportunities for mixed ability grouping or individual working at other times
- celebrate success
- scaffold tasks to support children when needed
- help children to identify their own progress and success in all lessons
- ensure that learning activities are planned to meet the needs of all children
- ensure that clear learning objectives are shared and understood: being linked to the tasks and learning outcome

- ensure that children are actively engaged and practical work is used when possible to teach concepts
- ensure that support staff are clearly directed by the teacher to support learning having been appropriately briefed before the lesson. They should be clear about the learning objectives and success criteria and know how to encourage independent learning
- ensure that plenaries should be used to embed learning, refer back to lesson objectives, assess pupil progress, identify and celebrate success
- ensure that planning responds to teacher's understanding of the children's prior knowledge
- ensure that Assessment for Learning strategies – questioning, observation, analysis of work, peer and self-assessment are planned for and used to check that the level of challenge and understanding is appropriate for all children
- ensure that feedback oral or written identifies the extent to which children have reached learning objectives and targets
- ensure that children are given time to respond to feedback
- ensure that targets are shared and next steps for learning identified
- ensure that marking is carried out in accordance with the agreed marking policy
- ensure that children who produce work which is poorly presented are encouraged to improve their presentation.

SEND

- Progress Plans are to be used both by teachers and support staff to inform planning and teaching of lessons.
- 'Dyslexia friendly' strategies are employed.
- Some children will be taught key skills in small groups or on an individual basis for some parts of the day depending on their needs. These activities are frequently run by support staff under the guidance of the teacher and SENDCO.
- Multi-sensory approaches and use of kinaesthetic techniques are encouraged to support pupils with SEND. (Teachers refer to the SENDCO for support in this).
- Success is celebrated and self-esteem is raised on an individual and group basis.

- pupils are given opportunities to use higher order thinking skills, usually through alternative or challenging activities.

ICT

ICT is to be embedded in all subjects; with use of laptops, ipads, Interactive White Boards and class computers and other ICT resources e.g. digital cameras and sound recording equipment.

Home study

Teachers will ensure that:

- Pupils and parents are given information about home study expectations.
- Tasks are well-structured and the pupils understand the purpose of the home study tasks
- It is clear to pupils how their home study consolidates and extends the work they are doing in school.

Role of Parents:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding regular parent's evenings, the sharing of curriculum information and detail of what their child is learning half termly through letters and the web site
- annual reports which explain progress and indicate how their child's learning can be improved further
- meetings to explain how they can support their children at home and how to give support with home study

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The role of the Head teacher is to:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that school buildings and premises are best used to support successful teaching and learning
- ensure that information is shared with the Teaching and Learning Committee and Governing Body through reports
- monitor the quality of teaching and learning in the light of health and safety and safeguarding regulations
- monitor the effectiveness of teaching in relation to raising pupil attainment
- ensure that staff development and performance management policies and practice promote good quality teaching.

The role of Governors is to:

- ensure that information is shared from the Teaching and Learning Committee to the full Governing Body
- receive and discuss reports from the Head teacher
- make pre-arranged monitoring visits to observe the impact of teaching, look at learning environments and report back to the Governing Body
- be well informed, update knowledge and attend training as required to meet statutory requirements
- promote and ensure at all times equal opportunities in relation to race, gender, class, belief and support the practice of giving value and respect for all cultures and beliefs.

Monitoring and Evaluation

To provide a clear picture of the quality and consistency of practice across the school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation
- sampling pupil's work
- sharing pupil's work throughout school and discussing quality
- internal moderation of pupil's work
- discussion with pupils.

Staff development will be identified in line with this policy, Performance Management , CPD and the School Improvement and Development Plan.

Policy administration

Policy owner	Headteacher
Reviewed	November 2026
Agreed by staff	November 2026
Approved by governors	November 2026
Next review	November 2027