



TEACHING AND LEARNING POLICY

This Policy was approved Governors In:	October 2024
This Policy was shared with staff in:	October 2024
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	September 2024
Date of next Policy Review:	September 2027

OUR AIMS

This policy aims to:

- Explain how we'll create an environment at Poverest Primary School where children learn best and enjoy learning.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all children in our school
- Involve children, parents/carers and the wider school community in children's learning and development

OUR GUIDING PRINCIPLES

Children 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 by active learning
- Are inspired by the learning activity of reasoning behind it
- 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 in a range of creative ways, 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

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 (see home-school agreement). This is how we will create the above conditions for children's learning at all times:

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 through Class Dojo and termly 'Celebrations of Learning' including clearly communicating the purpose of home learning
- Update parents/carers on children's progress termly, and produce an annual written report on their child's progress

Support staff will:

- Know children well and differentiate 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 children 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

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 children 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 children to:
- Achieve breadth and depth
- Fully understand the topic
- 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

Senior leaders 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 children 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

Children 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
- Attend all lessons on time and 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

Parents and carers of children 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

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 children's 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

PLANNING

Lessons will be planned using the Kapow Schemes of work to ensure good short, medium and long-term progress. Maths is taught through White Rose and English is taught through The Literacy Tree. See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years. Our curriculum plans will promote diversity across the curriculum.

LEARNING ENVIRONMENT

When children are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for children to use them. They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material children have previously learned about and can identify
- 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 children's learning

Every effort is made to provide rooms with good air quality, temperature and good-quality lighting.

DIFFERENTIATION OR ADAPTIVE TEACHING

Teaching and learning at our school will take the backgrounds, needs and abilities of all children into account. We will differentiate or adapt learning to cater to the needs of all of our children, including:

- Children with special educational needs and/or disabilities (SEND)
- Children with English as an additional language (EAL)
- Disadvantaged children
- Children who are gifted and talented/more able
- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our children with SEND, and their parents/carers to establish the appropriate level of material to support these children to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

See SEND policy and Equality Information for more details

HOME LEARNING

Home learning, or homework, will support children 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 on Google Classroom and Class Dojo.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

MARKING AND FEEDBACK

Feedback will clearly explain to children what they're doing well and what they need to do next to continue to improve their work. See feedback policy

ASSESSMENT, RECORDING AND REPORTING

We will track children's progress using a combination of formative and summative assessments. We will provide regular targets for children, and provide termly verbal reports against these at parents' evenings. Children will receive a written report annually.

MONITORING AND EVALUATION

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

SLT will monitor and evaluate the impact of teaching on children's learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book scrutinies

REVIEW

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

LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

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