WHEATFIELDS Primary School

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| **Policy** | Teaching and learning policy |
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| **Approval level** | Headteacher |

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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 raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers 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 practice 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, for example, by sharing learning with parents/carers using our parent platform – DoJo.
- Update parents/carers on pupils' progress, for example, through parents evening and end of year reports as well as more informal meetings or information sharing as/when required throughout the year
- Meet the expectations set out in the schools' policies

## 3.2 Support staff

Support staff will:

- Know pupils 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 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 the schools' policies

## 3.3 Phase leaders

Phase 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
- Drive improvement in their phase, working with teachers to identify any challenges
- Timetable their phase to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence

- Moderate progress across their 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 phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the schools' policies

## 3.4 Senior leaders

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 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 schools' policies

## 3.5 Pupils

Pupils 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
- Meet the expectations set out in the school's behaviour policy

## 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

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

We will use knowledge of the pupil's starting points and formative day-to-day assessment to inform planning and next steps for pupils.

See our Early Years Foundation Stage (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 classrooms, outdoor spaces, halls, the music room etc.

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

They will be arranged to promote learning through:

- Displays which share key vocabulary, examples of children's work etc
- Accessible resources for learning
- Working walls in English and Maths which model examples and share key learning

## 6. Differentiation or adaptive teaching

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

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are working at greater depth

This will be achieved through:

- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using flexible groupings for certain subjects where appropriate
- Providing writing frames and word banks

Please see our SEND Policy and SEND Information Report.

## 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.

Please see our Home Learning Policy

## 8. Marking and feedback

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

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.

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.

School leaders, Phase leaders, Subject coordinators and Teachers will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book looks

## 11. Review

This policy will be reviewed every year 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
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Home Learning Policy