

STOW-on-the-WOLD PRIMARY SCHOOL

heart hand mind

Teaching and Learning Policy



Approved by: Full Governing Body

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Signature: T. A. Bartlett

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Chair of Governors

Contents

1. Aims	2
2. Our guiding principles.....	
3. Roles and responsibilities	3
4. Planning and preparation	5
5. Learning environment	6
6. Differentiation	6
7. Home learning	7
8. Marking and feedback.....	7
9. Assessment, recording and reporting	7
10. Monitoring and evaluation.....	7
11. Review	8
12. Links with other policies	8

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

Overarching 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 via Class Trello, new website when launched, emails to classes, parents' evenings newsletters, including clearly communicating the purpose of home learning and remote learning

Update parents/carers on pupils' progress at least termly although in practice this is done informally much more frequently, and produce an annual written report on their child's progress

Meet the expectations set out in all relevant curriculum and behaviour policies.

3.2 teaching Partners/HLTAs

Teaching partners/HLTAs at our school 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 relevant curriculum and behaviour policies.

3.3 Subject Leaders will

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, working with teachers to identify any challenges
Timetable their subject to allocate time for pupils to:

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

Moderate progress across their subject 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
Encourage teachers to share ideas, resources and good practice
Meet the expectations set out in our agreed curriculum policies.

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 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

Attend all lessons on time and 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 our curriculum policies and behaviour policies.

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 head teacher to account for its implementation

Make sure that other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum is outlined in our Curriculum statement and is available in full on our Trello board <https://trello.com/b/90UMW2ZP/curriculum-board>

Subject leaders have developed individual subject policies and progression maps and curriculum maps for their subjects. Every teacher knows what to teach and how to implement the subject in each area of the curriculum

Lessons are planned using a range of published and online resources materials and teachers own materials as required.

Lessons will be planned well to ensure good short-, medium- and long-term progress and plans will be available to subject leaders to monitor planning and delivery. Plans will follow the schools agreed format for each subject. See subject policies for details of short and medium term planning for each of the different subjects. 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 classrooms, the practical areas, the atrium, the forest school, the playground and other outdoor spaces and the 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, maths areas and quiet areas
- Posters and examples of materials pupils 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 in small groups
- Seating that enables support staff to help individual or groups of children or interventions
- Relevant book displays
- Display that reflect school values and British Value sin every room
- The wider curriculum obvious in each classroom
- Displays that celebrate and support pupils' learning

6. Accessing the curriculum

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

Pupils with special educational needs and disabilities (SEND) or specific learning/ teaching requirements

Pupils with English as an additional language (EAL)

Disadvantaged pupils

Pupils that are the most able pupils

Pupils who experience ACES

Pupils from other religious backgrounds

This will be achieved by:

- Using support staff / teaching partners 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
- See our SEND policy and information report
- See our equalities information and objectives

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 on Class pages on Trello and sent via email if it is not sent physically in book bags.

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 to children but it will be very basic to ensure that all children can take part in home activities.

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.

It will be given by the class teacher and the teaching partner to either verbally whilst the children are working or written in books, in line with our marking policy for each subject

9. Assessment, recording and reporting

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

Teachers will informally assess children after each lesson and will ensure that progress towards the key objectives are assessed and recorded at the end of each unit of work using INSIGHT, our online school tracking system

Progress in the core subjects is recorded on INSIGHT termly in December, March and June.

Data from any additional screening checks or other formative or summative assessments will also be recorded on insight

Progress towards individual targets is also recorded on Insight when My plans are reviewed.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings.

Pupils will receive a written report annually.

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

- Conducting learning walks and undertaking informal discussions with staff
- Reviewing marking and feedback in books and by talking to children
- Termly pupil progress meetings with the whole staff
- Gathering input from the school council on specific topics

- Planning scrutiny, checking books against planning to see that what was intended to be taught has actually been implemented
- Book scrutiny to check for progress through the topics and units of work, and to check presentation and attitudes to learning.
- The teachers impact will be assessed and discussed at their performance management reviews

11. Review

This policy will be reviewed every year by The Standards Committee of Governors

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