



## Teaching & Learning

Date	Review Date	Coordinator	Nominated Governor
SUMMER 2023	SUMMER 2026	MARK HOLT	CARLI DAVISON

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfill their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To be inclusive at all times.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use a range of questioning techniques, where appropriate to support or challenge.
- To meet the needs of all learners by using different teaching strategies, eg DFS
- To use paired learning opportunities.
- To formally and informally assess the attainment of our pupils for the benefit of supporting their learning and providing adequate challenge.
- To use the outside environment as learning opportunities as much as possible.
- To use ICT to support and develop learning.
- To use agreed behavior FOR learning strategies from BLP



We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn
- able to access learning that matches their ability

We are committed to providing challenges for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides an effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment that has been adapted from the Accelerated Learning in the Primary School approach in which:

- space is used effectively;
- layout accommodates movement;
- resources are clearly labeled and accessible;
- display reflects current learning and is changed regularly;
- the environment offers challenge and opportunity for further learning;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.



We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## Aims

- To maximize children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To work with other schools and the local authority in order to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

## Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Teaching and Learning Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;



- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school by:
  - lesson observations
  - learning walks
  - analysis of performance and intervention data
  - questioning pupils
  - scrutiny of planning
  - scrutiny of pupil books
  - scrutiny of feedback
  - professional development meetings
  - consulting parents
  - ensuring targets are challenging enough for all pupils, including G&T, SEND, PP
  - analysing pupil targets to see if they have been met
  - analysing and comparison of pupil performance data with school and national data
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy

## Role of the Teaching and Learning Coordinator

The Teaching and Learning Coordinator will:



- monitor the quality of teaching and learning in collaboration with the Headteacher and Senior Leadership Team;
- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- organise a team of line managers and mentors for teaching and support staff;
- work with all school personnel to ensure their professional needs are met;
- organise CPD for school personnel;
- create and be part of a network of schools or cluster of schools in order to share good practice;
- arrange for teachers to be linked with teacher in another school;
- lead the development of key skills throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor planning and to observe lessons;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- monitor the quality of teaching and learning across the school in conjunction with the coordinator;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

### **Role of Subject Leaders**

Subject Leaders will:



- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role Class Teachers**

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated, inclusive lessons which are interactive, engaging, of a good pace and have a clear structure
- will plan lessons that have clear learning objectives, have activities that appeal to a range of learning styles, visual, aural and kinaesthetic and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- plan learning opportunities using our C.O.R.E Curriculum
- use ICT FOR learning
- plan for learning outside the classroom to enhance children's experiences;
- inform parents each term on how they can support their child;
- inform parents during parent-teacher consultations of their child's English and Maths progress and attainment;
- provide detailed annual report pupil reports;
- organise English and Maths parent workshops where appropriate;
- ensure learning matches pupil need
- set regular differentiated homework for all pupils

## **Role of Pupils**

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

## **Role of the School Council**



The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending:
  - parental visit days
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- DO NOT have holidays in term time
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website



- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Equal opportunities
  - Inclusion
  - The principles of good teaching
  - Delivering a good lesson
  - What constitutes good learning
  - Classroom learning environment
  - Planning
  - Differentiation
  - Feedback
  - Lesson observations
  - Homework
  - ICT FOR Learning
  - Analysing data
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy





The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

▪ Assessment	
▪ <b>Academically More Able, Gifted and Talented Children</b>	▪ Homework
▪ Monitoring and Evaluation	

<b>Headteacher:</b>	Louise Guthrie	<b>Date:</b>	Summer 2023
<b>Chair of Governing Body:</b>	Carli Davison	<b>Date:</b>	Summer 2023



## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)
			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors

Question	Equality Groups																													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sex orientation								
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			
	✓			✓			✓			✓			✓			✓			✓			✓			✓					
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓		
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓		

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment
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Preliminary EIA completed by	Date	Preliminary EIA approved by	D

### Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply
● Policy annually reviewed				
● Policy in line with current legislation				
● Coordinator in place				



• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				

**A statement outlining the overall effectiveness of this policy**

**Policy Approval Form**

<b>Policy Title:</b>						<b>Date when written:</b>	
<b>Policy written by:</b>					<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>	



Published on: (✓ or x)	School Website	School Prospectus	S
	<input type="checkbox"/>	<input type="checkbox"/>	