



Bristol Drive

Lincoln

LN6 7UE

Teaching and learning Policy

June 2023

Policy Owner	Headteacher
Governing Body Committee	28.6.23
Date Approved by Governors	June 2023
Next Review Date	June 2025

Contents

1. Aims	2
2. Our guiding principles	2
3. Roles and responsibilities	3
4. Planning	5
5. Learning environment	6
6. Adaptive Teaching	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

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 raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Rationale

Our policy is to ensure that the children at our school are provided with a high quality, stimulating, exciting, creative, engaging and motivating learning experiences, within an enriched curriculum, that leads to a high level of personal pupil achievement according to their individual abilities.

It is our belief that children learn through their experiences in a caring, creative enriching and positive environment.

We want our whole school community to Learn, Achieve, Succeed

This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

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. We annually share our Code of Conduct with both staff (pupils) and parents.

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. This is done via regular contact via MS Teams, email, text, website, weekly newsletter and meetings held in school such as Parents Evenings, transition to Reception and assessment related ie Y2 and Y6 STAS and PSC. Learning both at school and how this can be supported via home learning is clearly communicated.
- Update parents/carers on pupils' progress termly through a parental report generated using Insight and produce an annual written report on their child's progress
- Meet the expectations set out in our curriculum statement, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff 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 our curriculum statement, behaviour policy, and marking and feedback policy.

3.3 Subject leaders

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/phase, 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/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
- Meet the expectations set out in our curriculum statement, behaviour policy, and marking and feedback policy.

3.4 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 our curriculum statement, behaviour policy, and marking and feedback policy.

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 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 our curriculum statement, behaviour policy, and marking and feedback 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

We ensure children receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of 'Life' and to support them in reaching their individual potential. Phonics is taught using the Read Write Inc program, it provides a structured and systematic approach to teaching literacy. We also use others schemes to support our literacy in the school such as Active English and Read to Write. We use White Rose Maths for maths, the LA syllabus for RE, the PSHE Association scheme for PSHE/RSE, Get Set 4 PE and Charanga for music. We follow the Cornerstones Curriculum 2022 which supplies us with a clear progression, through a topic approach, for our teaching of Art, DT, Geography, History and Science. This curriculum is used through the whole school and is based on inspirational learning activities which take place in a classroom environment that allows children to learn in a way that motivates and interests them. Cornerstones provides our children with challenge, giving them opportunities to solve problems, apply themselves creatively and express their knowledge and understanding. It has a very clear structure so that topics build on prior learning and allow the development of skills and

knowledge. From all the learning covered we have identified as a school what we class as being the key 'sticky knowledge' that children must gain from a given topic and these make up our non negotiables which are clearly displayed in classrooms and picked out/ highlighted on displayed Knowledge Organisers outside each classroom.

We have Excel documents that show the progression for each curriculum subject across the school. Each year group also has its own coverage excel document which shows the expected coverage that will be taught in each curriculum subject whilst the child is in the year group. These are adapted by the teachers to be a true reflection of what is being taught in that year group.

Lessons will be planned well to ensure good short-, medium- and long-term progress. Planning is expected to be in place so that it is manageable and useful for those who need to follow it and monitor it. There is no whole school prescribed approach to short term planning as this will differ depending on the needs of the key stage, teacher and curriculum subject. 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, outdoor spaces, hall, studio, art room, small group rooms, The Ark, music rooms and computing suite.

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 and quiet areas
- Materials displayed showing what pupils have previously learned about and can identify to support further learning
- 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 pupils' learning

6. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.

Teachers will be responsive to information about learning, then adjusting teaching to better match pupil need, including SEND, EAL, disadvantaged and more able pupils. We will ensure that learning caters to the needs of all of our pupils, provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
- Balancing input of new content so that pupils master important concepts
- Making effective use of teaching assistants
- Having effective formative assessment, so that the information can be used to guide planning and in-the-moment adaptations
- Anticipating barriers and plan to address them
- Using assessment to elicit evidence of learning
- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
- 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 ie phonics
- Providing writing frames and word banks

Please see our SEND policy and Information Report, Access Plan and Medical Conditions policy for further information with regards to equality and our provision, as well as other leaflets produced by our Inclusion Team.

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.

Home learning may be sent home as a physical copy or over digital platforms such as See-Saw, MS Teams.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Tasks will not require additional equipment or resources to be provided by the parent unless they choose to do so.

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. As a staff team at SFH we were very conscious that staff were spending a long time marking books after the lesson and children were not receiving the feedback as promptly as would be ideal. "The more immediate the feedback the more impact it has." We were also concerned that unless time from the next day's lessons was dedicated specifically to referring to the feedback/comments then in many cases those comments were not often read and acted on.

"Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves." Education Endowment Foundation.

With this in mind; our rationale is that feedback should focus on furthering a child's learning. All feedback should:

- inform pupils of their progress
- have a positive impact on pupil outcomes
- make good use of teachers' time Therefore a teacher should only mark a child's work if it is going to impact progress. Book looks will focus on child's progress not the marking.

For more information on this please refer to our Feedback and marking policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each term (six times a year) on Insight. We will provide regular targets for pupils, and provide termly parental reports generated using the data on Insight (assessment and attendance) as well verbal reports relating to these assessments at parents' evenings. Individual year groups may also share additional information at points in the year such as Y1 practice Phonics Screening Check scores (PSC) and Year 4 practice Multiplication Timetable Check scores (MTC). Pupils will receive a written report annually towards the end of the Summer term.

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 (SLT, MLT) and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing feedback and marking
- Monitoring children's books/evidence of learning

- Termly pupil progress meetings
- Gathering input from the school council – leaders in learning and managers of change
- Gathering Pupil Voice through meets and surveys
- Planning scrutinies

11. Review

This policy will be reviewed every two years by the Deputy Headteacher, alongside the Headteacher/SLT. 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 statement
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Feedback and marking policy
- Code of Conduct (parent and staff)
- Assessment policy
- Equality information