



# TEACHING AND LEARNING POLICY

AUTHOR	REVIEWED	NEXT REVIEW
R. HORTON	September 2024	SEPTEMBER 2025

## INTENT – We come to school every day to...

	Think for ourselves	Care for each other	Understand the world
<b>CURRICULUM VISION</b>	Children learn to be safe, happy, resilient and successful learners Children have self-confidence and high aspirations Children have respect for themselves	Everyone has the right to feel safe and happy in school Children have respect and tolerance for others Children cooperate and work together to achieve goals	Children show curiosity about the wider world Children are active and responsible British citizens Children have the skills to allow them to make a positive contribution

## IMPLEMENTATION

OUR PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING	High Expectations	High Quality Questioning	A Learning Environment that Supports and Scaffolds Independence	Secure Subject Knowledge	Regular and Effective Feedback	Building on Pre-learning	Everybody Being Clear on the What and Why
<b>STRATEGIES TO SUPPORT RETENTION AND RECALL OF LEARNING</b>	<b>Scaffold Difficult Tasks:</b> Modelling, teacher thinking aloud, cue cards, checklists	<b>Provide Models:</b> worked examples, teacher thinking aloud,	<b>Provide New Learning in Small Steps</b> to Prevent Cognitive Overload	<b>Guide Student Practice:</b> Time to practice and explore new learning	<b>Independent Practice:</b> Necessary for automatic application of learning	<b>Regular Review:</b> opportunities to recall recent learning ensures retention and enables links to be made	<b>Check Student Understanding:</b> The understanding of all children is regularly checked and support given

ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	Geography	History	M.F.L.	Art	D.T.	P.S.H.E.	R.E.	P.E.	Music	Computing
	<ul style="list-style-type: none"> <li>The school follows the National Curriculum and the delivers the statutory content in KS1 and KS2</li> <li>In Early Years, the school follows the Early years foundation stage statutory framework (EYFS) and deliver a school-specific curriculum based on Development Matters</li> <li>High quality adaptations are made to the delivery of the curriculum to ensure that the individual needs of all children are met</li> <li>Teaching strategies and interventions are developed using evidence-based approaches</li> <li>Maths is taught in a real-life context and the school uses ‘Maths, No Problem!’ to organise the progression in Maths learning and teaching and structure lessons</li> <li>Phonics and Early Reading are taught through the Read Write inc. scheme and children’s reading books are closely matched to their phonic knowledge</li> <li>Where appropriate, Science is taught in weeklong blocks throughout the year to give children an in-depth extended exploration of topics</li> <li>Discrete subjects are taught through interlinked curriculum themes</li> <li>P.S.H.E. is taught using the Leeds programme of study and is further supported by whole school assemblies and the Mind Mate curriculum</li> <li>Knowledge Organisers provide information, vocabulary, facts, diagrams, maps and pictures which children need to know by the end of each curriculum theme; these are also used to support recapping of prior learning</li> </ul>														

EVERY TERM...	1. Planned opportunity for parental engagement	2. A memorable experience – visit, visitor, workshop	3. A high-quality, stimulating book

ASSESSMENT	Use of regular diagnostic assessment and 10-weekly summative assessment to target teaching	Ongoing formative assessment	Daily, high-quality, live verbal feedback	Other feedback and marking as appropriate	Use of self and peer assessment	Regular opportunities for children to demonstrate their new knowledge	Low-stakes quizzes and knowledge checks through curriculum themes	Regular low-stakes phonics, spelling, reading and maths assessments/screening

## IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>Pupils develop detailed knowledge and skills across the curriculum</li> <li>All children make good progress from their individual starting points</li> <li>A key assessment points, for each individual year group, attainment gaps for all groups of children are closing on national</li> <li>Pupils’ work, in all subjects, is of good quality</li> <li>Children read regularly with increasing fluency and comprehension</li> <li>Children apply mathematical knowledge, skills and concepts with increasing mathematical fluency</li> </ul>	<ul style="list-style-type: none"> <li>Children have a positive attitude to their learning and they actively participate</li> <li>Children know how they learn most effectively and develop a range of problem-solving strategies</li> <li>Children are resilient, learn from their mistakes and take pride in their achievements</li> <li>Children take responsibility for their actions and understand how to resolve difficulties/conflict appropriately</li> <li>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum supports pupils’ wider emotional development alongside their spiritual, moral, social and cultural development</li> <li>Pupils become active British citizens who are tolerant of the beliefs of others and celebrate diversity</li> <li>Pupils are supported to be confident, resilient and independent learners and to apply these qualities to wider life</li> <li>Pupils access day to day, high-quality pastoral support and more specialist support as needed</li> <li>Pupils know how to care for themselves and have an age-appropriate understanding of healthy relationships</li> <li>Pupils’ talents and interests are encouraged, developed and celebrated</li> </ul>

## EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful</li> <li>Children’s recorded learning or teacher’s systematic recording of learning must clearly show progress</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning are reviewed in light of current thinking and research</li> </ul>	<ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed regularly, improved and changed in light of outcomes and expectations</li> </ul>

MONITORING	Book looks Teacher’s records Team, phase and whole school moderation Moderation with other schools/local authority Teaching and learning reviews	Data outcomes Progress meetings Pupil progress meetings	Pupil voice 2 formal parents’ meetings, mid-term report and end of year report External agency/local authority reviews Governor reviews and visits	Learning walks Lesson visits Team teaching/coaching/peer review/moderation Professional development meetings	Data outcomes Progress meetings Curriculum evaluations