



This policy belongs to

# Tibberton CE Primary School

Part of the Tibberton CE Primary School and St Lawrence Primary School Federation

## Teaching & Learning Policy

**Revised: Autumn Term 2022**

**Consultation with Staff & Governors**

**and adoption of policy: Autumn Term 2023**

**Review Date: Autumn Term 2025**

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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 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

Working together, we will create a joyous, purposeful learning community that enables children to achieve personal success, demonstrate core Christian values and life skills necessary to make a positive contribution to the local and global community.

### Our Values

Christian Values are at the heart of our school and shape how we learn and treat each other. This ensures a sense of common purpose and mutual respect within our whole school community. Our Christian character impacts upon the achievement of each child in its widest sense, including the academic and personal development of all learners, together with their well-being and spiritual, moral, social and cultural development.

We seek to promote our six core Christian values of compassion, thankfulness, friendship, honesty, forgiveness, and courage. We believe this helps to prepare our children for a successful and fulfilling life, being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- generous and trustworthy
- hopeful, self-respecting and wise.
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

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. Please also see our home school agreement and homework policy.

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 through Seesaw, newsletters, the website, letters home and parents evenings, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at least termly, and produce an annual written report on their child's progress as well as an interim written report
- Meet the expectations set out in the curriculum policies, behaviour and learning policy, and the 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 policies, behaviour and learning 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 policies

### 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 policies, marking and feedback policies, behaviour and learning 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 behaviour and learning 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

Our whole curriculum is driven by the desire to prepare our children for lifelong learning. At Tibberton CE Primary School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life.

Our curriculum incorporates not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and "Be the best they can be because with God all things are possible."

At Tibberton, our cultural capital prepares children with the essential knowledge and skills for their future lives. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. We know that children know more, remember more and understand better when they have new experiences and make discoveries first-hand. We are proud of our rural setting and links to agriculture, transport and sustainable living.

The curriculum is further enhanced by our commitment to preparing our children for contributing to an inclusive and diverse world underpinned by British Values.

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

In planning, we take inspiration from White Rose maths, Read to Write English, Little Wandle phonics, Vipers reading program, Engaging science, Jigsaw PSHE and Charanga music. We also have a subscription to Kapow to supplement our Art, MFL, DT and computing curriculums.

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, outdoors, our Outdoor Innovation Classroom (OIC), the school hall, the village Church, the surrounding fields and online.

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
- 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. We understand adaptive teaching as not providing different tasks, but providing different support to enable access for all learners. Challenge is provided through stretching curricular goals, not giving more able pupils a different task to complete. We will adapt learning to cater to the needs of all of our pupils, including but not limited to:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able and working at/ towards Greater Depth

Some of the strategies we will use to ensure this are:

- Using support staff effectively to provide targeted, tailored 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
- Using mixed ability groups where appropriate to employ a 'mantle of the expert' approach
- Assigning job roles in pupil groups to enable everyone to have a task and to be involved
- Providing scaffolds such as writing frames and word banks
- Using pre- and post- teaching to consolidate learning
- Use of assessment (formative and summative) to allow for the breaking down of learning components into smaller, accessible parts

Please see our SEND policy and SEND statement for further detail on our provision for children with differing needs.

## 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 via the Seesaw app unless otherwise specified by the teacher.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources can be made accessible; parents need only contact the school.

## 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 daily through verbal feedback. Teachers will provide longer written feedback on longer pieces of work. All work will receive some feedback in line with our marking and feedback 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 year group. There will also be reviews at the end of each topic, for example in history or geography, enabling tracking of progress. The progress and attainment of each child is recorded on Scholarpack.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually as well as a shorter interim report.

Please see our assessment policy for further details.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

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

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and varied groups of pupils
- Planning scrutinies
- Book scrutinies

This also forms part of our performance management cycle- please see separate policy for further detail.

## **11. Review**

This policy will be reviewed every year by the Executive Head and 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 and learning policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Performance management policy