

John Keble Church of England Primary School



Teaching and Learning Policy

Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Chair of Governors	Tim Johnston
Head teacher	Catherine Allard
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Contents

1. Aims	3
2. Our guiding principles	3
3. Roles and responsibilities	4
4. Planning and preparation	6
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

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

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Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Teaching and Learning is influenced and underpinned by evidence-based research.

We recognise that 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. On admission to the school, parents and carers sign the school home/school agreement.

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, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress through our termly parents evenings, written annual school reports and through additional contact where the children have additional needs
- Celebrate learning through an annual assembly for parents and carers and contributing to the school's half termly newsletter for parents
- Meet the expectations set out in our curriculum documents, subject guidelines, marking and feedback policy, and our behaviour 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 documents, subject guidelines, marking and feedback policy, and our behaviour 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 and fulfil the subject's intent.
- 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 documents, subject guidelines, marking and feedback policy, and our behaviour 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 documents, subject guidelines, marking and feedback policy, and our behaviour 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 documents, subject guidelines, marking and feedback policy, and our behaviour 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

The school's curriculum overview provides teachers and leaders with a summary of the curriculum content that needs to be taught across the year.

The medium term plans have each half term's overview, the learning objectives and the key vocabulary to be taught in each unit and lesson. It also has a brief summary of each lesson, cross referenced with the National Curriculum.

Teachers then plan individual lessons according to the subject guidance, incorporating the principles of Rosenshine.

Our EYFS policy gives further 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, halls, music rooms and intervention rooms.

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
- Posters of material 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
- 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. Regardless of starting points, our curriculum fosters high expectations for all children. In addition to class teacher planning for all children, they will also adapt learning to cater to the needs of all of our pupils

including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

Strategies to achieve this include (but are not limited to):

- Using support staff effectively to provide extra support
- Working with our SEND 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
- Refer to our SEN/SEND policy and information report and our statement of equality 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. Home learning is shared with parents and carers at the start of each academic year.

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. Marking and feedback for each subject is outlined in the relevant subject expectations documents.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment (see subject guidelines). Statutory summative assessments take place at the end of each key stage.

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, subject 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
- Planning scrutinies
- Book scrutinies

11. Review

This policy will be reviewed every three years by 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 policy
- Curriculum documents and subject expectations
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives