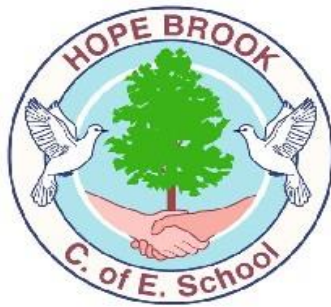


# Hope Brook Church of England Primary School



## Teaching and Learning Policy

A seed of knowledge is planted in a young child's mind.

Like the smallest mustard seed - it grows and enhances God's garden of life.

**Learning together and growing together**

**in God's love, to flourish in a world of diversity and change.**

Our ethos inspires our dedication to promote life, nurturing respectful, enquiring minds, a spirit of curiosity and determined resilience.

As we grow, our knowledge grows; we spread our branches, welcoming all to recognise the value and challenges of living in our unique community.

In order to grow, we need to tend and love each other.

To get the best out of each other in God's diverse world and to flourish we 'do unto others as you would have them do unto you'

# **Teaching and Learning Policy**



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## **Rationale**

Teachers are responsible for equipping pupils with the knowledge, skills and ways of thinking and working needed for their future lives. Our teaching teams enable children to learn and we inspire pupils to achieve their best. We create supportive environments where children feel safe to learn and grow as responsible individuals and citizens.

## **Aims**

This policy aims to:

- Explain how we 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 raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and their development

## **Our Guiding Principles**

Children learn best 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 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 manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us grow

## **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 – teaching teams, pupils, governors and parents.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Take responsibility for leading and developing a curriculum area (unless they are Early Career Teachers)
- Actively engage parents/carers in their child's learning by outlining key learning across the curriculum via our website
- Ensure early intervention if children are struggling to keep up with expectations or have social and emotional needs
- Update parents/carers on pupils' progress through parent consultation evenings and an annual written report on their child's progress
- Meet the expectations set out in our curriculum and behaviour policies

Support staff at our school will:

- Know pupils well and adapt support to meet 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

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 staff
- Input and monitor the impact of continuing professional development (CPD)
- Promote team working at all levels
- Address underachievement and intervene promptly

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
- Be curious, ambitious, engaged and confident learners
- Know how to evaluate and reflect on their achievements, helping them to grow as learners
- Put maximum effort and focus into their work
- Complete home learning activities as required (including homework and remote learning)

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 and prompt arrival at school so children are ready for learning
- 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

Our expectations are clearly outlined in our Home-School Agreement that is shared with parents at the start of every academic year. (Appendix 1)

### 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
- Ensure other school policies promote high-quality teaching, and that these are being implemented

### **Planning**

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

All members of the teaching teams are responsible for planning, evaluating and teaching in their classes.

The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a year.

Medium term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage, but also to meet the needs of our children by reflecting the aims and vision of our school.

At this stage, thought will be given to the learning opportunities provided and the desired learning outcomes.

Individual teachers are responsible for short term planning – taking into account the individual lessons and adaptations made for individual children along with assessment opportunities and expected outcomes.

Particular attention is given to clear and appropriate adaptation for pupils varying needs, progression and attainment at this point in the planning process.

### **Learning Environment**

When pupils are in school, learning takes place in the classrooms, library, wet area, hall and outdoor learning spaces. These spaces will be kept safe, clean and ready for pupils to use them.

Classrooms are arranged to promote learning through:

- Clearly labelled areas to define their use
- Accessible, clearly labelled resources for learning
- A seating layout that allows everyone to see the board and to participate
- Displays that support pupils' learning

### **Adaptations of learning experiences**

Teaching and learning at our school will be mindful of the backgrounds, needs and abilities of all children.

We will adapt learning to cater for 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

We will achieve this by:

- Using support staff effectively to provide extra 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

- Ensuring appropriate resources are available to help all children access learning
- Using ability groupings where appropriate
- Supporting children's social and emotional needs

### **Home learning (Homework) and remote 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.

Remote learning may be required if:

- A teacher may need to work from home whilst their class is still in school
- Individual children are absent from school due to isolation and are not ill
- The class and teacher are absent from school due to isolation
- The whole school is closed

### **Marking and feedback**

Accurate, effective feedback is an essential part of the teaching and learning process and must be purposeful so that children learn more and can do more.

Feedback can be verbal or written. It is for teachers to use their professional judgement how best to give feedback.

Agreed marking codes are used in children's books. The marking codes are displayed in each classroom. (Appendix 2)

### **Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment following the school's assessment schedule (Appendix 3). Results of assessments are recorded on our tracking system – Insight.

Parents receive termly reports about their children's performance in school:

- Report cards in the Autumn Term and Spring Term indicate pupils' attainment, effort and suggest focus areas for development. The report cards are sent to parents prior to the Autumn and Spring Term Parents Evenings
- The content of the Report Cards will be discussed at the parents' evenings.
- Parents receive a written attainment report at the end of each academic year.

### **Monitoring and evaluation**

We will monitor teaching and learning regularly in our school to make sure that all of our pupils make the best possible progress from their starting points. Monitoring is an on-going activity. Formal monitoring takes place at least termly.

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

- Conducting learning walks
- Reviewing planning, books, marking and feedback
- Reviewing assessment outcomes
- Professional dialogue with staff and external agencies
- Termly pupil progress meetings
- Gathering pupil voice

Date of policy: March 2023

Date of review: March 2026

This policy was formulated in consultation with the Headteacher and teaching staff. This policy was accepted by the Governing Body at their meeting on Wednesday 30<sup>th</sup> March 2023.

(A signed copy of this policy is kept in the staffroom policy folder.)