

# Rakegate Primary School



## Teaching and Learning Policy

Approved by:

(Chair of Governors)

Date:

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## 1. Aims

This policy aims to:

We will create an environment at our school where pupils learn best and love to do so

- 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/carers and the wider school community in pupils' learning and development

## 2. Our guiding principles

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Values: Ready, Respectful, Responsible

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. This links to our home/school agreement which parents/carers sign when their child joins our school.

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 by sharing information on the website, via ClassDojo, weekly newsletter, family mornings, termly curriculum information letters and curriculum cafes, including clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress each term and produce an annual written report on their child's progress
- › Meet the expectations set out in our curriculum policy, behaviour policy, and marking, feedback and presentation policy.

#### 3.2 Support staff

Support staff will:

- › Know pupils well and adapt 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 policy, behaviour policy, and marking, feedback and presentation policy.

#### 3.3 Subject and phase leaders

Subject and phase 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 policy, behaviour policy, and marking, feedback and presentation policy.

### 3.4 Senior leaders

Senior leaders 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 policy, behaviour policy, and marking, feedback and presentation policy.

### 3.5 Pupils

Pupils 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 policy and marking, feedback and presentation 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 curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the wider opportunities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as reflected in our values..

Class teacher's plan and sequence lessons that introduce new knowledge and build upon previous learning. Lessons will be planned well to ensure short, medium and long-term progress.

Core subjects (Maths, English and Science) follow medium term plans based around requirements of the National curriculum. Teachers use these to plan units of work for pupils.

Foundation subjects can be taught discretely or as part of a 'thematic approach'. The national curriculum requirements must be met and the use of a progression document ensures skills are covered and built upon across the year groups and Key stages.

See our Early Years Foundation Stage (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 and the school hall.

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 flexible seating layout that allows everyone to see the board and participate

- › Displays/working walls that celebrate and support pupils' learning

## 6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

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

Strategies we will use to do this:

- › Using support staff effectively to provide extra support
- › Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers 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, stem sentences, word banks
- › Pre-teach/overlearn
- › Concrete apparatus
- › Use of technology/visualisers
- › Individual toolkits
- › Oracy strategies e.g. nesting, thinking time

For further information see SEND policy and information report, 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. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through individual homework books, sent home half termly.

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

Any necessary equipment or resources will be provided, loaned or made accessible.

## 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.

Instant feedback will be given verbally during lessons and pupils' books will be marked during or after each lesson.

For further information, see marking, feedback and presentation policy.

## 9. Assessment, recording and reporting

There is a clear assessment cycle, which includes target setting for all pupils, based on starting points and aspirational expectations.

We will track pupils' progress using termly assessment. Years 2 – 6 complete the Local Authority baseline, midline and endline assessments. a combination of formative and summative assessment, and formal summative assessments at the end of Key Stage 2.

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

For further information see assessment policy.

## 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 and subject 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
- Pupil voice interviews
- Reviewing the impact of interventions

## 11. Review

This policy will be reviewed every 3 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 policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking, feedback and presentation policy
- Home-school agreement
- Assessment policy
- Equality information and objectives