



# Teaching and Learning Policy

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## Rights Respecting School

As a Rights Respecting School, our policies are all developed and reviewed taking into account UN conventions and the rights of every child. Articles that relate to our Teaching and Learning policy are:

- Article 1 (definition of the child) - Everyone under the age of 18 has all the rights in the Convention.
- Article 3 (best interests of the child) - The best interests of the child must be a top priority in all things that affect children.
- Article 4 (protection of rights) - Governments must do all they can to make sure every child can enjoy their rights
- Article 12 (respect for the views of the child) - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously
- Article 13 (freedom of expression) - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
- Article 15 (freedom of association) - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 17 (access to information from mass media) - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them
- Article 28 (right to education) - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31 (leisure, play and culture) - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## Statement of intent

Every child has the right to the best possible education. Highfields Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

## 1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

## 2. [Updated] Roles and Responsibilities

[Updated] The governing body will be responsible for:

- [New] Ensuring an effective approach to teaching and learning is implemented across the school.
- [New] Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

[New] The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

## 3. [Updated] Learning Environment

[New] The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

**[Updated]** Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on a termly basis and will be geared towards aiding learning, not providing distraction.

#### 4. **[Updated]** The Curriculum

**[New]** The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

#### 5. **[Updated]** Planning and Preparation

**[New]** Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

**[Updated]** In line with expectations set across the whole school, lesson plans will not be needed to be written out fully however we expect staff to be able to discuss how their planned lessons are:

- Clearly linked to the curriculum.
- Differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Designed to achieve the learning objectives.
- Utilising support staff in order to enhance learning.
- Resourced to complement learning
- Designed to provide opportunities for assessment and evaluation.

**[New]** Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

#### 6. **[Updated]** Lesson Delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

**[New]** Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

## 7. **[Updated]** Supporting Pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

**[New]** The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

**[New]** Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual provision plans (IPPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. IPPs are reviewed annually to ensure that they are still effective.

**[Updated]** The SENDCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

## 8. **[Updated]** Marking and Assessment

**[New]** Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

**[New]** Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

**[New]** Assessment outcomes will be utilised to inform teaching and learning strategies.

## 9. **[Updated]** Working with Pupils and Parents

**[Updated]** Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

[New] The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Conversations with parents
- Replying to emails sent to Phase Leadership email addresses
- Annual reports
- Letters home

## 10. [Updated] Behaviour and Attitude

[New] All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

[New] The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Commendation/Praise stickers
- House points
- Inviting the pupil to see the headteacher
- Headteacher sending a 'note home' postcard
- Golden Book assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.

- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

## II. Monitoring and Reporting

This policy will be reviewed biannually by the headteacher and governing body.

The next scheduled review date for this policy is September 2024



