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1. Aims

This policy aims to:

- Explain how we will 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

Our Vision

Developing caring, confident and creative children who achieve excellence.

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
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- › 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 practice 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 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 via our school website, reading records, open/information sessions, parents' evenings and letters home, including clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress and produce an annual written report on their child's progress
- › Meet the expectations set out in our whole school curriculum policy, behaviour policy and marking/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 whole school curriculum policy, behaviour policy and marking/feedback policy.

3.3 Subject leads

Subject leads 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, 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 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
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in our whole school curriculum policy, behaviour policy and marking/feedback policy.

3.4 Senior leaders/Standards Team

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 whole school curriculum policy, behaviour policy and marking/feedback 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 policy and our anti-bullying 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

We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances.

We use one to one support, and small groups work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice.

We adhere to the National Curriculum of 2014 and the Statutory Guidance for the Early Years Foundation Stage whilst incorporating Pie Corbett's Talk 4 Reading and Talk 4 Writing programmes, NCETM Maths for Mastery, Tara Loughran Maths, Mastering Number and Bug Club as well as other resources that support children in accessing their education. We have also adopted the Focus Education skills ladders to ensure skills and knowledge are strengthened and built upon in each subject.

Lessons will be planned well to ensure good short-, medium- and long-term progress and aligned with our Harmony approach that focuses on sustainable living and enquiry-based learning.

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, outdoor spaces, the school hall or additional spaces including the library, garden room and studio.

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/spaces and quiet areas
- › Examples 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/learning area 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 will adapt teaching and differentiate learning activities 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 most able

This is achieved through strategies including:-

- › Using support staff effectively to provide extra support and specific interventions
- › Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- › Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- › Further information can be found in our Equalities policy and in our Special Educational Needs and Disability policy.

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.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. It will be shared with pupils and parents with clear time frames and expectations.

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.

This feedback could be shared verbally, peer-assessed or in written form. Pupils and staff will use our tick system to communicate how they feel they are getting on with their work. Written marking is completed in purple pen.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Class data is added to our school systems via Otrack/SIMS at least once a term.

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

Additional formative assessments will help to ensure that children receive appropriate learning support as and when they need it.

Please see our whole school assessment calendar for further information:

Term collected	Data collection type	What does it tell us?	What is it used for?
Autumn Term	Spelling and reading standardised tests/SWST & GRT Maths and reading comprehension NFER standardised test Reception Baseline Year 5 Non-Verbal Reasoning SIMS summative data for age related expectations	Standardised and reading/spelling age scores for comparison over time Overall picture of Reception child's level of attainment Visual interpretation and analysis Current attainment - are children working significantly below, below, at or above age-related expectation for reading, writing and maths?	Spotting where children are falling behind Identifying appropriate interventions Parent meeting Progress meeting with HT Governors' termly report
Spring Term	Maths NFER standardised test New Group Reading standardised test SIMS summative data for age related expectations	Standardised and reading/maths scores for comparison over time Current attainment	Spotting where children are falling behind Identifying appropriate interventions Shared with parents in the end of Spring term annual report Progress meeting with HT Governors' termly report

Summer Term	KS1 optional and KS2 SATs (results received in July) Maths and reading comprehension NFER standardised test SWST Year 1 (and Year 2 repeats) Phonic Screening Test Year 4 Multiplication Tables Check SIMS summative data for age related expectations Reception – Good Level of Development Year 6 writing moderation	Current attainment of Year 2 and Year 6 in comparison with peers nationwide Current attainment	Analysis and reflection of these feed into our self-evaluation and school improvement documents Transition meetings with next teachers Parent meetings Governors' annual attainment/improvement over time data report and next academic year's actions and priorities
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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 will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings
- › Pupil voice opportunities
- › Planning scrutinies
- › Book scrutinies

11. Review

This policy will be reviewed every year 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 and feedback policy

- Home-school agreement
- Assessment policy
- Equality information and objectives