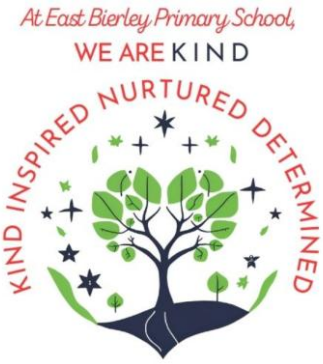
East Bierley CE (VC) Primary School

Teaching and Learning Policy

THE CHURCH OF ENGLAND
Diocese of Leeds

Approved by Governors



Our vision:
To be a vibrant and inclusive Christian School where everybody is known, valued and inspired to reach their full potential. We nurture curiosity, creativity and a love of learning, equipping our pupils with knowledge, skills and character to flourish in an ever-changing world.

Friendship, Courage, Kindness, Respect, Forgiveness, Faith

Contents

1. Aims 3
2. Our guiding principles 3
3. Roles and responsibilities 4
4. Planning 7
5. Learning environment 7
6. Differentiation/adaptive teaching 8
7. Home learning 8
8. Marking and feedback 8
9. Assessment, recording and reporting 8
10. Monitoring and evaluation 9
11. Review 9
12. Links with other policies 9

1. Aims

Our model policy can be adapted and set at school or trust-level.

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 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

At East Bierley our mission statement is to inspire pupils to be Kind, Inspired, Nurtured and Determined (KIND).

Our vision is to be an inclusive community where everybody is known and valued. Our curriculum will nurture curiosity, creativity and a love of learning, equipping pupils with the knowledge, skills and character to flourish in an ever-changing world.

Our belief is that education is transformational. Our role is to support all of our pupils to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some pupils need more than others. We are committed to giving pupils whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all pupils. We believe that relationships are the most important thing in schools. The way that staff, pupils and parents/carers relate to each other is fundamental to the success of what we are trying to achieve.

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 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 greeting families on a morning and evening, creating and inviting and inclusive learning environment, behaviour emails, curriculum maps, parent/carer consultation, offer opportunities for parents/carers to participate directly in their child's learning and clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress
- Meet the expectations set out in curriculum policies, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff 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 curriculum policies, behaviour policy, and marking and feedback 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
- 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/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 curriculum policies, behaviour policy, and marking and feedback 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 curriculum policies, behaviour policy, and marking and feedback 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 behaviour policy, home school agreement and Acceptable Use 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
- Meet the expectations set out in the parent code of conduct, Acceptable Use Policy and home school agreement

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

Teaching and learning activities are planned to ensure that knowledge and skills build on what has been taught before, and are logically sequenced towards achieving a clearly defined end point. This ensures that children build up their knowledge and understanding in layers, remembering content in the long term.

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

Previous learning is reviewed and discussed at the start of each session before moving on.

Children actively participate in this review and the learning walls are used as an integral part of this process.

Teachers present information clearly, methodically and systematically, breaking ideas down into their constituent parts so that concepts can be mastered separately before being rebuilt into an understanding of the whole.

New material is presented in small amounts only, and children are not overloaded with too much information.

Teachers use modelling as an essential element of their direct teaching in order to show children what to do, how to do it, and as a model of the quality they are aiming for. This includes physical representations, conceptual models, explicit narration of thought processes, and exemplars.

Teachers use highly effective AfL to check pupils' understanding throughout each and every lesson, identifying and correcting misunderstandings, and 'planning in the moment' in order to personalise learning for all children.

Teachers will often use the 'I do, we do, you do' model for teaching and learning. Alternatively, they may deliver an initial input and then work with a guided group or carry out individual conferencing (see next section).

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 hall.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through: Explain how this is done in your school, for example through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- The use of working walls to support current teaching and learning
- 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. 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
- 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 and word banks
- Using a wide range of concrete resources
- Differentiating tasks

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 paper based home learning will be sent home weekly by class teachers. TT Rockstars, MyMaths, Numbots and Spelling Shed can be accessed via the school website or App to further support children's learning.

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 (pink comments) and what they need to do next to continue to improve their work (Purple comments). It will be given during (VF) or following each lesson verbally or in pupils' books. Pupils will edit and improve their work using green.

For further details please see our feedback and marking policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment formal summative assessments will take place termly from Year 1 to Year 6. Children in Year 2 and Year 6 will be formally assessed in May using DFE end of Key Stage statutory Assessments (SATs) .

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

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:

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Tracking using NTS tests and SHINE interventions
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutiny
- Book scrutiny

11. Review

This policy will be reviewed every three years by the headteacher and Resources Committee. 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
- Equality information and objectives