



“Let your light shine” Matthew 5:16

TEACHING & LEARNING

POLICY AND TERMS OF REFERENCE DATES:

- **Policy first agreed: October 2010**
- **Policy Review Period: 2 Yearly**
- **This revision: September 2025**

The purpose of the policy is to support the continuous improvement in the quality of learning and teaching. It is integral to effective classroom practice and is the starting point for all classroom observations.

PRINCIPLES

1. We believe that every child has the right to be taught well. Effective teaching leads to successful learning which can be demonstrated by pupils making good progress and fulfilling their potential.
2. We believe that happy children are effective learners, so we endeavour at all times to make our school a safe and secure environment where learning is fun.
3. We will set high expectations in all areas of learning and school life in general.
4. To make teaching and learning as effective as possible it must be set within a culture that defines excellent primary practice, the elements of which are expounded in this policy.

Our values state:

RELATIONSHIPS

We strive to establish high quality relationships between all members of its community. We recognise that children, who have high self-esteem, feel safe and valued will be more effective learners. We aspire for all children to enjoy learning and develop a lifelong love of learning.

TEACHING AND LEARNING

We believe that every child has the right to an excellent learning experience and that the curriculum must be interesting, stimulating and engaging for all children to progress. We agree that the best teaching and learning takes place when:

- Members of staff are well motivated, valued and work well within the staff team to give consistency within the classroom and across the school.
- Staff having high expectations of all children.
- Children have high expectations of themselves.

- The teacher has good knowledge of the subject they teach and they deliver the curriculum in an interesting way.
- Children are involved in the direction of their own learning.
- Children are involved in self-assessing and evaluating their progress.
- Children know what it is they are being asked to learn and what they need to do in order to succeed.
- Challenging learning is differentiated to match the range of needs in the class.
- A range of teaching styles, questioning techniques and higher order thinking are used to enable all children to gain knowledge, skills and concepts
- Lessons are well planned and well paced
- A variety of activities and questioning techniques are used.
- High standards of effort, accuracy and presentation are encouraged at all times.
- Planned and efficient use is being made of any support e.g. teaching assistants, adult helpers.
- Members of staff are well organised with learning resources being prepared in advance, including ICT.
- Home Learning is thoughtfully set to enhance and extend children's learning experiences.
- Different learning styles are catered for and different groupings used and children remain fully engaged throughout the lesson
- Clear learning intentions/questions are the focus of the lesson and children understand what they are expected to achieve.
- Children can recognise and evaluate their own success, encouraging and being encouraged by their peers.
- Feedback is prompt and informs children of their next steps

QUALITY FIRST TEACHING

The school staff use Quality First Teaching which is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

ATTAINMENT AND PROGRESS

We believe that if teaching is good then children's progress will be at least good.
It is essential that:

- All children progress over a period of time, whatever their starting point.
- Members of staff aspire to high levels of attainment

ATTITUDES AND BEHAVIOUR

All members of staff encourage positive attitudes and good behaviour at all times through a clear system of support and sanctions. [Refer to Behaviour and Discipline Policy].

We agree that:

- Children must be well managed and high standards of behaviour insisted upon by all staff at all times.
- Children must be praised regularly for their good effort and achievement.
- Prompt action is taken to address poor behaviour, with reference to the School's Behaviour and Discipline Policy.
- All children must know what the rules are and what will happen if rules are transgressed.
- All children must be treated fairly and consistently.

ENVIRONMENT FOR LEARNING

Children must work in an environment where they feel safe and valued and where independence and confidence can grow.

To keep ours a stimulating environment we believe that:

- The school is a well organised and welcoming place.
- Displays are current, engaging and support and reflect a range of learning from all children.
- Resources are clearly labelled and accessible to children.

THE ROLE OF GOVERNORS

The school Local Governance Committee supports, monitors and reviews all school policies, including teaching and learning.

In particular governors support good teaching and learning by:

- Allocating resources effectively.
- Ensuring that school buildings and premises are fit for purpose and conform to health and safety regulations.
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensuring that the performance management policy and annual cycle are used to promote quality teaching and learning.
- Monitoring the effectiveness of the school's teaching and learning policies through the school self-review process.

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. In particular parents/carers should:

- Promote a positive attitude towards school and learning.
- Do their best to keep their child healthy and fit to attend school.
- Ensure that their child comes to school regularly, on time and with all the equipment he/she needs.
- Inform the school of any matters that are likely to affect a child's work or behaviour.
- Attend parents' evenings and discussions about their child's progress.
- Support their child at home with regular, shared reading and other Home Learning tasks.

MONITORING AND REVIEW

We are aware of the need to review this teaching and learning policy regularly to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The policy will be reviewed every 2 years by staff and governors.