

# Teaching and Learning Policy



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### 1. Aims

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 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

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
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- 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, for example by sharing topic information sheets, inviting parents to school for open events, providing 'knowledge organisers', and clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at Parents Evenings, and produce an annual written report on their child's progress
- Meet the expectations set out in our curriculum policy, behaviour policy etc.
- Use effective marking and feedback as required
- Provide engaging, appropriate lessons and learning opportunities
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

#### 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
- Be active in providing engaging 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 etc.

### 3.3 Senior Management Team

The Senior Management Team 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 school budget effectively to resource subjects, providing teachers with necessary resources for learning
- Drive improvement, working with teachers to identify any challenges
- Monitor timetables and classroom practice to ensure teaching and learning allows time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Support staff to improve on weaknesses identified in monitoring activities
- Create and share clear intentions for the curriculum
- Encourage teachers to share ideas, resources and good practice

### 3.4 Senior leaders

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

### 3.5 Pupils

Pupils at our school will be encouraged and supported to:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Recognise their successes and know how to improve

- Put maximum effort and focus into their work

### 3.6 Parents and carers

Parents and carers of pupils at our school are encouraged to:

- Value learning
- Support and motivate 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
- Support their child to take responsibility for their own learning
- Support and give importance to home learning

## 4. Planning

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

At Sulby School we predominantly use the Cornerstones Curriculum, which in turn takes its learning objectives and program of study from the National Curriculum for England and Wales.

For Maths, at Sulby School we follow the White Rose Maths scheme, a 'maths mastery' approach to learning mathematics.

To supplement our planning across all subjects, including PSHE and RSE, we also use 'Kapow!', an online source of high-quality lesson plans, activities and resources which align with our Cornerstones topics.

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 most often in classrooms, but also when appropriate in places such as halls, playground and outside spaces, small teaching rooms and shared areas.

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

They will be arranged to promote learning through, for example:

- 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 seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## 6. Differentiation

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

- Pupils with special educational needs and disabilities (SEND)

- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are particularly able
- Using support staff effectively to provide extra support
- Working with our SEND coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain learning activities where appropriate
- Providing writing frames and word banks

## 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 to consolidate learning that has taken place in school or to practice key skills – for example, spelling, times tables etc.

## 8. Marking and feedback

Please refer to our Marking Policy.

## 9. Assessment and recording

We will track pupils' progress using a combination of formative and summative assessment, including teacher assessment, informal weekly tests (spelling, times tables), termly NFER tests for Reading and Maths.

More information is available in our 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.

Senior 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 surveys
- Planning scrutiny
- Book scrutiny

## 11. Review

This policy will be reviewed every year by the Headteacher and in discussion with teaching staff. 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
- Marking and feedback policy
- Assessment policy
- Equality information and objectives