Teaching & Learning Policy

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Teaching and Learning – One Page Summary

Marking

Marking and assessment has two purposes. One: for students to respond and act upon so they make progress over time. Two: It informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all pupils.
- Marking is primarily formative: it is mostly verbal and within the lessons, for pupils to respond and act upon.
- Lesson success criteria (linked to learning objective) must be marked regularly and kept up to date by teachers and pupils. (When self/peer assessing)
- If marking boxes are shaded this indicates no learning objectives need to be marked.
- Marking/assessment should inform future planning and children's next steps.

Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all the students. Planning should:

- Be clear and precise about the knowledge /skills you want the pupils to learn, not what you want them to do. Adapt to meet the needs of all pupils, their starting points and any particular provision they may need.
- Core weekly/blocking planning should be sequenced and follow the long term/mid-term plans on the OneDrive.
- There must be evidence of short/mid/long-term planning kept on the OneDrive in the planning folder. This must be completed ahead of the following week in case anybody else needs to follow it such as additional adults, PPA teachers or agency staff.
- Adaptation or any specific pupil needs should be planned over time to ensure a quality first teaching approach which meets the needs of all the students and groups and maximises the use of any additional adults in the room.
- Every class must have a seating plan and from year 1 upwards this must follow the Kagan approach wherever possible.
- All time needs to be timetabled so that every part of the curriculum is covered effectively and efficiently.

Teaching

- We are all teachers of maths and English. The quality of both students' and teachers' language when we give instructions, explanations, examples and questions needs to be clear, concise and contextual so that communication can further impact on learning.
- Teachers need to be explicit about learning outcomes and expectations, key language and use live-modelling of skills where possible. They should use scaffolding and questioning based on continuous AfL models to support the pupils.
- Follow the flow of the learning, adjust and adapt where the pupils need it to allow good progress to be made. This could be to move the lesson on, or to slow the learning through scaffolding or restructuring of content.
- Deliver the lesson in small chunks to enhance learning and provide opportunities for pupils to "know more, remember more."
- Ensure learning has stuck, through checking that it is inclusive, systematic and effective.

References:

For greater detail refer to

- Teaching and Learning policy
- Feedback, marking and assessment policy
- Using collaborative structures guidance (Kagan)
- SEND policy

1. Statement of Intent

Aims

This policy aims to:

- Explain how we 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 (Vision and values)

Our vision is that Raddlebarn Primary & Nursery School will provide a safe and secure environment, in which our children are nurtured to become happy, confident and valued as unique individuals.

All of our children will become **resilient**, self-assured and **respectful** of all, and thrive upon the high expectations of behaviour and learning evident across school. Our curriculum will nurture curiosity and creativity by inspiring, challenging and engaging all children.

Our children will take **responsibility** for their learning, and we will work in partnership with their parents to support their growth. They will leave us equipped with the skills to **reflect** upon themselves as learners, and to become **resourceful** young people ready to make a positive contribution to their community, their future learning and the world around them.

3. Legal Framework

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

- Equality Act 2010
- Children and Families Act 2014
- Education Act 1996
- Education Act 2002
- The Education (Independent School Standards) Regulations 2014 *(where applicable)*
- Human Rights Act 1998
- UN Convention on the Rights of the Child (UNCRC)

It also takes into account the following Department for Education (DfE) and national guidance:

- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

- DfE (2022) 'Behaviour in Schools: Advice for Headteachers and School Staff'
- DfE (updated annually) 'Keeping Children Safe in Education'
- DfE (2018, updated 2023) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- Teachers' Standards (DfE, 2011; updated 2021)
- Ofsted Education Inspection Framework (EIF)
- Early Years Foundation Stage (EYFS) Statutory Framework *(where applicable)*

This policy is designed to ensure compliance with these frameworks while promoting high standards of teaching, inclusive practice, and the safeguarding and well-being of all learners.

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Assessment, Marking and Feedback Policy
- Positive Learning Behaviours Policy
- Learning environment guidelines and principles
- Collaborative learning guide

3. Roles and responsibilities

The governing board will be responsible for:

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

The headteacher with SLT 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.

4. Learning environment

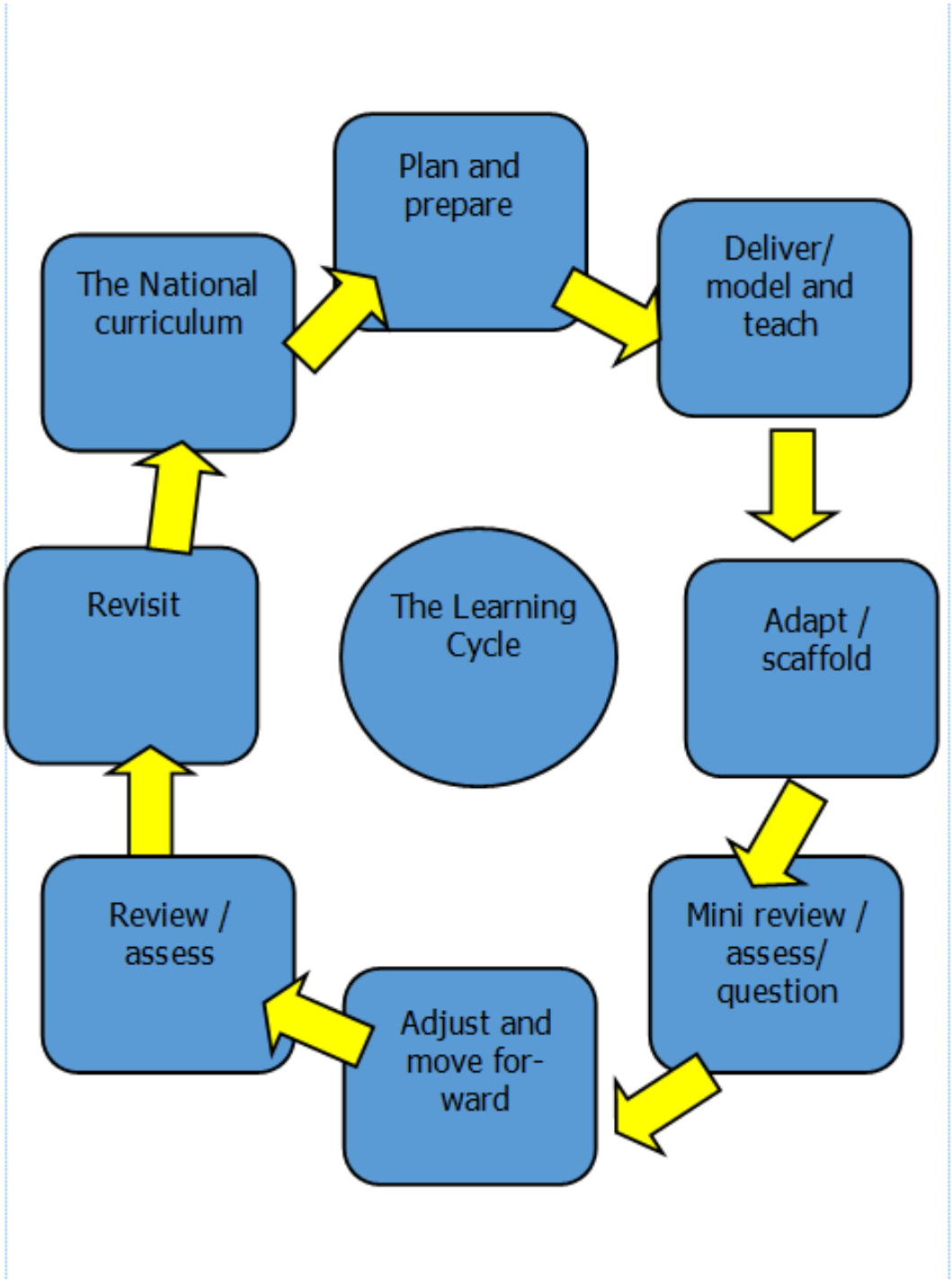
The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning and

are calm in their decoration (adhering to environmental expectations) and do not distract children by means of cognitive overloading.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made to maximise pupils' learning experiences and follow our collaborative learning culture by seating in Kagan groups which are changed half-termly. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom working walls will be updated on a regular basis and will be geared towards aiding learning.

5. Teaching and learning flowchart



6. The curriculum

The school follows the National Curriculum. The EYFS follows the EYFS framework which is supplemented by Development Matters. Teachers will follow the relevant schemes of work outlined in the school's curriculum policies.

The school will ensure that the curriculum is broad and balanced as well as sequenced and developmental. 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 adaptation 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.

7. Planning and preparation

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 prepared prior to their taught lessons.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time. Wherever possible, this will be with their year group partner to ensure consistency, parity and sharing of creativity.

The following documents will support:

- Curriculum overviews – A yearly overview of all subjects and aspects intended to be taught within a year.
- Progression document – that demonstrates the progressive learning expectations of a subject across the school.
- Long term planning – A subject specific overview of what is intended to be taught across this school.
- Subject Knowledge and Skills grids – setting out the specific knowledge, skills and end points to be taught.
- Medium Term Planning – The unit broken down into smaller more detailed chunks to support short term planning.
- Blocking/short-term planning – The breakdown of intended sequence of learning through weekly learning outcomes and activities across a half term.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be adapted, to clearly show how pupils of all abilities are catered for, including pupils with SEND as well as those who are greater depth.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next to build on prior learning and be sequenced.
- Highlight the strategies for learning designed to achieve the learning outcomes.
- Clearly state the activities that will be undertaken.
- Explain how pupils from each group will be challenged -ensuring aspiration for all.
- Show how TAs/additional adults will be utilised/deployed to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.

- Highlight any opportunities for assessment and evaluation.
- Clearly state structures of lessons.
- Link to relevant areas of SMSC, British Values and Rights Respecting School.

Teachers will ensure that their lessons are planned by the end of Friday for the following week and then shared on the OneDrive so that they are accessible for their year group, TAs, PPA cover teachers and any additional teaching staff. This is to allow for any further adjustments to ensure the learning is tailored to the pupils being taught, and to support communication with TAs so they know what they need to do.

8. 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. Teachers will actively and explicitly model learning and talk through their ideas and thoughts and processes, using metacognitive techniques to enhance learning. Teachers will encourage good learning characteristics such as resilience, effort, pride, teamwork and communication throughout lessons. They will also support pupils to reflect on their own learning, what can be improved as well as how we can learn from misconceptions. They will ensure expectations are set, modelled and reinforced throughout.

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. In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help. Teachers will regularly liaise with TAs to ensure feedback from any interventions or supported work is monitored and adjusted regarding feedback given.

9. Supporting and adapting lessons for pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

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 through adaptations whether these be concrete resources, word banks etc

Individual support profiles (ISPs) are available for pupils who are not progressing as expected, which include bespoke targets (created alongside SEND Continuum documentation) to allow pupils to lead their own achievement. ISPs are reviewed termly to ensure that they are still effective.

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.

Additionally, adaptations may need to be made to deepen learning, this will be through challenging the children to deepen the moment and /or providing questions that require more depth of learning in maths or other subjects.

10. Review/Marking and assessment (& mini reviews)

Teachers will reflect throughout the lesson through questioning (open and closed) to identify where the children are in their learning and adjust/adapt the lesson accordingly. (AfL strategies). This is also an opportunity for teachers to identify misconceptions which can be used as a tool to deepen the learning, address common misconceptions or model an area that children are finding difficult. Therefore, moving the learning forward.

Teachers will mark pupils' work and provide feedback in line with the school's Assessment, Feedback and Marking Policy.

This is also an opportunity for pupils to be challenged in their learning through work that 'deepens' their learning.

As the lesson progresses, they should also be asked to reflect on their own targets in their own work.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Feedback, Marking and Assessment Policy.

Assessment outcomes will be used to inform teaching and learning strategies. Ongoing reflection by both staff and pupils will enhance learning within lessons, which will then feed into the planning of future lessons.

To further enhance learning and ensure pupils are able to retain knowledge, a variety of strategies will be used to enable pupils to remember key facts, knowledge and skills.

- **Knowledge organisers** – these will be shared with the children at the beginning a topic/unit of learning and discussed with the pupils. These will also be sent home to share with families.
- **Quick quizzes –** these are a low stake quiz linked to the knowledge organisers that help pupils to remember the key facts.
- **Rapid recalls** – these are low stake quizzes given to the children linked to prior learning which recap previous skills and knowledge (can be written or verbal)
- **Chance to Shine** – as part of our ongoing assessment a short formative test is completed by pupils, this reflects on the knowledge taught during the unit as well as prior learning.

- **Knowledge notes** – short, key pieces of learning for pupils to reflect on within a lesson/unit which helps support their learning. (Key vocab/ diagram etc)
- **Ongoing reminders** – helping pupils to remember things through the use of mnemonics, "who can tell me three ways that…" and different ways of recapping information.

11. Working with pupils and parents

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.

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

- Parents' evenings
- Informal meetings
- Workshops
- Annual reports

12. Behaviour and attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that their attitudes to learning and behaviour are important aspects of maintaining a positive learning culture. These will be discussed as part of the lesson and when pupils come to self-assess their learning (refer to Assessment, feedback and marking policy).

The principles of the school's Positive Learning 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.

Disruptive behaviour will be managed by teachers in line with the school's Positive Learning 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 show 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 utilise 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.

13. Monitoring and reporting

This policy will be reviewed every 2 years (or sooner if required) by the headteacher, relevant SLT members and curriculum governor.

The next scheduled review date for this policy is June 2027

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To be reviewed: June 2027

Appendices

Teaching and learning expectations

Know more, remember more – Glossary and expectations

Knowledge organisers – used throughout a topic. One is sent out for parents, one is kept in books. They help children to recall facts alongside quick quizzes. English, maths and Science books to support knowledge organisers can be found at the bottom of the KS2 corridor.

Knowledge notes – when a topic does not have a knowledge organiser a knowledge note can be used. This might be for a unit of work and could include – key vocabulary, key diagrams or poignant information to help support that unit/topic. The knowledge organiser books at the bottom of the KS2 corridor can support these. These can be revisited in rapid recalls or when children are revising and remembering facts. They are stuck on the left-hand side of the page for easy reference.

(Model example below)

Fractions, decimals and percentages

Fraction = an equal part of a whole



Decimal = A decimal is a number that consists of a whole and a fractional part for example, 0.5

Percentage = Out of a 100

For example, 30%

They may not look the same but can have the same value.

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
$0.\dot{3}$	$33.\dot{3}\%$	$\frac{1}{3}$

Rapid recall

At the beginning of a lesson and/or in early morning work, pupils will be given questions based on their prior learning and/or diagnostic assessment gaps. This is to help them to remember and know more and ensure learning is embedded into pupils' long-term memory. In non-core areas these are known as quick quizzes.

Chance to Shine

This is an opportunity for pupils to use what they have learnt and independently produce a piece of work demonstrating this. It can also be used to assess previous learning for assessment purposes.

Assessment for learning

This is an integral part of the lesson and requires:

Clear learning objective – this needs to be specific and clear and decontextualised

Success Criteria – simple steps to achieve the learning objective. Success criteria are only required for English, maths, reading and science lessons.

Questioning – open-ended, closed, effective, a question to establish pitch of the lesson

AfL question – this is used to establish the pitch of the lesson and involves asking pupils an open- ended question around the topic they are about to cover that session to establish where the lesson needs to be pitched these can also be used to support pupils to establish their own staring points.

Different ways of questioning – Pause, pose bounce, pounce, show me (with white boards), Convince me, cold call, Agree or disagree? True or False? How many ways can? Etc

It is vital all pupils are given the opportunity to answer questions and discuss them to engage them fully, which is where the use of Kagan strategies is essential.

Feedback and marking – see Assessment, Feedback and Marking policy. This also includes peer and self-assessment.

Other references

Building resilience – pupils need opportunities within their learning to struggle and fail at times in order to build resilience – referring to the **Learning Pit** on these occasions. Pupils will be able to identify for themselves how to get out of the learning pit and the emotions associated with this.

