



Frizinghall Primary School

Teaching and Learning Policy

Approved by the governing body on: Autumn 2 2023

To be reviewed on: Autumn 2 2024

Signed on behalf of the governing body: S. Afzal

Contents

1. Aims	2
2. Our guiding principles.....	2
3. Roles and responsibilities.....	3
4. Planning and preparation	6
5. Learning environment.....	6
6. Differentiation	6
7. Home learning.....	7
8. Marking and feedback.....	7
9. Assessment, recording and reporting.....	7
10. Monitoring and evaluation	8
11. Review	Error! Bookmark not defined.
12. Links with other policies	8

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

Our school motto 'Meeting the challenge – fulfilling the dream' underpins the work we do each day and the strategic direction of our school.

As a school we aim to:

Work with partners and parents to ensure that our pupils are receptive, have a positive mind state for learning and that all basic (physical, mental, emotional) needs are met. A positive mind is a healthy mind.

2. Encourage self-discipline by creating a positive ethos where honesty, respect and tolerance are fundamental qualities, evident both in school and in the wider community. Self-respect will keep you safe.

3. Continually challenge ourselves to ensure that all learners reach their full academic potential by providing opportunities for learning suitable for all within a meaningful and relevant curriculum. Challenges are achievements waiting to happen.

4. Place pupils at the heart of decision making by inviting participation and developing responsibility regarding the formulation of school policies and practices as they relate to themselves and their position in the community. Contribute positively to our community.

5. Give priority to the pupils' intrinsic self-worth and potential for spiritual, moral, intellectual, creative and physical development in order to nurture, develop and shape aspirations. Firm Foundations for the Future.

We aim for all stakeholders to work in accordance with these principles so that our school community is cohesive and works in the best interest of our pupils.

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 exemplified through our Home-School Agreement.

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; this includes contributing to our school theme information letters and to school's X account; supporting the upkeep of our school website with relevant documentation for parents; delivering regular 'How to Help at Home' sessions; being easily accessible to parents e.g. being in the school playground at the beginning and end of each school day; communicating with parents via Studybugs/Purple Mash
- Update parents/carers on pupils' progress and attainment (academic and pastoral) during the autumn and spring term consultation events and through a written report, sent to parents during the summer term
- Meet the expectations set out in all school policies

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 all school policies

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/phase, 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/area of responsibility 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 all school policies

3.4 Senior and Middle Leaders

Senior and middle 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 all school policies

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 the Behaviour Policy and Home School Agreement

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
- Engage in school events, wherever possible, designed to support their child's education

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

The Frizinghall Curriculum is a broad, balanced and rich curriculum underpinned by SCARF, the development of subject-specific skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits, activity passports and active learning opportunities.

Learning opportunities are planned through carefully crafted curriculum maps; these are all shared on our school website. Lessons are planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are on the school site, learning will take place in classrooms, outdoor spaces, our school hall, ICT Room, library and, as required, our multi-sensory room.

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
- A consistent school approach to what is displayed, and how, in most classrooms e.g. a SCARF display; a 'Writing Showcase' with speech bubbles; an 'English Working Wall' showing the current learning journey; a 'Maths Working Wall' showing the current learning journey; a 'Theme Working Wall' with children's work and key words displayed; a Talk Rules display; a British Values display; a timeline and (if appropriate) artefacts; a French display (KS2); the class name being displayed on the classroom door (or somewhere else suitable); class roles and responsibilities; the class text being visible; the curriculum 'Big Book' being displayed; spelling mats/books out on tables (as required)
- 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 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 more able

We will achieve this by:

- Using support staff effectively to provide extra support
- Working with our 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 subjects, where appropriate
- Providing writing frames and word banks

See our SEND Policy, SEND Information Report and SEND Local Offer, Equality and Diversity Policy and Equality Objectives for further information.

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 home learning will be made available on Teams, Purple Mash, or sent home as a physical copy (dependent on the age of the child and/or what is most suitable).

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. Books and Marking

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given regularly and as required verbally, in pupils' books/ on their work and via any digital platforms being used.

High standards of work are expected, throughout the school. This is achieved by:

- All children using pencil in their maths books
- Maths work must be set out as per the KS1 and KS2 model
- Children being allowed to use pen (except in their maths book) when they have achieved their 'pen licence'
- Children using pencil or black pen
- Teachers marking in green
- Children responding in blue
- Next steps marking with examples to show children how to improve or extend their thinking; children must be given time to respond

See 'Marking Codes' document for further information.

9. Assessment, recording and reporting

School will track pupils' progress using a combination of ongoing formative and scheduled summative assessment routines. School will collate termly summative data, in accordance with its own Monitoring and Evaluation Calendar, and also complete national statutory assessment data routines, as required e.g. end of key stage assessments.

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.

As required and as appropriate, school leaders/middle leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy, SEND Information Report and Local Offer
- Marking Codes document
- Home-School Agreement
- Diversity and Equality Policy and Equality Objectives