

Speen Church of England School



Teaching and Learning Policy

Issued: January 2024

Next Review: January 2025

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

Our guiding principles

At Speen School we are committed to high quality teaching and learning to raise standards of achievement for all children. Although we recognise that rich learning takes place within the classroom, we recognise the wider learning opportunities which occur outside the classroom and beyond the school. Teachers manage these multiple learning environments to enable all our pupils to seek, believe and achieve their potential. Staff at Speen School also deem themselves to be learners, who wish to evaluate and improve their own practice, pro-actively seeking opportunities for their own professional development.

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 practice 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

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 via weekly updates on the school website, book look open mornings and curriculum evenings. This includes clear communication on 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 the marking and feedback policy, behaviour policy and curriculum 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

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/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

3.4 Head teacher

The head teacher 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:

- 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.

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

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

Planning

At Speen School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

Lessons will be 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.

Learning environment

When pupils are at school, learning will take place in classrooms, forest school areas, play grounds, library and hall.

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

They will be arranged to promote learning through:

- Interactive displays that support acquisition of knowledge and celebrates the work of pupils

- Clearly labelled areas and resources
- Accessible resources for learning
- Seating that reflects the needs of pupils

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

Some of the strategies used are:

- Using support staff effectively to provide extra support
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

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 via the Class Dojo / Tapestry and homework books.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Marking and feedback

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 daily verbally and in pupils books.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

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

Monitoring and evaluation

The headteacher will monitor the quality of teaching. Aspects may include for eg, the use of resources, teaching assistants, how well the lesson plan furthered pupils' learning etc. Governors will also visit to observe teaching and learning to deepen their understanding of current provision and to monitor aspects of the school development plan.

Review

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives