

Speen Church of England School



Teaching and Learning Policy

Issued: September 2025

Next Review: September 2027

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

—EPHESIANS 3:17 (NLT)

Aims

This policy aims to:

- Create an environment where children learn best, feel happy and secure, and develop a love of learning.
- Set clear and consistent expectations for teaching and learning across the school.
- Promote ambition and high standards for all children, regardless of background or need.
- Involve pupils, staff, parents, governors and the wider community as active partners in learning and development.
- Ensure that teaching and learning reflect the most up-to-date research on child development, pedagogy and curriculum design

Our guiding principles

At Speen School we are committed to high-quality teaching and learning which raises standards for all. We recognise that learning is not confined to classrooms – it happens indoors and outdoors, in play, in relationships, and within the wider community.

We believe children and adults are all learners. Staff continually reflect on their practice, engage in professional development, and draw on educational research to improve outcomes for pupils.

Children learn best at Speen School when they:

- Feel safe, secure, respected and valued.
- Have their basic physical and emotional needs met.
- Experience a sense of belonging and positive relationships.
- Are engaged, motivated and enjoy learning.
- Understand the purpose of what they are learning and how it links to prior knowledge.
- Can explore, problem-solve, take risks and apply learning in new contexts.
- Have access to well-designed environments, high-quality resources, and meaningful play opportunities.
- Experience effective guidance, timely feedback and opportunities to practise and revisit learning.
- Recognise that mistakes are part of learning and develop resilience to persevere.

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:

- Uphold the Teachers' Standards and model professional conduct.

- Plan and deliver engaging, well-sequenced lessons and experiences that build on children's prior learning.
- Use assessment for learning to adapt teaching and meet diverse needs.
- Communicate regularly with parents via Class Dojo, Tapestry, open events and written reports.
- Work collaboratively with colleagues to ensure consistency across the school.
- Integrate digital tools responsibly to enhance, not replace, high-quality teaching.

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:

Teachers will:

- Uphold the Teachers' Standards and model professional conduct.
- Plan and deliver engaging, well-sequenced lessons and experiences that build on children's prior learning.
- Use assessment for learning to adapt teaching and meet diverse needs.
- Communicate regularly with parents via Class Dojo, Tapestry, open events and written reports.
- Work collaboratively with colleagues to ensure consistency across the school.
- Integrate digital tools responsibly to enhance, not replace, high-quality teaching.

3.4 Head teacher

The head teacher will:

- Address underachievement and intervene promptly.
- Provide a clear vision for inclusive, high-quality education.
- Monitor, evaluate and support teaching and learning across the school.
- Prioritise professional development, coaching and mentoring for staff.
- Celebrate success and address underachievement swiftly.
- Ensure resources are managed effectively to support learning

3.5 Pupils

Pupils at our school will:

- Be curious, enthusiastic and responsible learners.
- Respect others' right to learn.
- Persevere when learning is challenging.
- Complete home learning where appropriate.
- Demonstrate our school values in daily life

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Support good attendance, punctuality and readiness for school.
- Encourage positive attitudes towards learning.
- Engage with the school through meetings, reports and online platforms.
- Provide a supportive home environment for home learning and enrichment.

3.7 Governors

Governors at our school will:

- Monitor the impact of teaching and learning strategies.
- Ensure funding is used effectively to support inclusive education.
- Hold school leaders accountable for high standards.
- Support school improvement priorities through monitoring visits.

Planning

At Speen School we are committed to following the programmes of study as required by the National Curriculum 2014 and the **EYFS Statutory Framework (2021)**. 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, hall and wider community spaces.

Environments will be safe, stimulating, inclusive and accessible.

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

Inclusion

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.

Wellbeing and Mental Health

At Speen School, we recognise that children's wellbeing is central to effective learning. A happy, healthy child is more likely to engage, succeed and thrive.

We will:

- Promote emotional literacy and resilience through the curriculum and daily routines.
- Ensure pupils feel safe, listened to and respected at all times.
- Provide safe spaces and opportunities for reflection, calm and regulation.
- Embed mindfulness, outdoor learning and play as part of our approach to wellbeing.
- Support pupils experiencing difficulties through early identification, targeted interventions and partnership with external agencies where needed.
- Promote staff wellbeing through a supportive culture and professional development.
- Work in partnership with families to nurture positive mental health at home and at school.

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