



## Teaching and Learning Policy

### Our Mission

*"We are enthusiastic about providing a responsive and aspirational environment that challenges, encourages and inspires everyone. We are committed to maintaining a caring, stimulating atmosphere that nurtures confidence, self esteem, respect and independence to support learning and development."*

### Rationale

Teachers are first and foremost educators. They are responsible for equipping pupils with the knowledge, skills and ways of thinking and working needed for their future lives so they can go on to be leaders, run their own businesses, care for others or make important discoveries. Teachers create global citizens. They inspire pupils to achieve great things.

### 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 raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

The "Sandal Roots of Learning" form the building blocks of teaching and learning in our school.

Aiming high  
Working together  
Thinking for myself  
Looking back  
Keeping going  
Daring to be different

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 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 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, including parents.

#### Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow the expectations, procedures and structures in [The Sandal Way](#)
- Actively engage parents/carers in their child's learning with half termly letters outlining key learning across the curriculum, clearly communicating the purpose of home learning ensuring any remote learning is accessible to all, early intervention and contact if children are struggling to keep up with expectations
- Update parents/carers on pupils' progress termly through parent consultation evenings and an annual written report on their child's progress
- Meet the expectations set out in your curriculum policy and behaviour policy

#### 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

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

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
- 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

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

#### 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**

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

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans and learning journeys to achieve balance and coverage over a term or half term.

Medium term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children by reflecting on the aims and vision of our school. At this stage, thought will be given to the learning opportunities provided and the desired learning outcomes.

Individual teacher short term planning outlines the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process. *(See EYFS policy for more details on our school's teaching and learning in the early years.)*

#### **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

By:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (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

### **Home learning (Homework) and remote 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.

Remote learning may be required if:

- A teacher may need to work from home whilst their class is still in school
- Individual children are absent from school due to isolation and are not ill
- The class and teacher are absent from school due to isolation
- The whole school is closed

### **Marking and feedback**

Accurate, effective feedback is an essential part of the teaching and learning process and must be purposeful so that children learn more and can do more. **Feedback can be verbal or written and it is for teachers to use their professional judgement how best to give feedback.**

### **Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment following the school's assessment calendar. Reading ages will be assessed annually using Suffolk Reading. Annual targets will be recorded on Arbor.

Written targets for pupils will be shared with parents in the Autumn Term; termly verbal reports against these will be given at parents' evenings. Pupils will receive a written report in the Spring term and an attainment report at the end of each academic year.

### **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.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing planning, books, marking and feedback
- Termly pupil progress meetings
- Gathering pupil voice

### **Review**

This policy will be reviewed annually by the SLT and Karen Jones (Quality of Education Committee)

### Links with other policies

This policy links with the following policies and procedures:

- The Sandal Way – Teaching and Learning Handbook
- Home learning Policy
- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Home-school agreement
- Equality information and objectives

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| Approved by:        | Karen Jones & QEd Committee               | Date: [3.10.2023] |
| Last reviewed on:   | October 2023 by Louise Dale & Karen Jones |                   |
| Next review due by: | October 2024                              |                   |