



TEACHING AND LEARNING POLICY

March 2026

Our Aim

We strive to ensure our pupils will receive high quality learning opportunities which inspire, as well as develop and secure knowledge, understanding, and skills. Learning should be inclusive to all children's needs and backgrounds.

The quality of teaching is central to high educational standards and pupil achievement. We expect every teacher to be a good teacher – no child deserves less.

Our Principles

Our teaching and learning policy is a statement of our beliefs on:

- how children learn best
- what makes a great lesson
- how learning environments support learning
- how planning and teaching supports learning
- how parents and carers support learning
- the role of governors

We are constantly reviewing our practices according to the broad principles outlined in this policy.

Children learn best when:

- They are safe, happy and confident to take risks
- Teaching is engaging, motivating and children are engaged in purposeful activities
- There is a purposeful atmosphere, supported by the school's behaviour systems
- They understand what they are expected to do and what the final outcome should be
- Adults assist them appropriately
- They are supported to work independently by the careful removal of support over time
- They have high expectations of themselves and are challenged
- They are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
- They are able to draw inspiration from others
- They are encouraged to see their learning as relevant to their everyday lives and futures
- They are supported from home

Great lessons happen when:

- There is highly effective behaviour management with pupils supported to give full attention to their learning
- The learning is contextualised, with a review of previous learning, and planned within a clear sequence
- New content is introduced in small steps with opportunities for pupils to practise after each step
- A range of strategies are used to ensure participation by all children during whole class teaching

- There are concise, achievable success criteria that demonstrate how to meet the learning intention
- There is clear, succinct modelling of how to achieve each of the success criteria
- Teachers regularly check pupil understanding and adapt their teaching in response where appropriate

Learning environments support learning when:

- They are tidy and well-organised with resources accessible and clearly labelled
- Displays are used to support and celebrate learning
- Displays are relevant to the children's current learning
- Seating arrangements support collaborative and independent learning
- Daily routines are made explicit to children and embedded so that time is not wasted
- Children are encouraged to respect the school space and resources
- As little as possible time is given to routine management so that maximum time can be given to teaching and learning

Planning and teaching supports learning when:

- High expectations are set
- Teachers use the school's planning frameworks and schemes of work
- Medium term planning is used effectively to sequence the children's learning and short term planning responds to assessment for learning
- Teachers develop and use robust subject knowledge to inform their planning and feedback
- Teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of the children
- Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning
- Teachers give clear explanation and instructions, planned in advance where appropriate
- Teaching is well-paced, stimulating and enthusiastic
- Meaningful links between different curriculum areas and within the same curriculum area are exploited
- Questioning is used effectively to secure engagement, develop ideas and check for understanding
- Children are given regular opportunities for paired talk with sentence stems used to structure thinking clearly
- Rich and varied learning opportunities are provided as well as stimulating and memorable contexts for learning
- Teachers work on a principle of supporting pupils to move from extrinsic to intrinsic motivation to learn, using a range of extrinsic resources when required
- The teacher has the opportunity to plan and teach as part of a team of teachers

The role of parents and carers

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
- Attending parents' evenings and striving to work positively in partnership with school staff
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's improvement processes, which include discussions with subject leaders, the head teacher's report to governors and school visits by link governors
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
- Seek to ensure that staff professional development and performance management systems promote good quality teaching
- Monitor how effective teaching and learning is in terms of raising pupil attainment
- Share their expertise and talents with the school