



WRAGBY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Teaching and Learning Policy

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

Our Guiding principles

OUR VISION:

Belonging Together, Aspiring Together, Achieving Together

Our vision is one of success for all children – to ensure our children feel valued, have a sense of **belonging** to and appreciation of the school family. Inspiring all of our children to have high **aspirations**, a burning desire to learn and to enable them to have experiences that live with them for a lifetime. With a curriculum that ensures *all* children have the knowledge, skills and crucially, the attitude to **achieve** in all aspects of their lives.

OUR AIMS:

- To encourage all learners to pursue their highest academic and personal potential to become confident, ambitious and lifelong learners.
- To value and encourage partnerships with both parents and the local community.
- To ensure equal opportunity for all developing openness, trust and respect enabling people to be committed and enthusiastic.
- To develop positive self-esteem and mental health; valuing the strengths that each child has, placing equal importance not only on academic achievement but also on the development of social, spiritual and emotional skills.
- To bring learning alive maximizing every child's potential with inspiring teachers bringing an exciting and varied curriculum, which meets the needs of the 21st century.
- To continually raise standards to ensure all children reach their full potential. In a school with a secure, caring and supportive environment that promotes healthy lifestyles, where children feel safe and happy.

OUR VALUES:

- Achieve and Believe
- Respect
- Trust
- Tolerance
- Creativity
- Resilience

Achieve & Believe - every child can make progress and every child can achieve great things. We have high expectations of all children; we provide an immersive curriculum that is broad and varied and designed to meet the individual needs of every pupil. Achievement is limitless and valued at every level. We believe in ourselves and in the actions and abilities of others.

Respect - if the community knows it is valued and they matter, the working relationships will be more productive.

Trust - between the whole community, parents, staff, pupils, governors and outside agencies working together openly and transparently, valuing opinions and suggestions from all. Parents and families know that school is a support network for them as well as their children. The more we can help families the more settled and successful the child will be at school.

Tolerance - respecting and appreciating the beliefs of others and the differences in people around us. We embrace the No Outsiders 'All different, All welcome' mantra.

Creativity - to improve our understanding of and relationship with the world around us; being willing to sometimes take risks and embrace independence.

Resilience - to support children through their challenges to maximize potential; the ability to persevere when learning is hard, solve problems and ask questions, encouraging healthy behaviours for life.

We believe children learn best when they:

- feel safe and secure emotionally, socially and intellectually.
- have their individual needs met.
- feel valued and have a sense of belonging.
- have a purpose to their learning and they can see the relevance of what they are doing.
- have explicit links made for them to prior learning and across subjects.
- are aware of their targets and know what outcome is intended.
- have their achievements and efforts recognised.
- are active participants in their learning.
- are learning from and through direct experience.
- are encouraged to become independent learners as well as to work collaboratively.
- are encouraged to persevere when learning is hard, solve problems and ask questions.
- have a calm learning environment with displays that support learning.
- have access to quality resources and equipment.
- have support and interest from home.
- recognise their role within the wider community.

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. Staff at Wragby work as a team and are all involved in decision making processes. They also recognise the importance of being good role models for the children.

This is how we will create the above conditions for pupils' learning at all times:

Teaching staff

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 newsletters, Google Classroom, open afternoons, topic exit days and the school website including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress once a term and produce an annual written report on their child's progress
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy and Marking and Feedback Policy.

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 our Curriculum Policy, Behaviour Policy and Marking and Feedback Policy.

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 build knowledge over time.
- 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
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy and Marking and Feedback Policy.

Senior leaders

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
- Meet the expectations set out in our Curriculum Policy, Behaviour Policy and Marking and Feedback Policy.

Children

Children 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 our Behaviour Policy.

Parents and Carers

Parents are also encouraged to offer their views on the school. In addition to the parent evenings and open afternoons, parents can make an appointment to meet a member of staff at a mutually convenient time.

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

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

Teaching

We believe that good teaching results when teachers:

- Focus and structure their teaching so that pupils are clear about what is to be learned and how it fits with what they know already, links are made explicit;
- Immersing pupils in their learning, by actively engaging them, where possible, with a real life outcome;
- Encourage children to become effective, independent learners by identifying each step of learning progress;
- Pre-empt misconceptions and plan lessons to scaffold learning so that those are addressed;
- Use assessment for learning to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- Have high expectations of the effort that pupils should make and what they can achieve;
- Make the learning motivating through enquiry based methods;
- Create a calm environment that promotes learning in a settled and positive atmosphere.

Focus and structure

At Wragby Primary School we ensure planned learning questions challenge children to use prior knowledge and skills to move learning to the next step. We also try to make sure that lessons are well-paced, effectively moving the children's thinking on. Targeted questioning will be used so children make connections with previous learning. We aim to provide children with a wide range of quality materials and resources in order to extend their thinking and learning.

Active learning

Teachers provide opportunities for children to take an active part in their learning by:

- Giving children opportunities to make choices and express preferences.
- Providing starting points which reflect the interests and experiences of the children.
- Consulting with the children on key issues of their learning and where to go next.
- Developing self-evaluation skills in the children.
- Being aware of their targets and end of year expectations in Literacy and Mathematics.
- Using a range of ICT resources.

Independent learning skills

To encourage children to develop independent learning skills, teachers:

- Develop good classroom organisation, providing appropriate and easily accessible resources.
- Ensure children have comfortable routines and timetables.
- Plan a progression of skills through both open ended and structured activities.
- Provide opportunities for children to communicate their findings in a variety of ways.
- Provide opportunities for children to apply and demonstrate knowledge and skills
- Encourage children to evaluate their own and others' work.
- Encourage children to recognise that teachers are not the only source of information.
- Ensure children are aware of and evaluate their own targets.

Assessment for learning

Assessment is an integral part of the teaching and learning process. Teachers should:

- Arrange time to observe, assess, reflect and review achievements with children on a regular basis.
- Ensure that children are involved in this process by developing the skills of self-appraisal and target-setting.
- Follow the school's assessment policy.
- Ensure that marking and teacher's comments relate directly to L.O.'s, identify next steps and adheres to the Marking Policy

High expectations

Our school has an ethos in which all children are expected to behave with respect and concern towards other people and their environment. We have high expectations in terms of behaviour and attainment. Within their teaching, teachers should:

- Review and address gaps in learning whilst maintaining a level of challenge for all children.
- Ensure that all lessons provide pace and challenge.
- Promote and maintain high expectations.
- Keep the SEN D and Gifted & Talented registers updated.

Motivation

We believe that self-motivation is the key to successful, independent learning. We provide opportunities for the children to make choices which reflect their interests and experiences. The children are involved in the target setting and evaluation process. Success is celebrated through:

- Sharing of work.
- Display.
- Stickers.
- Team points.
- Merits.
- Celebration and behaviour certificates.
- Weekly celebration assembly.
- Reading, Writing and Maths awards
- Attendance awards.

Learning Environment

Our school will aim to maintain a safe and stimulating environment to motivate children's learning by:

- Creating challenging and interactive classrooms.
- Developing well-organised, appropriately arranged classrooms with accessible resources.
- Providing a non-threatening and secure environment where children are happy, enthusiastic, have clear goals and are willing to take risks in their thinking.
- Ensuring equal opportunities.
- Developing routines and rules which create a calm working atmosphere.
- Promoting a love for learning and raising aspirations

Learning

Learning processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes.

These include:

- Investigation.
- Experimentation.
- Listening
- Observation.
- Talking and discussion.
- Reflection.
- Asking questions.
- Practical exploration, role-play and drama.
- Retrieving information.
- Imagining.
- Repetition.

- Problem-solving.
- Making choices and decision making.

Teachers at Wragby Primary School provide opportunities to allow pupils access to all these processes to gain knowledge and skills.

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 Google Classroom or in hard copy, where requested.

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.

Further detail of this is outlined in our Marking and Feedback Policy.

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

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.

The school leadership team and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

- Reviewing marking and feedback and the associated policy
- Termly pupil progress meetings
- Gathering input from the school council
- Book scrutinies
- Performance management

Review

This policy reflects the views of the whole staff. The implementation of this policy is the responsibility of all staff.

This policy will be reviewed annually.

September 2024