



## POTT SHRIGLEY CHURCH SCHOOL

*'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you'*

### **Teaching and Learning Policy November 2024**

#### **1. Aims**

This policy aims to:

- Explain how we will 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/carers and the wider school community in pupils' learning and development

#### **2. Our guiding principles**

*'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you'*

Our values are – respect, compassion and koinonia.

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 practise 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

### **3. 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. As set out in our Pott Shrigley Church School Home/School agreement.

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 daily welcome sessions, open door policy, dojo, fortnightly heads up and telephone conversations when needed. During these sessions we will ensure we clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly via parents evenings, and produce an annual written report on their child's progress
- Meet the expectations set out in our curriculum policy, behaviour policy, and feedback policy

#### **3.2 Support staff**

Support staff 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 feedback policy

#### **3.3 Subject leaders 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

Meet the expectations set out in our curriculum policy, behaviour policy, and feedback policy

### **3.4 Senior leaders**

Senior leaders 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 feedback policy

### **3.5 Pupils**

Pupils 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

### **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

## **4. Planning**

Lessons will be planned well to ensure good short, medium and long-term progress. We follow RWI, reading gems, white rose maths, ready steady write, purple mash and Hamilton trust schemes of work.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, the hall and outside.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Working walls that scaffold learning
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate

- Displays that celebrate and support pupils' learning

## **6. Differentiation or adaptive teaching**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

Pupils with special educational needs and/or disabilities (SEND)

Pupils with English as an additional language (EAL)

Disadvantaged pupils

To do this we will

Use support staff effectively to provide extra support

Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers 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, word banks and other scaffolded support.

Please see further information and provision in the SEND policy

## **7. 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 spelling frame, TT rock stars and dojo.

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

## **8. 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 both verbally and written and wherever possible will be on the same day. It will identify misconceptions and celebrate achievements. Teachers and teaching assistants will give feedback in every class.

See marking and feedback policy for further information.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. We complete formal summative assessment three times a year in the core subjects. We also use ongoing formative assessment across all subjects and well being (SDQ scores).

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

Please see assessment policy for more information.

### **10. 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 will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book looks

### **11. Review**

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

### **12. Links with other policies**

This policy links with the following policies and procedures:

Behaviour policy

Curriculum policy

Early Years Foundation Stage (EYFS) policy

SEN/SEND policy and information report

Feedback policy

Home-school agreement

Assessment policy

### **13. Monitoring and review**

This policy will be reviewed on an annual basis, or sooner, if statutory guidance is released before the review date, which is November 2025.

The review will be conducted by the headteacher in collaboration with the governing body.

Signed \_\_\_\_\_ Headteacher (November 2024)

Signed \_\_\_\_\_ Chair of Governors (November 2024)