

North Mundham Primary School

Teaching and Learning Policy



Approved by:

Pupils and Learning
Committee

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

2. Our guiding principles

It is our intention that the curriculum at our school will be rich and varied and will offer pupils the opportunity to develop their knowledge and skills and become confident, independent learners. By planning motivating and relevant topics that encompass the foundation subjects within a coherent and progressive framework, pupils see clear links between different aspects of their learning and develop a rich and deep subject knowledge.

At North Mundham we value our wonderful learning environment and unique location and ensure that our curriculum reflects that. By ensuring that experiences, visits and practical activities are relevant and relatable, pupils are encouraged to apply their skills and pursue their own passions and interests.

It is our intent that the curriculum is fully inclusive and offers opportunities to explore the diversity of our pupils, community and society. We work with all stakeholders to ensure that all needs and abilities are provided for.

We want our learners to:

- Be independent
- Be confident
- Be resilient
- Ask questions
- Be inquisitive
- Take risks
- Have a desire to learn and achieve

- Be able to reflect on their learning
- Respect each other and work collaboratively together
- Develop self-esteem and confidence in their own abilities
- Leave our school as lifelong learners

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; school, pupils and parents are expected to sign our Home school agreement, which reflects this.

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 by communicating via phone calls, meetings, emails and online platforms. This will include clearly communicating the purpose of home learning.
- › Update parents/carers on pupils' progress at least termly and produce annual written report on their child's progress
- › Meet the expectations set out in assessment and feedback policy, behaviour policy, SEND and curriculum policies.
- › Meet the needs of all pupils regardless of their educational, emotional or medical needs.

- › Make adaptations according to the needs of all pupils so that they may have equal access to the curriculum.
- › Plan and prepare motivational learning experiences that include all learners.
- › Ensure that learning experiences do not discriminate against any culture, race, gender, neurodiverse or physical differences.
- › Promote the school's ethos of inclusion and diversity.
- › Liaise closely with colleagues to ensure consistency of teaching and learning.

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
- › Meet the expectations set out in the SEND policy, behaviour policy, curriculum and assessment and feedback policies.

3.3 Subject leaders

Subject Leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Oversee progression of their subject so that it is clear and builds on prior learning through the school
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject, working with teachers to identify any challenges
- › Support teachers to structure the curriculum and timetable their subject in order to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- › Moderate progress across their subject 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
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in related policies.

3.4 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
- › Ensure consistency across the school in the quality of teaching
- › 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 all relevant policies

3.5 Pupils

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 to learn
- › 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 in the Homeschool agreement and the 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

Teachers will plan exciting, motivating lessons that link across a unit of work and demonstrate clear progression.

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

In Maths teachers will use White Rose programme on which to base the structure of Maths learning. This will be combined with other high quality resources to support pupil progression, independence and skills in Maths.

In English teachers will use 'the Write stuff' to plan at least one unit of writing per term, they will use high quality texts to deliver English reading and writing. They will develop spelling skills using 'The Spelling Book' which focuses on a variety of creative approaches to improve spelling.

In Computing teachers will use 'Teach Computing' to plan cohesive and progressive lessons that cover all elements of the computing curriculum.

Teachers will use our bespoke curriculum that has been designed using Cornerstones 'Curriculum Maestro' to teach all foundation subjects. Progression through the curriculum is clear and built on prior learning. Teachers will use resources to embellish their own creative and adapt to the needs and interests of their class.

In all subjects, questioning at all levels is vital to assess pupils' knowledge, develop pupils' thinking, initiate discussions and help pupils to become more secure in their thought processes.

See our 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 any of our learning spaces these include;

Classrooms

Communal learning areas

Hall

Playground

Outside classroom

Outside learning areas

Library

The hub

The community learning room

The nurture space

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

They will be arranged to promote learning through:

- › A seating layout that allows everyone to see the teacher, the board and participate
- › Displays that celebrate and support pupils' learning
- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Accessible resources for learning such as books, worksheets and other equipment

6. Adaptive practice

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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
- Strategies that we use are:
- 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 practical equipment, visual support and other resources that enable all pupils to access learning
 - Providing scaffolds and word banks

See our SEND policy and Information report for more detail. [Link SEND](#)

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 on Google Classroom.

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

See our [Homework Policy](#) for more detail.

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.

This will be given in a variety of ways. See our [Assessment and Feedback](#) policy for more detail.

9. 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.

See policy for more detail.

[Assessment and Feedback](#)

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

School Leaders will monitor this through:

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

11. Review

This policy will be reviewed every 3 years by headteacher and Pupils and learning Committee.

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
- › Home-school agreement
- › Assessment and feedback policy
- › Equality information and objectives