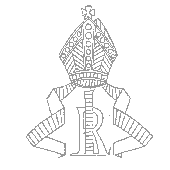
Teaching and learning policy

Rumboldswhyke Church of England Primary School





Approved by The Local Governing Body:

Last Reviewed: Spring 2025

Next review date due by: Spring 2027



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/carers and the wider school community in pupils’ learning and development
* Promote consistency across the school

Our guiding principles

Our vision is to provide a nurturing, creative, Christian community where everyone will achieve their potential with confidence and joy, and embrace *‘Life in all its fullness.’* John 10:10*.*

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

**We have a shared understanding that:**

* Teaching is the planned provision for the overall development of the child’s physical, social, creative, spiritual, cultural, moral, emotional and intellectual needs through a range of appropriate strategies and contexts.
* We aim to create a nurturing learning community that raises aspirations for lifelong learning.
* Parents/carers are the first and most enduring educators of their children. Positive relationships between home and school learning are based on honest and respectful communication.

**Relationships**

Positive working relationships are established when:

* Everyone is trusted, treated kindly, fairly and respectfully
* Individuals with different needs are recognised and supported
* A nurturing environment is created that is calm, welcoming, safe and where children can take risks, make mistakes and learn from them
* Children are valued, motivated, inspired, engaged and challenged as learners
* Achievements are rewarded and celebrated
* Positive Behaviour for Learning is protected and expected
* Children are supported to talk about feelings and relationships
* Children are taught to work collectively and respectfully so the contributions of all are valued.

**Quality First Teaching**

Our approach involves learning differently. The term is then split into shorter ‘learning experiences’ which tackle learning in smaller, intense bursts. Instead of attempting to link all areas of the curriculum, it focuses on just two or three subject areas which are immediately relevant to the learning experience. Each learning experience is rooted in our Christian values. Children explore what the values mean in different contexts. They will be taught to recognise how others have experienced these values whilst reflecting on what they mean for us today e.g the dilemma of an ancient king, or refugee in Syria can be connected to their own dilemmas or experiences.

Each learning experience includes:

* A whizzy title to capture interest and leave the children wanting to find out more.
* An authentic outcome with a purpose for learning. This will be something the children are aiming to achieve by the end of the learning experience. This could be running a museum or café, exhibiting artwork in a gallery or an exhibition.
* A hook that usually happens right at the beginning of a learning experience which makes the learning irresistible and exciting.
* A series of steps that lead them through the journey to the authentic outcome.
* Key knowledge outcomes from our Curriculum progression documents

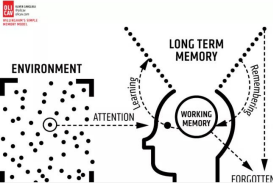
This approach means learning is meaningful and equips the children to become learners who are aiming for an end goal. There is a greater sense of a journey through the curriculum as the children understand the steps they are taking to reach their destination.

Children must be involved with their learning and feel like it has a real purpose. Having an authentic outcome is a key motivating factor to produce incredible work which children are excited about and intrinsically motivated to become involved with. Displaying work in galleries to the local community gives a real sense of purpose, inviting older students/ parents/ governors to share our exhibitions, plays, poetry recitals, and come to our café all give a very clear message that we believe they can do a professional job.

Each lesson will be based around the following;

* Praise - Children learn quickly in a positive climate
* Pace – Good pace is essential to the lesson
* Purpose – Every part of the lesson has a specific purpose
* Passion – We expect every teacher to be passionate about their work, their children and their learning
* Participation - Children take part alongside the teacher rather than reliance on the ‘hands up’ approach

Teaching and Learning at Rumboldswhyke School builds on current evidence based practice. The model is based on the ‘Cognitive Load Theory and Rosenshines Principles of Instruction. Rosenshine’s principles work well as a guide for personal reflection- it isn’t a checklist or template for any one teaching point.



Information enters our brains from the environment into our working memory. Our working memory is finite, small and can only cope with a limited amount of information at once.

We process the information in order for it to be stored in the long-term memory. The long-term memory is unlimited and we retrieve the information back into the working memory when we need it.

How our brain organises knowledge and the information it processes is called ‘schemata’. Cognitive schemata are networks of knowledge, beliefs and experiences about aspects of the world.

Typically, new information and language is only stored if we can connect it to knowledge that we already have. The prior knowledge we have is key to our capacity to learn new information. The more complex and interconnected our schemata are, the easier it is to make sense of new information and the better we are at organising it so that it makes sense.

**EYFS Provision**

***Continuous provision*** raises attainment of children through active learning and high-level engagement. Continuous provision should continue the provision for learning in the absence of an adult.

***Enhanced provision*** enhances basic continuous provision resources so they better meet the needs and interests of individuals or groups of children. It is enhanced by the adults following the observations and assessments but is accessed by the children without their support.

***Linked provision*** is a hybrid of continuous and enhanced provision and is linked to observations made and is ‘linked’ to a need in the class. It is usually run as a short daily session - often at the beginning of a session. An example of this would be ‘funky fingers’. All the children are engaged in activities that are themed around an identified need. They take part in all the activities throughout the week.

***Direct teaching*** These are adult directed activities where the child is directed and supported by an adult at the point of teaching.

**The learning environment**

School provides a stimulating learning environment, which is safe, clean, uncluttered, well-organised and well resourced. Resources are:

* Deployed effectively
* Accessible to promote independent learning e.g. date displayed, visual timetable
* Matched to the individual needs of the children
* Clearly labelled, well-organised and displayed in well-defined areas
* Appropriate to the learning focus/intention e.g. Relevant texts are displayed in class and are changed regularly
* Working walls display relevant key vocabulary, worked models and steps to success to support current learning e.g. English/Phonics/ maths working walls
* Displays that celebrate learning and encourage children to take pride in their work/ actions e.g. learning journey display, value of the month, reflection display

**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

**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.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Please see our Homework Policy for further information.

**Assessment, recording and reporting**

Teachers make on-going assessments of each child's progress, and they use this to inform subsequent lessons. Staff use Insighttracking [app@insighttracking.com](mailto:app@insighttracking.com) to track key attainments.

**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.

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

**Teachers**

Teachers at our school will:

* Follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)
* Provide inspiring lessons and learning opportunities to reflect this policy
* Know pupils well and differentiate support to meet their individual learning needs
* Provide key vocabulary and necessary steps towards the authentic outcome. These should be displayed on the working walls and in the children's English and Learning Experience books.
* Have high expectations and celebrate achievement
* Demonstrate and model themselves as learners, writing neatly and accurately at all times.
* Acknowledge if a child is absent in their books.
* Teach KS1 and KS2 children the skills of proofreading and editing
* Teach KS2 children to stick their work in their books, where appropriate.
* Ensure each task has a clear learning objective displayed
* Clearly establish success criteria with the children
* Communicate how parents can support their child’s learning through
  + Stay and Play sessions and other workshops
  + Meet the Teacher sessions in September
  + Parents’ Consultations in October and March
  + Providing annual reports for parents in which we explain the progress made by each child in July
  + Informal meetings to discuss progress at any time, requested by parents or teachers
  + Sharing curriculum letters each half term to tell them about what their child will be studying at school
  + Advising parents on how they can support their children with homework, and suggesting, for example, regular shared reading and support for projects and investigative work

**Subject Leaders**

Curriculum leaders are expected to stay abreast of developments in their subject in order to lead their subject and adjust documentation in line with KS1, KS2 and EYFS requirements.

Subject leaders at our school will:

* 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
* 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

**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

**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
* Attend all lessons on time and be ready to learn
* Be curious, ambitious, engaged and confident learners
* Put maximum effort and focus into their work
* Complete home learning activities as required
* Take pride in their work, e.g Use a rulers if lines are drawn , space words and write one digit/symbol per square in maths book

**Parents and carers**

Parents and carers have a fundamental role to play in helping children to learn. 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**

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

* Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
* Ensure that the school buildings and premises are used optimally to support teaching and learning
* Seek to ensure that staff development and appraisal promote good-quality teaching and learning
* Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include termly reports from the Head of School and subject leaders, and a review of the CPD training sessions attended by staff
* Monitor the work in school by focussing on a specific area, agreed in advance with the Head of School

**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 / subject leaders / curriculum 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 pupils through questionnaires or the school council
* Planning scrutinies
* Book scrutinies

**Links with other policies**

This policy links with the following policies and procedures:

* Behaviour policy
* SEN/SEND policy and information report
* Marking and feedback policy
* Assessment policy
* Equality information and objectives