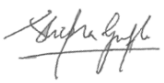
Teaching and Learning Policy

Date ratified	January 2023
Committee Responsible for Policy	Standards, Teaching and Learning
Date to be updated	January 2024
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God,** strengthening our faith, secure in the knowledge we are unique, loved and cherished

Biblical Basis for Policy

Psalm 32:8

I will instruct you and teach you in the way you should go; I will counsel you and watch over you.

Introduction

At Holy Trinity Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

1. Principles

- To help our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning.
- To work **together** with families, community and church to model positive relationships, supporting each other, and acknowledging that we are stronger when we work together.
- To develop the children's understanding that we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

2. Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere

- Set high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'can do' attitude

and where adults:

- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly, with kindness and respect, using encouragement, praise and rewards for all

This learning culture needs to be actively taught and quickly established at the start of each academic year, then further developed and reinforced, throughout the year, involving the children at every stage.

3. Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc.
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

4. Effective Teaching

Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in skills and Assessment for Learning will be evident.

4.1 Learning Objectives

- clear and focused - based on learning rather than task
- displayed
- discussed and explained to the children
- based on prior attainment, knowledge and understanding
- written in the format: I can…

4.2 Success Criteria

- break down the learning taking place
- include the steps or 'ingredients' the children need to be successful in their learning
- are identified by the teacher during the planning process
- are written up and referred to during the lesson

4.3 Plenary

- planned times during, and at the end of, the lesson
- reviews progress towards the learning objective and success criteria
- allows adults, and children, to address misconceptions, make improvements and add further challenge
- learning may be applied to different contexts
- time to reflect on the 'how' of learning in addition to 'what' has been learnt
- should be used during lessons only when the progress of the class, group or individuals will be furthered

4.4 Outcome

- what will be achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- sufficient time given to enable children to achieve meaningful learning
- matched to the children's next steps in their learning

4.5 Challenge for All

- Takes place throughout the lesson
- Is matched to children's next steps learning
- May occur through adult support; range and level of resources; time; task; different outcomes
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed

4.6 Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place e.g. different inputs for different groups

4.7 Questioning

- questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning

4.8 Feedback & Marking

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps in learning
- Refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

4.9 Self & Peer Assessment

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

4.10 Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

5. Homework

Instead of giving homework sheets to complete each week, we are very keen for any learning at home to focus on the key skills of reading, and number facts. The expectations for each year group are listed below, and further information will be available on the Learning Platform.

	Reading minutes per night	Practise nightly
Foundation stage	10+	Keywords Number Facts
Year 1	10+	Keywords Number Facts
Year 2	15+	Spelling Number Facts
Year 3	15+	Spelling Number Facts
Year 4	20+	Spelling Number Facts
Year 5	20+	Spelling Number Facts
Year 6	20+	Spelling Number Facts

6. Learning Environment

- A stimulating environment sets the climate for learning; this maybe the classroom, another location in the school grounds or an organised trip.
- Staff are encouraged to make use of the hall, kitchen, library, outside environment and other parts of school to deliver their lessons.
- It is an expectation that teachers will plan for at least one trip a term, e.g. to the library, local area, art gallery, museum, theatre, for an experience linked to the children's learning in school.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays should be used to:
    - Celebrate success - achievement, Star/Learner of the Day/Week
    - Support class organisation – visual timetables, clearly labelled resources
    - Promote independence by providing prompts – questions, support for when children are stuck
    - Support learning – working walls, presentation examples, interactive & challenging
    - Displays are changed regularly and reflect the current topic/themes/ learning

7. The Role of Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence
- Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

8. The Role of Curriculum Leaders

- Ensure the statutory requirements of the curriculum area are met
- Monitor progress and attainment in subject areas and action plan to address areas of need
- Enthuse & excite teachers & pupils about their curriculum area
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for the purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

9. The Role of the Senior Leadership Team

Members of SLT are responsible for promoting, modelling and maintaining high standards of teaching and learning across the school. In particular, they:

- Keep up to date with all developments in education, teaching and learning
- Analyse progress and attainment data and use this to inform where support needs to be given, CPD opportunities and identify any trends.
- Model high standards of teaching and learning in their own planning, teaching and marking.
- Invite staff members to come and see them teach as models of good practice.
- The headteacher, deputy headteacher and SENDCO to lead termly progress meetings.

10. The Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

11. The Role of Parents/ Carers

Parents/Carers have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- explaining to parents how they can support their children with homework

- holding parent workshops to explain the work covered and the strategies and methods taught to the pupils
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term in the form of a curriculum newsletter and providing weekly summaries of learning every week on the website
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

12. Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

13. Review of the Policy

Last review date: January 2021
Next review date: January 2022 (or sooner if required)

Linked Policies:

- Marking and Feedback
- Pupil Premium
- SEND
- EYFS