



Curiosity Compassion Courage

Our Vision

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Teaching and Learning Policy

| Date | Review Date | Reviewed by | Comments |
|-----------|-------------|-----------------------|--|
| 23.2.16 | March 19 | Pupils and Curriculum | Update of previous T & L last reviewed in 2013 |
| 5.3.19 | March 21 | Pupils and Curriculum | Update Pupils and Curriculum |
| 11.1.2022 | Jan 2025 | Pupils and Curriculum | Review by Pupils and curriculum |

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002

We believe that through high quality teaching and learning, we will support pupils in achieving what we set out to achieve in Our Vision: see above.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure learning objectives/questions in each session are clear and feedback is driven by individual learning needs and targets.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons.
- To link lessons to real life situations and problems and with other subjects, where possible.
- To use open ended questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired learning opportunities.



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- To formally and informally assess the attainment of our pupils.
- To use the outside environment for learning opportunities where possible.
- To use digital technology to support and develop learning.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently and showing curiosity e.g. by asking appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment in which:

- space is used effectively;
- layout accommodates movement and needs;
- resources are clearly labelled and accessible;
- display reflects current learning and offers consolidation to further learning;
- the environment offers opportunities for reflection on their learning;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers



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Teaching and Learning in Early Years Foundation Stage

We know that children learn best when they are healthy, safe and secure; when their individual needs are met, and when they have positive relationships with the adults caring for them as stated in the Early Years Foundation Stage Safeguarding and Welfare requirements.

In Partney EYFS our aims are:

- To deliver a happy, safe stimulating programme of learning and individual development, by providing a broad balanced and relevant Early Years curriculum that will lay firm foundations for all future learning.
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- To enable independence, self-confidence and decision making through purposeful high quality, Early Years activities.
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- To use and value what each child can do, assessing their individual needs, planning quality activities and developing these 'in the moment' to move all children onto their next steps.
- To provide a caring, inclusive and safe learning environment which is sensitive to individual needs where children can flourish as they engage in first hand, high quality experiential learning experiences.
- We work with the seven broad areas of learning and development, stated in The Early Years Framework and, we know that all these areas of learning and development are equally important and inter-connected.
- We believe that a strong foundation in the three Prime areas of learning is key for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.
- We believe that the four specific areas of learning should provide children with stimulating opportunities to strengthen and apply the skills that are being developed in the three prime areas.
- We firmly believe that learning should be holistic in the Foundation Stage. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.



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- Through a cycle of observations and knowledge of how children learn, a thorough knowledge of the children in our care and their interests, we plan and provide exciting learning opportunities, developing the Characteristics of Effective Learning through the children's interests. This is reflected in our practice as we support 'in the moment' planning opportunities to develop learning, challenge misconceptions and move children on in their reasoning and problem solving.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are high and that standards continue to improve.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims of this Policy

- To maximise children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster curiosity, creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for curiosity and lifelong learning.
- To work with other schools and the local authority in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;



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- nominated a designated committee (Pupils and Curriculum) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a committee (Pupils and Curriculum) to liaise with the Headteacher and the subject leaders and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Pupils and curriculum committee;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school through:
 - learning walks
 - discussions with pupils
 - scrutiny of planning
 - scrutiny of pupil books
 - scrutiny of marking
 - professional development meetings
 - consulting parents
 - ensuring pupils targets are challenging enough for all pupils
 - analysing pupil targets to see if they have been met
 - analysing and comparison of pupil performance data with school and national data
- make effective use of relevant research and information to improve this policy;
- review this policy every three years.
- monitor the quality of teaching and learning



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- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- work with all school personnel to ensure their professional needs are met;
- organise relevant training and CPD for school personnel for the development of key skills;
- create and be part of a network of schools or cluster of schools in order to share good practice;
- provide training for all staff on induction and when the need arises; keep up to date with new developments and resources;
- monitor and review skills and knowledge delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners;
- monitor work/life balance and demands of the professional teacher.

Role of the Pupils and Curriculum Committee

The Pupils and Curriculum Committee will:

- work closely with the Headteacher
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- review this policy every three years.

Role of Subject Leaders

Subject Leads will:

- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community
- report the main findings of monitoring to teaching staff and the Head Teacher (if a core subject leader).



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Role of Class Teachers

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated lessons which are interactive, engaging, of a good pace and an effective structure for learning including time for pupil reflection and response;
- plan lessons that have clear learning objectives and will provide challenge and support;
- plan learning which takes advantage of strong and meaningful links between subjects
- use digital technology appropriately to support delivery and learning in lessons.
- formally advise parents each term on how they can support their child;
- provide detailed annual report pupil reports;
- organise English and Maths parent workshops where appropriate
- set regular differentiated homework for all pupils

Role of Pupils

Pupils will be ***encouraged to be effective learners*** by being:

- curious
- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children in their learning.
- be encouraged to take an active role in the life of the school by attending:
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part in periodic surveys conducted by the school;



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- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn to aid the sense of 'belonging' and learning together.

Raising Awareness of this Policy

We will raise awareness of this policy and aspects relating to this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and end of half term newsletters
- the annual report to parents
- Head Teacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy over an induction period.
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every three years or when the need arises by the coordinator, the Headteacher and the nominated committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.



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Linked Policies

| | |
|----------------------------------|--------------|
| ▪ Assessment | ▪ Curriculum |
| ▪ Marking and Feedback Policy | ▪ Homework |
| ▪ Monitoring and Evaluation Plan | EYFS |

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|--------------------------|--|-------|--|
| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |



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