





Chapel Street
Community Primary School

Teaching and Learning Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

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Links to non-statutory guidance	Model Policy guidance from The Key
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> • SSAT Embedding Formative Assessment training • Dylan William 'Every Teacher can improve' • Responsive Teaching – Harry Fletcher-wood • Responsive Teaching – improvingteaching.co.uk • Assessment for Learning – why, what and how? – Dylan William • EEF – Putting evidence to work • How I Wish I'd Taught Maths – Craig Barton • Responsive Teaching: The Effectiveness of Formative Assessment – Staffordshire Research School
Related policies	<ul style="list-style-type: none"> • Curriculum Policy • Assessment Policy • SEND Policy • All subject policy documentation



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

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This policy has been adapted from the model policies provided by The Key (<https://schoolleaders.thekeysupport.com/policy-expert/teaching-learning/teaching-and-learning-policy-modelpolicy/>)

It has also been influenced by CPD using the SSAT '*embedding formative assessment*' programme (<https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/>) and Rosenshine's '*Principles of Instruction*' (<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>)

As this CPD is recent, and development using recent research and studies is continually improving practice, this policy will be reviewed each year and adapted to match teaching and learning changes across Chapel Street Community Primary School.

1. Aims:

At Chapel Street Community Primary School, our approach to teaching and learning promotes best practice and establishes consistency across the whole school. Our policy aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

This document explains how we strive to create an environment where pupils learn best and love to do so, outlines our expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school, and involves pupils, parents and the wider school community in pupils' learning and development.

2. Our guiding principles:

Within everything we do at Chapel Street, our vision and mission statement underpin all our decisions – *Making a difference and achieving excellence for every child.*

Alongside this, at Chapel Street, our three key values are:

Respect – we do the right thing for our children **Inclusion**

– we care about people as individuals

Growth – we go beyond what is expected to continually improve standards and deliver ambitious outcomes.

2.1. Teaching and Learning principles

These are further demonstrated within our three core principles for teaching and learning – responsive, child-centric and adaptive.

Child centric learning is where all children:

- have their basic needs met
- feel safe, secure and valued
- are engaged and motivated
- clearly know the outcome expected and the key learning within each lesson
- are supported in making clear links with prior knowledge and similar experiences
- have their world views extended
- can persevere when learning is hard
- can manage their emotions if things are not going well
- know challenge is encouraged
- know it is recognised that all learners make mistakes which are vital to learn from

Responsive learning is where children are:

- provided with immediate feedback within lessons
- given time to reflect on feedback and evaluate how successful they have been
- guided, taught or helped in appropriate ways at appropriate times
- given adequate time to practise what they are learning
- provided additional support through interventions where appropriate

Adaptive teaching is where:

- content of lessons is adapted to the needs of individual children within the class
- processes of lessons are adjusted to meet the needs of specific classes
- children are given opportunities to demonstrate learning in different ways - teachers employ explicit teaching (I do, we do, you do)

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. This is how we will always create the above conditions for pupils' learning. All stakeholders will strive to create the above conditions for pupils' learning in the following ways:

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 through the use of Class Dojo, communication at the start and end of the school day, at parent's evenings, open days and via newsletters and the school website.
- Update parents/carers on pupils' progress twice a year during parents' evenings, produce an end of year report in line with statutory and school expectations and produce a half-termly learning overview which is shared with parents
- Be active participants in school CPD and continue developing their own expertise within Teaching and Learning
- Employ strategies learnt from Rosenshine's *Principles of Instruction* and SSAT EFA (AFL) programme within their day-to-day teaching to support all children to learn
- Meet the expectations set out in all relevant policies including the Relational Approach Policy, Equality Policy and Safeguarding Policy

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
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Support with same-day interventions with guidance from the class teacher
- Identify and use resources to support learning
- Have high expectations and celebrate achievements
- Demonstrate and model themselves as learners
- Develop independence for all pupils
- Meet the expectations set out in all relevant policies including the Relational Approach Policy, Equality Policy and Safeguarding Policy

3.3 Subject Leads

Subject leads at our school will:

- Help to create well sequenced, broad and balanced curriculum plans that build knowledge and skills
- Support staff in identifying prior knowledge and potential misconceptions within their area
- Sequence lessons in ways that allow 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 with enough practice for overlearning ☑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
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in all relevant policies including the Relational Approach Policy, Equality Policy and Safeguarding Policy

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
- 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 including the Relational Approach Policy, Equality Policy and Safeguarding Policy

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
- Attend all lessons on time and be ready to learn
- Respect, value and look after equipment and resources so they are available to use as needed in lessons
- 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 the Relational Approach 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 and punctuality
- 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 including daily reading

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 and preparation

With the support of the subject leads, all lessons will be planned thoroughly to ensure that high quality short, medium and long-term progress is made. Planning will support teaching and learning by considering prior knowledge required, where a unit sits within a whole school subject's curriculum and possible misconceptions. For more information, see the Curriculum Policy.

See our EYFS policy for more details about our school's teaching and learning within the early years and foundation stages of education.

4.1 – Planning within PPA (planning, preparation and assessment time)

While teachers PPA cannot be directed, a good PPA session should consist of:

- ensuring a clear understanding of the key knowledge required for each lesson and related prior knowledge
- how to effectively activate the prior knowledge to support with new knowledge becoming embedded into longterm memory
- discussing a range of strategies to support the teaching and learning from Rosenshine's *Principles of Instruction* and the SSAT EFA (AfL) programme. These could include:
 - How to present new materials in small steps with guided practice
 - Where to use effective questioning
 - Use of hinge questions, exit tickets, pre- and post-teaching opportunities
 - Where children will be able to support each other
 - Create effective models and worked examples
 - Create scaffolds for difficult tasks
- planning to continually check for student understanding and provide opportunities through planning where all children can demonstrate understanding
- ensuring opportunities for practice are provided regularly (supported by research using Ebbinghaus's Forgetting Curve)
- reflecting on the previous week(s) including moderation of books

5 Learning environments

When pupils are at school, learning will take place in the classrooms, intervention spaces, playgrounds, halls, library, community room, Woodland Room, dining hall and Forest School.

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

All learning environments will be arranged to promote learning through:

- being clearly labelled and resourced to maximise learning opportunities
- promotion of reading across the curriculum and for pleasure
- quiet areas provided across the school
- accessible resources for learning provided such as books, computers, laptops, iPads and IWBs
- seating layouts that allow all children to see the board(s) and all children to be able to work collaboratively in pairs and small groups
- displays that celebrate and support pupils' learning
- children being encouraged to take an active role in developing and maintaining their learning spaces

6 Differentiation

Teaching and learning at our school will take the backgrounds, needs and prior attainment of all pupils into account. We will differentiate learning to cater to the needs of all our pupils through our adaptive and responsive teaching.

This includes for:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)

-disadvantaged pupils

To support all children within our school, we will:

-direct support staff effectively to provide extra support within lessons and during same-day interventions -provide educational after-school clubs

-Work 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.

-provide scaffolds and worked examples as outlined in Rosenshine's *Principles of Instruction*

-provide additional time for practice where appropriate to ensure key learning is retained

-provide additional retrieval tasks to strengthen the fluency of retrieval and ensure key learning is retained - provide opportunities for over learning

- use PPA time to proactively think ahead, anticipate and plan for additionality for those children with known barriers to learning

- proactively seek advice, support and help from colleagues, leaders, SENCo and external professionals where needed

- promptly identify where pupils are not making enough progress or are falling behind their peers and be proactive in seeking and implementing strategies to overcome this

7 Home learning

At Chapel Street, children are each provided with two reading books. One is chosen with their class teacher to be pitched at an appropriate level for their decoding (see reading policy), and the other is chosen by the child from the library specifically to promote reading for pleasure (see reading policy). It is encouraged that children are reading daily at home. Weekly spellings are also provided for Y1-6, and children will be encouraged to practice their timestables using Times Table Rock Stars (TTRS) from Y2.

Additional home learning tasks may be set, which would be clearly shared on Class Dojo. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. For further information see the Home Learning Policy.

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 daily through verbal feedback within the lesson. Children will also have opportunities to work collaboratively and provide feedback and support for each other.

See marking and feedback policy for more information

9 Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessments which are outlined further in our Assessment Policy.

Regular targets will be provided for children and these will be discussed so pupils clearly know how to achieve their targets and move their learning forwards. These targets will also be communicated twice a year within parents' evenings and during the written report in Summer 2.

10 Monitoring and evaluation

We continuously monitor teaching and learning across the school to ensure that all of our pupils make the best possible progress from their individual starting points.

Senior Leaders, Middle Leaders and Subject leads will monitor and evaluate the impact of teaching on pupils' learning through:

- weekly MLT monitoring including learning walks, pupil voice, book looks and data analysis
- subject leads observing teaching in their subject
- phase leads observing teaching and learning in their phases
- weekly checks of marking and feedback
- termly pupil progress meetings with SLT
- pupil voice through school council

11 Review

This policy will be reviewed every year by the teaching and learning lead. At every review, the policy will be shared with the Quality of Education committee.

12 Related policies

This policy links to the following policies and procedures:

- Marking and feedback
- Assessment
- Curriculum

- EYFS
- Home learning
- Subject specific policies including reading and maths