



Teaching and Learning Policy

Chenies School



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1. Aims

This policy aims to:

- Explain how we will 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

At Chenies School we aim to inspire each child to reach their full potential in a richly nurturing environment. We inspire a 'can do' attitude so your child will embrace their achievements and have an opportunity to grow and develop both academically and socially through inspirational and interactive learning. Through all our learning, we aim to support the life-skills and knowledge each child will need for their future.

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.

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](#) and our own school policies.
- Actively engage parents/carers in their child's learning via the weekly newsletter, school website, open days/mornings, workshare evenings, assemblies, parent workshops, informally in the playground, clearly communicating the purpose of home learning and messages on google classroom.
- Update parents/carers on pupils' progress at two parents evening during the year, produce an annual written report on their child's progress and next steps at the end of the spring term and an end of year assessment report in July.

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 supporting 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

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
- 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
- Support future improvements where areas for development have been identified in monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Keep up to date with curriculum subject knowledge and write or amend policies as appropriate.

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

3.5 Pupils

Pupils at our school will:

- Follow the Chenies expectations for learning
- 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, with any necessary equipment for the lesson
- 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

3.6 Parents and carers

We expect parents and carers of pupils at our school to:

- 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 or inform the school if they are unable to do so we can offer support
- 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

Our teachers follow the National Curriculum when planning learning for their class. Due to our mixed aged classes a two year curriculum cycle is followed. Teachers plan for each term by following the curriculum and progression maps for each subjects.

Teachers will use a mixture of published schemes of work and their own resources, to ensure all curriculum areas are covered.

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

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 classrooms, outdoor spaces, the hall, library and the intervention teaching room.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Maths and English Learning Walls
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Ensuring that children see their learning environment as a safe place to take risks in their learning without being fearful of making mistakes

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate 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

We do this by:

- 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
- Providing writing frames and word banks
- Providing practical resources
- Using computer based individualised interventions
- Using published and our own intervention programmes

7. Homework

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.

The majority of homework will be made available through Google Classroom although there may be occasions when it is sent home as a physical copy.

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

The only resources required for completing homework will be items which are usually easily accessible at home . Parents will be made aware however that if they do not have access to the required resources they can make a request to the school to provide them.

8. Marking and feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work. It will be given verbally or written in pupils' books as outlined in our Marking and Feedback Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative assessment and summative assessment, at the end of each Key Stage.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report at the end of the spring term and an end of year assessment report at the end of the summer term.

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

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Book scrutinies
- Pupil Voice

11. Review

This policy will be reviewed annually.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Equality information and objectives

Headteacher

Printed Name: Suzanne Powell

Signature: _____ Date: _____

Governing Body

Printed Name: Elizabeth Wilson

Signature: _____ Date: _____