



# Federation of Kirkby Malzeard and St Nicholas CE Schools

## Teaching and Learning Policy

Date policy last reviewed: October 2022

Signed by:

S Taylor

Headteacher

Date: Oct 22

C Burgess

Chair of governors

Date: Oct 22

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## Our Vision

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' **John 10:10** and 'Shine like stars in the sky' **Philippians 2:15**. To have the courage to act with kindness, patience, love and peace in all the communities they serve in.

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

## **3. Learning environment**

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on a termly basis and will be geared towards aiding learning, not providing distraction. These displays must use calm colours so as not to overstimulate children. Any display items must be on the display boards and not on walls/doors.

#### **4. The curriculum**

The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through appropriate scaffolding and support and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

#### **5. Planning and preparation**

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time. This will be protected.

In line with expectations set across the whole school, lesson plans will:

- Be directly linked to MTP provided by the subject leader.
- Identify any support/scaffolding necessary, to clearly show how pupils of all abilities are catered for.
- Have a clearly identified learning objective and success criteria, showing continuity from one lesson to the next.
- Show how TAs will be utilised to enhance learning and provide the planning necessary for the TAs.
- Highlight the opportunities for assessment and evaluation.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

#### **6. Lesson delivery**

All lessons will follow the short term planning implementation model below.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

## **7. Supporting pupils**

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently scaffolded, resourced and supported to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans (ISPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ISPs are reviewed termly to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

### **Marking and assessment**

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

## **8. Working with pupils and parents**

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports

## **9. Behaviour and attitude**

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

**Be respectful**

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

**Be ready**

- Listen and engage with their learning
- Display a positive attitude to their learning
- Be prepared with the right resources

**Be safe**

- Listen and follow instructions
- Make safe choices

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Awarding 'shine like a stars' for exceptional work and awarding dojos for displaying our values
- Awarding an 'above and beyond' certificate
- Sharing assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.



- Understand and implement effective behaviour management strategies.

## **10. Monitoring and reporting**

This policy will be reviewed every three years by the headteacher and governing board.

The next scheduled review date for this policy is October 2025