

Reference Number G4	Shared with Staff	Review Date
Headteacher A. Wilkinson Date: 04.10.2023		Governing Wellbeing Committee Julie Hogg Date: 29/09/2023
Policy Title	<i>Teaching and Learning Policy</i>	

Reviews of this Policy

Version Number	Our Version Description	Date of Revision
1	Original Writings	September 2023

Aims of Teaching and Learning at Our School

Our Teaching and Learning policy underpins our curriculum vision of children having a life-long love of learning and our aim to ensure that the children are provided with the highest quality learning journey and experience that leads to a consistently high level of pupil progress and achievement. Clear expectations coupled with a culture of evidence-based practice, self-reflection and improvement ensure a progressive approach to the development of teaching and learning.

Our Christian Vision and Values underpin our aspirational teaching aims throughout the school. Built upon the National Curriculum, we have crafted a brave, broad and rich curriculum that embodies our values. Our curriculum and values develop children's character, encourage good mental health and enable them to live life in all its fullness now and in the future.

In order to prepare children to become lifelong learners and prepare them for the ever-changing wider world, our curriculum aims to:

- Build strong foundations for an excellent education
- Develop a love of learning and reading
- Promote and develop the school's Christian Values.
- Promote children to be independent and active learners by the time they leave primary school
- Enable all children to have the essential skills, knowledge and values to be able to succeed in the next phase of education
- Develop opportunities, responsibilities and experiences for later life
- To link subjects and learning to real life and real jobs. We promote in each specific subject the specific skills. For example, getting children to think and act like a historian, scientist, etc
- Embeds key knowledge and skills in across the curriculum
- Is responsive to children's needs and/or essential global, national and local changes

All teaching staff will do this by

Respect and Reverence Hope Responsibility Perseverance Truthfulness Compassion

- Sequencing learning in all subjects so children build on prior knowledge and skills, embed knowledge and reach their potential.
- Focusing on Key objectives that children need to know to be able to develop their learning in each subject, and we feel is essential to take part actively in society and the next phase of education
- Ensuring subjects have long-term plans and medium-term plans supported by Intent, Implementation, and Impact documents that are reviewed regularly and outline clear progression
- Continually developing staff through professional development
- Continually reviewing the school's approaches to delivery and researching new practices and resources, using an evidence-based approach
- Using schemes that plan coverage in a sensible order that supports learning and provides a balanced curriculum that teachers can adapt
- Organising carefully planned out and purposeful visits and visitors to enrich the curriculum or broaden children's experiences of the local, national and global communities.

Scope of this policy

This policy outlines the expectations of Teaching Learning at Lanercost C of E Primary School. The policy is intended for all in our community: Governors, Teachers, Children and Families.

Related Policies

All school policies are written with our vision and values at the heart. They will adhere to the Mental Health and Well-being policy. Where a policy contradicts either of these, the Headteacher will be alerted to this and dealt with immediately.

This policy underpins all curriculum Intent, Implementation and Impact subject documents across the school.

For the expected teaching and learning behaviours in school, see the Behaviour Policy (S19).

For the presentation expectations, see the

For Data and Assessment and Marking and Feedback, please see the Data and Assessment policy (G4) and the Marking and Feedback policy (G2).

For Classroom Environment and Displays, please see the Classroom Environment and Displays policy (G9).

For Performance Management expectations, please see the Appraisal policy (G8).

Teaching Expectations

The Department of Education outlines the Teacher Standards that all teachers in England are expected to uphold. This document can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

For our children to become lifelong learners and reach their divine potential, all teaching follows the subject-specific Intent, Implementation, and Impact, the subject-specific long-term and medium-term plans and recommendations for teaching improvement from the Headteacher and the subject lead (approved by the Headteacher first).

Within the classroom, teachers will be organised and ready to begin the lesson before the children enter the room. All teachers will remain in the classroom with their class at all times. In a medical emergency, the teacher will send a teaching assistant or a sensible older child to seek another adult who can help. Should the emergency warrant leaving the classroom whilst children remain, the teacher will get the next adult seen to cover their classroom or move the children to another classroom where there is another adult and class. When the fire alarm sounds, the teacher will follow the evacuation procedure for their classroom.

Inclusion in Teaching

All our children have equal opportunity to access our curriculum vision in our school. Children throughout the school are given extra help where need is identified, and home support is sought.

Please see the SEND policy (S16) for specific SEN guidance at our school. Highly able pupils are also identified and supported, as appropriate.

Children who access different premiums have targeted support, which is individualised to them.

Timetabling Teaching

The Headteacher will create an example timetable for all classes at the beginning of the academic year. The teacher will adapt this timetable to ensure all the subjects in the National Curriculum are taught and have accurate, age-appropriate coverage. These will be reviewed by the Headteacher during the first week back each half term, and the teacher will add these to the class page on the school website.

Where teaching is disrupted through a planned activity, e.g. a trip or event, the teacher will either include this within the curriculum offer, e.g. a trip to a Roman Fort as part of the History teaching coverage or will aim to teach this lesson at another point.

Where teaching is disrupted through a non-planned event, e.g. a fire alarm, the teacher will write in the children's book (younger children) or older children write in their own book the event to document why the learning was disrupted.

Teaching Resources

Each classroom teacher is responsible for ensuring they have the appropriate resources for their teaching ready in their classroom before their lesson begins. Where the school does not have resources that may be needed, the teacher will inform the headteacher of the resources they need or would like to acquire. This will be a minimum of one week before the lesson.

Where resources cannot be acquired through funding, borrowing or buying, the headteacher will look at the necessity of the resource and, if needed, aid the teacher in adapting their planning.

Monitoring of Teaching and Learning

The headteacher monitors teaching and learning through pupil voice, walkarounds and book looks. In conjunction with each subject leader, and the headteacher will monitor each curriculum areas; and Subject Action Plans are reviewed termly but revised annually. Governors are also assigned to subject areas, which they, in turn, monitor through the termly head's report and through governor visits.

Review of this policy

This policy will be reviewed annually and approved by the Teaching and Learning Committee.

Concerns

Should a staff member have concerns about their responsibilities outlined in the Teaching and Learning policy, they will speak to the Headteacher.

Should the Headteacher feel that a member of staff is not fulfilling these responsibilities, they will initially talk to the member of staff about how to aid them.