

Teaching and Learning Policy



Approved by: Headteacher

Last reviewed on: Spring 2025

Next review due by: Spring 2028

1. Aims

This policy aims to explain how we'll create an environment at our school where pupils learn best and love to do so. We aim to:

- › Make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raise standards of achievement for all pupils in our school
- › Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Our motto is 'enjoy learning, achieve success'.

To meet this vision we recognise that 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 includes our relationship with parents / carers and enabling them to support with their child's learning.

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](#)
- › Actively engage parents/carers in their child's learning via newsletters, website, letters, phone calls, Parents Evenings, parent apps, invitation to workshops and specific scheduled meetings, including clearly communicating the purpose of home learning, specifically reading.
- › Update parents/carers on pupils' learning via the 'Marvellous Me' and produce a bi-annual written report on their child's progress
- › Meet the expectations set out in our Curriculum, Attendance, Behaviour and Marking and Feedback policies.

3.2 Support staff

Support staff will:

- › Know pupils well and adapt 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 providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions, of pupils, 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
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Effectively resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
- › Achieve breadth and depth
- › Fully understand the topic
- › 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/phase
- › Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders

Senior leaders 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
- › Address underachievement and intervene promptly

3.5 Pupils

Pupils 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, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Put maximum effort and focus into their work
- › Complete home learning activities as required

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
- › 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

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. Learning environment

When pupils are at school, learning will take place in classrooms, the hall and the playground.

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
- › Posters of material pupils have previously learned about and can identify
- › 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

5. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and/or disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils

We will:

- › Use support staff effectively to provide extra support
- › Work with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- › Use ability groupings for certain subjects where appropriate
- › Providing supportive resources e.g., task ladders, word banks, concrete maths materials etc.

[See our SEND policy on our website www.roytonhall-pri.oldham.sch.uk]

6. Home learning

Home learning, or 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.

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

7. Marking and feedback

Feedback will predominantly be 'live' and in the moment to clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

See our Marking and feedback policy for further information.

8. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Summative assessments are carried out termly. In addition, Year 1 pupils will be assessed in phonics (Phonics Screen Check), Year 4 pupils will complete a times table test (Multiplication Tables Check) and Year 6 pupils will undertake formal summative assessments at the end of Key Stage 2.

See our Assessment policy for further information.

9. 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.

SLT, Key Stage 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
- Gathering input from the school council
- Planning scrutiny
- Book scrutiny
- Teacher Performance Management

10. Review

This policy will be reviewed every 3 years by Senior Leadership Team.

At every review, the policy will be shared with the full governing board.