



Eggescliffe CE
Primary School

Teaching and Learning Policy

Reviewed: September 2023

To be reviewed by: September 2024

Vision

For each individual to 'shine', by instilling a legacy of life-long learning, inspiring and empowering each individual to a world of possibilities.

Motto

'Let your Light Shine' Matthew 5:16

Be empowered, be inspired... 'shine'

This underpins all we undertake at our school. We have high expectations (academic, personal, social, moral and spiritual) and we aspire for all our pupils to aim high and succeed in all they do.

Mission Statement

Egglescliffe CE Primary enables everyone to be:

- Successful learners, who enjoy learning, make excellent progress and achieve to the best of their ability.
- Confident individuals who feel safe, are happy, healthy, enjoy a challenge and are resilient when facing difficulty.
- Responsible citizens who care for one another and their environment and make positive contributions to the community and the wider world.
- To be the change you want to see.

Aim

Each child is recognised as a unique individual who is inspired to grow as a responsible citizen and realise their potential within an enriched Christian family underpinned by our core beliefs of:

Love, Trust, Hope and Friendship

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Statement of intent

At Eggescliffe C.E Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

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
- Curriculum Policy

2. Roles and responsibilities

The Academy Council 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 practice.
- Reviewing and evaluating planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.

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.

Where appropriate classroom displays will be changed on a termly basis and will be geared towards aiding learning. Working walls will be changed with each unit of work or as appropriate.

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 differentiation 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.

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

- Be clearly linked to the curriculum.
- Clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and outcomes, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight opportunities for formative assessment and evaluation.
- Clearly state timings and structures of lessons.

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

6. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

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 or those in need of same day intervention). 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 differentiated 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.

One Plans are reviewed and updated termly. Teachers plan and review support for pupils with SEND on a regular basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves. One Plans are updated termly.

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.

8. 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.

9. 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
- Progress Reports
- Annual reports

10. 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:

- 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.

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

- Verbal praise during lessons
- Commendation stickers
- Calling the pupil's parents/send a Ping, praising the pupil

- Inviting the pupil to see the Key Stage or Curriculum Lead or headteacher
- Achievement assemblies
- Star of the Week

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.

11. Monitoring and reporting

This policy will be reviewed annually by the headteacher and Academy Council.

The next scheduled review date for this policy is September 2024

