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**Teaching & Learning Policy**

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Review Sept 2025

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Contents

[1. Aims 2](#_Toc83657993)

[2. Our guiding principles 2](#_Toc83657994)

[3. Roles and responsibilities 3](#_Toc83657995)

[4. Planning and preparation 5](#_Toc83657996)

[5. Learning environment 6](#_Toc83657997)

[6. Differentiation 6](#_Toc83657998)

[7. Home learning 6](#_Toc83657999)

[8. Marking and feedback 6](#_Toc83658000)

[9. Assessment, recording and reporting 7](#_Toc83658001)

[10. Monitoring and evaluation 7](#_Toc83658002)

[11. Review 7](#_Toc83658003)

[12. Links with other policies 7](#_Toc83658004)

# 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
* 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

**Aims and Ethos**

Roby Park Primary School is situated in Huyton in the Borough of Knowsley. It is a one form entry, primary school with a current roll of 190 children. The school is proud of it’s mission to serve the local community and work in partnership with families and the local community. Roby Park is an inclusive school with a strong ethos and set of values. All our children are equally important and we encourage and celebrate our differences.

Roby Park’s foundation values are at the heart of our school and everything we do. We aim to provide a caring, stable and intellectually stimulating environment where all children can develop their individual potential.

All the staff are passionate about ensuring that the children at school are happy, successful and are making a positive contribution.

We are incredibly proud of our approach to the whole child and also our approach to raising achievement in all aspects of learning, through developing self confidence, motivation, independence, creativity and cooperation.

**Mission statement**

‘Aiming for Excellence’

Our commitment is to create an enriching environment where children are happy and they will thrive. Through high quality, creative and forward-thinking teaching, we aim to educate and inspire every child to reach their full potential in an environment which is child-centred and where pupils feel secure, valued and cared for.

**Vision**

All at Roby Park Primary School aim to:

* Create a positive atmosphere where everyone feels happy and respected; where encouragement, praise and approval lead to success.
* Provide a commitment to the highest standards of teaching and learning improved by a continuing programme of staff development.
* Provide a broad, balanced and inclusive curriculum, which evokes awe and wonder, so that each child is able to achieve their full potential.
* Work together with parents and carers, governors and the wider school community, enabling us to provide the best education and learning opportunities possible.
* Encourage self-confidence, self-discipline and independence of learning.
* Have an understanding and respect of our own and others’ beliefs and cultures.

We aim for excellence in all that we do and strive to create pupils who are well rounded and confident, happy people. We aim to encourage an understanding that they are important and have a place in society.

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. Please see Home School Agreement for more details.

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](https://www.gov.uk/government/publications/teachers-standards)
* Actively engage parents/carers in their child’s learning via newsletters, website, letters, open days/mornings, Seesaw, Social Media accounts, workshops, including clearly communicating the purpose of home learning
* Update parents/carers on pupils’ progress twice a year via Parents’ Evenings, and produce an annual report on their child’s progress
* Meet the expectations set out in:
  + Curriculum policy
  + Positive Behaviour policy,
  + Marking and Feedback policy
  + Assessment policy
  + Specific subject policies

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 providing inspiring 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
* Meet the expectations set out in:
  + Curriculum policy
  + Positive Behaviour policy,
  + Marking and Feedback policy
  + Assessment policy
  + Specific subject policies

3.3 Subject leaders

Subject leads 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
* Use their budget effectively to 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 by 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
* Encourage teachers to share ideas, resources and good practice
* Meet the expectations set out in:
  + Curriculum policy
  + Positive Behaviour policy,
  + Marking and Feedback policy
  + Assessment policy
  + Specific subject policies

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
* Meet the expectations set out in:
  + Curriculum policy
  + Positive Behaviour policy,
  + Marking and Feedback policy
  + Assessment policy
  + Specific subject policies

3.5 Pupils

Pupils at our school 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
* Know their targets and how to improve
* Put maximum effort and focus into their work
* Complete home learning activities as required
* Meet the expectations set out in:
  + Curriculum policy
  + Positive Behaviour policy,
  + Marking and Feedback policy
  + Specific subject policies

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. Planning

See subject specific policies for detailed information on intent and implementation of core and foundation subjects.

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

Specific schemes of work we engage with include:

* Literacy Counts Ready Steady Read
* Literacy Counts Ready Steady Write
* Literacy Counts Ready Steady Spell
* Rocket Phonics – Phonics
* Power Maths - Maths
* Language Angels – MFL
* Wirral Syllabus for RE supplemented with Natre RE - RE
* Get Set 4 PE - PE
* Kapow - Computing
* Kapow - DT
* Chris Winters - RSE
* Developing Experts – Science

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 and the hall. 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, concrete resources and other equipment
* A seating layout that allows everyone to see the board and participate
* Displays that celebrate and support pupils’ learning

# 6. Differentiation and Scaffolding

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

To support the needs of all pupils we will use strategies such as:

* Using support staff effectively to provide extra support
* Working with our SENDCO our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
* Using ability groupings for certain subjects where appropriate
* Providing writing frames, word banks and scafolded learning materials to aid learning
* Use of ICT to engage pupils
* Appropriate timetabling and curriculum offer for key pupils

Please refer to the school’s SEND policy, local offer and equality policy and objectives.

# 7. Home learning

Home learning 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.

All home learning will be made available on Seesaw and online platforms used including Emile and Reading Planet Online.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided, loaned or made accessible.

# 8. Marking and feedback

Feedback will clearly explain to pupils what they’re doing well and what they need to do next to continue to improve their work.

It will be given daily verbally and/or in writing as well as via Seesaw where appropriate.

Please refer to our marking and feedback policy.

# 9. Assessment, recording and reporting

We will track pupils’ progress using a combination of formative and summative assessment through ongoing formative assessment and termly summative assessments for Reading, Maths and Spelling and Reading ages.

Formal summative assessments take place 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 annually at the end of the academic year.

Please refer to our assessment policy.

# 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.

Senior leaders and subject leads will monitor and evaluate the impact of teaching on pupils’ learning through:

* Conducting learning walks
* Reviewing marking and feedback
* Half-termly pupil progress meetings
* Internal moderation activities
* Gathering input from the school council
* Work sampling

# 11. Review

This policy will be reviewed every annually bysenior leaders. At every review, the policy will be shared with the full governing board.

# 12. Links with other policies

This policy links with the following policies and procedures:

* Positive relationships policy
* Curriculum policy
* Early Years Foundation Stage (EYFS) policy
* SEND policy and information report
* Marking and feedback policy
* Home-school agreement
* Assessment policy
* Equality information and objectives