**Teaching and Learning Policy**

**Blakehill Primary School**

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**Together We Can**

http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/1.jpg**

**Curriculum Committee**

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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: September 2025 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: September 2026 |

1. **Policy**

We provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality first teaching and learning, we support pupils in developing the knowledge, skills and understanding to prepare them for the next stage of their education and prepare them to contribute positively and successfully as young people and adults to society.

Learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

* enthusiastic, attentive, responsive and on task
* talking confidently and asking appropriate questions
* confident in asking for help and support
* aware of their achievements and what they need to do in order to improve
* producing good quality work
* demonstrate resilience when faced with problems
* knowledgeable about their learning.

**2. Purpose**

* To promote high quality first teaching and learning and pupil achievement
* To provide highly effective learning environments
* Promote curriculum excellence and enjoyment
* Impact positively on pupil outcomes
* To recognise and celebrate achievement, attainment and effort
* To nurture creativity, enthusiasm, enjoyment, motivation, independence, resilience and co-operation
* To stimulate a desire for lifelong learning in our pupils
* To work with other schools in order to share good practice in order to improve this policy.

**3. Scope**

This policy applies to all pupils, teaching, non‐teaching staff, volunteers and Governors working within Blakehill Primary School.

**4. Principles**

We believe that the following key statements define high quality teaching:

* To set high expectations for all pupils
* To talk regularly with learners about their learning and to listen to them
* To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective
* To have expert subject knowledge about the subjects being taught
* To enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
* Ensure that pupils embed key concepts in their long-term memory and apply them fluently.
* To reflect on our practice and challenge our own thinking
* To ensure that we have a clear picture of our pupils’ knowledge, skills and their level of understanding
* To organise our classroom activities to encourage children to become successful learners through understanding how they learn
* To deliver purposeful lessons with speed and challenge
* Plan lessons that promote opportunities for pupils to transfer key knowledge to long-term memory.
* Sequence learning so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
* All pupils including disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
* To link lessons to real life situations and problems and with other subjects
* To use open ended questioning techniques and to challenge all learners
* To meet the needs of all learners by using different teaching strategies
* To ensure quality marking and feedback from all teachers
* To formally and informally assess the attainment of our pupils.
* To teach content in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills for each subject
* To check pupils’ understanding effectively, and identify and correct misunderstandings.

**5. Responsibilities**

Role of the Governing Body

The Governing Body will:

* Agree and decide Policy
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
* responsibility for ensuring funding is in place to support this policy
* responsibility for ensuring policies are made available to parents
* responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

* ensure all school personnel, pupils and parents are aware of and comply with this policy
* work closely with the teaching and learning lead to promote a culture of excellence and innovationin teaching and learning
* ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school
* ensure teaching staff have their statutory planning, preparation and assessment time
* ensure all teaching and support staff are line managed
* monitor teaching and learning across the school
* monitor the effectiveness of this policy

report annually to the Governing Body

Role of the Senior Leadership Team (SLT)

The SLT will:

* monitor the quality of teaching and learning across the school in conjunction with the Curriculum Committee
* provide resources to support this policy
* consult with class teachers
* monitor the progress and development of this policy

Role of the Curriculum Committee

The Curriculum Committee will:

* work closely with the Headteacher
* ensure this policy and other linked policies are up to date
* ensure that everyone connected with the school is aware of this policy
* report to the Governing Body every term
* annually report to the Governing Body .
* assess the impact of this policy.

Role of the Teaching and Learning Leader

The Teaching and Learning Leader will:

* Provide visionary leadership of teaching and learning across school
* Develop a coaching model to develop excellence in teaching lead the development of key skills throughout the school
* Work with SLT and staff to ensure that the school is ambitious in its vision, setting high standards and an ethos of continuous improvement
* work closely with the Headteacher and SLT and the Curriculum Committee to implement and review the school’s strategy for teaching, leaning and assessment
* ensure staff have access to current pedagogical research and thinking
* report to the Governing Body annually

Role of Phase Leaders

Phase leaders will:

* monitor teaching and learning and evaluate via a schedule of monitoring
* monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all curriculum areas
* monitor the implementation of the school’s teaching and learning strategy ( see appendices)
* manage teachers and Tas in their phase
* provide guidance and support to all staff
* provide training for all staff on induction and when the need arises
* liaise closely with the teaching and learning lead to ensure consistency and continuity across the phase

Role of Subject Leaders

Subject leaders will:

* comply with all aspects of this policy
* undertake appropriate training
* monitor and evaluate the quality of learning for their subject
* Report and feedback regularly to the Curriculum Committee
* report the main findings of monitoring to teaching staff and the Headteacher

Role Class Teachers

All teachers will:

* implement the teaching and learning policy
* will plan effective lessons which meet the needs of individual needs of all pupils ( Expectations for a Blakehill Lesson)
* will plan lessons that have clear learning objectives and have activities that appeal to a range of learning styles, visual, aural and kinaesthetic
* plan learning which takes advantage of strong and meaningful links between subjects and to ‘block’ work to make effective use of time
* Provide 2x mid term review reports to parents
* provide information to parents via 2x annual parent-teacher consultations of their child’s learning, attainment, effort, behaviour, attitudes and attendance
* provide detailed annual report pupil reports
* provide parent learning workshops/ parent meetings to promote parental involvement
* set homework for all pupils.

Role of Pupils

Pupils will be encouraged to be effective learners by being:

* ready to learn
* respectful of themselves and towards others
* resilient
* eager to try their very best
* willing and able to act on feedback
* have positive learning behaviours and attitudes
* attentive
* positive about following instructions
* supportive of one another
* positive about challenge
* Take risks in their learning

Role of Parents/Carers

Parents/carers will be encouraged:

* to support their children in their learning
* attend meetings at school to support their child’s learning
* work with school staff to promote positive pupil learning behaviours
* work in partnership with school
* be proud of the quality of education that the school provides

**6. Procedures**

All teaching staff have the responsibility to ensure that the school learning environment is well maintained and cared for. Classrooms and other learning areas in and around school should reflect the high expectations of pupil outcomes, effort, behaviours and attitudes across the curriculum that we have at Blakehill.

Staff are required to:

* Ensure classroom displays are current and reflect the school’s high expectations
* Ensure learning resources are well maintained, clearly labelled and learning spaces are uncluttered
* Promote positive learning behaviours and attitudes
* Organise learning spaces so that they are conducive to learning and creativity

**7. Monitoring & Review**

This policy and its effectiveness will be reviewed at least every year, but also when the need arises by the Governing Body.

**8. Distribution Raising Awareness of this Policy**

We will raise awareness of this policy via:

* the School Prospectus
* the school website
* the Staff Handbook
* meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
* school events
* meetings with school personnel
* communications with home such as fortnightly newsletters, Marvellous Me messages, email, texts and letters
* reports such annual report to parents and Headteacher reports to the Governing Body
* information displays in the main school entrance.

This policy will be available on the school website and from the School Business Manager.

**9. Contacts**

Please contact a member of the Governing body or the Headteacher if you require support or guidance on this policy.

**10. Cross Referencing**

This policy refers to the following other school policies:

* Safeguarding Policy
* Equality Policy
* SMSC Policy
* Assessment Policy
* Curriculum Policy
* Marking and Feedback Policy

**11. Appendices**

Expectations for a Blakehill Lesson

Expectations for Classroom Environment

Expectations for pupil books

Expectations for Curriculum