

POLICY DOCUMENT



Ardleigh
St Mary's
CofE Primary Academy

PRIMARY LEARNING & TEACHING POLICY

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Dec 2024	Updated by N REES	

Statement of intent

Every child has the right to the best possible education. Ardleigh St Mary's CofE Academy aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

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/trust policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy

Roles and responsibilities

The local governing committee 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 teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

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.

The classrooms are well-organised and decluttered and routines are well established so that the children can focus on their learning. Resources are clearly labelled and easily accessible. In the room and around the school, children will demonstrate behaviours for learning e.g. taking pride in their uniform, sitting up straight, facing forward and moving around calmly. This positive behaviour will be reinforced through praise and encouragement in line with our Behaviour Policy.

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.

Classroom displays will be changed on a termly basis and will be geared towards aiding learning, not providing distraction.

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 sequenced, 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 adaptive teaching strategies 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.

Planning and preparation

Planning is a process, not a product and where possible collaborative. Long term overviews and schemes of learning are used where appropriate. Lesson outcomes are learning led, not activity led.

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, teachers are expected to plan lessons that:

- Are clearly linked to the school's published curriculum.
- Show how pupils of all abilities are catered for.
- Identify and distinguish between learning intentions and learning outcomes
- Are sequenced and build on prior learning to show continuity from one lesson to the next
- Identify the strategies for learning designed to achieve the learning outcomes.
- State the activities that will be undertaken.
- 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 any opportunities for assessment and evaluation.
- Clearly state structures of lessons.

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

Lesson delivery

Our understanding of cognitive science underpins the strategies employed for delivering lessons. Rosenhine's Principles of Instruction and Dan Willingham's Simple Model of Memory inform the decisions teachers make in their delivery. We know that teacher expertise is the key driver of student learning. There is abundant evidence that, of all the things schools can influence, "what teachers know, do and care about" (Hattie, 2003) has the biggest impact on student outcomes by some margin and that high-quality teaching narrows the attainment gap. High-quality teaching is not a fixed or given quantity; it varies across classrooms and can be learnt, supported and nurtured. For all these reasons, we utilise the 'Great Teaching Toolkit' to help improve outcomes by building teacher expertise.

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 and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

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.

Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective.

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.

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.

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**
- **Letters home**
- **Annual reports**

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.

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.

Monitoring and reporting

This policy will be reviewed annually by the headteacher and governing board.

The next scheduled review date for this policy is shown on the front page.