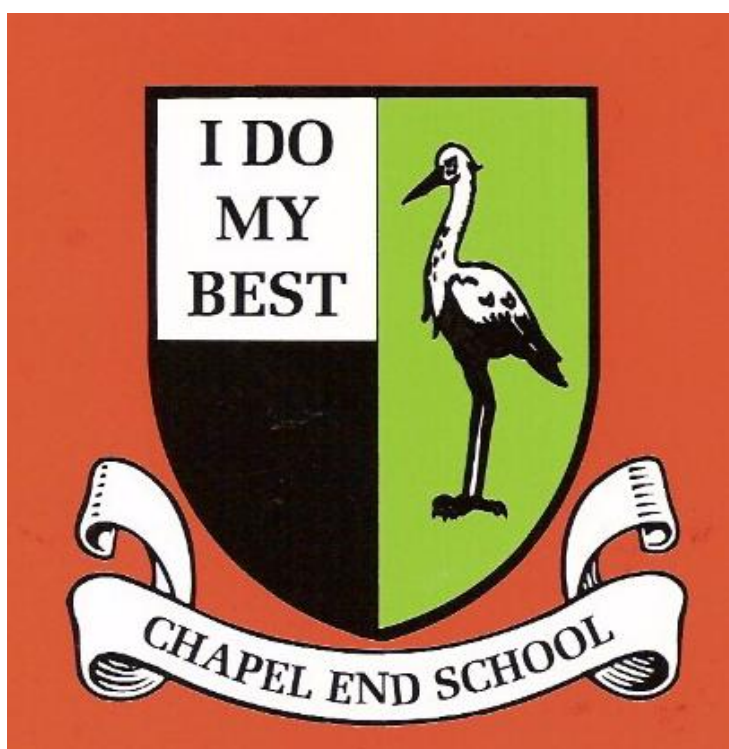




Chapel End Primary School Teaching and Learning Policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2026-2027
Review Date	Autumn 2028-2029

OVERVIEW

At Billinge Chapel End School, every child will have an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given professional responsibility to ensure that their teaching meets this standard. The headteacher, senior leadership team and other key members of staff, will monitor, evaluate and review teaching and learning to ensure that this high standard is met. This policy should be read in conjunction with the school's policy for Performance Management(Appraisal) and the school's policy for monitoring.

OBJECTIVES

1. To ensure that all pupils benefit from teaching and learning of the highest standard.
2. To provide a basis for monitoring, evaluating, and reviewing teaching and learning.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching and, where necessary, set targets for improvement.
4. To improve the quality of teaching and learning to improve progress and raise standards.

STRATEGIES

1. Teaching and learning will have the school curriculum intent statement at its heart.
2. Teachers are expected to base their teaching on secure knowledge of the national curriculum and contextual curriculum guidelines.
3. Teachers are expected to teach effectively the basic skills of the core curriculum.
4. Lesson planning should have clear learning objectives expressing the knowledge, skills, vocabulary and understanding that the pupils need to acquire.
5. Teaching should challenge and inspire pupils of all ability levels.
6. Teachers should set high expectations.
7. Learning challenges should be differentiated to give realistic expectations.
8. Teachers should use an appropriate range teaching methods to enable all pupils to learn effectively.
9. Strong features of all teaching should include clear explanation; good use of language; a wide range of questioning; building on prior learning; and use of investigations.
10. Lessons should have good pace for teaching and learning.
11. Lessons should be dynamic and interactive to inspire and engage all pupils
12. Teachers should manage pupils well.
13. Teachers must apply high standards of positive behaviour management.
14. Teachers must ensure that time, support staff and other resources, especially ICT, are used effectively to promote good progress and to achieve high standards.
15. Teachers should assess pupils' work thoroughly before, during and after each session, and use their assessments to help pupils overcome difficulty.
16. Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school
17. Teachers should set work to be completed remotely in the event of an extended school closure and follow the criteria set out in the blended learning policy.

OUTCOMES

This will result in pupils who: acquire successfully new knowledge, skills and understanding; apply intellectual, physical or creative effort to their work; are productive and work at good pace;

show interest in their work; sustain concentration; and think and learn for themselves. They will also understand what they are doing, how well they have done and how they can improve.