



## TEACHING AND LEARNING POLICY

### **AIMS OF THE POLICY**

At Sharneyford Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been considered when developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

### **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. We are proud of our sequential curriculum that builds on prior learning & knowledge using retrieval practice techniques as well as high quality resources or experiences. At Sharneyford Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

1. To maximise the progress children make in their education.
2. To enable each child to achieve their full potential.
3. To enable each child to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being.
4. To provide equal access to the curriculum for all children.

### **LEARNING ENVIRONMENT**

In order to create an appropriate learning environment teachers will aim to provide an environment which:

- Is safe and secure
- Is stimulating to the senses
- Is bright, cheerful and colourful

- Is aesthetically pleasing
- Has a variety of good quality displays covering the breadth of the curriculum
- Has displays which at various times are interactive, celebrate pupils' work, set standards of presentation, invite challenge and support lessons
- Shows ownership by both staff and pupils
- Provides a stimulating working atmosphere
- Is ordered and well-organised
- Promotes an atmosphere of mutual respect and independence
- Demonstrates consistency and high standards of behaviour and expectations
- Includes opportunities for the development of language and numeracy skills
- Has multi-purposes in fitting with the needs of smaller, unique schools

## **TEACHING**

At Sharneyford, we recognise that teaching is most effective when teachers:

- Have good relationships with all pupils
- Have high expectations of themselves and pupils and give encouragement to achieve those expectations
- Produce good quality planning
- Are good role models - punctual, well organised, communicate effectively and are smartly dressed
- Have mutual respect for each other and acknowledge individual differences in teaching style and organisation
- Provide targets, tasks and activities which are well matched to pupils' needs/abilities and enable all pupils to make good progress
- Enjoy teaching and clearly communicate interest and enthusiasm
- Have a good up to date subject knowledge which is developed through in-service training
- Set and expect high standards of behaviour as outlined in the Behaviour Policy and
- Follow the school Code of Conduct policy
- Set and follow well established routines with lessons starting and finishing on time
- Encourage pupils to take responsibility for maintaining effective classroom routines
- Ensure that pupils know what to do when they have finished their work

### **Teaching**

- Has clear and shared learning objectives
- Uses appropriate retrieval strategies to build upon prior knowledge across the curriculum
- Is sequenced to narrow the expected knowledge we would like pupils to gain within their learning, whilst always fulfilling the expectations of the National Curriculum
- Provides a good range of appropriate activities
- Demonstrates an adaptive and appropriate approach to tasks and activity challenges are differentiated to include all the specific needs of SEN, EAL and Gifted and Talented pupils
- Includes a variety of strategies to consolidate what pupils know, understand and can do including explanation, demonstration, discussion, practical activities, investigation, reflection, problem solving and setting
- Includes lessons that are well structured and delivered at a lively pace, appropriate to the activities and needs of the pupils
- Ensures that pupils are involved in their own learning
- Utilises a wide range of questioning techniques
- Challenges, encourages risk taking and learning from mistakes
- Uses assessment (both formative and summative strategies)

- Includes regular mid learning progress checks which reinforces teaching points and assesses children's understanding of learning objectives
- Ensures that pupils' responses are listened to and used effectively

## **LEARNING**

Learning will be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained independence / concentration. We will encourage children to become effective learners by developing the ability:

- To ask and answer questions
- To concentrate when listening
- To contribute to discussions in a relevant way
- To co-operate with peers and staff
- To solve problems and to generate answers
- To select, use confidently and put away relevant resources
- To develop organisational skills
- To respond positively and enthusiastically to a task, accept challenges which are set and persevere to complete a task
- To develop the ability to cope with problems but know when to ask for help
- To take pride in the presentation of all kinds of work
- To respond to well-established routines
- To organise their learning

The classroom layout should enable pupils to learn effectively.

## **RESOURCES**

It is essential that teaching and learning should be supported by resources that are both centrally stored and classroom based. All resources should:

- Be of good quality, stimulating and interesting
- Be of sufficient quantity to cover needs
- Be appropriate, effective and accessible for pupils and staff
- Encourage independence
- Include the use of the library, Internet and other appropriate forms of reference material
- Be linked with appropriate activities including planned and relevant ICT experiences

As an important learning resource, support staff should be given appropriate tasks within the context of the lesson, which are identified in all stages of planning.

## **PLANNING**

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Sharneyford Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. An overview of the National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half termly, with reference to the National Curriculum 2014 and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool for all children in KS2.

All plans are submitted to the Headteacher. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Sharneyford Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Planning is most effective when learning outcomes:-

- Are stated clearly, reflecting the Early Learning Goals, National Curriculum and Individual Education Plan requirements and are linked with the school curriculum
- Provide appropriate challenge by being matched progressively to pupils' capabilities in terms of their Age Related Expectations (Lancashire KLIPs documents) or PIVAT scales.
- Act as the basis for ongoing assessment of progress and attainment
- Have been discussed with and agreed and understood by all relevant teaching support staff
- Follow a sequential, concept driven, question based approach for all Foundation Subjects

## **MONITORING AND EVALUATION**

It is the role of the Leadership Team to monitor and evaluate this policy by questioning their own practice and by providing support to colleagues. Each teacher should also be aware of their role as a Subject Leader.

**Subject leaders** have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher and Deputy Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

**Parents** are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;

- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

**Pupils** are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

**The community** is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

## **Adaptive Teaching**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher / adult support.

Any necessary adaptations will be detailed in weekly planning. Learning Intentions will be specified for all adaptive teaching and reference will be made in weekly plans to individual Pupils Passports where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by the class teacher, teaching assistants, our pastoral lead and SENDCO where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

## **Homework**

Homework is considered to be a valuable element of the learning process.

At Sharneyford Primary School, we use follow on learning activities, reading books, spellings and Times Table Rockstars for homework each week.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all year groups
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;

## **Health and Safety**

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and Site Manager.

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