



Rainford Brook Lodge Primary School

Teaching and Learning Policy

Responsible Committee

Curriculum

Last review date		Jan	2026
Next review date		Jan	2027
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Position	HT	Date	22.01.26
Governor ratification			
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Position	CofG	Date	22.01.26

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Intent

At Rainford Brook Lodge we want MAGIC children (Motivated, Aspirational Growing in Independence and Confidence). Our Teaching and Learning will play a huge role in achieving this.

We offer a high-quality curriculum which enables **ALL** of our pupils (including disadvantaged and pupils with SEND) to achieve and progress. We believe that every child has the right to the best possible education and so we aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to leave successful lives.

Our teaching and learning vision:

Knowing and catering for every child's needs, every day.

Within this in mind, our policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of The National Curriculum.
- Ensure that teaching is appropriately adapted for all pupils.
- Establish targets for improvement where necessary
- Enhance the professional development of staff.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2025'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2025) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2025) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2015) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2025) 'Statutory framework for the early years foundation stage'
- DfE (2025) 'Assessment framework: Reception Baseline Assessment'
- DfE (2024) 'Reporting to parents at the end of key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behaviour for Learning Policy
- Assessment Policy

2. Roles and responsibilities

2.1. The governing body is responsible for:

- Ensuring reports/updates are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Ensuring the curriculum sub-committee meets regularly to discuss standards across the curriculum and monitor progress against targets.
- Visiting the school (where possible) to increase knowledge of classroom activity and conducting the following activities:
 - Viewing samples of pupils' work
 - Talking to pupils about their experiences

- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

2.2. The SLT is responsible for:

- Carrying out focussed classroom-based monitoring.
- Reviewing and commenting on teaching and learning, including on targets from previous monitoring or agreed foci.
- Completing a self-evaluation of the school's quality of teaching using a well-planned monitoring schedule.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.
- Ensuring agreed actions are being carried out by all staff

2.3. Subjects leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Supporting staff in the delivery of their subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.

2.4. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Continuing their own professional development.
- Using formative and summative assessment to inform next steps/future planning.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Inform and involve parents on a regular basis regarding their child's progress.
- Agree a termly review of progress with Senior Leaders and agree future actions.

2.5. Pupils are responsible for:

- Actively engage in their learning by listening, questioning, responding and thinking.
- Respect and respond positively to both written and verbal feedback.
- Respond to suggestions about how to improve and develop.
- Work with other pupils co-operatively and respect different opinions.
- Always communicate with other pupils and adults in a respectful way.
- Work independently where appropriate
- Follow school rules.

(See Behaviour for Learning policy)

External monitoring

- 2.6. The Local Authority will undertake moderation exercises in Year 6 on a cycle determined by the LA.
- 2.7. Network of schools/partner schools to moderate each other's writing.
- 2.8. Trust monitoring of safeguarding and attendance to ensure these possible barriers to learning are addressed in the best way,
- 2.9. Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Monitoring

- 3.1. Senior leaders will follow a monitoring schedule using a range of evidence (including pupil voice, book scrutiny, lesson observations/drop ins, wall trawls discussions with staff, summative data and planning scrutiny) to answer a broad range of questions, for example:
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
 - Is planning being used to its maximum potential?
 - Are judgements based on the interpretation and evaluation of data and evidence?
 - Are strengths and weaknesses in teaching and management identified?

- What strategies do TAs employ to support learning?
- Do pupils use effective behaviours for learning?
- How well do pupils achieve?

*this is not exhaustive and some questions will vary depending on whether they are subject specific or based around an identified area of need.

4. Evaluation

- 4.1. Evaluate the monitoring and report findings to Governors.
- 4.2. Identify future actions from the evaluations.
- 4.3. Ensure that all relevant staff are aware.
- 4.4. Feed these actions into the monitoring cycle.

5. Learning environment

The classroom and corridors

It is imperative that the learning environment maximises opportunities to learn.

- 5.1. Displays are working walls and so information is displayed with the children's help and are ongoing throughout each topic.
- 5.2. Rooms and corridors should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).
- 5.3. Opportunities are created to facilitate independence.

6. Our Aims for Teaching

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Have excellent subject knowledge: be a master of your own curriculum.
- Creatively plan and deliver high quality 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.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

7. Teaching strategies

The Curriculum

- 7.1. Early Years classes use the Development Matters Framework to aid planning and coverage. Years 1-6 follow The National Curriculum. The Curriculum (inclusive of EYFS) is bespoke to Rainford Brook Lodge and sets out the knowledge and skills that pupils will gain at each stage.
- 7.2. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.
- 7.3. While teaching The National Curriculum, wider aspects of learning, such as the development of social skills, self-esteem, cultural capital and British values also form a significant part of pupils' education.

Planning and preparation

- 7.4. Lessons are clearly linked to The National Curriculum. Adaptive Teaching is thoroughly thought through so that all children can feel success and achieve at their own level.
- 7.5. Lessons have clearly identified learning objectives showing continuity and progression from one lesson to the next.

- 7.6. Teachers plan how teaching assistants are used to enhance learning.
- 7.7. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

- 7.8. Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work. Teachers are encouraged to experiment with different forms of teaching.

Resources

- 7.9. Resources are prepared in advance and made readily available to pupils (to promote challenge and independent learning). They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles or abilities. Resources are shared between teachers in order to facilitate good practice.

In-class support

- 7.10. TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation where possible and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). Occasionally, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

- 7.11. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment) at an age-appropriate level. The learning objective of each lesson is shared with the children.
- 7.12. Pupils also have time to reflect on their work either immediately or through planned opportunities within the timetable. This is the time when children can extend their learning, or consolidate it, with or without the support from an adult.

High expectations

- 7.13. The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

- 7.14. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at weekly briefings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

8. Assessment

Baseline assessment

- 8.1. Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

- 8.2. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
- 8.3. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- 8.4. Formative assessments are used to:
- Identify pupils' strengths and gaps in their skills/knowledge.
 - Identify the next steps for learning.

- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

8.5. Methods of formative assessment could include the following:

- Question and answer sessions
- Quizzes
- Self-assessment
- Work produced
- Informal Observations
- Group projects

Formative assessment is used to take learning forward.

Summative assessment (assessment of learning)

8.6. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Helping to inform both parents and teachers of a pupil's attainment and progress.

8.7. Summative assessments:

- Identify attainment through one-off tests at a given point in time.
- Provide end of key stage test data against which the school will be judged nationally.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.

- Are used to determine if a pupil is 'at', 'below' or achieving 'greater depth'.
- Are used to help monitor a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils across the school.

8.8. Methods of summative assessment include:

- Termly tests.(Use of NfER and White Rose)
- KS1 (non statutory) and KS2 national tests.
- Phonics screening
- MTC checks
- EYFS Baseline
- End of EYFS data related to Early Learning Goals

9. EYFS

Learning Profiles

9.1. The children's learning profiles highlight key achievements for the children. Photographs of key events in Reception and exemplar pieces of work, mainly done independently by the children, are included in their profile. 'Significant moments of learning' are recorded on 2simple and are then shared 'in the moment' with parents via Evidence Me. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. These books provide key evidence in support of The Development Matters framework, which creates a record of attainment for each child.

Focused Group Work

9.2. During focussed activities, teaching staff identify area of learning. They will write comments on the child's work, identifying the level of support needed or if the work was done independently. Next steps may also be identified. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

- 9.3. Termly Pupil Progress meetings look at data and identify areas for development. Possible interventions can be discussed in order to narrow the gaps in the learning enabling all children to make progress.
- 9.4. All of the information collated over the year provides the evidence base for the early learning goals at the end of Reception.
- 9.5. Parents are given the opportunity to meet the teacher and view their child's profile on a termly basis.

10. KS1 and KS2

- 10.1. Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives. This information is then used to assess progress towards meeting learning targets, and to identify and set next steps for each pupil.
- 10.2. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.
- 10.3. Termly tests may be used to identify progress and a QLA of the test identifies the gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.
- 10.4. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.
- 10.5. Pupils receive verbal feedback on a regular basis. This will identify misconceptions that can be worked on immediately or through the planned opportunities identified within the timetable.

Planning for assessment

- 10.6. The National Curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- 10.7. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability so that they can make progress.

- 10.8. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

- 10.9. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, individual reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.
- 10.10. Results of published tests are used to contribute to overall teacher assessments.

Reporting

- 10.11. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- 10.12. We provide opportunities for two-parent consultation evenings. These happen in the Autumn and Spring term so that we can discuss progress and discuss future targets.
- 10.13. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment
- 10.14. We give parents the opportunity to discuss their child's progress, by appointment.
- 10.15. We will publish the following KS2 results on our school website:
- Average progress scores in reading, writing and maths
 - Average 'scaled scores' in reading and maths
 - Percentage of pupils who achieved the expected standard or above in reading, writing and maths

- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

10.16. We will provide a link to our performance tables on our school website.

10.17. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of National Curriculum assessments.

KS2

10.18. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment of pupils of the same age in the school.

Moderation

10.19. Regular moderation (of all year groups) of levelling takes place each term to ensure consistency. Teachers meet in groups within and across schools to moderate and secure judgements of pupils' work against National Curriculum or EYFS requirements. During the Summer term, teachers in Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation_cycle.

11. Individual learning

SEN Support Plans

11.1. SEN Support Plans are available for pupils who are on the SEND register. These children have a diagnosis, are working at least 2 years behind their

peers, or they have involvement from an outside agency such as Speech and Language Therapy.

- 11.2. SEN Support Plans are reviewed **termly** to ensure that they are still effective.
- 11.3. Pupil Passports have been created to summarise the holistic learning of the individual. These are working documents that are reviewed termly alongside the SEN Support plans.

Provision Agreements

- 11.4. Provision Agreements are in place for those children who require additional support. These agreements are reviewed annually and submitted to the Local Authority for review by the Panel.

EHC Plans

- 11.5. Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.
- 11.6. More information can be found in the school's **SEND Policy** (available on the website).

12. Monitoring and reporting

- 12.1. This policy will be reviewed **annually** by the Local Governing Body.
- 12.2. The governors' annual report will contain updates and analysis regarding teaching and learning at the school.
- 12.3. The next scheduled review date for this policy is Jan 2027.