ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

TEACHING AND LEARNING POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

Approved by GB: September 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Have regular opportunities to revisit previous learning
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through daily reports on the child's Class Dojo page, our weekly newsletter, open evenings, reports and weekly home learning that is set
- Update parents/carers on pupils' progress at least half termly through teacher / parent meetings and through Interim reports at the end of every term with a full report on their child's progress at the end of the year
- Meet the expectations set out in the marking and feedback policy, behaviour policy and statement of intent
- Follow agreed school teaching strategies (1) so that consistency between classes and teachers can be achieved. School constantly keeps this under review as we pride ourselves on up-to-date professional practice.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in related policies such as marking and feedback, behaviour etc.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use budgets effectively to resource their subject, providing teachers with necessary resources for learning

(1) Use of visualisers, retrieval questions, use of manipulatives, scaffolding, questioning, modelling, say it again better, oracy, effective use of Teaching Assistants

- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Utilise subject leader time to further research good practice and disseminate to staff
- Timetable their subject to allocate time for pupils to:
    - Achieve breadth and depth
    - Fully understand the topic
    - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in school policies
- Regularly review the subject curriculum, taking into account what has worked well, developments within the subject and outcomes for the children

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in relevant policies

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work

- Complete home learning activities as required
- Meet the expectations set out in school policies

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum approach continues to evolve. We focus on weaving our school values through all of our learning and seek to impart knowledge to our children in a logical, progressive and sequenced way in order to build on prior knowledge and make sense of curriculum areas. Our curriculum is underpinned by high-quality texts that enrich children's understanding and that add to curriculum content. Where possible, subjects utilize the outdoors and make visits to areas that can enhance pupils understanding of what we teach. In addition, we place a high focus on vocabulary and oracy and aim for our children to be able to be familiar with ambitious subject-specific words through a robust and appropriately targeted early phonics and reading programme.

Lessons are well-planned to ensure good short-, medium- and long-term progress. We use a variety of approaches to deliver a curriculum that is right for our pupils, in our school. This sometimes takes a blended approach – such as Mathematics where White Rose Maths is used as well as Lancashire planning and the Mastery approach to Maths.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, group rooms, the outdoors or our hall.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners in each class
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Working walls that focus on deep learning in subjects
- A reflective area that focuses on our Christian Value of the half term
- Displays that celebrate and support pupils' learning

6. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We adapt teaching to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able
- Specify the strategies you will use to do this, for example:
- Using support staff effectively to provide extra support
- Working with our SEN Co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available within your child's homework folder. This may take the form of electronic learning on occasions.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

Tasks include retrieval questions from previously taught subjects.

8. Marking and feedback

This usually takes place live within lessons as outlined in our Marking & Feedback Policy. Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report at the end of each term.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Headteacher and Senior Leaders plus any Subject Leads / Governors will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Pupil Voice
- Book scrutinies