



Teaching & Learning Policy

Person responsible: Headteacher
Ratified by the governing body: Summer 2024
Date for review: Summer 2027

A handwritten signature in black ink, which appears to read 'P. Parmenter'.

Dr Pip Parmenter
Chair of Governors

TEACHING AND LEARNING POLICY

Every Child, Every Chance, Every Day

Introduction:

At Messing Primary School it is our aim that all children should develop as fully as possible during their school lives; that they achieve levels of attainment, maturity and independence which will enable them to follow suitable and satisfying occupations, and that they have the ability and desire to make a positive contribution to the community.

We, therefore, aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender or creed. This aim is that the school provides an education which ensures that children learn to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Effective teaching and learning:

Personalised learning is at the heart of effective teaching and learning. At Messing Primary, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential.

Many learning opportunities are made available to the children that take account of differing learning styles and are incorporated into the planning of activities to support learning. Examples of such opportunities include: investigation and problem solving; research and finding out; group work, paired work and independent work; use of ICT throughout the curriculum; visits to places of educational interest; visitors to the school; creative activities; debates, role-plays and oral presentations; participation in athletic or physical activity and use of the outside classroom/environment.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn (metacognition).

Effective teaching and learning is characterised by the nine features of personalised

learning:

- High quality teaching and learning
- Target setting and tracking
- Focused assessment
- Intervention
- Pupil grouping
- The learning environment
- Curriculum organisation
- The extended curriculum
- Supporting children's wider needs

1. 'Quality first' teaching and learning

See appendix A – lesson expectations

Quality first teaching encompasses whole class teaching for all pupils, smaller group work for targeted learning and one to one intervention for individual pupils addressing specific learning needs. It is exemplified by the principles of Assessment for Learning as set out in the Appendix

2. Target setting and tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. A range of performance measures are used, including teacher assessment against National Curriculum age related expectations and test results on a regular basis. Through half termly Pupil Progress Meetings, strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement and work in partnership with the school.

School leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny and analysis and evaluation of pupil progress and attainment data.

3. Focused assessment, recording and reporting

See Appendix B – assessment timetable

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Messing Primary. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made. Fundamental to our formative assessment procedures is Assessment for Learning and a range of strategies are used in the classroom as set out in Appendix A.

Ongoing summative assessment opportunities are detailed in Appendix B when the teachers carry out an assessment of the whole subject. These include optional and statutory tests.

Parents will be kept informed about their child's progress through termly parents' consultation evenings and a written report once a year. In addition, parents and carers are able to make individual appointments to discuss achievement with the class teacher.

The School will comply with statutory assessment arrangements as published by the Education Department and set out in the Assessment and Reporting Arrangements (ARA) for each Key Stage.

4. Intervention

It is expected that the great majority of pupils at Messing Primary School will make at least the expected rate of progress through quality first, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress. (See Special Educational Needs Policy)

5. Pupil Grouping

All classes apart from EYFS which has reception children only, are mixed age (2 year groups in each class base) and mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes:

- Ability or skills based groups across the year/class
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

6. The Learning Environment

Our classrooms are attractive learning environments. Interactive displays and learning walls are used in the classroom to support the learning and behaviour expectations. Other display boards in communal areas such as the corridor and the Hall are used to celebrate the pupils' achievements in school and in lessons.

In the Early years classroom, we provide an 'enabling environment', both indoors and outdoors, which is designed to encourage children to move freely between areas, both inside and outside. This allows a range of learning experiences to be planned for as set out in the statutory guidance for the Early Years.

7. Curriculum Organisation

We use the National Curriculum to guide our teaching. This sets out the aims and objectives and detail what is to be taught in each Key Stage and year group. Our termly and weekly lesson plans contain detailed information about the learning objectives, teaching activities and tasks to be set, the resources needed, and the type of assessment to be used. Planning makes reference to the lesson expectations (appendix A) and is based upon effective use of day to day assessment to ensure that the pitch of work meets the needs of the pupils.

We provide internal and external guidance, through the regular monitoring of planning, work scrutiny and evaluation of classroom teaching, to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. Our networking with our consortium of 24 schools provides opportunities for staff to network and share best practice on a regular basis.

8. The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalised learning at Messing Primary. During the school year a range of activities are organised to enhance and enrich the curriculum including a wide range of clubs, enrichment days, residential visits, educational visits, and visitors to the school.

This approach sometimes extends beyond school hours. We ensure that all tasks and activities that the children experience are safe. When we plan to take children out of school, we inform parents and obtain their permission. In so doing, we follow the LA guidance on Off- Site visits and volunteers. (See Educational Visits policy)

9. Supporting children's wider needs

Schools that are able to identify barriers to learning beyond the classroom and address them, are in a strong position to provide personalised learning for individual pupils. At Messing Primary, we aim to establish good relationships with all our families and to provide a climate open to dialogue.

Where additional support is required, the school liaises with external agencies to identify barriers to learning and the provision is adapted accordingly.

Monitoring and review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. All stakeholders are involved in the review of pupil attainment and progress and are part of the monitoring schedule.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Appendix A

The following key aspects are the agreed expectations for every lesson.

Lesson objectives and success criteria.

- A clear focused learning objective to be shared with the children
- Success criteria to be developed/shared with the children.

Feedback(See marking and feedback policy)

- Feedback will be part of every lesson to ensure learners know how well they are doing and what they need to do to improve.
- Feedback within the lesson is linked to learning and the success criteria, highlighting success and areas for improvement.
- Mini plenaries used to promote progress in learning and provide feedback related to the success criteria and learning objective.
- Self and or peer assessment are used to contribute to the feedback. Children use the Success Criteria and Learning Objective to evaluate their work and the work of others. They know their next steps and can explain what to do to achieve them.
- Time is given for pupils to reflect on/respond to written feedback.

Expectations and Challenge

- Maximum involvement of all children is expected and encouraged through a range of strategies including the use of a variety of teaching resources.
- Lessons are structured to support and extend learning through a range of learning styles. (Visual/auditory/kinesthetic).
- Talk for learning/ learning partners is evident in every lesson.
- Independent learning is developed through effective working walls and table resources to support learning.
- Higher order questioning is used to re -shape tasks and maximise progress during the lesson.
- Tasks and, where appropriate, success criteria are differentiated and provide challenge to every child.

- There is a positive and purposeful atmosphere where behaviour expectations/routines are clear and followed by pupils.

Use of additional adults.

- LSAs will have access to planning before the lesson and be informed about lesson objectives, success criteria and their role within the lesson.
- They may be used to support during the teaching input through modeling and scribing.
- They report or record observations of learners progress.
- They effectively use questioning to support and challenge children and promote independent thinking and learning.
- They give timely feedback to pupils so that progress is made throughout the lesson.

Appendix B

(See Assessment Policy)

Year group	Autumn Term	Spring Term	Summer Term1	Summer Term 2
Reception	Autumn term entry baseline assessment.	Ongoing assessment as part of EYFS statutory requirements		Assessment of Early Learning Goals.
Year 1	Teacher assessment			Phonics screening check End of year Teacher Assessment (Speaking and listening/ Reading/Writing/Maths/Science)
Year 2	Teacher assessment			Teacher Assessment Speaking and listening/Reading/ Writing/ Maths/ Science Sats tests reading and maths
Year 3	Teacher assessment			Teacher Assessment Speaking and listening /Reading/ Writing/Maths/Science
Year 4	Teacher assessment			Multiplication tables check Teacher Assessment Speaking and listening /Reading/ Writing/Maths/ Science
Year 5	Teacher assessment			Teacher Assessment Speaking and listening/Reading/ Writing/Maths/Science
Year 6	Teacher assessment		SATs Reading/ Grammar punctuation and spelling/Maths Statutory Teacher Assessment - Reading Writing Maths Science	

Statutory assessment

