



## **Teaching and Learning Policy**

## Vision and Values

We believe in encouraging our children to become happy, resilient learners, developing their thirst for knowledge and their ambitions whilst enabling them to be compassionate and prepared for the world ahead.

By providing a safe, nurturing environment with an inspiring curriculum that both challenges and provides memorable opportunities to excite, experiment and enquire.

Our vision sets out what we want all of the children to be like when they complete their learning journey through Stoke Prior First School. We have four core school values that underpin everything we do and everyone strives to achieve them every day:

### **Respect – Responsibility – Reflection - Teamwork**

#### Rationale/Aims of the policy

This policy has been created and agreed upon by the teaching staff and Governing Body.

At Stoke Prior First School, our staff and governors are dedicated to fostering an environment where children can grow into independent, confident, and successful learners with high aspirations and a positive mindset. We aim to equip our students with the skills to make meaningful contributions to their community and the broader society, adapting to an ever-changing world.

We believe in nurturing the whole child—spiritually, morally, socially, and culturally—as this holistic development is crucial for their ability to learn and achieve. Our goal is to provide an inclusive education that offers every child, regardless of their starting point, background, or individual needs, the opportunity to explore, develop, and succeed. This approach helps shape well-rounded individuals with strong life skills, preparing them to be responsible and resilient citizens.

Our commitment to these values is woven into every aspect of school life, guided by our aims, values, and school rules. We recognise the importance of having excellent teachers in every classroom, supported by continuous professional development. We also embrace the role of technology in enhancing teaching and learning, including the use of AI to reduce teacher workload and improve student performance, integrating it into our practices where appropriate.

We are dedicated to creating inclusive learning environments that cater to all pupils, including those with Special Educational Needs and Disabilities (SEND). We place a strong emphasis on pupil wellbeing, behaviour, and attendance, recognising these as key components of a successful learning environment.

We value and encourage strong relationships with our families and the community, believing that collaboration in the educational process is vital for supporting pupil learning and development.

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

### Principles of Teaching and Learning

Children learn through their total experience and the quality of teaching and learning underpins all that this school hopes to achieve. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met. This school is committed to ensuring that we promote the best quality of teaching and learning we are able to. The qualities of good teaching and learning are reflected upon continually to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

### Delivery of the Curriculum

In order to ensure the highest possible quality education, the school is committed to providing the best quality of teaching and learning. To this end, the quality of teaching and learning within the school is regularly reviewed by the Senior Leadership Team and by Subject Co-ordinators, including reviewing and updating of the curriculum, in line with the latest educational standards and best practices. Professional Growth is an integral part of the school's culture and is an ongoing cycle which everyone takes responsibility for. We aim to ensure that staff are kept abreast of new developments and are fully equipped to deliver a high-quality education to all our pupils.

The creation of a happy, work-orientated school atmosphere also plays an important part in ensuring high quality teaching and learning. The school expects the highest standards of behaviour from all its pupils, with consideration and courtesy being shown to others, and with staff members acting as good role models. All members of the school community, both adults and children, are regarded as individuals who are important in their own right.

Stoke Prior First School engages all learners, using a variety of methods and resources, including enrichment opportunities, which support the teaching of the curriculum. Our formative and summative assessment procedures allow staff to identify any misconceptions or concerns about a child's learning, so as they can adapt planning to support specific needs, whilst also tracking pupil progress.

### Characteristics of successful learning in children are:

- Focused and engaged in their learning – interested and motivated
- Responsive and talking about their work in a variety of ways: asking questions, giving instructions, discussing, explaining, debating etc.
- Not afraid to make mistakes and learn from them
- Developing independence
- Solving problems
- Challenged and able to challenge themselves
- Reflective, both verbally and in written responses
- Building on previous skills
- Persevering
- Able to help themselves and others- works collaboratively
- Asking questions about their learning
- Having a go
- Given tasks which match their ability
- Able to understand the task
- Feel secure and are aware of boundaries
- Able to work independently, as a team or as a group
- Enjoying their learning
- Organised
- Able to transfer skills and ideas/apply knowledge
- Active listening
- Curious
- Own their learning

### Approaches for effective learning

At our school we aim to provide a rich and varied learning environment and curriculum that allows children to develop their skills and abilities to their full potential.

We offer opportunities for children to learn in the following ways:

- Mastery maths approach (please refer to the maths policy);
- High-quality teaching of writing through quality literature (please refer to the English policy)
- Investigation and problem solving;
- Research and finding out from a large variety of sources;
- Group work;
- Paired/Partner work;
- Independent work;
- Whole-class work;

- Asking and answering questions;
- Use of the computer/iPads;
- Use of our whole school environment, including our outdoor areas;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching documentaries/films and responding to musical/recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity
- Child initiated learning - especially in EYFS.

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. This is an important part of assessment for learning and successful learning approaches.

### Organisation and Classroom Management

There must be a good balance of individual, group and whole class teaching appropriate to the task and abilities of the pupils. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities.

Consideration needs to be given to:

- Setting well matched learning objectives for specific levels of ability within the class and planning to take account of specific SEND needs. Ensuring teaching/work is matched to the pupils' ability and knowledge and provides an appropriate level of challenge
- Clearly explaining expected learning outcomes: what we are learning and why
- Having well organised and labelled resources, which the children can access
- Taking time to train children in procedures, including the presentation of work for different subjects
- Making sure that children are aware of what they must do when they have completed an activity
- Making children aware that the teacher does not always have to be first in the line of contact
- Ensuring all children have high quality teaching and opportunities to work with the teacher
- Organising and deploying staff to ensure the most effective level of support is available, ensuring TAs have the guidance/information they need to ensure they are optimising opportunities to move the pupils forward with their learning
- Providing quality feedback, including marking, in line with the feedback policy

- Having high expectations and challenging the children to use their foundation English and maths skills and knowledge across the curriculum
- Consistently reinforcing the need for accuracy and addressing any misunderstandings in these foundational skills across the curriculum
- Analysing and using data effectively in order to track and monitor pupils' progress towards, and against, end of year goals
- Liaising promptly with the SENDCO and implementing appropriate intervention programmes as need is identified. Closely monitoring the impact of these interventions and trying other strategies if progress is not being made and attainment gaps are not closing.

At Stoke Prior First School, we use Rosenshine's Principles of Instruction to inform our practice on effective teaching and learning approaches. These are as follows, and will be seen in all subjects at different stages of learning;

- Review: Begin a lesson with a short review of previous learning
- Sequenced Steps: Present new material in small steps, with student practice after each step
- Questioning: Ask a large number of questions and check the responses of all students
- Modelling: provide models through 'thinking aloud' and worked examples
- Guiding: guide student practice
- Assessment for learning: ongoing checks for student understanding and addressing misconceptions as they arise
- High expectations for all: obtain high success rates
- Scaffolding: provide scaffolds for difficult tasks or as adaptations to the lesson
- Independent learning: require and monitor independent practice
- Reviewing: engaging students in reviewing and editing their own work and progress.

### Planning

At Stoke Prior First School we are committed to following the programmes of study as required by the Early Years Framework and National Curriculum 2014. A cycle of Curriculum Programmes of Study is set out in our Long-Term Plan, and is carefully balanced to ensure full coverage of the Early Years Framework, National Curriculum, PSHE and RE. In EYFS, each half term has an over-arching theme. In Year 1 – Year 4, we follow a discreet approach to learning where subjects are taught as individual subjects, however links are made across subject areas where this can be deemed to enhance children's understanding further.

Planning takes place termly, with reference to the National Curriculum 2014, Foundation subject skills, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Alternative curriculums are utilised where appropriate and required, (e.g. SCERTS).

We are strongly committed to providing varied, engaging, experiential and cross-curricular Learning Outside the Classroom opportunities for our children at Stoke Prior. This is delivered through a range of experiences which include fortnightly LOfC sessions for Y1 – Y4, visits to other places, outreach sessions delivered in school, after school clubs and the opportunity to participate in an off-site residential. Opportunities for outdoor learning are drawn from termly curriculum plans, across all subjects with EYFS enjoying unrestricted access to their own outdoor area as an extension to their classroom. This fosters a love of learning at the start of a child’s journey through school and encourages children to initiate their own discoveries and satisfy their own curiosities in the outdoor classroom and beyond.

### Role of the Teaching Assistant

Teaching Assistants (TAs) at Stoke Prior First School play a crucial role in supporting pupils' learning and development. According to the best practice guidance from the Education Endowment Foundation (EEF) [Deployment of Teaching Assistants | EEF](#), TAs should be deployed in ways that enhance the quality of teaching and learning. Here are some key points:

**Supplementing Teacher Instruction:** TAs should work alongside teachers to ensure all pupils, especially those who struggle, have access to high-quality teaching. This means TAs should not replace teachers but rather support them in delivering effective instruction.

**Inclusive Learning Environments:** TAs contribute to creating inclusive learning environments by providing targeted support to all pupils, with particular focus on pupils with special educational needs and disabilities (SEND). This helps ensure that all pupils can engage with the curriculum and achieve their potential.

**Effective Partnerships:** Building strong working relationships between teachers and TAs is essential. Teachers should retain overall responsibility for pupil progress, while TAs assist in implementing strategies that promote learning and address barriers.

**Professional Development:** Continuous professional development for TAs is important to keep them updated on best practices and effective teaching strategies. This helps them to better support pupils and collaborate effectively with teachers.

By following these guidelines, Stoke Prior First School can maximize the impact of TAs on pupil outcomes and create a supportive and effective learning environment.

What this looks like in the classroom:

- Leading intervention groups and collecting pupil assessment from intervention
- Supporting 1:1 or small group(s) during input – mirroring teacher input
- Providing resources and coaching through strategies
- Live marking alongside the teacher
- Asking questions and providing scaffolds through conversation with pupils.
- Assisting the teacher in identifying pupils requiring additional support
- Pre-teach concepts with targeted children before the lesson
- Team teaching with the teacher to support with introducing new concepts

- Providing regular feedback to the teacher regarding the ongoing progress and attainment of pupils
- Supporting learner self-efficacy through positive reinforcement and development of positive relationships with pupils
- Understanding the key learning points and being equipped for their role within each lesson
- Supporting positive learning behaviours

### Subject Co-ordinators

All subjects have a co-ordinator, who oversee, develop, monitor and evaluate the effectiveness of their subject within school, across all classes and year groups. Staff are committed to delivering high quality learning experiences throughout the curriculum and the impact of teaching and learning in all subjects is monitored and outcomes recorded, evaluated and acted upon where necessary. Subject co-ordinators play an important part in the success of the curriculum by carrying out a regular programme of monitoring, evaluation and review. They each collate evidence and hold pupil interviews in order to check on knowledge and skill acquisition. Subjects are planned to ensure progression of disciplinary and substantive knowledge across school using our curriculum overviews and long-term plans.

### Adaption and inclusion (including use of intervention)

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 make adaptations to the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.
- scaffold
- model
- questioning
- strategic pairing
- bias of time

Extra support is given in the classroom from teachers and/or teaching assistants. Interventions are organised using ongoing assessment within lessons and are carried out by classroom staff (Teacher/TA) accordingly.

To ensure that all children achieve their full potential, arrangements are made for children with Special Educational Needs across the whole range of abilities to be supported, both in the classroom and in withdrawal groups (including external support at times). We endeavour to treat children as individuals and, according to their particular needs and abilities, there may be the need for specific support plans.

Our SEND Information policy and practice is reviewed annually.

### Learning Environment

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The below list indicates what must be included in Year 1 – Year 4 classroom learning environments:

- Working walls for Maths, English, History/Geography, Science and Music
- Map of the world
- Map of the UK with countries clearly labelled
- Times Tables and Number lines/squares that are age appropriate
- Letter formation alphabet,
- An inviting reading area, with reading domains displayed
- Golden rules,
- Helpful/unhelpful talk & Good Learner posters
- House point posters
- Visual timetable
- Our Core Values
- School council/Eco warrior members
- Bullying poster S.T.O.P
- Online Safety Poster

The classroom will be organised to facilitate learning and the development of independence. For example:

- Working walls/display boards will be covered, neatly, with neutral, white or pastel tones so as not to over stimulate children;
- Opportunities for reduced lighting will be used, for example soft lamps or half the lights on, where appropriate
- Resources in each area will be grouped according to curriculum subject;
- Book corners will be comfortable and attractive with books displayed facing forwards where possible, and recommendations made for children;

- Labels and posters should be used where appropriate, but not too many to overwhelm;
- Pupils will be involved in the maintenance and care of all equipment and resources in order to develop independence;
- Working walls will be utilised as a learning tool.

In our EYFS classroom, many of the above elements will also be present, however there will be some slight adaptations based on the current theme and needs of the pupils.

### Assessment

Individual teachers are responsible for day to day monitoring of the attainment and progress of the children in their class, which is fed back to parents through parents' evenings and reports. Stoke Prior First School use Arbor to record summative assessments for all subjects. Formative assessment is carried out on an on-going day to day basis through verbal and written communication with all children, as well as the use of 'I Can' trackers.

Subject co-ordinators are responsible for monitoring attainment and progress across the school in their subject(s) and in keeping the SLT informed.

The SLT is responsible for informing the Governors on current attainment and progress across the whole school in all subjects.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out in the following ways:

- The Baseline assessment is used in Reception/Early Years within six weeks of starting school.
- Phonics Screening Test in Year 1 and re-tested where necessary in Year 2.
- Multiplication Tables Check is taken in Year 4.

### Roles and Responsibilities (including use of Teaching Assistants, parents/carers and Governors)

Teaching and learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

### Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject co-ordinators and the Deputy Head or Headteacher through the use of lesson visits, book looks and pupil voice. The Professional Growth cycle informs learning and teaching. (See Professional Growth Policy).

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