



Excellence and enjoyment

Teaching and Learning Policy

Based on Model Policy from The Key

Policy updated: March 2024
Policy Review: March 2026

Signed (Headteacher)

Signed (Chair of Governors)

Rationale

Children are entitled to a broad and balanced curriculum, which offers a range of experiences that are relevant to their lives and which provide a foundation for their future learning.

At Pirton, we believe that all aspects of children's development are equally important and are interconnected. We believe children learn best when:

- Teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, practice, and challenge of learning for each child, regardless of their attainment
- The learning environment is ordered, the atmosphere is purposeful and they feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

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 referenced in our Home School Agreement.

This is how we will create the above conditions for pupils' learning at all times:

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 via newsletters, blogs, website, letters, open days/mornings, curriculum meetings and by clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at two formal parent/teacher consultations and produce an annual written report on their child's progress
- Meet the expectations set out in all relevant policies linked to teaching and learning.

Support staff

Support staff 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 all relevant policies linked to teaching and learning.

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 their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Ensure their subject is timetabled to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase 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/phase
- Encourage teachers to share ideas, resources and good practice

Senior leaders

Senior leaders 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 all relevant policies linked to teaching and learning.

Pupils

Pupils will try their best to:

- 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
- Be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Listen to/read feedback and use it to improve

- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in all relevant policies linked to teaching and learning.

Parents and carers

Parents and carers of pupils at our school will endeavour to:

- 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

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

Planning

Our school uses the following schemes/approaches:

English	Herts for Learning English planning
Maths	White Rose mixed age planning
RE	Herts Local Agreed Syllabus
Sex and Relationships Education	Kapow
PE	Striver
Science	Cornerstones
Geography	Cornerstones
History	Cornerstones
Art	Cornerstones
DT	Cornerstones
Music	Charanga
French	Language Angels
Computing	Purple Mash

Lessons will be planned well to ensure good short, medium and long-term progress.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

Learning environment

When pupils are at school, learning will take place in classrooms, the school hall, our school environment including the outdoor classroom.

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 and quiet areas

Displays 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

Displays that celebrate and support pupils' learning

Differentiation or adaptive teaching

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

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

We will do this by:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers 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

For further information, see our SEN/SEND policy and information report, and our statement of equality information and objectives.

Home learning

Home learning 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 sent home as a physical copy. Where online materials are used, we will endeavor to provide access for families unable to access at home.

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.

Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

For further details, please see our marking and feedback policy.

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 annually.

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.

School leaders and subject leaders, alongside the SENCO and Pupil Premium Lead 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
- Book scrutinies
- Appraisal process

Review

This policy will be reviewed every two years by the Teaching and Learning Committee.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives