



Teaching & Learning Policy

We are 'seeds sown in the good soil'
(Matthew 13:23)

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At Orford Church of England Primary School and Nursery, our learning acknowledges the unique child and tailors learning provision around this. We believe that our children are 'seeds in the good soil' that grow throughout their time with us and work to develop mastery for children in all their learning by providing high quality learning opportunities. This ensures that pupils leave our school with a passion for learning and confidence in their knowledge and understanding and with the necessary skills to take on to the next step of their education.

We see our children undertake a learning "journey" beginning in the Early Years Foundation Stage and building on those early experiences; celebrating arrivals; taking detours; stopping to think and reflect; and having lots of fun along the way!

We hope to equip our children with the skills, knowledge and understanding to continue this journey in the future, using their extended horizons and raised aspirations to make informed choices about the important things in their lives. All stakeholders understand that learning is a partnership and we acknowledge that teachers teach and children learn best, grow and flourish when allowed to use their own individual styles, so allow flexibility within our curriculum and its delivery to accommodate this.

We embrace children's uniqueness and value free expression, and also use their voice to develop and shape the experiences we offer them.

Children are encouraged to take up extra-curricular activities to develop as a person and enhance their school and childhood experiences.

The intentions laid out in our curriculum policy underpin the aims of our Teaching and Learning Policy.

Aim

Through our teaching we aim:

- To ensure a shared, clearly understood and articulated vision of learning, thinking and teaching at Orford that understands and promotes "childhood".
- To provide a rich and varied learning environment in which children can develop their knowledge, skills and abilities to their full potential.
- To enable children to become confident, resourceful, enquiring and independent learners who enjoy their school experiences.
- To foster children's self-esteem and self-respect and help them to build positive relationships with other people.
- To make curriculum links which contribute to safeguarding children in its widest sense.
- To recognise and celebrate diversity in all its forms.
- To enable children to understand their community, and help them feel valued as part of it, developing into reliable, independent and positive citizens.
- To prepare children for an appreciation of life in modern Britain within a changing society.

Effective Learning

We support and facilitate effective learning by providing opportunities for our children to:

- see the 'big picture'.
- Receive immediate feedback whenever possible.

- “Joined-up” learning with meaningful cross-curricular links set in the context of exciting, age-appropriate units/topics.
- Understand clearly what needs to be done and how to achieve it.
- Find tasks challenging but achievable with sustained effort.
- Be motivated and able to remain on task.
- Be unafraid of making mistakes and able to seek help when needed.
- Be given feedback, encouraged to reflect on their own learning and for their successes being celebrated.

We define our curriculum as “the entire planned learning experience” (Ref Mick Waters). Teaching in school takes place in classroom lessons, outdoor lessons, assemblies, playtimes, lunchtimes, enrichment events, visits/trips and extended hours.

We aim to create rich, creative learning environments in the classroom and school. We believe that a stimulating environment, linked to current themes, sets the climate for and supports learning, and that an exciting classroom promoting thinking and communication enhances and celebrates achievement.

Classrooms displays are used to support and scaffold learning ‘Learning Walls’ while displays in common areas are used to celebrate learning, raise awareness of school wide values and issues and stimulate thinking and discussion among the children.

We believe that learning outside the classroom are vital experiences for children’s healthy growth, development and emotional well-being; but also foster creativity, adventure, independence and teamwork in children of all ages. Visits outside school, including residential trips, are integrated into our curriculum and have defined learning objectives.

Home-learning consolidates learning in school and encourages enquiry and independent research that builds on and enhances learning in school.

Teaching and Learning Strategies

Teaching and learning includes:

- Quality first teaching in all subjects, where teachers know their subjects and the curriculum well, not just for the year groups in their class
- Embracing individual teaching and learning styles as we know this will give the best experience for all stakeholders
- Flexibility on planning methods and styles
- Dove-tailing ideas and concepts (where appropriate) to enable pupils to benefit from cross curricular practice in using and applying learning in any one subject
- Spiral learning in all curriculum areas to ensure mastery
- Curriculum days
- Whole school enrichment activities and trips
- All pupils being engaged in reasoning and problem solving tasks and given the chance to reach greater depth, regardless of starting points
- Teachers’ understanding the individual needs of all of their pupils and appropriately modifying provision and differentiating learning.
- Producing personalised curriculums and/or plans for pupil working well below age expectations, this will be delivered within the classroom as much as possible- A clear learning objective shared with the children, both visually and orally.

- A clear link to previous and future learning.
- A real context – WHY am I learning this?
- Success criteria demonstrating HOW can I be successful?
- A clear outcome to be achieved at the end of the lesson or sequence of lessons.
- Appropriate challenge for all children
- Active listening and effective questioning.
- Positive interactions between teacher and pupil and amongst peers.
- Pace and time to reflect thoughtfully and productively.
- Enthusiastic facilitation and delivery.
- Live feedback and/or next steps.

There is a balance of individual, group and whole class teaching. Teachers choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities.

There may be several different activities in progress and at these times, the teacher will be guiding mainly one group or individuals, whilst the remainder will be involved in planned independent activities that do not require teacher input. Activities are planned and adapted to reflect the individual learning styles of the children. It is important that while this is in progress all children are engaged in their learning. This can be helped by:

- Regular access to water.
- Having well organised and labelled resources (continuous provision).
- Taking time to ensure the children know the correct procedures within the learning environment.
- Making sure the children are aware of what they must do when they have completed an activity, or if they have any difficulties.
- Making children aware that the teacher does not always have to be first in the line of contact. Other children and adults can be used, e.g. response partners.
- Lessons taking into account the different learning styles of the children.
- Ensuring children are aware of WHY, HOW and WHAT the learning is.
- Pupil's self-evaluation and co-operative feedback.
- Self and peer marking against a clear success criteria.
- Effective questioning.

The quality of the teaching and learning is monitored and evaluated by the Senior Leadership Team, Subject Leaders, external consultants. Feedback is given to staff to help them to develop their skills. To evaluate the quality of teaching we use a range of methods including:

- Learning walks
- Lesson drop-ins
- Pupil perceptions
- Working with children, such as hearing children read.
- Pupil assessment data analysis
- Subject deep-dives
- Leadership area deep-dives such as safeguarding, behaviour and attendance.
- Progress and attainment data from their starting points.

Learning processes and styles helps develop pupils:

- In leading their own learning, to question and follow their lines of enquiry, to be resilient and to have a growth mindset

- In taking pride in their work and its presentation
- In explaining what they are learning and their steps to success, not what they are doing
- Through rewarding effort and resilience as well as attainment
- Through encouragement to increasingly apply learning independently
- Through reviewing each other's work and responding to feedback
- In reflecting on their own learning using self and peer evaluation
- In having a voice which is responded to through policy, practice and environments

Planning must:

- Follow the curriculum policy
- Recognise the individual needs of pupils and demonstrate understanding of the individual through planning and provision
- Use ongoing assessments as the basis for planning
- Provide opportunities for a range of scaffolded learning experiences e.g. collaborative learning, independent learning, problem solving, review and revise opportunities in every lessons
- Ensure all adults are clear on the learning intention and steps to success for every lesson
- Assign adults to work with individuals or small groups and ensure adults are clear on their role

Adaptation should always:

- Be responsive to children's needs
- Set high ceilings for all
- Enable pupils to choose their entry points whenever appropriate
- Separate tasks by levels of pupil understanding
- Be reflected in classroom organisation and environments e.g children having access to displays, resources, manipulatives to support learning

Roles and Responsibilities

Head Teacher and Senior Leaders are expected to:

- Recognise individual strengths and needs of all staff and consequently deploy them for effective provision
- Use performance management and appraisals to promote high quality teaching and learning
- Offer support and guidance through coaching/mentoring
- Use monitoring consistently and rigorously to ensure all children, regardless of starting points, are making at least expected progress in all curriculum areas
- Monitor progress of school improvement targets and report to governors
- Ensure the SDP is learning focused, reviewed termly and subsequent planning is responsive
- Celebrate achievements on all levels
- Hold staff to account for behaviour/actions or failing to adhere to professional standards and policies.

Governors are expected to:

- Know the school well and understand the strategic overview
- Monitor the effectiveness of Teaching and Learning approaches
- Ensure buildings and premises are used optimally
- Feedback observations and evaluate impact in appropriate forums
- Support the use of appropriate teaching strategies by allocating resources effectively
- Seek to ensure staff development and performance management promote high quality teaching and learning.

All classroom staff are expected to:

- Recognise the individual needs of pupils and know them well
- Be good role models: punctual to school and lessons, well-prepared and organised
- Have a positive attitude to the development of their own expertise
- Have consistent high expectations of learning and behaviour from pupils
- Set a climate of aspiration in the school
- Keep up to date with current issues and guidance

Teachers must also:

- Provide challenging and stimulating learning based on constant formative assessment.
- Address gaps in progress and intervene promptly and robustly
- Work collaboratively with parents, the wider community and external bodies
- Support staff in their role as a subject leader

Learning Support Assistants/TAs must:

- Support teaching and learning with flexibility and resourcefulness
- Ask questions to ensure clarity of expectation
- Communicate and feedback any observations to teachers
- Be good role models
- Engage with and use training offered by the school in line with the SDP

Environments

- Classrooms are tidy, attractive, well-resourced and organised for the children
- Displays are attractive; effectively supporting, inspiring and celebrating recent and current learning
- Children are taught to take responsibility for the equipment in their classroom and help with tidying up
- Resources appropriate to a learning task are readily available for children, and children know which resources they can freely access at any time
- Seating is flexible and responsive to children's needs

The Role of Parents

We believe that parents/carers have a fundamental role to play in helping children to learn. We feel that learning is best supported when home and school work together in a genuine partnership. We do all we can to inform parents/carers about what and how their children are learning:

- By holding formal termly learning reviews.

- By making available on our website the curriculum information that the children will be studying during that term at school as well other pertinent information.
- By sending parents/carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further.
- Explaining to parents how they can support their children with home-learning and regular reading at home and providing them with useful guidance in our reading diaries.
- By involving them in an extensive programme of “Learning Together” sessions such as RSHE, phonics, reading, online safety and maths.
- By reviewing any Personalised Learning Plans (PLP’s) with parents.

We believe that parents/carers also have a responsibility to support their children and the school in implementing school policies.

We ask all parents/carers to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child understands and follows the school rules.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Communicate if there are matters outside school that are likely to affect a child’s performance or behaviour.
- Promote a positive attitude towards school and learning in general.

Resources

Staff have the following resources available to them in school:

- Curriculum pack which includes the curriculum intent document, long term plans for all curriculum subjects, knowledge organisers for individual units and signposts to other resources
- White Rose planning and scheme of work for maths
- Literacy Shed+ subscription for reading VIPERs and writing units
- Access to 1Decision PSHE planning
- Access to the Suffolk RSE/PSHE portal (can be obtained through HT)
- Classroom secrets subscription for curriculum resources
- The Emmanuel Project for RE planning and resource signposting; bibles and prayer books
- Charanga/Suffolk Music online login
- Little Wandle Phonics
- Suffolk Art and Design curriculum book with planning and resource

Monitoring and Review

The school’s Teaching and Learning Policy will be reviewed regularly, taking account of new initiatives and research, changes in the government national curriculum, developments in technology or changes to the physical environment of the school.

We will review this policy, at least, every two years or earlier if necessary.