



HYPHE BAY
Church of England
Primary School

Teaching and Learning Policy

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."
1 John 3: 18

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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

Hythe Bay Church of England Primary School strives to switch children on to learning through outstanding teaching and care. Children who are switched on to learning become confident, connected and creative. Every single child matters to us and the Christian values of love, compassion, tolerance and forgiveness underpin all that we do.

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
- 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. All staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Hythe Bay and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.
- Sign and agree to adhere to our home- school contract.

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 termly guides which inform parents of their Childs key learning for the term. The use of the school website and Facebook page to highlight learning and special events. The Headteacher will send out a weekly newsletter, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress .Teachers will meet with parents twice a year face to face and the school will have an open afternoon in the summer term. Parents will also receive a Termly report card home twice a year along with a full school report in the summer term.
- Meet the expectations set out in our behaviour policy, and marking policy.

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 behaviour policy, and marking and marking policy

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 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
- Timetable their subject 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
- Meet the expectations set out in our school policies.

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 our relevant school 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 our behavior policy.

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

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning

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

5. Learning Environment

At Hythe Bay we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
- Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;

- High quality classroom and corridor display with good balance between the celebration of children's work (well mounted) and displays that develop children's learning by providing expectation and/or support;
- Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
- High quality reading areas which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
- All classroom and corridor displays will, as far as is practicable, reflect the cultural and linguistic diversity of the School population including annotations and titles in other languages represented and spoken by the children in the school;
- The acknowledgement by School leaders, at all levels, and all staff that communal areas within the School environment such as the playgrounds, School Hall, Music Room, Nurture Areas and Small Group Learning Areas contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning 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
- The strategies you will use :
- 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. 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.

8. 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 and a short report card twice a year.

9. 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 will monitor and evaluate the impact of teaching on pupils' learning through:

This will be done through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council

- Planning scrutinies
- Book scrutinies

10. Review

The Headteacher, Deputy Headteacher and Key Stage Managers will monitor the effectiveness of this policy throughout the academic year. The Headteacher and Chair of Learning Achievement Committee will report to the Governing Body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

11. 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
- Assessment policy

Reviewed December 2022

Approved by Learning and Achievement Committee on 9th January 2023