



Teaching and Learning Policy

This policy should be read in conjunction with the following policies and documents:

- Cranford Park CE Primary School Curriculum
- Cranford Park CE Primary School 'Commitments' and 'Graduate'
- Feedback and Marking Policy
- Family Learning (Homework) Policy
- Home-School agreement
- Behaviour Policy
- Subject Rationales, visions and road maps
- Appraisal Policy
- SEND Policy
- Assessment Policy
- Teacher standards
- School document - Expectations of Subject Leaders

Introduction

At Cranford Park CE Primary School, we have created a Learning Culture to support all pupils to make good progress. We believe in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a fun, rewarding and memorable experience for everyone. Through our teaching we equip children with the concepts, skills, knowledge and understanding necessary to be able to make informed choices throughout their lives. As a school, we strive to create a common sense of purpose towards constant improvement.

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 ensure 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

Our Guiding Principles

We believe that learners make best progress when:

- They have their basic emotional and physical needs met, feel secure, safe and valued in an ethos of positive relationships and respect, with a 'sense of belonging.'
- They are engaged and motivated with an exciting context and challenging, practical activities which are imaginative, inspirational and innovative, so that learning is enjoyable and memorable.
- Their starting points, interests and previous learning are taken into account.
- They can see the relevance of what they are learning to previous and future learning, other subjects and the world beyond the classroom, understand their learning journey and know what a good outcome looks like.
- They have the physical space, tools, materials, well-prepared resources and scaffolding they need to succeed.

- They are given clear instruction, with content introduced progressively and clear examples modelled with an ‘I do, we do, you do’ approach.
- They are given the opportunity to practice, apply and deepen new learning in both familiar and new contexts.
- Teachers check their understanding systematically and effectively, engaging in dialogue and offering specific feedback and clearly directed and timely support to address misconceptions, close gaps and further challenge.
- Teachers question and probe highly effectively, challenging thinking and eliciting explanations from pupils, thus extending and deepening understanding.
- A rapid pace ensures all children are challenged and make good progress.
- Teachers demonstrate deep knowledge and understanding of the subject which can challenge and inspire pupils, adding additional cultural capital.
- Their classroom culture encourages independence, thinking and problem-solving skills, effective communication and full engagement. There is a growth mindset ethos which encourages resilience when tackling challenges, promoting a culture of improvement.
- Pupils demonstrate good learning behaviour, are reflective, eager to improve, demonstrate a growth mindset, use feedback effectively and can contribute meaningful assessment information.
- Learning offers opportunities for pupils to discover and to lead learning, collaborate effectively, to be spiritual and to celebrate diversity.
- The teacher drives high standards in basic skills and has consistently high expectations and aspirations for all pupils..
- Adults encourage and value effort, ensuring pupils take pride in all aspects of their work and its presentation.
- All adults have high expectations of behaviour for learning, based on our school rule and values.

The Learning Environment

At Cranford Park CE Primary School we recognise that children learn best when the learning environment:

- is attractive, well organised, free of clutter, well planned and well resourced;
- is stimulating and interactive, with displays and learning walls that are current and relevant, tools for learning, and celebrate success and quality, yet are not overwhelming to those with sensory needs;
- is calm and purposeful, stress free and allows children to feel valued and respected, safe and secure to make mistakes and learn from them;
- encourages a positive attitude towards learning with a ‘can-do’ culture and a ‘growth mindset’;
- is inclusive and encourages active participation from all, both challenging and supporting, while encouraging high expectations;
- enables children to know what they are learning and why, with learning objectives, purpose and success criteria made clear.
- recognises all needs and styles of learning (VAK), including the use of music and movement for mood and recall;
- promotes a sense of independence as well as developing social skills and teamwork;
- allows fresh learning through new experiences, active participation and encourages the teacher to enjoy being adventurous and creative;
- operates with flexible learning groups based on ongoing assessment for learning;
- enables energising activities and allows for well-timed comfort breaks and for water to be available to stop dehydration and drowsiness;

Curriculum

The Cranford Park CE School Curriculum was created with the needs of our own children, both now and in their future, in mind. It begins with a look at the ‘Cranford Park Graduate’ and the skills and qualities we want our children to have by the time they leave us (Appendix A). It fully covers the National Curriculum as well as providing many further experiences and opportunities for learning. We currently plan for all subjects discretely although some may come together in a topic approach in order to make learning meaningful, relevant and enjoyable.

A clear progression from Reception throughout the school exists for each subject and also takes Year 7 learning at our local secondary school into account. Programmes and detailed plans are available to support teachers. Individual subject visions and rationales detail the expectations, including for lesson structure, within each subject.

Where possible, the curriculum is taught through active, practical and first-hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation. We use open-ended, thought provoking, challenging questions to further promote active thinking. All topics include fieldwork and visitors or visits to places of educational interest. Opportunities to use ICT to support learning and teaching are planned for and used as appropriate.

Through our curriculum, we aim to develop in our children the ability to:

- work and learn effectively as individuals, investigating and researching areas of personal interest;
- work well with others in pairs or as an effective member of a team;
- solve problems, thinking creatively and effectively, using a range of strategies;
- use multi-media resources as appropriate;
- participate fully and with enjoyment in a range of physical activity, understanding how to maintain a healthy lifestyle;
- communicate effectively with good social skills;
- be reflective, managing their feelings and showing empathy and compassion;
- show resilience, aspire to great things and be willing to work to achieve them;
- develop interests, skills and personal qualities which will help them to succeed throughout life.

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 in all elements of its implementation.

Role of the Teachers

Our Teachers:

- follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards;
- meet the expectations set out in all school policies, documents and procedures, including school curriculum and ‘commitments’;
- create a safe and effective learning environment and maintain positive, productive relationships to enable maximum learning to take place;
- set learning into an exciting context which motivates and inspires learners;
- share learning objectives in child friendly language, making clear the reason and context for the learning;
- ensure that all children understand how they will achieve success, the next steps in their learning and what a good outcome will look like;
- support children to remember more and remember for longer by revisiting and building on previous learning regularly, providing opportunities for children to practice, apply and deepen new learning.
- model effectively in every lesson using the ‘I do, we do, you do’ approach, using time effectively.

- prepare quality resources, including use of digital technology/ ICT, ensuring they are fully prepared for lessons;
- enable and expect all learners to participate and contribute, valuing all children's contributions and using school agreed inclusion strategies such as no hands up, ABC, think pair share;
- have high expectations for pupils learning and outcomes, challenging them to extend their thinking, further improve their work and produce work they can be proud of;
- provide scaffolding and challenge appropriately in activities to allow all children to fully access learning and make good progress towards end of year expectations;
- recognise and cater for each child's needs throughout lessons, including through the implementation of IEPs and other agreed strategies for children with additional needs.
- have regard for the varied ways in which children learn best and provide for these;
- exploit and develop cross curricular links, including making effective use of ICT and maintaining high standards of basic skills in other curriculum areas;
- direct the work of other adults in the classroom as appropriate to maximise impact on pupil progress while ensuring quality first teaching;
- promote spirituality, the school's values and our church school ethos at every opportunity;
- provide learners with quality feedback about their work, verbally and in writing in line with our feedback and monitoring policy, including closing the gap prompts and advice on what they can do next to improve;
- assess and review learning regularly throughout lessons, including through the use of appropriate, probing questioning and feedback techniques, regrouping and teaching pupils as needed;
- be reflective about their own practice, seeking ways to improve and maintain their own subject knowledge and professional development;
- provide regular opportunities for learners to give feedback about their learning experiences, modifying their practice in response to learners' feedback;
- Actively engage parents/carers in their child's learning, working with them to maximise learning beyond the classroom and reporting to them termly.

The Role of the Support Staff

Our Support staff:

- meet the expectations set out in all school policies, documents and procedures;
- create a safe and effective learning environment and maintain positive, productive relationships to enable maximum learning to take place;
- support teaching and learning with flexibility, initiative and resourcefulness;
- know pupils well and differentiate scaffolding and support to meet their individual learning needs;
- use agreed strategies for teaching, assessment and feedback as required;
- support the teachers to provide inspiring lessons and learning opportunities;
- feedback observations of pupils and assessment information to teachers;
- make time to communicate, ask questions and ensure they've understood expectations for learning;
- identify, prepare and use quality resources to support learning;
- have high expectations for pupils learning and outcomes, challenging them to extend their thinking and produce work they can be proud of and celebrating achievement;
- recognise and cater for each child's needs throughout lessons, including through the implementation of IEPs and other strategies (eg: visual timetables, now and next) for children with additional needs.
- encourage independence by ensuring children are not over-supported, but are guided using effective questioning to discover and learn for themselves.
- have regard for the varied ways in which children learn best and provide for these;
- promote spirituality, the school's values and our church school ethos at every opportunity;
- be reflective about their own practice, seeking ways to improve and maintaining their own subject knowledge and professional development;
- demonstrate and model themselves as learners.

The Role of Pupils

Research has shown that metacognitive strategies have a huge impact on learning (Hattie et al. 2018). 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 (barriers). Self and peer review strategies are used to assess levels of understanding.

We encourage our pupils to:

- understand what they already know about a topic by revisiting previous learning;
- know what they want/need to know about the learning next;
- actively participate throughout lessons, showing the following learning behaviours:
 - maintaining focus on their work and allowing others to do the same
 - being an attentive listener
 - being prepared – on time with the right equipment/resources
 - responding appropriately, such as with ABC (Agree, Build, Challenge) and in Think Pair Share
 - respecting everyone’s voice in the classroom
 - taking responsibility for improving and showing pride in their work.
- choose which learning strategies to employ and when;
- self-assess their own understanding during the course of an activity;
- communicate any barriers or difficulties to the teacher, having first attempted to resolve issues independently;
- reflect on what they have learned during a lesson;
- evaluate whether a particular learning strategy was successful in a given circumstance;
- acquire and remember new knowledge and skills, develop ideas and increase their understanding;
- apply intellectual, physical and creative effort to their work;
- be productive and work at a good pace;
- show interest in their work and be curious;
- be able to sustain concentration and show independence to think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve;
- demonstrate a growth mindset, seek feedback and always try to further improve;
- take pride in their work and always try their best.

The Role of School Leaders

The Headteacher, SLT (senior leadership team) and subject leaders will regularly monitor teaching and learning throughout the school, offering a supportive framework for staff development and encouraging the sharing of good practice. Such monitoring might include:

- Lesson observation – both planned and ‘drop in’
- Learning Walks
- Planning scrutiny
- Book/work scrutiny
- Discussion with staff
- Discussion with pupils
- Analysis of assessment data for attainment and progress
- Parent, pupil or staff questionnaires
- Observation of relevant school events.

Performance Management Meetings will include details of Teacher Standards to be focused upon. These will be regularly reviewed throughout the cycle.

The Role of Governors

Our Governors:

- support the Headteacher to enable them to focus on our core business of ensuring good teaching and learning throughout the school;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best maintained and used to support successful teaching and learning;
- monitor teaching strategies in light of health and safety regulations;
- monitor the effectiveness of teaching and learning through its impact on pupil attainment;
- ensure that performance management and staff CPD promote good quality teaching.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn and aim to work together in partnership with parents to offer children the highest levels of support. We do all that we can to inform parents about what and how their children are learning and how they can further support them by:

- Holding parents' information evenings at key times and in key year groups, including 'meet the teacher' for all year groups each September, various curriculum workshops and reception induction meetings.
- Holding events for parents during theme weeks and at the end of each term to celebrate achievements including a 'summer arts festival' and a 'display of work' evening in the summer term.
- Holding parent consultation meetings in the autumn and spring terms.
- Sending a written report to parents in the summer term with an offer of follow up meeting if required.
- Liaising with parents individually about how they can support their child with learning at home.
- Supporting parents with resources and ideas for supporting their child.

Cranford Park parents are expected to:

- attend meetings and events whenever possible
- ensure that their child attends school regularly and is punctual;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- support their child with appropriate home tasks as supplied by the class teacher, including daily reading, spelling and mental maths;
- inform the school if there are matters outside of school that are likely to affect their child's performance or behaviour at school;
- work with the school to resolve any issues regarding their child in a positive and supportive way;
- promote a positive attitude towards the school, all teachers and learning in general, never being negative in front of their child;
- fulfil and meet the requirements set out in the home-school agreement.

Inclusion and Equal Opportunities

We have high expectations of all children, believe that all children should be included in the full range of educational opportunities and that their work should be of the highest possible standard. We support families to remove any barriers, including financial. We make whatever adaptations are necessary to ensure that all our children can effectively access our curriculum. We ensure that our resources reflect the diversity in our society and display positive images to celebrate this.

We will identify any barriers to learning and seek to support children with these through staffing, resources and differentiated provision. This may include:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Children who are looked after, or were previously looked after
- Pupils who have suffered trauma, ACEs, have low self-esteem, mental health issues or are otherwise vulnerable.

Policy Monitoring and Review

We are aware of the need to review our 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. This policy will be reviewed every three years or in the light of changes to legal requirements or school practice.

Policy created: April 2024

Next Review Date: Spring 2027



Cranford Park CE School

Graduate



Makes a Contribution


We give our pupils the attitudes they need to be good global citizens, able to make a difference to the wider community. We want them to be proud of who they are and to use their talents and strengths to make a meaningful contribution.

Has a Positive Outlook


Through our ethos and the opportunities we provide, we teach children to have a growth mindset, resilience, confidence, independence and high self-esteem. They think creatively to solve problems and resolve conflict.

Can see the Bigger Picture

Our pupils know how their learning impacts their future and leave us with aspirations, hopes and dreams. They are curious, creative and inspired to continue their learning. They appreciate the rich diversity and wonder of their planet and show concern for sustainability issues.



Cranford Park CE Primary School
COMMITMENTS
 Every Lesson, Every Classroom



Environment

- Positive relationships, enthusiastic staff, high expectations for learning behaviour and learning.
- Growth Mindset Ethos – display and language; children eager to improve rather than ‘finish’.
- Strong elements of pupil discussion and thinking: good listening from adults and children; articulate pupils.
- Praise and positivity; developing resilience, confidence, school values and respect.
- Inclusive strategies encourage participation – talk partners, ‘Think, Pair, Share’, ABC, targeted questioning.
- Clutter free, attractive environment conducive to quality work – current working walls, quality models.

Expectations

- High expectations of behaviour for learning; all children engaged, active and on task throughout (inc. talk).
- High expectations for **achievement**; all children challenged and making progress towards EOYEs.
- Appropriate scaffolds and support to remove barriers – with the right support, everyone can.
- High expectations for basic skills in all lessons and expectation to reflect previous learning accurately.
- Targeted questioning probes understanding and encourages thinking from all pupils.
- Independence – LOs; Success criteria/Steps for Learning, models of expectations, 3 before me,
- Resources available and accessible: Equipment; visual timetables; individual support.

Pedagogy

- Relevant context with imaginative/creative and practical/interactive activities.
- Recap of previous learning – remembering more and for longer
- Modelling – I do (just you), we do (whiteboards together), you do (whiteboards on their own – show me)
- Sufficient opportunities to practice, apply (new contexts) and deepen (reasoning) learning.
- Relevant challenges based on assessment – no fixed groupings (except for phonics, re-set half termly).
- Pace, sense of urgency, limiting teacher talk.
- A4L throughout – work matched to needs; misconceptions addressed; children regrouped/scooped.
- Plenaries throughout, including elements of teaching and modelling by all adults.
- Specific Feedback (written and verbal) closing gaps – to which pupils respond.
- Self and Peer Feedback/Assessment.