

Teaching and Learning Policy (Primary)

Review history

Review Date	Reviewer	Adopted	Implementation
September 2022	Executive HT	September 2022	Headteachers
September 2024	Executive HT	September 2024	Headteachers
September 2026	Executive HT	September 2026	Headteachers
September 2028			

Recent revisions

Issue No.	Date	Revisions made
2	September 2022	Updated to reflect recent research from EEF
3	September 2024	Updated to reflect Trust MUSTs Updated to reflect school additionality
4	September 2026	Updated to reflect inclusion renewed framework.

1. Aims

Teaching and learning lie at the very heart of everything we do as a Trust. This policy applies to all primary Academies within the Trust. We have high expectations of our pupils and therefore also of the quality of teaching that our pupils receive.

We believe:

- Every child has the right to a high-quality education, no matter their starting points and/or educational and social needs.
- Every classroom should be one filled with learning, where pupils can build on their knowledge of topics in subjects and opportunities are provided to extend this learning outside of the classroom.
- Teaching is informed by a well-sequenced curriculum that enables pupils to build knowledge and skills cumulatively over time.
- Learning is a mutually celebrated experience, where pupils are given praise and rewards for exceptional performance and where they can also learn and build from their mistakes.

- Pupils should be sufficiently stretched and challenged in lessons to ensure that they fulfil their potential and can compete with the very best pupils both regionally and nationally.
- Pupils should be given opportunities to develop their independence and resilience so that they become confident learners who can draw on a wide range of skills and strategies to problem solve.
- Classroom environments should reflect our core teaching and learning ethos so that pupils receive the same learning experience across the breadth of the curriculum.
- The professional development of teaching staff and those who also support in the classroom is fundamental to delivering effective teaching.
- Classrooms should provide a language-rich environment that prioritises high-quality talk, reading and writing, enabling all pupils to develop strong literacy skills and close gaps in vocabulary and language development from their starting points.
- Numeracy, SMSC, STEM should be sufficiently developed and embedded across the curriculum, making appropriate connections to life in the real world in order for pupils to see the relevance to their learning and to prepare them for life after school.

2. Expectations

2.1 Planning

All teachers are expected to record brief planning notes for the classes they teach using the whole trust 'Sequence of Learning' template. Lessons should adapt the scheme of work that accompanies the topic to suit the needs and starting points of the learners in the class. A copy of primary Sequences of Learning can be found on PANDA.

Staff will also have up to date context sheets, seating plans and any SEND information available.

2.2 Feedback

Central to effective learning is high quality feedback and assessment that is coherently aligned to the intended curriculum. Feedback should be timely, proportionate and focused on moving learning forward. It should prioritise addressing misconceptions and improving pupils' understanding, without creating unnecessary workload.

Feedback should be provided at a frequency that ensures misconceptions do not go unchallenged and that the curriculum is enacted so that pupils learn more and know more.

Senior Leaders working with subject leaders/ managers from all primary schools across the Trust will personalise this policy to meet the needs of their subject specialism, such that we have consistent approaches across all primary schools within the Trust.

During the Lesson

Meaningful feedback delivered closest to the point of activity is very effective.

Teachers must make use of immediate feedback strategies within their lessons. The range of strategies utilised includes verbal feedback, modelling and exemplars, peer and self-assessment.

These should be common practice and the use of these strategies will be evident in the classroom.

Where appropriate, verbal feedback may be indicated in line with school systems.

Outside the Lesson

Staff are entitled to a work life balance and should use their professional judgement when marking.

The sole purpose of marking is to provide written feedback which enables pupils to improve their understanding and application of knowledge. Assessment and feedback that takes place outside of the lessons provides written comment on selected pieces of pupils' written, practical or digitally recorded work.

Teachers should mark work that will have a meaningful impact and support pupils in their learning. Marking should be purposeful and planned and includes assessments completed to inform progress judgements made by teachers.

Written feedback should be clear and succinct, and pupils should respond to feedback where required using editing pens at the beginning of the lesson that follows the provision of feedback. Attention should be paid to presentation, literacy errors and subject specific misconceptions.

Feedback outside of the lesson should be regular but not onerous.

Teacher Standards

Effective application of this policy through effective teaching will ensure teachers meet the relevant teacher standards. (Teachers' standards - GOV.UK (www.gov.uk))

2.3 High-Quality, Inclusive Teaching and Learning

We aim to ensure consistently high-quality teaching that secures strong progress for all pupils over time. As well as whole school CPD sessions to develop teaching practice, we have a very much 'open door' policy in classrooms where teachers are free to observe good practice as well as being coached by fellow professionals. All teachers and leaders who observe lessons are provided with full lesson observation training which includes triangulation of evidence meetings at the start of the year to ensure consistency. We also reflect on recent educational research disseminated by the Research School in order to ensure that we are maximising the most effective strategies in the classroom.

Great lessons will:

- Demonstrate excellent teacher subject knowledge.
- Be well planned, taking into account pupils' varying starting points and needs.
- Begin promptly with the teacher meeting the class, taking the register and ensuring a prompt start to the lesson.
- Explicitly connects prior learning to new content so that pupils build securely on what they already know.
- Have a pace that is well suited to the learning needs of the class yet offers the opportunity to stop and reflect on misunderstandings and misconceptions.
- Use targeted questioning to check understanding, deepen thinking and develop pupils' spoken language.
- Provide challenge for learners. The lesson will make use of scaffolding yet will remove this structured guidance and support at the right time to enable pupils to think for themselves and apply their learning.
- Use ongoing assessment to adapt teaching to suit the needs of all learners.
- Explicitly teach metacognitive strategies to help pupils plan, monitor and evaluate their learning.
- Provide pupils with opportunities to express their views and opinions in an environment that is safe, respectful and nurturing of their views.
- Ask thoughtful and challenging questions that probe and check understanding of the learning.

- Support pupils in their understanding and awareness of the world by embedding SMSC into learning.
- Promote and maintain high standards of behaviour so that all pupils can learn in a calm, purposeful environment.
- Offer pupils timely and effective feedback – both written and verbal.
- Use of self and peer assessment to develop learning conversations within lessons.
- Use homework to prepare pupils for future lessons or reinforce learning that has already taken place.

2.4 Assessment

Assessment is used to check understanding, inform teaching and support pupils to know more and remember more over time.

Pupil progress is achieved through rigorous assessment and a robust quality assurance schedule where teachers are supported and expected to reach the highest standards possible. This is achieved by:

Summative Assessment:

- Teachers should regularly assess pupils' progress and use data effectively to identify trends. By analysing this data, teachers can adapt their teaching and learning approaches to meet the specific needs of different cohorts, groups, and individual pupils.

Formative Assessment:

- Teachers can use effective questioning techniques to check for understanding and identify specific knowledge gaps or misconceptions. This can be done through whole-class discussions, individual questioning, or the use of mini-whiteboards to gauge student responses. Regular and targeted questioning throughout the lesson helps teachers assess what pupils have learned and adjust instruction accordingly.

Assessment trackers:

- Ongoing assessment trackers for reading, writing, and maths can be used to identify pupils' targets and inform the next steps in their learning. These trackers help teachers ensure a clear focus on individual progress.

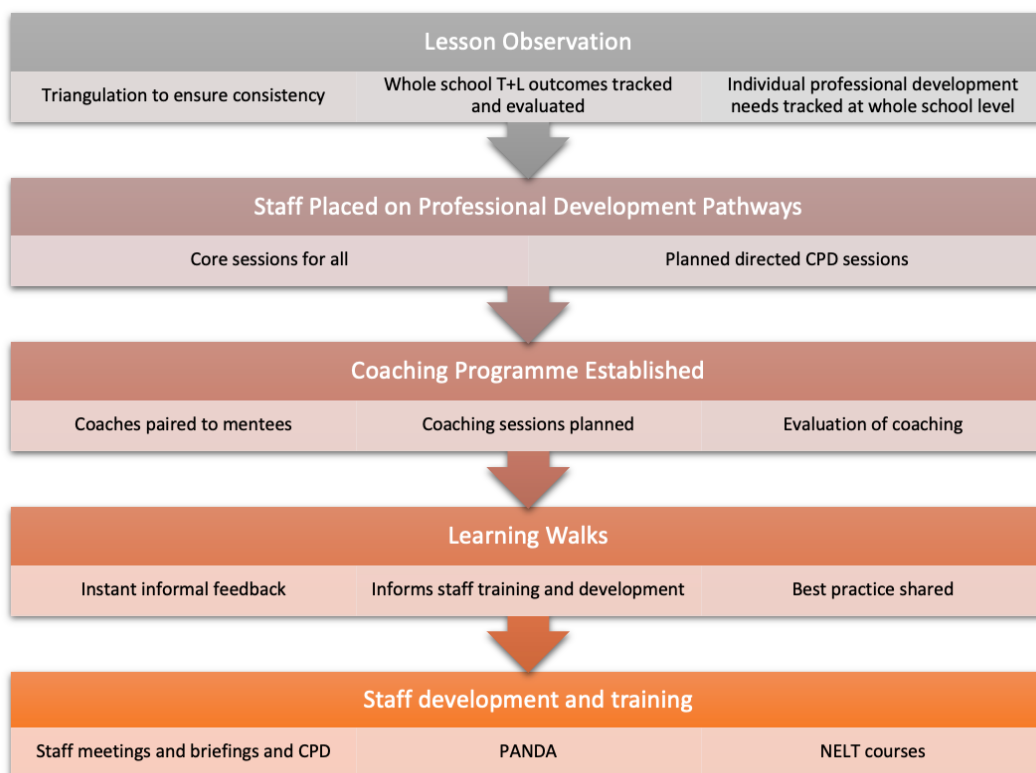
Pupil progress meetings:

- Termly meetings should be held to review pupil progress and engage in moderation challenges. These meetings provide opportunities for teachers to discuss student progress, share best practices, and ensure consistency in assessment and expectations across the school.
- Where a concern is raised about a pupil's progress or there are concerns regarding potential special educational needs and disabilities (SEND), the SENDCo will be informed.

2.5 Home Learning

We believe that successful completion of homework can have a considerable effect on the outcomes of learners over a sustained period of time. Home Learning will be discussed verbally, and instructions and deadlines should be clear. Pupils are expected to check daily to see what homework needs to be completed and handed in. Expectations for home learning are monitored and supported in line with the school's behaviour policy.

3. Teaching and Learning Model



4. Quality Assurance

We have a system in place to ensure that we retain high quality and consistency in our expectations across the curriculum. This is led by the Senior Leadership Team in each academy and is supported by the NELT Quality Assurance Team. Half-termly quality assurance checks allow us to identify specific whole school training needs and identify staff who may require additional support. Feedback is given promptly to all staff involved in the process and actions that require a follow up are taken when and where required. This information is also stored by Headteachers for future reference.

Marking, planning on PANDA and/or planners will be quality assured each half term. There may also be separate checks to ensure that pupils are being given sufficient homework and that homework is challenging, worthwhile and good quality.

We do also quality assure the work of vulnerable and at-risk groups such as Pupil Premium pupils and those with a special educational need. In both instances, we monitor the work and progress of vulnerable groups, including pupils eligible for pupil premium and those with SEND, to ensure equity of expectations and outcomes. Full details of the Quality Assurance schedule are available in each school.

5. Professional Development

During performance management meetings, staff will be provided with the opportunity to discuss their own professional development needs. This could involve development at a leadership level or developing an aspect of teaching practice. Staff will be placed on a professional development pathway that will suit their needs e.g. NELT Leadership programmes or NPQ's. These sessions will be delivered by outstanding professionals who are experts in their field.

Training and development are interwoven through CPD, meetings and briefings, emails and PANDA. The CPD we offer as a Trust is also informed by evidenced based practice led by the Research School (see section 7).

6. VLE: Panda/Teams



The development of the Staff and Pupils Panda has provided greater scope to transfer information to teachers and pupils alike. There is a dedicated section in Panda which

provides each year group with a handbook, sequences of learning, planning and teaching resources. All these resources are shared across the primaries.

Individual academies use Teams to share school specific documentation and assessment data.

7. Research School

In April 2017, The Academy at Shotton Hall was named as a 'Research School', one of only 23 across England. This appointment is the only such one in the region, making Shotton Hall and the trust a focal point for educational research in the North East. As a Trust, we use educational research to inform the decisions we make as a school and endeavour to ensure our staff professional development pathways are underpinned by evidence-based practice.