



Teaching & Learning Policy

Reviewed by Governors – Oct 2024

To be reviewed annually.

To be reviewed Oct 2025

Governor print _____

Governor signed _____

Date _____

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Statement of intent

Every child has the right to the best possible education. Joseph Turner Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

“Working together to inspire lifelong learners.”

“Eager to Learn, Proud to Achieve.”

“We aim to provide a welcoming, safe and caring environment where everyone feels confident and valued. Where everyone is able to, through support and high expectations, achieve and succeed.”

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback to Learning Policy
- Behaviour Policy
- Assessment Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Effectively implement Quality First Teaching pedagogical practice.
- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Learning environment

Joseph Turner will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will reflect and support the current learning in the classroom and will be geared towards aiding learning.

4. The curriculum

Joseph Turner follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

Joseph Turner will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

5. Quality First Teaching

At Joseph Turner we have developed classroom pedagogical practice that is expected from all teachers. These are based on research evidence:

In order to upskill our staff, high-quality CPD is needed to ensure all staff meet or exceed their career-stage expectations in teaching and learning. To achieve this, we have designed a CPD programme around Walkthrus, evidence-based pedagogy that is fundamental to effective teaching and learning. This will form the basis of our whole-school CPD model that seeks to improve the effectiveness of our teachers in the classroom. The Walkthrus programme is broken down into the following different areas and staff will be guided to explore their areas for personal development and embark upon trial implementations of Walkthrus within their classrooms. PDMs each term will focus upon an element of teaching and learning that has emerged as a need to develop through our monitoring cycle; meeting the needs of our staff.

Walkthrus					
Behaviour and Relationships	Curriculum Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval	Code B Teaching

Looking at Learning Snapshots Looking at learning snapshots are conducted by Curriculum leaders and other leaders within their areas of responsibility. The looking at learning snapshot consists of a five to ten-minute snapshot of a lesson, in which the leader conducting the snapshot will make a judgement on the quality of the following key performance indicators within the lesson:

1. Challenge
2. Depth of Learning
3. Engagement
4. Questioning
5. Feedback
6. Relationships
7. Quality of work
8. Environment

Each of the 8 Key Features, is rated as:

- 0- Not of the standard required at JT – potential need for elevated levels of support dependent on career stage and colleagues own desire to reflect and improve
- 1- Achieves the “Minimum Standard” – T and L support will develop this area in conjunction with the colleagues own desire to reflect and improve
- 2- “The JT Way” - the standard in which we strive for in all classrooms

The judgements are entered into a centralised T and L form, which generates real-time data for all leaders to access. The data can be analysed and cross-referenced against the career stage expectations. This method is designed to focus on learning trends. It provides data at whole school level, curriculum area level and individual level so that the line manager can implement any actions as a result of the data.

Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. School has long term overviews which ensure coverage of the national curriculum, medium term planning which identifies in more detail the specifics of individual learning journeys and individual lesson plans are prepared as teaching presentations.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time. PPA time is flexible to support the wellbeing of staff. Teachers can take a day every two weeks can be taken at home, or weekly afternoon PPA.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.
- Show previous learning and new learning.
- Highlight when cold calling is used.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

6. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

7. Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed termly to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

8. Assessment and feedback to learning

Teachers will mark pupils' work and provide feedback in line with the school's Feedback to Learning Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

9. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Informal parental conversations
- Parents' meetings
- Annual reports

10. Behaviour and attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons

- Commendation stickers
- Calling the pupil's parents praising the pupil
- A terrific text sent home praising the pupil
- Sending a postcard home praising the pupil
- Class marbles in a jar reward
- Inviting the pupil to see the headteacher
- Achievement assemblies
- Housepoints towards the school reward scheme

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

11. Monitoring and reporting

This policy will be reviewed annually by the headteacher and governing board.

The next scheduled review date for this policy is Oct 2025.