



St Leonard's

C of E Primary School

Teaching and Learning Policy

This policy was written in:	July 2025
To be reviewed:	July 2028
By:	Kay Proctor & Sally Walsh

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

At St Leonard's CE Primary School, our aim is to enable our pupils to be resilient, resourceful, responsible, independent learners who have the confidence, skills and attitudes to be successful life-long learners. We aim to promote a learning culture that instils a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed. Through this policy, we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

This policy is based on the work of cognitive science and understanding how children learn. With this in mind, we adopt certain practices in our lessons supported by specific resources that are designed to embed new knowledge in the long-term memory. These practices are outlined below.

Our learning environment

At St Leonard's, we build a culture for learning where positive relationships are developed, children feel safe to take on challenges and take risks in learning and mistakes and difficulties are promoted. Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are supported to reach their emotional and academic potential. We recognise the importance of building positive self-esteem in children and support children in their learning journey. Teachers have high aspirations for themselves and the children they teach. Teachers promote active engagement not just compliance. All members of our school family have positive attitudes and are dedicated to supporting the children in our care. Consistency in expectations, routines and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and promoted. We respect difference and encourage children to learn from and thrive within our diverse world.

Our physical environment

There are many positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet area where necessary
- Arranging tables and chairs so that all children are facing the front of the classroom which is less distracting and ensures children can focus affectively
- Creating a focussed environment which stimulates interest in the unit of work e.g. wall/door display
- Making sure the equipment is labelled and accessible to promote independent learning
- Using music to 'set the scene' where necessary
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner/ class library

Working walls

Working walls are used to support and reinforce learning. They should aid recall, stimulate further thinking, give new information, make connections and motivate children towards further learning. The children are taught how to use the working walls effectively and independently. All working walls are neutral in colour and should be kept as simple and clutter free as possible.

Each class should have:

- An English working wall with their current unit and success criteria displayed.
- A maths working wall to promote conceptual understanding around number, basic facts, previous learning should also be displayed.
- Numbers for children to access (EYFS/KS1).
- Alphabet for to access (EYFS/KS1) in the school's chosen handwriting script.
- Subject displays that are innovative and include key vocabulary with definitions, key questions that the children are working towards and key facts/information that will support the children's learning.

In addition to working walls classrooms should also have:

- The school vision and Christian values
- The three school rules
- A recognition board
- Growth mindset quotes
- Visual timetable on display at all times during the day using symbols where appropriate
- Displays that reflect the make-up of the population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability
- Proud work walls showing well-presented displays of high quality children's work that reflects their achievements
- Inspirational quotes from inspirational people

Corridor displays

We use corridor displays to celebrate the children's learning and promote different aspects of school life. These are changed throughout the year. Displays include work around our school vision, our Christian values, celebrating our love of reading and much more!

Our culture for learning

At St Leonard's, we prioritise knowing, understanding and building relationships with our children. (See behaviour policy)

'Understanding children improves their self-esteem which leads to increased self-confidence and as a result they feel emotionally engaged.'

(The little book of big stuff about the brain, Andrew Curran)

Children need to feel supported, safe and confident in order to learn effectively. This is based on self-esteem (how you value and perceive yourself and how you believe others see you) and self-efficacy (your belief in your ability to succeed in certain situations, your sense of confidence which influences your thoughts and actions enabling you to make decisions). Albert Bandura

At St Leonard's, we ensure children have the confidence to make decisions about their learning. We do this in a variety of ways:

Promoting a growth mindset

This is the belief that intelligence is not fixed and can be worked upon and grown. In comparison to a fixed mindset, which believes that you are born with a certain level of intelligence and this is fixed for life. At St Leonard's, we use phrases such as:

I can't do it...yet!

FAIL – First Attempt In Learning

What can I do better?

This is making my brain grow!

Mistakes are proof that I am learning.

Our aim is for these quotes to be embedded in the language of learning and for children to have a growth mindset which enables them to flourish, want to learn, rise to challenges, take risks, be resilient, value hard work and effort, accept advice and feedback and ultimately reach higher levels of achievement.

To create a growth mindset children need:

- Teachers who care
- An understanding of brain plasticity (I can grow my brain)
- Mixed ability groups
- Split screen approach in lessons
- Appreciation of mistakes
- No comparative rewards

These are all discussed in detail throughout this policy.

Behaviour for learning

At St Leonard's, we know that we must teach children *how* to behave in order to learn effectively. This is underpinned by our behaviour and relationships policy. We model what we expect the children to do, we explain, teach and re-teach our expectations. This helps children to understand what is expected of them and enables more effective and efficient learning to take place.

We use what is known as a 'split screen approach' (Guy Claxton) where we prioritise teaching learning behaviours as much as subject content. If a child does not know *how* to learn, then they will not be able to learn any subject matter. We teach children to persevere, to be resilient, co-operative, enquiring, curious and independent learners. These skills are vital for successful life-long learning.

Extrinsic and intrinsic motivation

'There is so much evidence that extrinsic rewards have a marked negative effect on long term learning, investment and love of learning. So, we argue nothing wrong with praise but separate it from feedback about the task.'

John Hattie

Extrinsic motivation comes from rewards, punishments, stickers, points, prizes. They are compliance based and come from external sources.

Intrinsic motivation comes from purpose, mastery, autonomy, curiosity, enjoyment – these qualities come from within and are purpose based. At St Leonard's, we want our children to love learning and be motivated to learn through enjoyment not because they are going to get a prize or a sticker for it because at some stage those rewards are removed and you have to do it because it is important or the right thing to do.

What are we teaching children if we reward them for what we expect?

For example - By giving children a sticker or a star for reading, we are teaching children that reading is hard or boring. If we promote a love of reading and immerse the children in it so that they enjoy reading, they do not and will not need a reward for doing so.

At St Leonard's, this is what we are striving for - children that love to learn because it is rewarding in itself. We want children to continue their love of learning, long after they have left St Leonard's.

Understanding how children learn

At St Leonard's, we are committed to understanding how children learn and regularly adapt our teaching practices to ensure we provide our children with the highest quality teaching.

We use John Sweller's Cognitive Load Theory to ensure that our lessons are effective and to ensure children make progress. 'Cognitive load theory is about optimising the load on students' working memories to help them maximise their learning.' In our lessons, we ensure that information is presented in small 'chunks' enabling children to process the information, then apply it. We only share key information; any unnecessary information is not shared with the children.

Progress means knowing more and remembering more. The more children can store in their long-term memory the more space they have to process information in your short-term working memory.

We also make use of other strategies proven to support learning such as:

- **Spaced learning** – after a period of time has passed - planned recaps, revisiting prior learning, making links to other subjects.
- **Interleaving** –changing the subject content requiring children to link make to previous units of work
- **Retrieval** – Low stakes quizzing, multiple choice quizzes, this is more effective than re-reading or highlighting notes
- **Elaboration** – Asking the children 'how' or 'why' to deepen their understanding, compare and contrast, looking for similarities/differences and discussing in more detail
- **Dual coding** – Using texts and images together to support learning
- **Concrete examples** – Use practical resources, more than one type

Dual coding

Dual coding is used as a teaching tool to help children to commit learning to long term memory by organising their learning and attaching an image to knowledge alongside the verbal/written dialogue. As a school, we believe that practical and visual learning is powerful and how we graphically organise information for our children so as not to 'clutter' their learning is very important.

Rosenshine's Principles of Instruction

We base our lessons on Rosenshine's Principles of Instruction, we are based on research on how the brain acquires and uses new information. There are 10 principles:

1. Daily review
2. New material in small steps
3. Ask questions.
4. Provide models
5. Guide student practice
6. Check students understanding
7. Obtain high success rate
8. Scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

EEF 'Five a day approach'

We also use the EEF's 'Five a day' approach' which we integrate into our everyday teaching.

These practices aim to improve outcomes for all children including those who may have additional learning needs.



Metacognition and self-regulated learners

At St Leonard's we want all children to be self-regulated learners. To be a self-regulated learner children have to apply metacognition and self-regulation to learning.

Self-regulated learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task related strategies. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. (Zimmerman – Becoming a self-regulated learner)

Cognition - Knowing, understanding and learning skills such as memorisation techniques or subject specific strategies.

Metacognition – Monitoring and controlling thought process/learning strategies to monitor and control cognition. Being able to select cognitive strategies to support learning. Children are able to plan, monitor and evaluate their learning.

'Being able to monitor, direct and review ones learning. Effective metacognitive strategies get learners to think about their own learning more explicitly, teaching them how to set goals and monitor and evaluate their own academic progress.'

In 'expert' learners, these processes are unconscious and automatic. For 'novice' learners, it is valuable to make this process explicit.

Self-regulation - Monitoring and controlling emotions and behaviours. Identifying own strengths and weaknesses.

Motivation – The willingness to engage in cognitive and metacognitive skills and convince oneself to engage in a challenging task.

EEF Metacognition & Self-Regulated Learning guidance report

Formative assessment (Responsive/adaptive teaching)

Formative assessment is teachers responding to the needs of the children. Teachers receive feedback from pupils and act upon it to ensure children of all abilities make progress in a lesson. It is the day to day use of informal assessments to explore pupils' understanding so that the teacher can decide how best to help and support children to develop their understanding.

Dylan Wiliam's five key strategies:

1. Clarifying, understanding and sharing the learning objective
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Provide effective feedback that moves learning forward.
4. Activate children as a learning resources for one another
5. Activate children as owners of their own learning (metacognition)

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for children the lesson should be adapted or retaught differently.

Use of effective feedback

Feedback exists in many forms (e.g. teacher marking of books, whole class marking sheets, verbal feedback, peer and self-assessment, use of class visualisers), but what matters is what children do with it. Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for deliberate improvement and reflection time to cultivate an environment of editing and improving work.

Learning objectives and Success criteria

The LO is the starting point for a teacher's planning. It is the intended knowledge or skill to be learnt in a lesson. It can then be broken down into co-constructed success criteria. Using good and not so good examples can help children to visualise the LO. Feedback and effective questioning through mid-lesson learning stops should be focussed on the LO. The children need to know what they are learning, why they are learning it and how to be successful. Children cannot be successful if they don't know the end goal. The can be shortened into a title in children's books.

Suggested order for teachers to plan in to keep the lesson learning focussed:

LO & SC → Overall outcome of the lesson → Learning activities → Lesson input

LOs can be knowledge, skills or attitude based. They must focus on learning not the task. Teachers should use higher order verbs when creating LOs not always 'To know.'

Closed LOs

To be able to add 2 digit numbers.

To multiply using repeated addition.

These LOs have process success criteria to follow and if followed correctly the LO will be met. These can be supplemented for children who may require further support. The process should be modelled and the success criteria co-constructed with the children to make the learning meaningful and so that the children can use it in their independent work to help them to be successful. This success criteria should also be kept and used when recapping prior learning. It is more useful as the children remember constructing it together.

Open LOs

To know the causes of WW1.

To write with suspense.

These will have a 'toolkit' or set of 'tools' success criteria or allow the children to choose a method/technique to use. They develop a 'nose for quality.'

Impact of co-constructed success criteria

- Helps to clarify the teaching
- Children become independent learners
- Children have more ownership over the learning and assessment
- Children can decide criteria for which help is needed
- There is evidence that there is higher achievement when people have seen good examples and can then generate the criteria from that
- Higher achievers can more effectively support peers
- Supports feedback and improvement
- Success criteria can reduce cognitive load if made visible

Teaching and learning strategies

Talk partners

'By giving our students practice in talking with others, we give them frames for thinking on their own.'

Lev Vygotsky

At St Leonard's, our talk partners are randomly chosen and changed frequently. This enables the children to work effectively with a range of different partners. Some will challenge their thinking, some will need their support, this is all part of the learning process. Throughout the year, the expectations of being a good partner are taught and reinforced. Together the children agree on expectations such as eye contact, taking turns and use of good manners. We have also developed strategies such A-B-C which teaches the children to agree, build on or challenge their peers in a co-operative learning environment.

The teacher will ask focussed questions and rather than a 'hands up' approach, children will talk to their partner, discuss their answer and be ready to share with the class if chosen. The teacher will then use a lollypop stick to choose a child at random who should then be ready to feedback to the class. This strategy encourages all children to engage in the lesson. Any member of the class may be chosen, not just those with their 'hands up' therefore all children are expected to engage in the discussion, support their partner and be prepared to share their answer.

Mixed attainment pairings

Research has found that grouping children based on their academic ability can have some benefits for the most able children. However, there appears to be less benefit for lower attaining pupils. (EEF) At St Leonard's, children's self-esteem and self-efficacy is of great importance. Therefore, it is vital that we take into consideration how grouping children based on ability makes all children feel. We believe that sitting children in mixed ability pairings is a more inclusive and supportive approach which raises expectations for all children and ensures that no ceiling is placed on any child's learning. Adapting teaching in a responsive way to meet the needs of all pupils is our priority and ensures that all children make progress from their starting points.

Children move seats each week and work with a new partner. This is done at random. The children have to learn to work with friends or people who they may not have worked with before. We believe that teaching children to work with lots of different partners is a good life skill and it helps their social skills and builds new relationships. Adaptations are made for children with SEND needs. We endeavour not to move the children based on friendship issues and instead support the children through this. Friendships are resolved much quicker this way. It is at the Headteacher's discretion if a child is to be moved for friendship related reasons.

Adaptive teaching

Adaptations take place throughout lessons and are based on each individual child's needs. The teacher adapts their teaching, questioning and provides suitable tasks which enable all children to make progress. This can be in terms of coloured paper to work on, larger texts, additional scaffolds, word banks, additional adult support or further challenges for the children who have met the LO.

Visualisers

At St Leonard's, visualisers are a key feature in our lessons. We use them to show:

- Examples of good work or WAGOLLS to help children understand what is expected of them.
- Examples of work with errors in for children to identify marvellous mistakes and to help improve.
- Examples of children's work of all abilities to celebrate learning.
- Mid lesson learning stops to address misconceptions and show examples of work that show what is expected or ways to improve.

Marvellous mistakes

At St Leonard's, children are taught to take risks and learn through their mistakes. We use the phrase 'Mistakes a proof that you are trying.' All mistakes are celebrated as we know that making mistakes helps us to learn and make progress. We share both children's and adult's mistakes under the visualiser and thank each other for helping us learn. This is linked to developing the children's growth mindset. Teaching them that it is ok to make a mistake, it is how we fix it and move on that is important.

Desirable difficulties

At St Leonard's, we have introduced desirable difficulties. School is a place where children are taught knowledge and skills that they would not naturally learn. This in itself makes learning challenging. We want our children to persevere when learning is tricky and provide them with strategies to support them in this process.

We teach children what to do when they are 'stuck'. The learning pit was developed by James Nottingham and we use this to explain to the children the different strategies they have to help themselves when they find something challenging.

Assessing and activating prior knowledge – retrieval practice

At the start of every lesson, teachers carefully plan a retrieval activity which re-activates what has been previously taught from their long-term memory. It is critical that teachers know what children already do or do not know. Teachers should act on the feedback given from the children at this



stage. It should be low stakes and used in a spaced manner. When used at start of lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support teachers’ understanding of the children’s prior learning. These activities/quizzes are thoroughly planned for. They can also be used to anticipate misconceptions so teachers can identify these address them in the teaching sequence.

Retrieval example – Start the lesson with 3 questions.






Goldfish – A question from the last lesson

Dog – A question from last week – anything from current unit

Elephant – A question from last term – linked to a previous unit of work

Other retrieval activities we use include:

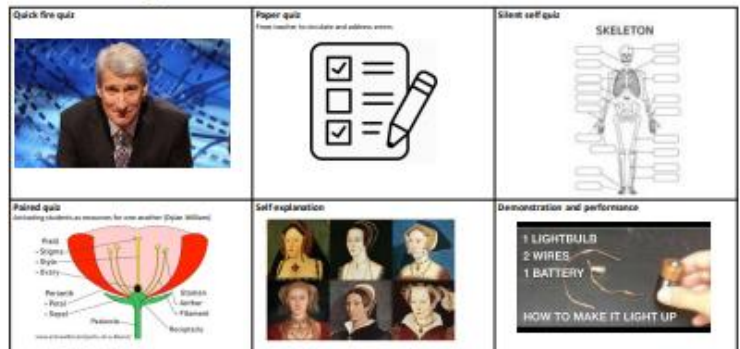
- Quick fire quiz
- Multiple choice quiz
- Paper quiz
- Silent self quiz
- Paired Quiz
- Self explanation
- Demonstrate using resources
- Performance
- Elaborative interrogation
- Tell the story
- Summarising
- Map and compare
- Flash cards
- Write/sketch from memory
- True or false
- Odd one out
- What went wrong?

<p>Elaborative interrogation</p> <p>Why does this happen? How does it work? Why does it work? Why did she say that? Why do you use that structure? Why is that the most important reason? How do you know?</p>	<p>Tell the story</p> 	<p>Summarising</p> 
<p>Map and compare</p> 	<p>Flash cards</p> 	<p>Write/sketch from memory</p> 

- Agree/disagree with a statement and explain why
- Put in order
- Write a definition for...
- Write a question for...

Types of questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children are always given thinking time and a range of strategies are used to facilitate a 'no hands up' approach such: talk partners, think-pair-share, wave, mini whiteboards, ABC, Pose, pause, pounce, bounce, etc. We teach children how to raise their own questions and support each other in asking and answering questions effectively. Staff have been trained by a Teaching and Learning consultant in this area.



Brain breaks, mindfulness moments and calm spaces

Brain breaks, mindfulness moments and calm spaces can be used before, during or after formal learning as a means to ensure children are ready and actively engaged in their learning. Teachers can either plan for or use brain breaks and mindfulness moments whenever they feel their class requires one. These help children remain calm and they are beneficial in supporting children's mental well-being. We encourage children to take brain breaks independently if they need one.

Children are taught how to use the calm spaces in their classrooms. If a child is stressed, angry or anxious they can use the calm space to reset and return to learning as soon as possible.

Oracy at St Leonard's

According to The Communication Trust (2015); 'Communication skills are at the heart of social interaction, participation, building relationships, making friends, and making sense of the human world around you.' At St Leonard's, we explicitly teach oracy strategies to all children. It is proven to have significant benefits to a child's future life chances. We embed oracy strategies throughout our curriculum and plan in discussion activities, sentence stems and a variety of talk opportunities. All staff set high expectation for oracy and all staff model ambitious and challenges norms for talk, ensuring that the children understand the expectations for talk in their classrooms. We develop a set of discussion guidelines to support this.

Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations

The teacher supports all children to participate in, and benefit from, oracy in the classroom by valuing every voice. The teacher listens meaningfully to children, encouraging them to develop their ideas further, and creates a culture in which children do the same.

The teachers have a strong understanding of what constitutes good oracy in different contexts and is intentional in their teaching of oracy. They are deliberate and strategic in their planning for oracy teaching, and tactically exploit opportunities to ensure their children's skills develop over time.

The teacher considers how oracy can deepen and enhance children's knowledge and understanding within a given subject, domain or context. As a result, children are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk.

The teacher evaluates their students' progress in oracy and uses this to inform their teaching. Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.

Structure of lessons

Each lesson at St Leonard's follows the same process. This has multiple benefits. Children know what to expect from each lesson. This reduces their cognitive load and makes them feel safe. The learning objective and success criteria are shared with the children at a time when the teacher feels it would be most appropriate.

All lessons follow this overarching process:

1. Recap of prior learning
2. A problem, hook or question is shared to engage the children in today's lesson.
3. Children are given the chance to explore/discuss the problem/question. Teacher/TA listens to children's ideas and identifies any misconceptions.
4. Feedback is taken – methods/ideas/solutions shared.
5. Teacher gives explicit instruction for the lesson. Models what is expected using WAGOLs or sharing success criteria.
6. Guided practice – children have a go either with a partner or independently. Teacher/TA facilitates and identifies misconceptions. Use of marking and feedback sheet here for notes.
7. Mid lesson learning stop if required- stop the class to re-teach or extend learning. Make use of visualiser. Share ideas and address misconceptions.
8. Independent activity – for those children who are ready. Some children may be taken in a small group here if found the guided practice stage challenging. This is where the teacher is managing and meeting the needs of all learners. Each child should be making progress at their level here. Use of success criteria, working walls, concrete resources, scaffolds, word banks etc should all be used at this stage.
9. Challenges should be provided for those children who have mastered the lesson.

At the end of the lesson, teachers reflect on the learning that has taken place. They review, amend and adapt future planning.

Teaching Assistants

Each class has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning objectives and activities are clear. TAs work closely with all children to meet their needs, support their learning and develop their independence skills.

Regular CPD and training is provided for all of our TAs. TAs receive the same training and CPD as teachers and regularly use EEF guidance to enhance our practice and pedagogy.

CPD

All staff at St Leonard's engage in high quality researched based CPD and are open minded, reflective and proactive in continually trying to improve their teaching practice. Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and children. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD takes many forms including:

Attending courses and subject leader networks

Being members of subject associations

Independent reading and research to keep up to date with latest evidence based research

Sharing good practice with each other and colleagues from other school

Part of LCC formative assessment project

Trips and visitors

We use trips and visitors to enhance our curriculum and stimulate learning. Teachers plan a minimum of two visits and one visitor per year with a range of other experiences provided throughout the year.

Responsibilities

Teaching and learning at St Leonard's is a shared responsibility, and everyone in our school has an important role to play.

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on children's progress through reports on progress and yearly parent/carer consultation evenings.

Support staff will:

- Know children well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject leaders will:

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for children to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior leaders 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 children to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across 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 work at all levels
- Address underachievement and intervene promptly

Children will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Be ready to learn
- Be curious, ambitious, engaged and confident learners
- Set their own goals and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers will:

- Value learning and 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

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 children's progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Monitoring and evaluation

SLT will monitor teaching and learning across the school:

- To make sure that all our children make the best possible progress from their starting points
- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of all children
- To evaluate the performance of teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks

- Book scrutinies
- Gathering information from pupil voice interviews
- Gathering information from teacher questionnaires

This policy will be reviewed annually.