

# DUNNINGTON CE PRIMARY SCHOOL



## TEACHING AND LEARNING POLICY

<b>Date of Policy:</b>	June 2026
<b>Date of Review:</b>	June 2029
<b>Member(s) of staff responsible:</b>	Clare Thompson
<b>Governor(s) responsible:</b>	FGB

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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 raise standards of achievement for all pupils in our school
- › Involve pupils, parents/carers and the wider school community in pupils' learning and development

### 2. Our guiding principles

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.

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 via newsletters, the school website, letters home, open afternoons and class meetings and clearly communicating the purpose of any home learning
- › Update parents/carers on pupils' progress at least termly and produce an annual written report on their child's progress. If there are any concerns about a child's progress these updates will be more frequent.
- › Meet the expectations set out in our curriculum policy, behaviour regulation policy, marking and feedback policy, special educational needs and disability report, accessibility plan and SMSC policy.

#### 3.2 Teachers and Support Staff

Teachers and support staff at our school will:

- › Know pupils well and adapt 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 strategies 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 our curriculum policy, behaviour regulation policy, marking and feedback policy, special educational needs and disability report, accessibility plan and SMSC 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 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 pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- › Moderate progress across their subject 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
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in our curriculum policy, special educational needs and disability report, accessibility plan and SMSC policy.

### 3.4 Senior leaders

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 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 professional learning 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 curriculum policy, behaviour regulation policy, marking and feedback policy, special educational needs and disability report, accessibility plan and SMSC policy.

### 3.5 Pupils

Pupils 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
- › Be ready to learn, with any necessary equipment for the lesson
- › Live out our school values of RESPECT.
- › 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 our behaviour regulation 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**

We deliver an ambitious and aspirational curriculum which educates our pupils intellectually, socially, morally, physically, culturally and spiritually within an environment firmly based on Christian Principles.

Our curriculum provides enjoyable and stimulating learning experiences which are memorable, develop a love of learning and extend children's achievements, subject knowledge, vocabulary and skills.

The curriculum implements the breadth of content of the National Curriculum 2014 and is coherently planned and sequenced to support the acquisition of both substantive and disciplinary knowledge and skills, progressing and making links as pupils move up the school.

The school follows the SACRE locally agreed syllabus for RE supplemented with units of work from Understanding Christianity and the Jigsaw Curriculum for PSHE and Relationships and Sex Education, ensuring breadth, cultural awareness and ambition for all.

During lessons across the curriculum, and also in Collective Worship, the school explores a range of Christian values and aspects of personal, social and health education (PSHE) to enhance personal development and to ensure the curriculum being delivered is bespoke and relevant to the children of Dunnington.

The fundamental human values of democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs are also integrated into our curriculum.

Teaching is done in discrete subjects to ensure subject specific vigour.

The curriculum is also influenced by local, national and international events as they occur and if they are of particular relevance to the school and its community.

It meets the varying needs of all of the children in our school and nurtures every child, ensuring they are all able to experience a true sense of belonging and flourish within our school. High expectations are set for all pupils and plans are carefully adapted to meet the needs of all groups including more able pupils, pupils with low prior attainment, pupils with SEND, pupils with EAL, disadvantaged pupils and other vulnerable pupils.

In the Early Years, we create a joyful, language-rich environment where every child is known, valued, inspired to explore the world around them and able to flourish. Our aim is to nurture curious, confident and resilient learners who develop a deep love of learning from the start of their school journey.

We believe language unlocks learning; we create a rich world of talk, stories and vocabulary. Books sit at the heart of our curriculum, building knowledge, sparking imagination and opening doors to new ideas and experiences. Through a carefully planned, sequenced and ambitious curriculum - shaped by children's interests, community experiences and the wider world - we ensure the children in our reception class are able to meet the Early Learning Goals and secure the necessary foundational knowledge to prepare them for the Key Stage One Curriculum.

## 5. Learning environment

When pupils are at school, learning will take place in classrooms, the school playgrounds and fields, the school hall, the ICT suite, the library and sensory spaces.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Calm, language-rich classroom environment
- › Clearly labelled, comfortable and attractive zones such as book areas and sensory spaces
- › Working walls supporting children's learning in English and maths
- › Accessible resources for learning such as scaffolds and models, concrete resources and sensory tools
- › A flexible seating layout that allows everyone to see the board and participate
- › Neutral displays that celebrate and support pupils' learning without becoming visually overwhelming
- › Bespoke spaces supporting individual needs
- › Clear visuals supporting understanding and reducing cognitive load

## 6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and/or disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are most able

All learners access the full curriculum. Quality first teaching underpins all learning so that all children, including our most vulnerable, are supported effectively to make progress against their individual targets.

Teachers and teaching assistants use a range of teaching styles and approaches to ensure that all children are able to make progress and that individual needs are met.

During lessons, children have access to various types of support such as: additional support in class from a member of staff, adapted work tailored to their needs, appropriate scaffolds and prompts to support independence, working in a small group or intervention, preferably in class but sometimes out of class, access to specific resources such as a Chromebook, workstation or visual supports and access to sensory supports.

Please see our SEND Information Report and the Trust Special Educational Needs and Disability Policy for more information on how the needs of SEND learners are met.

## 7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Google Classroom or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## 8. Marking and feedback

We aim to have a consistent and effective approach to feedback. However, teaching staff use their professional judgement considering both the age and needs of the children. All children are entitled to regular and comprehensive feedback as an essential part of the assessment process. It is important to provide constructive feedback, focusing on success and areas for improvement against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

We use a variety of strategies to ensure that we provide the highest quality feedback for the children in our school ensuring it is regular across the curriculum and it motivates, leading to improvement.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment in the Autumn and Summer terms for KS2.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Please see our Assessment Policy for further information.

## 10. 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, subject leaders and Trust staff will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings
- › Gathering input from pupil, parent and staff voice
- › Planning scrutinies
- › Book looks

- › Peer review

## 11. Review

This policy will be reviewed at least every three years by the headteacher and SLT. At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Curriculum policy
- › Early Years Foundation Stage (EYFS) policy
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Assessment policy
- › Equality information and objectives

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