

Inmans Primary School

Teaching and Learning Policy

Date	Review Date	Approved by Governors
September 2026	September 2028	Pending

Introduction

At Inmans Primary School, we believe that learning should be a lifelong process and that we should foster a love of learning and thirst for knowledge in our pupils. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, going on to have a wealth of choices in education and lead rewarding lives as responsible citizens.

Inmans ethos is to Inspire, Promote and Support all pupils.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-esteem and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- A teaching and learning policy is essentially about the quality of interaction between the pupil and teacher

Learning Culture

- EYFS – characteristics of effective learning
- Feel safe – respect, value and support for each other as learners
- Take risks
- Accept that there will be 'I don't get it moments' – 'You don't get it yet'
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- "Can do" or "have a go" attitude

- Adults establish positive working relationships with all children in the class – quality adult interactions
- All adults model learning and expected behaviour for the children
- Children are treated fairly, with kindness, respect, encouragement, praise and rewards for all, especially for effort
- Clarify types of mistakes e.g. part of the learning process
- Cold calling and no hands up approach used at times or hands and build

What is Effective Learning? Building on the foundations laid in EYFS

- Is sustained/retained – lifelong, encouraging further learning, being able to retrieve prior learning and to help learners to remember in the long term the content that they have been taught
- Is learning which can be applied – is cross-curricular and ensures a transference of skills beyond the classroom
- Incorporates independent thinking, problem solving and develops resilience
- Uses a variety of methods – in response to a variety of stimuli
- Is enjoyable and provide pupils with the ability to extend own learning
- Motivates pupils to achieve their full potential
- Is relevant to the world and that of society as a whole
- Is learning which allows children to work cooperatively, in order to develop social skills
- Incorporates values, including 'British Values'
- Encourages pupils to ask 'What if?'
- Makes effective use of technology
- Develops a child's ability to express and explain
- Nurtures confidence
- Encourages creativity of thought and action
- Incorporates and values spoken language

Spoken language

Talk is the underlying key factor in the development of literacy.

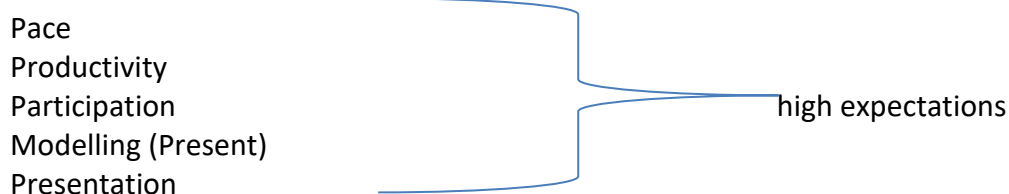
Speaking:

- makes pupils learn about the importance of pronunciation and intonation, and formal and informal use of language
- develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication
- develops key presentation skills, allowing for discussion on the use of voice, register and eye contact
- allows children to practise and discuss the non-verbal communication which takes place in oral interactions

- enables learners to develop their speaking skills – from single word responses and phrases to full sentences, with subordinate clauses, and finally to short paragraphs of text using connectives
- provides opportunities for children to create and sustain roles, script and perform plays and stories
- helps learners to use language, firstly in very specific contexts and then enables them to personalise the language and use it more freely in a creative way
- requires pupils to learn material off by heart as a natural part of the learning process. This ranges from single words to songs, chants and short dialogues and presentations
- enables pupils to appreciate the ‘power of language’. They can experience communication with native speakers and realise that their utterances are not only understood but that they have impact and effect change
- encourages children to experiment orally without the pressures of aiming for grammatical accuracy in the first instance
 - Ensure retrieval opportunities are built into every lesson

Effective Teaching and Learning

At Inmans Primary School whilst not limited to these non-negotiables, the following five elements are the top priority in every lesson and are intrinsic to all other parts of the process.



Pace - carefully considered input timings. Inform children of timings

Productivity – share high expectations and ensure that children reach them

Participation – children to work harder than teachers. Maximum involvement in each part of the lesson. Whole class engagement through cold calling. Retrieval techniques are used to recollect, recognise, relearn and recall

Present – Use modelling to inform and set expectations

Presentation – follow the school presentation policy in all subjects

A. Planning

Planning is a process, not a product. There is one purpose of planning - to enable high quality delivery, which meets the needs of all learners.

Planning should take account of prior learning and current assessment information to ensure that learning is appropriately scaffolded in order to consolidate, build upon and extend learning for all children.

Specifically, it should:

- Be clear and precise about the knowledge/skills to be learnt, not what the teacher wants them to do
- Ensure that all learning activities are designed to facilitate learning
- Make sure that pupils are purposeful from the very start of the lesson
- Be focused, cohesive and creative
- Include opportunities for child-initiated learning (Foundation Stage/Year 1)
- Include opportunities for children to solve problems and decide for themselves how to present/record their work
- Follow clear learning objectives which relate to the National Curriculum/ Development Matters / RE Syllabus and show progression
- Plan in retrieval of prior learning
- Plan in modelling to support learning
- Ensure that scaffolding (for individuals and groups) is planned over time to ensure a 'quality first' approach, which meets the needs of all pupils and maximises the use of any additional adult support
- Consider timings to ensure appropriate pace for the intended learning
- Demonstrate that staff have high expectations for pupils learning
- Include a range of questioning
 - Prioritise the importance of Health and Safety
 - Maximise cross curricular links where-ever possible
 - Show clear opportunities for assessment
 - Make effective use of appropriate resources, including ICT resources.

B. Effective Teaching

- Goes 'with the learning'; the flow of great progress is more important than following a lesson plan.
- Retrieval is used in the lesson to draw on prior learning and link to today's learning.
- Ensures that learning is embedded through incisive and systematic checking.
- The quality of pupils' and teachers' language (e.g. instructions and questioning) are significant determinants of progress.
- Sets clear learning objectives for the children, using planning effectively.
- Has high expectations/challenges children to think above and beyond.
- Uses cold calling to engage all pupils within the lesson.
- Makes effective use of appropriate resources, including IT.
- Included effectively modelling that supports pupils to make progress.
- Is being prepared and organised for the lessons.
- Varies delivery, showing an awareness of the different ways in which pupils learn.
- Creates a positive relationship with pupils which encourages and motivates them; this will ensure that the correct climate for learning is in place.
- Makes use of open and closed questioning, which is differentiated.
- Is aware of pace and transition.
- Should include explicit reference to learning outcomes and key words.
- Is sympathetic to individual needs.
- Makes use of assessment for learning – formative, summative and statutory.
- Means being reflective about own practice.

- Values children's contributions.
- All pupils should be working harder than the teacher.
- Means being professional in all aspects.
- Makes learning enjoyable and rewarding – plan activities to widen experiences, e.g. trips, utilising the local area and visitors.
- Makes marking purposeful (see section on Marking and separate Marking and Feedback Policy).
- Reinforce pupils' aspiration for success by offering challenge.
- Secure subject and pedagogical knowledge in order to inspire children and build on their understanding.

C. Classroom management

- Groups are flexible and children can be grouped according to need and ability.
- Operate a safe, organised environment – undertake risk assessments where necessary and identify Health & Safety on short term planning.
- Create an environment conducive to supporting learning.
- Make use of the rules/rewards and consequences – employ the school's behaviour guidelines (See Behaviour and Discipline Policy)
- Insist on high standards of behaviour
- Make use of resources to support learning
- Be consistent
- Promote self-sufficiency in learning, developing independence
- Enable children to show resilience by taking risks and working through barriers (peak to peak)

D. Learning Environment

To provide the most effective learning environment, we expect a high standard of classroom management. This expectation includes shared areas, dedicated rooms and curriculum stores. To ensure the effective use of resources, all staff should:

- Teach children to take good care of the fabric of the school, including all resources and equipment
- Provide appropriate, well labelled storage. Pupils are encouraged to access resources independently
- Teach children to look after and care for equipment and to put things away correctly
- Teach children about Health and Safety in handling equipment and resources, making use of the risk assessment process
- Teach children how to use materials properly
- Ensure that all resources are returned promptly to the shared areas
- To inform resource manager of low stock or broken resources
- Classrooms should be tidy, and should be word and number rich.

Displays might be used to:

- Celebrate success – Ta da moments

- Celebrate the progress of all pupils writing
- Display art work
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions and information
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

E. Marking

Marking is an important aspect of Teaching and Learning and has two purposes:

1. Pupils act on feedback in order to make progress over time.
2. Informs future planning and teaching.

Teachers must have a secure overview of the starting points, progress and context of all children. Marking is also an opportunity to recognise achievement. It should always be related to the lesson objectives, with the intention of moving children's learning forward. Further details can be found in our Marking Policy/Marking Code.

F. Monitoring, assessment, recording, reporting and accountability

- Undertake assessment which informs future planning (related to objectives and Success Criteria). These assessments should be recorded on the foundation subject spreadsheet
- Make use of formative, summative and statutory assessment to inform their future planning (including data analysis, where appropriate); information should be stored in the Class File and on the subject assessment records
- Make use of the available data to track pupil progress and set targets for improvement; consistently apply the school procedure in relation to target setting (see Assessment Policy).
- Use assessment to track groups of pupils who may be at risk of underachievement; contribute to discussions on this during termly Pupil Progress Meetings.
- Examples of recording include: Daily Record Keeping, Look, Listen Note sheets in EYFS, annual reports to parents, tracking NFER data, tracking all areas of learning in EYFS, Foundation Stage Profile, assessments noted on STP, verbal reporting – e.g. communication with parents.
- Ensuring smooth passage of records using transfer document (see Transition Policy).

Monitoring Teaching

All monitoring of teaching is to be done in a supportive way which reflects mutual professional respect, in line with the relevant policies. Further details can be found as part of the Appraisal Policy.

The aim is to support pupil progress across school by encouraging and sharing good practice, individual professional development and overall school improvement.

Teaching and learning will be monitored in these ways:

- Classroom observations and drop ins in accordance with Appraisal (see Appraisal Policy/Monitoring Policy)
- Classroom observation by mentors of ECTs
- Classroom observation and monitoring of work samples in line with the priorities identified in the SDP which includes Subject Leaders
- Any external monitoring, linked to SDP priorities
- Scrutiny of children's work (in books and files, and on display in school)
- Discussion with pupils
- Discussion with staff

Formal observations will be recorded on the school pro-forma and used for feedback to the teacher. A copy will be given to the Headteacher and observed member of staff.

Observations of lessons carried out by Subject Leaders will be according to a previously agreed focus of which the teacher being observed is aware.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- explaining to parents how they can support their children with work at home; specifically phonics (EYFS), reading and times tables
- holding parent workshops to explain the work covered and the strategies and methods taught to the children
- Monthly newsletters
- sending information to parents on weekly e mail which we outline learning areas and topics that the children will be covering
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate; including parent partnership events.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure their child has the best attendance record possible
- Ensure their child is equipped for school with the correct uniform and PE kit
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promote a positive attitude to school and learning in general
- Fulfil the requirements set out in the home/school agreement

Role of Pupils

- Participate fully in lessons
- Be ready to learn
- Strive for continual improvement
- Support each other
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their maths and reading skills across the curriculum
- Be enthusiastic, resilient and improve their work as a result of effective feedback
- Rise to challenges, working collaboratively and supportively
- Where pupils do not consistently meet the expectations for learning in school and at home, including regular home reading, appropriate additional support and intervention will be provided. Catch up will provide an opportunity to follow a 'keep up, not catch up' approach, giving pupils timely opportunities to practise, secure key knowledge and skills before gaps widen, and reflect upon feedback from adults.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff