

## Egginton Primary School

### Teaching and Learning

Date	Review Date	Leader	Nominated Governor
April 2024	April 2025	Headteacher	T & L

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2022)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- The Education Inspection Framework (Ofsted)

We believe that we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure that pupils know the learning objectives of all lessons and to know if they have achieved that objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use open-ended questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired learning opportunities.
- To formally and informally assess the attainment of our pupils.
- To use the outside environment as learning opportunities as much as possible.
- To use IT to support and develop learning.

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We believe that quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress. We believe that high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;
- aware of classroom and school rules and abide by them;
- talking confidently and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn.

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards. But we must ensure that we do not cut or reduce some tasks associated with marking, planning or tracking pupil progress that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **1. Aims**

- To maximise children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.

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- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To protect children from the risk of radicalisation and extremism.
- To reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **2. Role of the Governing Body**

The governing body has:

- appointed a member of staff to be the teaching and learning leader;
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

#### **3. Role of the Headteacher**

The headteacher will:

- ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
  - 'have good knowledge of the subject(s) and courses they teach;
  - have effective support for those teaching outside their main areas of expertise;
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
  - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
  - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
  - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
  - create an environment that allows the learner to focus on learning;
  - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
  - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

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- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year
- monitor teaching and learning across the school by:
  - lesson observations;
  - questioning pupils;
  - scrutiny of planning;
  - scrutiny of pupil books;
  - scrutiny of marking;
  - professional development meetings;
  - consulting parents;
  - ensuring pupils targets are challenging enough for all pupils;
  - analysing and comparison of pupil performance data with school and national data.
- reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- make effective use of relevant research and information to improve this policy;
- annually report to the governing body on the success and development of this policy.

### **4. Role of the Teaching and Learning Leader (Headteacher)**

The teaching and learning leader will:

- monitor the quality of teaching and learning in collaboration
- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- help reduce unproductive or unnecessary teacher workload associated with marking, planning or tracking pupil progress that does not contribute to the raising of pupil standards;
- work with all school personnel to ensure their professional needs are met;
- organise INSET for school personnel;
- create and be part of a network of schools or cluster of schools in order to share good practice;
- lead the development of key skills throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor planning and observe lessons;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- annually report to the governing body on the success and development of this policy.

### **5. Role of Subject Leaders**

Subject coordinators will:

- comply with all aspects of this policy;
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the headteacher;
- implement the school's equalities policy and schemes;

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- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **6. Role Class Teachers**

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated lessons which are interactive, engaging and of a good pace
- write plan lessons that have clear learning objectives, have activities that appeal to a range of learning styles, visual, aural and kinesthetic and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- use IT and interactive whiteboards as much as possible;
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child's progress;
- provide detailed annual report pupil reports;
- set regular homework for all pupils.

### **7. Role of Pupils**

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning.

### **8. Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending:
  - parent-teacher consultations;
  - class assemblies;
  - school concerts;
  - fundraising and social events.
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school code of conduct and guidance necessary to ensure smooth running of the school;

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### **9. Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School prospectus.
- School website.
- Staff handbook.
- Meetings with parents
- Annual report to parents.
- Headteacher reports to the governing body.
- Email.
- Written communications with home such as newsletters.

### **10. Training**

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
  - All aspects of this policy
  - The principles of good teaching
  - What constitutes good learning
  - Classroom learning environment
  - Differentiation
  - Marking
  - Homework
  - Analysing data
  - Equal opportunities
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

### **11. Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **12. Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### **13. Linked Policies**



- Curriculum
- Assessment
- Special Educational Needs and Disabilities
- Homework
- Remote Learning



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We believe that this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives

<b>Headteacher:</b>		J Cunningham	<b>Date:</b>	April 2024
<b>Chair of Governing Body:</b>		A Farrow	<b>Date:</b>	April 2024