



Teaching and Learning Policy

2024-2025

Approved by:	ESE Committee	Date:	30 th January 2025
Ratified by:	FGB	Date:	6 th February 2025
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***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'* 1 Corinthians 16:13-14**

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1. Aims of this policy

This policy aims to:

- Explain how we will create an environment 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.
- Promote high expectations and raise standards of achievement for all pupils.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development.

2. Intent

At Brimscombe C of E (VA) Primary School, we work together to create a safe, welcoming and happy environment rooted in Christian values. We provide rich opportunities and challenges for our pupils to learn. Kindness, respect, courage, friendship and responsibility are at the heart of what we do. We support all our children in becoming confident, skilled and optimistic young people. Teaching and learning pedagogy drives this intent.

Providing the right conditions for learning means that teachers will observe and learn, make selections from a wide range of strategies and lesson designs to help all children, regardless of background, needs or abilities, consciously attending to their learning goals.

We recognise that this does not happen without being intentionally inclusive. To be intentionally inclusive means to be equitable and consistent. To do this, teachers will identify the needs of all the children to build a robust teaching and learning provision: we call this universal provision. In addition, to ensure we are intentionally inclusive, teachers will then organise additional targeted support which will be used to enhance what is universally available. Our teaching and learning pedagogy has been deliberately designed to deliver this equitable approach.

3. Roles and responsibilities

3.1 Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#). In addition, following the vision and values of the school.
- Update parents/carers on pupil's progress 3 times a year and produce a more detailed written report at the end of each school year.

3.2 Support staff will:

- Support all children in order to meet their individual needs, guided by the class teacher.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback, where necessary, in line with school policy.
- Feedback observations of pupils and their learning to class teachers.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.

3.3 Subject leaders will:

- Drive improvement in their subjects, working with teachers to identify challenges and changes.
- Monitor and moderate progress across their subject by systematically reviewing progress against a range of evidence (book looks, lesson visits and pupil conversations) and reviewing data (insight).
- Manage resources within their subject to support high-quality teaching and learning.
- Share best practice and encourage continuing professional development (CPD) opportunities.

3.4 Headteacher will:

- Have a clear and ambitious vision informed by the SDP for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff to account for their teaching and learning through appraisals twice a year.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Input and monitor the impact of continuing professional development (CPD), in line with the SDP.
- Address underachievement and intervene promptly.

3.5 Parents/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 school to share relevant information promptly.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to learning at home.

3.6 Governors will:

- Monitor resources and funding to ensure they are allocated effectively to support the school approach to teaching and learning in line with the SDP.

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- Monitor the impact of teaching and learning strategies on pupils' progress and attainment in line with the SDP.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other policies promote high-quality teaching, and that they these are being implemented.
- Liaise with subject leaders in line with the school's development and improvement priorities.

4. Planning

4.1 The cognitive process

Underpinning our equitable approach and the choices teachers make is the cognitive process that constitutes learning. Our teaching team use this learning theory to enable their children to:

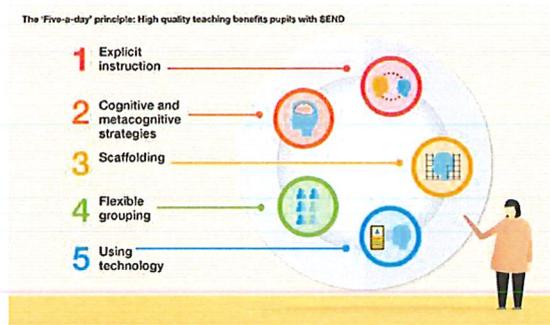
- Think about the learning.
- Engage and remain active in the learning process.
- Activate prior knowledge.
- Make new meanings based on what they have learned and remembered – this will take various forms.
- Build fluency through consolidation, rehearsal, and retrieval practice.
- Apply knowledge to new situations.
- Evaluate the success of the learning through checking and feedback.

Lessons will be planned to ensure good short, medium, and long-term progress. See our Early Years Foundation Stage policy for more details on our school's teaching and learning in the early years.

4.2 Responsive and adaptive teaching

To ensure the teaching and learning at Brimscombe C of E Primary School is intentionally inclusive, we are *responsive* and *adaptive* in our teaching. By responsive we mean staff will use feedback to respond to need. By adaptive, we mean that teachers will adapt learning to cater to the needs of all our children, including children with special educational needs and disabilities (SEND), children with English as an additional language (EAL), disadvantaged children and children that are the most able.

4.3 The Education Endowment Foundation's (EEF) 5-a-day



The strategies used by our teaching team are rooted in research-informed evidence into the very best strategies for children who are currently SEND or in receipt of pupil premium. **This research recognises that getting the provision right for these children means getting it right for everyone.**

4.4 Lesson design

At Brimscombe C of E Primary School, we recognise that effective lesson design is the structure that links the cognitive process to responsive and adaptive teaching. We define lesson design as the order and organisation of the learning with a focus around building resilient and independent learners.

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To ensure our lesson design is effective, we use Rosenshine's Principles of Instruction and small learning steps:

Engage – I do – We do – You do.

Teachers use the 'Engage - I do - We do – You do' structure to plan and deliver their lessons across the curriculum. In the Early Years, children will be introduced to this lesson design structure through explicit teaching in phonics and through movement from teacher input, to learning in a more practical and independent way through continuous provision.

4.5 Task Design

We understand that effective task design needs to provoke curiosity and motivate children to learn for themselves. Teachers use various activities to do this:

- Design tasks framing new material as a question or problem to answer.
- Use concrete or experiential resources and opportunities, such as using manipulatives in a maths lesson, historical artefacts, and educational visits to support and connect knowledge to the world.
- In the Early Years, teachers will incorporate learning tasks into the continuous provision. Children will interact with this provision and, as a result of carefully crafted task and provocations, secure knowledge, and skills through playing and exploring, active learning and creative and critical thinking.

5. Teaching and Learning Professional Development

At Brimscombe C of E Primary School, we know that what happens in the classroom makes the biggest difference. A relentless focus on the quality of teaching is important for all children, but vital for some. This means we are research-informed and invest in professional development opportunities to help teachers identify, learn, and improve the quality of teaching.

We ensure training around teaching is central to their yearly offer. These opportunities are then driven through the School Development Plan (SDP), our focus for SEND and the Pupil Premium strategy.

Teachers will explore ideas through gap tasks, lesson study and collaborative learning reflections.

6. Home Learning

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

All home learning will be made available on Seesaw.

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

7. Feedback and Marking

Feedback will clearly explain to children what they are doing well and what they need to do next to continue to improve their work. It will be given in line with our Feedback and Marking Policy.

8. Assessment, recording and reporting

We will track children's progress using a combination of formative and summative assessments. We will update parents/carers on their children's progress 3 times a year and produce a more detailed written report at the end of each school year. We will also hold parents' evenings twice a year where further conversations about teaching, learning and progress can be had.

9. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our children make the best possible progress from their starting points. School leaders will monitor and evaluate the impact of teaching on children's learning through:

- Analysis of data and assessments
- Meeting with the headteacher to discuss priorities arising from data and assessments

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- Learning 'Book Look'
- Lesson visits (15 mins. max)
- Pupil conversations
- Meeting with link governors

10. Links with other policies

- Behaviour Policy
- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy
- Feedback and Marking Policy
- Assessment Policy

Signed: N Brown (Headteacher)

Dated: 6-2-25

Signed: [Signature] (Chair of Governors)

Dated: 6-2-25