‘Learning Together, Growing Together,
Succeeding Together.’

Teaching and Learning Policy

September 2025

Micklehurst All Saints CE Primary School Aims:

- To help children develop a sense of respect for themselves and others
- To ensure a secure, caring and supportive environment
- To provide an atmosphere of trust co-operation and understanding between home, school and the community
- For all children to be happy, enquiring and motivated learners
- To inspire a love for learning
- To develop Christian values
- To nurture self-respect and respect for others
- To celebrate achievement

Our Vision Statement

Our roots are firmly anchored in Christian values to enable children to grow and blossom.

Micklehurst All Saints is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Our Vision

Our teaching will inspire, allowing learners to thrive and make exceptionally good progress. It will be stimulating, creative and challenging, equipping learners with motivation, enquiry and the skills needed to develop further.

The learning opportunities we provide take each learner to the next step and aim to challenge prior learning. They inspire the learner to question what is known, to evaluate their learning and to establish new goals.

Our teaching and learning has a clear context. Pupils have a real understanding of *why* they are learning, the learning that really *matters* to them and have ownership of *what* they are learning.

We ensure that the skills, gifts and talents of each of us are recognised, exploited and celebrated in order that we might all learn from each other.

Aims and Objectives

As a school, we believe that children learn best when the following conditions are met:

- Planning for teaching and learning is cross- curricular and takes account of the school's context and pupil interest in order to ensure pupil engagement.
- Assessment informs planning, teaching and learning and personalised targets are set.
- Teaching takes account of differing needs and scaffolding is explicit in planning.
- Where appropriate, relevant interventions are implemented to diminish the difference in learning outcomes.
- Children work in a safe and secure environment where they are willing to take risks.
- The environment is bright and cheerful and supports learning.
- ICT is integral to curriculum delivery.
- Teaching and learning is interactive and takes into account a range of learning styles, enabling all children to participate and become independent learners.
- Pupils are well informed about what they are learning, understand what constitutes success and have a key role in evaluating their work.
- Questioning supports enquiry and challenges thinking and problem solving is key to learning wherever possible.

1 Planning and Assessment

1.1 Planning for Teaching and Learning

The following key principles will be evident within teachers' planning:

- Teachers will produce long, medium and short term planning using the agreed school planning format.
- Planning will be objective led and will outline success criteria and learning outcomes in the form of a WALT (We are learning to) and WILF (What I'm Looking for).
- Objectives should be taken from National Curriculum/EYFS guidance. Some objectives may need to be broken down, using child-friendly language, to ensure that the learning is sufficiently clear.
- Planning will take in to account the agreed Curriculum End Points for each subject.
- Planning will take account of the needs of all children.
- Short term planning should be modified in light of assessment of pupils' learning and modifications to planning will usually be handwritten.
- It is expected that additional adults will make contributions to both planning and assessment.
- Lessons will have a clear structure.
- Teaching will be adapted through a range of strategies to include: outcome, task, scaffolding and additional support and resources.
- Opportunities are included to deepen and enrich children's understanding to gain mastery/greater depth of learning.

Planning for the medium term will be completed before the first week of the school term. Short term planning will be completed and on the school server on a Monday. Teachers who are absent are expected to forward appropriate planning to cover for the period of the absence, unless this is unexpected or prolonged. Planning documents are expected to be available for monitoring.

2 Teaching Pedagogy

2.1 Questioning

Teachers should plan a range of questions that are differentiated to match need, are open ended and which encourage higher order thinking skills.

2.2 Explaining

Within planning for teaching and learning, teachers must be mindful of where explanations are to occur and of the different types of explanation and strategies available.

2.3 Modelling

Modelling involves the teacher demonstrating 'how' to do something whilst thinking through the process aloud. By 'thinking aloud' the teacher shows the importance of making decisions such as:

- how to begin
- how to select information which is relevant to the task or audience
- how to organise the information or ideas
- how to review and revise
- how to end.

2.4 Structuring the Learning

At Micklehurst All Saints', 'Get Set' activities are introduced to children from Year 1. They are used to establish an immediate work ethos and sense of purpose on entry to the classroom. Time for feedback/reflection is built in, if required by the nature of the activity.

We also begin each day with a 'Wake Up, Shake Up' designed to help our children be ready to learn each morning.

It is expected that a range of interactive teaching strategies will be utilised in order to engage pupils within their learning.

2.5 A Mindful Approach

Mindfulness moments may be employed by teachers before, during or after formal learning and mindfulness music is used at the start of each afternoon as a way to ensure that our children are ready to be actively engaged in their learning.

2.6 Basic Skills Approach

The school uses the basic skills approach to Mathematics to promote the development and mastery of basic skills. This includes the use of CPA approach – Concrete, Pictorial and Abstract. This is a very hands-on approach to learning and aims to develop a deeper understanding of key mathematical concepts.

Rockstars/Numbots are used to practice and improve knowledge of times tables.

2.7 Plenaries

Plenary sessions are crucial to assessing the level of true learning within a lesson. Mini-plenaries are also used within lessons to ensure children are on track to meet the success criteria.

2.8 Thinking and Learning Together

Within teaching and learning, regular opportunities for pupils to talk and collaborate with partners or in groups will be provided.

At Micklehurst All Saints C E Primary School, lessons will be structured in order to allow pupils time for talking and thinking.

This will be facilitated through:

- Children having established talk partners that involve mixed ability pairings.
- Specific focus being provided for the talk, with clear expectation of what is required as a result.
- The time provided for the talk being appropriate to the task and the teacher and teaching assistant having a key role in ensuring that pupils stay on task.

3 Focus weeks/days

Throughout the year, we hold a series of focus days or weeks; these range from specific curriculum areas e.g. World Book Day or Science Week, to health or community based events e.g. Healthy Schools Week or Fairtrade Fortnight. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

4 Trips and Visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places, which we use to enhance the curriculum and stimulate learning. Teachers plan a variety of visits/visitors per year with a range of experiences being provided for the children.

5 Implementing the Policy

The process for Lesson Study, in addition to Teacher Appraisal will be utilised as the key strategy to improve the generic skills required to secure effective teaching and learning.

5.1 Arrangements for Monitoring

The key form of monitoring for this policy will be through lesson observation that will report on Teaching and Learning, Standards and Progress, Behaviour and Attitude. Lesson observations that result in formal feedback will be completed by the Head, Deputy Headteacher, School Improvement Partner and subject leaders. A timetable for monitoring the quality of teaching and learning is contained within the Monitoring Policy.

5.2 Evaluation

As it is intended that the sole purpose of this policy is to improve the quality of Teaching and Learning and subsequently raise attainment, the impact of this policy will be evaluated utilising evidence from lesson observations, learning walks, pupil discussions, work scrutiny and analysis of achievement. Evaluation will take place on a termly basis and be reviewed for the beginning of each term.

5.3 Links with other policies

This policy is linked to the following policies:

- Marking and Presentation policy
- Assessment policy

Adopted by the Governing Body on 18th September 2025

Signed: L.J.Trelfa (Headteacher)

Signed:  (Chair of Governors)

Date: September 2025 Review Date: September 2027