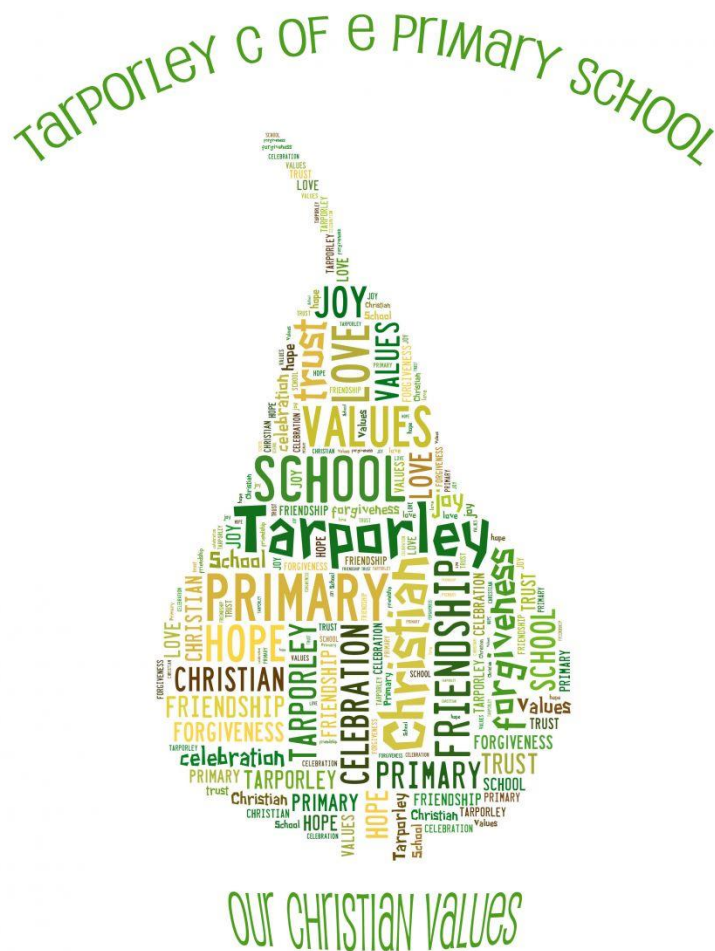


# TARPORLEY CE PRIMARY SCHOOL

*Let Your Light Shine (Matthew 5)*

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do.

These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Our school works within the recommendations of The Equality Act 2012. Please read this policy alongside and with reference to the Equality, Disability and Community Cohesion Policy 2012.

## TEACHING & LEARNING POLICY

## Teaching and Learning Policy

At Tarporley CE Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the knowledge, understanding and skills necessary to be able to make informed choices about the important things in their lives. Our school's Christian values – friendship, love, trust, hope, joy and celebration, and forgiveness – are embedded in our daily teaching. We promote academic, social, spiritual, moral and cultural development and achievement. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We want all of our children to Let their light shine (Matthew 5). This means we recognise the uniqueness of our pupils and that everyone has the capacity to grow, achieve and succeed thus preparing them for life beyond our school. We have high expectations of our pupils, and we nurture their talents as we value and celebrate every member of our school community.

### Our Curriculum

#### Intent

We have a clear and shared vision and language to talk about our curriculum, and now more than ever, we recognise that placing books and reading at the heart of a curriculum is the best way to raise standards and close the gap. Research shows that vocabulary is the single most significant predictor of future success. Therefore, developing in our children a love of books, words, language and literature not only enhances our provision by placing reading at the centre, but also creates an environment for accelerated progress. With this in mind, we have placed **BOOKS** at the heart of what we do.

We want our curriculum to:

Demonstrate **BRAVERY** – we want our teachers to be ambitious when planning our curriculum with high expectations of all learners. We want our learners to be brave, willing to take risks and get things wrong, and show resilience alongside a strong desire to learn and grow

Be **OUTWARD-FACING** – our curriculum will look beyond our school to our local community and will encourage children to see themselves as part of the wider national and global community. They will learn from other countries, faiths and cultures and we will celebrate differences while recognising that all life on Earth is precious. Our children will understand they have the power to affect change through courageous advocacy and both ask and answer Big Questions

Create memorable **OPPORTUNITIES** – we want our children's time at Tarporley to be filled with happy memories that spark their curiosity, motivate them to reach their full potential, ensure learning is 'sticky' and instil in them a life-long love of learning. Our broad and ambitious curriculum will embrace learning outside the classroom, and will recognise the importance of cultural capital in preparing our children for life and learning beyond our school

Develop **KNOWLEDGE and SKILLS** – we recognise that knowledge is key. Our coherently planned and sequenced curriculum ensures all children can achieve, make sense of the world and make informed judgements and decisions. Vocabulary development will be at the heart of this. Our children will leave us with the skills they need to thrive in the next stage of their learning

Nurture **SPIRITUALITY** – led by our Christian Values, staff will nurture the whole child by developing their social, moral, cultural and spiritual well-being. We recognise spirituality as ways of being with God and the ways God is with us

...while always having high-quality **BOOKS** and reading at the heart of our teaching and learning!

#### **Aims and objectives**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through the teaching of our broad and balanced curriculum we aim to:

- enable all children to meet their full potential and be the best they can be;
- enable children to become confident, resourceful, enquiring and independent learners;
- promote and sustain a thirst for knowledge;

- encourage pupils to use their imagination, be creative and be curious within their learning and later life;
- build children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and religions and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their local and British community and help them feel valued as part of these communities;
- ensure pupils engage in fundamental British values;
- help children grow into reliable, independent and positive British citizens.

## **Implementation**

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the EYFS Statutory Framework (2021). The Development Matters document and the Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Long term planning is flexible and based upon both the whole school BOOKS curriculum and the children's interests. Children are provided with a stimulus which may be a story or experience and planning then follows their interests.

Due to our one and a half-form entry structure across Key Stages 1 and 2, we have a two-year rolling curriculum. Our long-term planning is theme-based and centres around our key English texts. We make meaningful links across our subjects so that children can both embed learning and have multiple opportunities within a term or half term to practise skills and apply their knowledge. We maintain subject-specific lessons but within an overarching theme and some subjects, such as Religious Education, will be taught discretely. We recognise the value of a spiral approach where key concepts and skills are returned to throughout each child's school journey.

We believe that people learn best in different ways. At our school we provide a varied learning environment that has breadth and balance and allows individual children to develop their skills and abilities and reach their full potential, finding their champion within.

## **Effective learning**

We know that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

### **We provide opportunities for children to learn in different ways. These include:**

- investigation and problem solving;
- reasoning;
- research and finding out;
- group work;
- pair work;
- collaborative work;
- independent work;
- whole-class work;
- asking and answering questions;
- the use of the computer, including multimedia resources;
- fieldwork and educational visits;
- the use of the creative arts;
- the use of our outdoor spaces, both our school and local environment;
- debates, role plays and oral presentations;
- designing and making products;
- participation in athletic or physical activity.

We provide support for all pupils and are committed to meeting the needs of learners with additional needs, children who receive the pupil premium and our most able pupils. We support learners with additional needs through differentiated work, resources, teaching assistant support, timed and targeted interventions and personalised learning. We support our pupil premium children by providing nurture time for those pupils who need it, additional support in class and timed and targeted interventions from teaching assistants attached to each class, our outdoor learning teaching assistant and bespoke weekly teaching from a teacher. We stretch the most able by providing aspirational targets, enrichment activities, extra challenge and work set at a higher level.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn through target talks and progress meetings with their class teacher. To give pupils ownership of their learning, we discuss learning with pupils to ensure that learning is inspired by what interests and excites them.

## **Effective teaching**

When teaching, we focus on motivating, inspiring and enthusing the children, as well as building on their skills, knowledge and understanding. From the National Curriculum set out by the government, we have created our own curriculum specific to our school and children based on our BOOKS approach. Each term, teachers create plans relating to a cross-curricular topic - linked to our curriculum overview and pupils' interests, needs and abilities - and they deliver this bespoke curriculum in imaginative and creative ways. For further information, refer to our new curriculum overviews published on our website.

We base our planning and teaching on our knowledge of the children's attainment, progress, interests, abilities and specific needs. We strive to ensure that learning tasks are enjoyable, engaging and accurately matched. We further strive to ensure that tasks set are appropriately differentiated, catering for different needs and abilities – including where children have additional needs, pupil premium pupils, lower attaining pupils, and the more able – and differing learning styles and preferences. When planning work for children with additional needs, we give due regard to information and targets contained in the children's Education, Health and Care Plans and their individual targets. We have high expectations of our children and ensure the equitable delivery of our curriculum so *all* our learners can shine.

Each year, we set aspirational targets for pupils to strive towards achieving by the end of the academic year. Specific targets for reading, writing and maths are additionally set for pupils (and by pupils) and are reviewed and revised on a regular basis. Pupils participate in target talks with buddies from another year group.

Termly, we input progress data into Insight – our online tracking and monitoring system – for reading, writing and maths which informs future teaching. We have pupil progress meetings with parents in the autumn and spring terms where we share current attainment and progress data, and discuss what we expect learners to have achieved by the end of the academic year. We write and send home individual pupil reports at the end of the academic year.

## **Planning and Preparation**

Teachers across their phases work collaboratively to create long and medium term plans that:

- are sequenced carefully to ensure that teaching and learning leads to conceptual understanding both within a lesson and over time
- that provide opportunities for all pupils to practise new skills and apply their knowledge which deepens their understanding
- layers knowledge and concepts to ensure understanding is secure and learners make progress.

We plan our lessons with clear, concise learning objectives. We differentiate these learning objectives and personalise learning for specific individuals or groups where appropriate. When we plan lessons, we also consider and vary the design of the lesson to enable every child to achieve the learning objective.

Teachers design lessons that:

- are designed with a structure that provides pace and suits the particular learning objective and the needs of the group of pupils;
- allow all pupils to make sustained progress in their learning;
- stretch and challenge the more able;

- cater for different learning needs and styles;
- are differentiated by task;
- consider the best deployment of the teaching assistant;
- use mini-plenaries or plenaries at the end of the lesson (to summarise, embed and evaluate learning, to question, to deepen learning, to move learning forward, to self and peer assess, or to help pupils to understand how to improve);
- allow pupils to develop and practice higher order thinking skills such as creativity, elaboration, analysis, problem solving, decision making, reasoning and application;
- use stimulating resources including use of computing, images and artefacts;
- use effective questioning to direct and challenge pupils;
- incorporate the school's specific subject policies;
- meet external requirements;
- enable pupils to work towards achieving their targets;
- make cross-curricular links and make learning meaningful and purposeful;
- above all, maximise achievement and enjoyment.

Context labels are used in the majority of lessons. Teachers evaluate lessons, reflecting on both learning (attainment and progress) and teaching.

## **Teaching styles**

Teachers teach with their own teaching style. They use teaching strategies that:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning;
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;
- use others to deliver the lessons (e.g. other pupils, auxiliaries, outside agencies).

## **Assessment, Recording and Reporting (refer to Assessment Policy)**

Teachers should:

- use day to day assessment to inform next steps and planning;
- assess pupils' work regularly according to the school assessment and marking policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to ensure pupils are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of pupils' progress.

## **Learning Support**

Teachers should:

- be aware of the specific learning needs of their pupils;
- be aware of pupils in receipt of pupil premium;
- consult with the SENCO about the needs of individual pupils when appropriate;
- work closely with Teaching Assistants and other adults to ensure pupils are best supported in their learning;
- use Child Profiles as working documents that record areas of strength and need.

## **Continuous Professional Development**

Teachers should:

- continuously seek to update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at staff meetings in order to share good practice;
- plan their own CPD programme in conjunction with CPD lead and appraiser.

All Early Career Teachers (ECTs) will participate in specific ECT training, additional training provided internally and externally, daily conversations with a link teacher, half termly meetings with their designated mentor and good practise visits to other schools.

### **Behaviour (refer to Behaviour Policy)**

All of our children are valued, treated with respect and given equal opportunity to take part in all learning opportunities. All our teachers follow the school policy with regard to behaviour and safety. We set and agree with children individual class codes of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and we help to build positive attitudes towards school and learning in general. We encourage good behaviour at all times, following the school policy for rewards and sanctions.

### **Teaching Assistants**

Teachers work in partnership with teaching assistants and ensure teaching assistants are clear about their role and are fully aware of the needs and ability of the pupils they are working with. Teachers share and discuss all planning with teaching assistants. In the mornings, teaching assistants support in class working with individuals or groups. In the afternoons, teaching assistants mostly deliver interventions for children with additional needs and those who are not on track to achieve their end of year targets. They will also deliver booster groups for middle and higher ability pupils and support pupil premium children as required.

### **Learning environment**

Our classrooms are attractive, positive and organised learning environments. All classrooms have a maths and English learning wall to act as a record or learning and support pupils to know, do and remember more. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

### **The role of governors**

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

- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management / appraisal policies promote good quality teaching;
- carry out pre-arranged learning walks at various times of day with a member of the SLT or their link teacher if the focus is a specific curriculum area;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These may include meetings with 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. The teaching and learning governor communicates regularly with the Teaching and Learning Lead, through regular emails, conversations, joint learning walks and reports submitted termly.

### **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parent workshops to explain our school strategies for teaching English (phonics, reading and writing) and Maths;
- regularly updating class pages on the school website;
- holding a weekly achievement assembly;
- sending annual reports to parents in which we explain the progress made by each child and indicate the child's targets;
- setting appropriate homework;
- sharing pupil work with parents;
- inviting parents in to school for various occasions and 'stay and play' and monthly play club sessions;
- holding an annual curriculum hour;

- inviting parents to a progress meeting twice a year.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the behaviour policy, including the Golden Rules.

## **Monitoring and Evaluation of the Quality of Teaching and Learning and its Impact**

### **IMPACT**

Our aim is that all our children:

- meet their full potential and be the best they can be;
- become confident, resourceful, enquiring and independent learners;
- sustain a thirst for knowledge that carries through to later life;
- use their imagination, be creative and be curious within their learning and later life;
- build positive relationships with other people;
- develop self-respect and respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and religions and, in so doing, promote positive attitudes towards other people;
- understand their local and British community and help them feel valued as part of these communities;
- engage in fundamental British values;
- grow into reliable, independent and positive British citizens.

To ensure that our aims are met, we have a robust and comprehensive monitoring schedule so that stakeholders have a clear picture of our strengths and goals.

### **Classroom Teachers**

Classroom teachers are accountable for the progress made by pupils in their classes, and are responsible for self-evaluating their own professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

### **Subject Leaders**

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice which leads to action for improvement;
- ensuring all teaching staff have excellent subject knowledge;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data;

- setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups);
- monitoring pupils' work by regular sampling of classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- ensuring that our planned curriculum is being fully and consistently implemented across all phases;
- observing teachers as laid out in the monitoring and evaluation cycle and giving constructive feedback;
- evaluating progress of teaching and learning targets in line with School Development Plan.

### **Senior Leadership Team**

The Senior Leadership Team and governors set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan.

We have a thorough monitoring cycle and carry out learning walks, lesson observations, planning scrutinies, book scrutinies, key stage monitoring meetings and staff monitoring meetings. When observing lessons, we focus on the impact that teaching has on learning and the progress and engagement of pupils. When feeding back on lesson observations we share and discuss strengths and areas for development.

The Senior Leadership Team is responsible for the appraisal of teaching staff and teaching assistants. In appraisals teaching standards, strengths, areas for development, and training needs are discussed.

### **Lesson study (refer to lesson study document)**

During the spring term all teachers participate in a lesson study project. The aim of the lesson study is to share good practice in teaching and learning and to further professional development.

### **Reviews of Teaching and Learning**

A comprehensive review of teaching and learning takes place annually in order to gain a clear understanding of standards across the school. Ongoing reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching and learning in line with OFSTED criteria and set targets for improvement;
- track progress on teaching and learning priorities identified in the School Development Plan;
- identify key aspects of teaching for development for the whole school;
- identify and support teachers who require improvement;
- standardise monitoring procedures.

### **Conclusion**

At Tarporley CE Primary school we believe in designing and creating learning experiences that maximise enjoyment, academic achievement and social, moral, spiritual and emotional development. We adapt our teaching to suit the needs of individuals and groups of pupils. We cater for the needs of the least able, learners with SEND, pupil premium and more able. We work together as a school team and share teaching and learning experiences in order to learn from each other. Through the teaching of our broad, balanced and bespoke curriculum, we develop in our pupils the skills, knowledge and understanding they need now and for later life.

**This policy should be read in conjunction with the following documents and policies:**

Assessment policy  
 New curriculum mission statement and documents  
 Responding to pupils' work / Feedback / Marking policy  
 Special Educational Needs policy  
 Computing policy  
 Equal Opportunities policy



Health and Safety policy  
SEND policy  
Pupil Premium document  
Context label document  
Lesson study document  
RE policy

**Reviewed: May 2023**

**Next Review: May 2026**