



## **Foxton Primary School**

### **Teaching and Learning Policy**

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Date:	January 2025
Reviewed by:	Lynne Brooks & Janet Muir & Staff
Next Review date:	January 2027
Signed:	

## **1 Introduction**

This Teaching and Learning Policy should be read in conjunction with the Marking policy, SEND policy, the Staff Code of Conduct, the School Development Plan, Curriculum Entitlements Document and the Safeguarding and Child Protection Policy.

## **2 Values & Vision**

Our Values and Vision form an important part of our school life and community. Children know the importance of the School Values and strive to follow them. When updating our Values and Vision we listened to pupils, staff, governors, parents and the local community. In April 2024, our Values and Vision were finalised.

### **School Values**

**Be kind**

**Be respectful**

**Be the best you can be**

### **School Vision**

At Foxton Primary School we nurture a love of learning through natural curiosity, compassion and self-belief. Our approach enables all to become confident, ambitious and independent learners who are considerate and accepting of others. This prepares them to respond to challenges they will encounter throughout life and be able to make a positive contribution to the wider world.

## **3 Learning Environment**

It is important that Learning Environments support learning and help children to be more engaged, motivated and increase their learning ability. A good learning environment should have minimal distractions whilst allowing opportunity for creativeness, curiosity and a desire to learn. It needs to be supportive, with a trusting relationship between children and teachers, where children are motivated, supported and challenged and have a positive attitude towards their learning.

### **Classrooms**

Tables are normally arranged so that children can work in groups as we believe that children learn well from others. There are also additional tables created within classrooms to provide individual work stations which can be used as needed. Seating plans may vary for different subjects and sessions during the day. A carpet space is available at the front of classrooms for whole class, small group or 1:1 teaching. Classrooms have a reading area, with a wide range of books for home reading or Reading for Pleasure sessions. Our classrooms are tidy and clutter-free. Displays aim to support and are updated regularly so that they are current, informative and attractive with a reasonable balance struck between providing prompts and displaying children's work. There are 'Working Walls' for English and Maths, a daily Visual Timetable and further displays for Foundation subjects. Children are encouraged to be independent and necessary resources are accessible for children to use.

## **4 Effective Teaching and Learning**

At Foxton Primary School we have high expectations of all children. We encourage children to produce work that is of their highest possible standard, whilst promoting resilience and risk taking, without fear of getting it wrong. Children understand that they can learn from mistakes.

We believe that children learn in different ways. We take this into account and offer a range of teaching strategies for children to learn in the ways that best suit them. These include: -

- whole-class work, group work, paired work and independent work;
- debates, role-plays and oral presentations;
- learning through play;
- asking and answering questions;
- research, investigation and problem solving;
- using computers and i-pads;
- fieldwork and visits to places of educational interest;
- creative activities, designing and making things;
- participation in physical activities.

### **Teaching Methods**

Children learn best, and lessons are memorable, when they are exciting and relevant. Our teachers ensure that children have a clear understanding of what they are learning and how it links to other areas and skills. Teachers model effectively, and careful questioning is key to ensuring progress. Teachers know when to explain, when to prompt or scaffold answers, and when to give time for thinking.

We base our teaching on our knowledge of all children's level of attainment and aim for all children to make good individual progress. We strive to ensure that all tasks set are appropriate to each child's level of ability. This may include support through additional prompts and materials, direct support from the teacher or Teaching Assistant in a guided group or in individual work, or in many cases, differentiated criteria for success. We aim to create an atmosphere of resilience and risk-taking and there is the opportunity for challenge or extension in lessons. At the end of lessons, there are opportunities to reinforce learning. This may be sharing good examples of children's work, showing how the success criteria has been met or addressing any misconceptions.

Teachers are continually making on-going assessments of pupil progress in order to adjust immediate questioning and lesson content and to plan for future learning. Our pupils are encouraged to engage in Self-Assessment by reflecting on how they learn in lessons. Teachers use this to have constructive and reflective conversations with the children about their understanding of the task. We do all we can to support our teachers in developing their skills, so that they too can continually improve their practice.

We expect positive behaviour from children at all times and to reinforce this our teachers follow the school behaviour policy. We praise children for following the school values, and by so doing, we help to build positive attitudes towards school and learning.

## **5 Curriculum Knowledge**

We aim to provide a broad and balanced curriculum. We focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use schemes of work to guide our planning and teaching. These include the White Rose Maths scheme, Charanga Music scheme, Switched on Science, Collins Happy Handwriting, Ed Shed Spelling and the Cambridge programmes of study for PE and PSHCE. Lessons are planned with clear learning objectives which we take from the National Curriculum 2014 and EYFS 2021 curriculum. The content for subjects (other than Maths) are taught in a two year programme of topics.

It is important that for all subjects there is progression in skills from Reception to Year 6. Our progression statements set out the specific set of skills and knowledge which should be taught in each class. This ensures that children develop the specific skills needed, in a logical order, to achieve the overall goal. It also ensures that with an understanding of prior learning, as topics are revisited, previously taught skills and knowledge can be strengthened and developed.

### **Planning**

All planning is recorded on the school planning proformas, thereby ensuring consistency between classes. Planning shows resources to be used, clear differentiation and extension activities, Teaching Assistant support, SEND support, teacher focus group work, ICT use, and websites to be referred to. Weekly timetables, which shows morning and afternoon sessions, subjects, and any additional activities (such as trips) are displayed on the entrance to each classroom. In class the daily lessons are shown on a visual timetable. This ensures that all children and adults are aware of the lessons to be taught.

### **Monitoring**

At Foxton Primary School we continually focus on improving, reaching and maintaining high standards of attainment. Planning is monitored by the Subject Leader on a termly basis. Furthermore, each governor is responsible for various subjects and work closely with the school Subject Leader to monitor, review and evaluate the teaching and learning. Any targets and recommendations as a result of the monitoring are shared with the relevant staff members and may form the basis of future professional development.

## **6 Role of Parents**

We believe that parents have an important role to play in helping children to learn. We regularly keep parents updated about their children's education:-

- Class Curriculum Meetings are held in September for parents to meet the class teacher and learn about the year ahead;
- Parental consultations are held in the autumn and spring terms to discuss pupils' progress;
- School reports are sent to parents in December and July;
- Half termly class timetables and curriculum maps are displayed on the school website;
- Web links and details explaining how parents can support their children at home are on the website;
- The Headteacher's weekly newsletter is emailed to all parents and displayed on the webpage.

Parents also have an important role in supporting school policies. This can be achieved by ensuring that their child has the best possible attendance record; is equipped for school with the correct uniform and PE kit; regularly completes school reading and homework tasks and promotes a positive attitude towards school and learning.

## **7 Role of Governors**

Our governing board consists of ten governors and provides oversight and accountability for our school. The three core functions of a school governing board is setting the school's vision, aims and objectives; approving the school budget and appointing the Headteacher. Our governing board closely monitors the effectiveness of the school's teaching and learning policies. This includes:-

- ensuring that the school buildings and premises are best used to support successful teaching and learning;
- supporting the use of appropriate teaching strategies by ensuring that resources are allocated effectively;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- monitoring teaching strategies in the light of health and safety regulations;
- ensuring that staff development and performance management policies promote good quality teaching;
- meeting with subject leaders;
- reviewing the half-termly Headteacher's report to governors.