

TEACHING AND LEARNING POLICY

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed by Governors on 15th May 2025 and will be reviewed annually.

1 Introduction

At Navenby Primary School, we believe in the concept of lifelong learning and the notion that learning should be a fun, rewarding and an enjoyable experience for everyone. Through our teaching, we equip children with the knowledge, skills and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Navenby, we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- a high level of literacy and numeracy and an inquisitive mind wanting to learn more each day;
- independent young people who are confident, flexible and able to cooperate and collaborate with others;
- imagination and creative expression through a wide range of media;
- conscientious young citizens of our multi-cultural society who are tolerant and respect others' values, understanding British Values, Christian Values and Protected Characteristics;
- pride in achievement and a desire to succeed;
- effective links between the school, the child's home and the community which promote aspiration and high expectations;
- equality of opportunity for all.

3 Effective Learning

We acknowledge 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. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving, developing resilience and perseverance
- researching and reasoning
- entrepreneurialism
- independent work, and collaboration through paired work, group work and whole class work
- creative activities, designing and making things
- questioning
- debates, role plays and oral presentations
- fieldwork and visits to places of educational interest
- a mix of visual, audio and kinaesthetic learning
- the ability to reflect on what has been learned
- through different forms of digital media

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 – what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenaries somewhere in the lesson to review the key learning objectives, to address misconceptions and to assess the level of understanding.

4 Quality First Teaching

When teaching, we focus on motivating children and building on their knowledge, skills and understanding of the curriculum. We use a cross-curricular approach with a heavy reliance on knowledge and skills to guide our teaching. This sets out the aim, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides **quality first teaching** through:

- thorough, accurate and well-informed preparation which is meaningful for the children
- shared learning objectives and ‘steps for success’ which are understood by the pupils;
- clear understanding of what pupils are expected to achieve by the end of the session
- differentiated activities to challenge pupils appropriately
- open-ended, thought-provoking, challenging questions.
- lessons where children’s understanding is developed through active, practical and first-hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation.
- an atmosphere in which children are prepared to take risks and well-being is at the heart
- innovative teaching demonstrating a range of pedagogies
- appropriate pace to the lesson
- support for the learning of pupils with differing abilities
- a planned programme of educational visits to provide wider opportunities to reinforce and stimulate learning
- lessons where children’s previous learning and interests are built upon through purposeful application of knowledge to different situations so children can see how this learning fits into the ‘bigger picture’.
- assessment for learning opportunities so children can review and reflect on the learning both individually and collectively
- thinking time before answering questions and opportunities to do corrections
- developmental and constructive feedback of pupil’s work including both oral and written form.

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs and disabilities (SEND) or children who are identified as ‘Greater Depth’ (GDS) we give due regard to information and targets contained in the children’s Additional Needs Plans (ANPs). We have high expectations of **all** children, and believe that all children should be included in the full range of educational opportunities and that their work here at Navenby School should be of the highest possible standard.

All teachers strive to establish positive working relationships with the children whom they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines as outlined in our school Behaviour Policy.

Teaching Assistants (TAs) and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. They are involved in the delivery of support programmes where necessary but are used equally to challenge and stretch the more able pupils. Our highly trained TAs also lead PPA provision where necessary and lead elements of the class lesson as directed by the teacher.

All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly through effective performance management. Teachers are supported in developing their skills so that they can continually improve their practice. Poor or inadequate teaching will be challenged with appropriate support put in place so that standards are improved.

5 Display

The school believes that the purpose of display is to support pupils' learning, to clearly show their learning journey and to celebrate their successes. It is important that all children's contributions are valued and that they are praised for their efforts.

Displays, when planned effectively, can:

- Engage pupils in new learning by providing an initial stimulus
- Keep what is being learnt in mind
- Reinforce and raise expectations
- Clarify learning and help with misconceptions, showing the learning journey they are on
- Encourage independence
- Assist in making more inclusive classrooms
- Celebrate success

6. Target Setting

Targets are set in English and Mathematics for individuals and groups of children in all year groups. English targets are based on writing assessments and are discussed with children. Maths targets are based on the work to be studied each term. Targets are shared and discussed with parents at parents' evenings. Numerical targets are set in English and Maths for children in Years 1 to 6 along with SATs results and Teacher assessment results to show the children's progress. These are all on the school's pupil trackers.

7 Planning

Teachers plan an overview of the topic they are going to be delivering and then a medium term plan which consists of a breakdown into individual weeks. There is usually one over-arching question which the topic is based on and then a series of sub-questions which form the learning for that week. The expected learning outcome is the starting point and then from this come the activities which are differentiated according to need. The resources needed for the children to complete these tasks are then considered. Planning should consist of the following:

- Clear learning intentions which are communicated to the children
- How the lesson is linked to prior and future learning
- An engaging introduction to the new skill to be learnt.
- An opportunity for children to share learning (talking partners, group work) and work independently
- Teachers modelling what is expected
- Plenaries at appropriate points to address misconceptions and further challenges
- Differentiated activities so that all children are challenged and supported according to need
- Focused work for selected children who will be working with the teacher/other adult
- Success criteria so that children know what they have to do to be successful and can self and peer assess
- What all, most and some of the children should be achieving

- Some planning may require specific links to schemes of work (eg Lincs RE Agreed Syllabus)

8 Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. Rapid feedback is given to children so they can act on this immediately, either in the lesson or at the start of the next one.

Assessment for Learning:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self-esteem
- Affects learner motivation
- Promotes commitment to learn objectives and assessment criteria
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

9 Role of Governors

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

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning policies through the school self-review processes (SEF and SDP) and the Headteacher's reports.

10 Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress, attainment and strategies for further improvement.

The school website includes information about the programmes each child will be following in English, Maths and in the Foundation subjects (in Foundation Stage information about Early Learning goals). Information about homework expectations is also shared with parents at the start of each term and the Homework Policy is available on request.

As children begin at Navenby, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with senior staff and the Headteacher, as well as their child's

class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided (see Attendance Policy) as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a DBS clearance before starting work. Some parents proceed to undertake qualifications leading to employment as Classroom Assistants due to their experiences at Navenby.

11 English / Literacy

At Navenby our language curriculum revolves largely around the teaching of basic skills to enable all children to read fluently, write imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. We approach the teaching of reading through a variety of means.

From an early age the children are taught phonics using the 'Read, Write Inc' materials. Opportunities are also given to increase their vocabulary by borrowing a variety of books available in school. In Key Stage One, parents are strongly encouraged to assist with their child's reading, and guidance is given by the teacher in a reading diary which is sent home. The older children are taught to develop wider reading competency through topic research and library reference skills.

Writing ability is promoted by providing opportunities for self-expression, as well as by teaching specific grammatical text, spelling techniques and correct letter formation and handwriting skills. Additionally, the children are introduced to many forms of literature and poetry and are encouraged to develop speaking and listening skills through discussion, debate and drama.

Our English skills are taught daily through the 'Active English' approach which forms a part of every English lesson. The overviews for all our English teaching can be found on our school website.

12 Mathematics

The work in Mathematics is based wholly on the philosophy and expectations of the 2015 Curriculum and the Mathematics elements of the Foundation Stage Curriculum. Each child is assessed continuously against a progressive series of objectives and their future work is dependent upon their achieving the appropriate level of understanding that these require. It is an established principle that no child should move on to a higher level in any area of Mathematics if they do not possess the various skills and levels of understanding that this will require of them.

During the Foundation Stage much of the work involves practical tasks, games and activities to build an understanding that Mathematics is involved with real things and part of the real world. Children count by counting objects, manipulate numbers by dealing with objects and, as they are ready, begin to understand that numbers can be used to represent the group of objects without their being there. Sequences and patterns and an understanding of shape and position all start in similar ways.

As children progress through the school they will be given more demanding challenges according to their level of ability. Children are organized in lessons in a number of ways depending on the nature of the tasks, confidence levels and prior performance and understanding. In line with GDS and SEN policies children are challenged and supported where necessary through excellent differentiation, focused support from an adult or an increased expectancy on independence. The philosophy is to provide as much support as possible for

those who need it most, whilst giving independence and freedom to explore to meet higher challenges for those who are ready for this. The progress of the children is monitored and reviewed on a regular basis.

Assessment is a vital and constant part of the process from the earliest stages; from Year 1 the children are assessed to provide evidence of the children's levels of achievement, their progress and what their next steps for success are. Mental mathematical skills and the ability to solve problems in a 'real life' context are given particular importance within the maths curriculum. This is done through a variety of means including 'White Rose', 'Mathletics', 'Maths of the Day' and further 'Active Maths' sessions.

Information regarding mathematics weekly content for each year group is accessible on the school website.

13. Summary

Through using the strategies outlined in this policy, we expect a high standard of teaching and learning so that all children make good to outstanding progress and leave the school well above age-related expectations (ARE). Teachers focus on quality first teaching skills so that all children are targeted appropriately in order to achieve and there is ambition for all. A good understanding and knowledge of the children and curriculum is essential and much success is built on positive relationships within the classroom. Focus is clearly on engagement/motivation and a love of learning, closely followed by learning outcomes. If the above is achieved, children will meet ARE with a high number able to demonstrate greater depth skills amply enabling them to become lifelong learners.

14. Review

This policy is reviewed annually in accordance with the programme for policy review.

Policy Approved: Full Governors meeting 15th May 2025

Signed:

Chair of Governors: Mrs H Jerstice

Head teacher Mr C Elliott