

Teaching and Learning Policy



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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school 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 across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our Mission Statement:

A pupil at Waterloo Primary will:

- know and understand their place in the world and their importance and value to society as global citizens
- understand the importance of and have the ability to care for themselves and others in their community
- develop the necessary knowledge and skills to contribute successfully to the modern world

Our Values

At Waterloo Primary School we:

Care for others and our world and help everybody stay safe,
Encourage each other as we learn together,
Listen and welcome the opinions of others,
Value everyone and everything,
Try our best in all things and never give up,
Respect everybody and everything,
Forgive each other!

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

We have a home school agreement that is signed by all parents and pupils when they join the Waterloo family.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning in a range of ways: written, verbal and practical including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress
- Meet the expectations set out in the following policies: curriculum policy, behaviour policy, assessment policy and marking and feedback policy

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the following policies: curriculum policy, behaviour policy, assessment policy and marking and feedback policy

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the following policies: curriculum policy, behaviour policy, assessment policy and marking and feedback policy

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the following policies: curriculum policy, behaviour policy, assessment policy and marking and feedback policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- 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 the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their learning within and across subject areas, whilst maintaining each subject as an independent discipline, with its own unique set of skills.

Our local area is diverse, with easy access to a wealth of stimulating learning opportunities. Through purposeful community links, our pupils are encouraged to embrace diversity and to make positive contributions. By taking learning outside of the classroom, we aim for pupils to recognise, value and engage with the rich cultural heritage which surrounds them.

We believe that British values are fundamental to cohesion and successful participation in society and we promote these values throughout our curriculum.

Educating and empowering our children to make good decisions and to know how and when to seek help is paramount to safeguarding and our curriculum is designed to reflect this. We support children to understand the importance of, and have the ability to care for themselves and other community members. We aim to alert our children to potential risks, without making them apprehensive or fearful of their surroundings.

We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic

understanding and emotions. Key vocabulary is mapped across the curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families in order to further consolidate learning.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied across our curriculum. Provision of resources, along with supportive teaching, immerse children in a wealth of literature. This promotes independent learning and curiosity to expand on what they learn in the classroom. Opportunities to develop speaking and listening skills are planned for across subject areas. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding.

Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mind-set to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

Subject policies and our curriculum overview are accessible on our website.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in the range of environments that we have both indoors and outdoors across the school.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and learning provision to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able/rapid graspers
- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

More information can be found in the SEN policy and our Equality Statement.

7. Home learning

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

All home learning will be made available through the Google Classroom or in paper format where parents require it.

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

8. Marking and feedback

Feedback will be given in verbal or written form and will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. It will be provided at regular intervals.

For further information see our Marking & Feedback Policy on the school website.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupils, and provide twice yearly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

The Assessment Policy outlines assessment methods and frequency.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, subject leaders and the curriculum lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input through pupil voice/interviews
- Planning scrutiny
- Book scrutiny

The Performance Management Policy outlines how individual targets and performance is monitored.

11. Review

This policy will be reviewed annually. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives
- Performance Management policy