



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

# Teaching and Learning Policy

## **Rationale**

This policy is a working document for all staff within the school as well as a guide for parents and governors on our expectations of all staff within our school in delivering a high-quality, aspirational curriculum which will engage and motivate all learners, whatever their ability.

## **Learning Behaviour**

At the heart of our expectations for learning and behaviour is the belief that children flourish best when they have a positive relationship with the class teacher. We expect all class teachers to make a determined effort to get to know children in their class on an individual basis; they need to know what motivates each child and, equally, what potential barriers could hinder progress. Linked to this is the importance of fostering good relationships with parents and carers, which we strive to do through an open and welcoming atmosphere in school, where we try and make ourselves readily available and quick to respond to concerns and queries.

From when they first enter the class in the morning, to the moment they leave at the end of the day, we expect that no learning opportunities will be wasted. We expect the children to settle quickly into learning, in an organised classroom environment, prepared to ensure the day is started in a calm and productive manner.

Of paramount importance is a disciplined and caring approach, with standards consistent through the whole school. We expect compliance with our school rules and expectations, and children listening to one another – so for example, silence when the teacher or another child is speaking; however, we equally value discussion and pupil voice: children should be confident to challenge and question when appropriate. This will be particularly evident during group work, where the classroom and lesson should be structured to encourage positive discussion and constructive criticism. We also want children to challenge the teacher if they do not agree with points that are being made - and vice-versa. The atmosphere should be conducive to facilitate this.

Our School Council is an integral part of our school and ethos, underlining the emphasis we place on Pupil Voice. Elected representatives from each class, together with a Chair, Vice-Chair, Treasurer and Secretary from Year 6, will greet and host visitors; they will gauge and voice opinions and questions, and be a vehicle for change and improvement within the school. We also have House Captains - eight children from Year 6 - who represent and lead our four Houses: Pashler, Clarence, Nethergate and Castle. These children will lead a variety of fund-raising and team events during the school year.

Corridor Monitors are selected from Year 6 to help support children as they move from the classrooms and dinner hall to the outside areas, and librarians from Year 5 organise and help others with the use of the library. Year 6 Play Leaders are shown by staff how to organise physical activities with the younger children each lunchtime.

Good behaviour is encouraged and modelled, and celebrated by the award of weekly 'gold' certificates for each of our core values: Citizenship & Community; Learning to Learn; Aiming High; Respecting Ourselves and Others; Enjoying Learning.

House Points are given more generally throughout the school, and totals are collected weekly by Year 6 House Captains, and announced in Celebration Assembly each week.

Incremental certificates support wordcount achievements within our Accelerated Reader Scheme, with children who have reached one million words receiving a book of their choice. Certificates are also awarded for NumBots, Times Tables Rockstars and Bedrock Vocabulary. In addition to this, each class Teacher nominates a 'Reader of the Week' and 'Mathematician of the Week' to receive a certificate.

We seek to regularly and systematically collect the views of both parents and pupils through questionnaires, both general and linked to particular subjects.

## **Teaching**

### ***Aspirational Teaching and Learning***

The learning we aspire to will mean that all children, irrespective of gender, ability or background, are engaged in the lesson from beginning to end, are motivated to make progress, and can indeed be observed to make some degree of progress during the lesson.

Lessons will be clearly linked to the National Curriculum and the long-term topics from the whole-school planning documents, and will adhere to the school's Curriculum Policy. Lessons may be structured in different ways, and may involve written or non-written outcomes, but both children and staff will be proud of what they have accomplished and should be able to articulate this to an observer. All adults in the room will be involved in supporting the children's learning, and there will be evidence that there is effective communication between staff.

Children will be encouraged to question and lead their learning, and there will be opportunities to review progress at different points during the learning journey. Positive relationships between children and adults will be observed, with mutual respect and a calm and productive working atmosphere.

***Teaching Standard***

We expect, as a minimum, that teachers adhere to the teaching standards set by the Department for Education:

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

***Expectations of Teaching and Learning in the case of school closure for a specified or unspecified amount of time***

**Teaching and Learning Policy**

Date approved: December 2024

Next review date: December 2025

Teachers should use the agreed online learning forum (Tapestry) to post plans and resources each week; they should also feedback regularly on work posted to the forum. As appropriate to the age group, teachers should aim to deliver three or more lessons a day (these could be either pre-recorded videos to be posted on Tapestry or via an online meetings application such as Zoom or Teams).

They should also take part in Phase and whole-staff meetings following the set programme distributed at the beginning of term and including any ad-hoc emergency meetings. Regular contact will need to be maintained with parents, especially regarding vulnerable children; this could be in the form of phone calls, emails and class newsletters.

Support staff should ensure that they are reading emails on a daily basis and attending relevant meetings; they should contact their line manager every few days to find out any reasonable tasks or training they can complete whilst at home. They should also ensure that they contribute to feedback logged on Tapestry, particularly if they are a 1:1 for a child.

### ***The Learning Environment***

Displays within the classroom should reflect the school's key improvement priorities, and there should be designated working display boards for Maths and English learning, showing modelled work, key vocabulary, aide memoires and children's work. Other areas within the classroom will show clearly the Topic for the term, class texts, examples of cursive handwriting and cross-curricular writing. Fonts should be clear and large enough for pupils to read at different points in the classroom. There should be a balance between mass produced display material and the teacher's and children's own work. Timetables, plans, groupings and class roles/jobs should be displayed by the teacher's desk, so that cover teachers are aware of timings and class organisation.

All examples of finished work, such as final pieces of writing or art, should be presented neatly and colourfully. Displays of final outcomes should have clear information about the learning objectives, and any further useful information about the display. There should be a border on all displays and final pieces of work should be double-mounted if time allows.

Cloakroom areas and sinks should be tidy and well-organised so that they are accessible and free from debris. Cupboards should be neatly labelled, where applicable, and resources should be marked and accessible by children. The children should take pride in their classroom, keeping it tidy and well-presented. This will be modelled and led by the class teacher; the children should not leave the classroom for any break, unless agreed with the teacher, without items being tidied on tables and picked up from the floor.

At the end of the day, chairs should be neatly stacked, placed on the table, or arranged as agreed with the cleaners, ready for cleaning. Cloakrooms should be clear of items on the floor. Bookcases should be kept neatly with books stacked neatly, their spines facing outwards. Children should be given different responsibilities within the classroom for keeping it tidy and this should be one focus of class reward schemes.

### ***Use of the Outdoor Classroom***

We are very lucky to have a large school field, playground area, trim trail, gazebo, woodland area and a outdoor learning space within our grounds. During the warmer months, we try and utilise these areas in many different lessons besides PE. We also have a members of

staff trained for the Forest Schools Qualification, and run this activity in a variety of year groups.

### ***Learning outside the Classroom***

Central to our ethos is the use of the local area to enhance our teaching and provide an engaging context for topics. At least once a term, we aim to arrange an event, ranging from a visitor to the classroom, to a trip to a local attraction such as a museum, exhibition, art gallery or show. We will organise a dramatic workshop or show at least once a year for each class, involving all children. We try and make as much use of the town of Clare and Clare Country Park as we possibly can.

We hope that all staff will share their wider expertise with pupils, and run clubs and extra-curricular activities throughout the school year. We pride ourselves on the range of these clubs, and employ some specific staff particularly to provide these, as well as relying on the kindness of parental volunteers.

### **SEND**

We are a fully inclusive school and believe that teaching and planning should fit the needs of all children within the class. Our fundamental belief is that all children should have the tools and opportunities to achieve to the best of their ability. Differentiation and adaptation of resources should reflect the needs of all pupils, which may mean that SEND pupils need a further level of differentiation; we deploy our support staff to reflect this.

We will work together with parents and other educational professionals to ensure that these pupils are performing and supported to the best of their ability and ours. For further information, see the SEND Policy. Our Nurture Room is open throughout the school day, and is staffed by an experienced Teaching Assistant during the afternoons, offering therapeutic play and learning scenarios.

### **Support Staff**

Support staff are integral to the smooth and productive running of the school. It is the responsibility of class teachers to ensure clear communication with individual Teaching Assistants on how they should support the children in the most appropriate way. Learning Support Assistants, who support a particular child, are line managed by the SENDCO, whereas Teaching Assistants are line-managed by the Assistant Headteachers. Our HLTAs are line-managed by the Headteacher.

We are committed to ensuring that Support Staff receive training and opportunities in line with their Performance Management objectives and on a par to those offered to Teaching Staff.

### **The Timetable**

#### ***EYFS***

We combine a 'planning in the moment' approach with focus children and child-led learning, incorporating daily discrete sessions for Phonics, Reading and Maths. These build up to longer sessions of these subjects each day. The teacher and TAs then work with support

groups for additional Phonics, Writing and Maths teaching throughout the day, while other children engage in independent play using the inside and outside classroom. In addition to this, opportunities for writing are actively encouraged throughout the school day, with children encouraged to independently seek learning opportunities.

See the EYFS Policy for further details.

## **KS1 & KS2**

All classes will begin the day with a Registration activity, generally with a Maths or English focus, which should be ready for when the children enter the classroom.

Literacy activities, including Phonics, Handwriting, Guided Reading, Accelerated Reader and English lessons, take up to an hour and a half daily. See English Policy and Guided Reading Policy for more detail.

Maths activities, including Fluency Starters, discrete Maths Meetings and Maths lessons, should also take up to an hour and a half daily. See Maths Policy and Calculation Policy for more detail.

During the afternoons, the non-core subjects are covered; we use an afternoon, or the equivalent length of time, for Science; an afternoon for alternating Art or DT; an afternoon for alternating History or Geography and then half-hour sessions for RE, Music and ICT. Children have two hour-long PE lessons a week, at least one of which is outside when possible. PSHE is delivered using Jigsaw PSHE scheme for at least half an hour a week, in addition to whole-school and class assemblies. R.E. is delivered using the Emmanuel Project.

See individual subject policies and Curriculum Policy for more detail.

Children will end the day with a story or class text read to them aloud by the class Teacher.

## **PPA**

PPA is covered by a Teacher. The Class Teacher decides what is the most appropriate use of that time, depending on when it is timetabled and the expertise of the cover staff. It is the responsibility of the Class Teacher to check that the covering Teacher knows what they should be teaching; however, the covering Teacher may choose to plan and resource the lesson content for themselves.

## **Planning**

Planning should primarily be for the ease of the teacher and so that cover can seamlessly take place if a practitioner is unable to take their customary lesson. Unit plans should be stored electronically and also be accessible within the classroom in case of the teacher's absence. Teachers are informed where they can use existing



or published planning, and annotate these materials. Medium-term plans may be monitored along with subject content.

- English plans

Teachers across the school will use Rising Stars 'Read Into Writing' scheme to plan their English lessons, unless agreed otherwise for particular units. Long-term, medium-term and daily plans are provided for each year group, ensuring progression and range. It is the responsibility of the individual classroom teacher to ensure that each Unit plan is amended where necessary, to show whole class input, differentiated activities, assessment opportunities and any linked home learning.

Teachers should also be aware of the statutory National Curriculum Grammar, Punctuation and Spelling objectives of their year group, and may need to amend and add to plans in order to meet these requirements.

In Years 1-6 a fortnightly Big Write will also be planned, which need not necessarily be linked to the overall unit, but can be an outcome attached to this. These pieces will be assessed once half-termly. For more information, see the English Policy & Expectations documents.

- Maths plans

Teachers are expected to devise medium-term plans using the White Rose Scheme of Work (2022) as a basis, ensuring that the curriculum for their Year group is adequately covered. Teaching should focus on developing fluency, problem solving and reasoning skills, moving through the Mastery approaches of using concrete apparatus and pictorial methods to support children's learning, then progressing to abstract concepts.

White Rose 'Teaching Slides' should be used as the primary resource for delivering taught concepts, with White Rose 'Worksheets' used for children's work; these may be consolidated together with the use of 'Target Your Maths' books to secure fluency in written methods.

It is the Teachers' duty to use their professional judgement in differentiating effectively, in order to ensure that all children are challenged and supported at an appropriate level. Teachers should amend and annotate plans as needed - for example, noting areas needing to be developed further.

For more information, see the Calculation Policy, Maths Policy and Expectations documents.

***Non-core subjects (Science, ICT, PE, History/Geography, Art/DT, RE, Music, PSHE)***

A 'Long-term Overview' plan showing curriculum coverage, and the documents used when planning, should be referred to when producing a medium-term plan. A medium-term term plan should be produced or referred to for each unit of work,

specifying learning objectives, whole class activities, group activities and resources needed to run the lesson.

We use recognised schemes of work in some subjects, such as the 'Rising Stars' (via Boost) curriculum for French, History, Geography and Computing; 'White Rose' for Science; 'Get Set 4 Education' for Music; 'Jigsaw' for PSHE; these plans should be photo-copied and annotated to show adjustments and assessment for learning. Staff are encouraged to adapt and vary these schemes where they feel necessary, in order to best serve the children in their class.

### **Assessment**

This should be a fundamental and ongoing part of each lesson, meaning that teachers address misconceptions and build on progress, through individual assessment during lesson time; see our Assessment Policy for further details.

### **Marking and Feedback**

We believe that the majority of marking and feedback should be done in person, during lesson-times. This is explained in detail in our Marking & Feedback Policy.

### **Monitoring of Teaching and Learning**

The culture of our school is that all staff will have an 'open-door' approach to all visitors, including other staff of any level. Lesson observations will be informal, and both ad-hoc and timetabled. They will range from learning walks to longer lesson visits focusing on a particular subject.

Book Looks will take place on a regular basis, where staff are expected to provide a range of exercise books at the discretion of the Senior Leadership Team. Books will commonly be looked at as part of triangulating a child's performance, progress, and involvement in the wider school life; this will include speaking to children individually or in small groups. The results of this monitoring will be fed back on an individual level, as timely as possible, and also in staff meetings and minutes.

### **Liaison with Other Schools**

We actively seek involvement in positive relationships with other schools, and specifically, Stour Valley Community School, our partner school within the MAT. Particularly within KS2, we seek to provide children with opportunities to use specialist secondary staff, equipment and buildings in order to improve their

experiences in subjects such as PE, STEM, Maths and English. Some of the ways we have been involved with the Stour Valley Community School include:

- Maths: weekly after-school 'Grand Masters' club led by SVCS Maths Teacher for 'Greater Depth' Year 6 pupils;
- English: Reading Group led by secondary English teacher and Year 9 pupils;
- Performing Arts: Year 5/6 children have been invited to attend KS3 musical drama performances;
- Science: Year 6 pupils attending SVCS for Science workshop;
- PE: sporting events hosted by SVCS;
- Environmental projects co-ordinated between SVCS and CCPS.

We aim to moderate with a range of schools in the key area of Writing at KS1 and KS2. We are in a Triad with two other primary schools which takes part in Peer Reviews throughout the year; these are moderated by the LA.

### **Governor Involvement**

Governors monitor the school through regular meetings, using a focus agreed by the Chair of Governors and Headteacher, linked to the School Development Plan. They have an open invitation to attend school events; visits may be planned or ad hoc, and some governors, such as those leading SEND and Pupil Premium, may meet individual staff more regularly.