

# Highfield CE Primary School

## Teaching and Learning Policy

### 2024 2026



**Highfield**  
C.E Primary School

Approved by: The Governing Body Date: 25.04.24

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Next review due by: April 2026

*Jesus taught us to love, respect and care for others  
as members of God's family.'*

### **Rationale**

At Highfield CE Primary School, we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding, memorable and enjoyable experience for everyone and that high standards are obtained across the school through a rich, varied and exciting curriculum that is consistent and inspires all pupils to reach their potential. This will enable a lasting change in pupils' capabilities and understanding. Through our high-quality teaching, we infuse pupils with the understanding that the wider skills and beliefs about learning and transform pupil's knowledge and capabilities. We believe that teaching and learning should be inspirational for all pupils and staff. We believe that children are active partners in their own learning with their teachers and that they have responsibility to reflect on and receive feedback that is developmental and encourages good progress in learning.

### **Aims and Principles**

We believe that teaching and learning should be inspirational for all pupils and staff. We believe that children are active partners in their own learning with their teachers and that they have responsibility to reflect on and receive feedback that is developmental and encourages good progress in learning. We actively support pupils in developing positive attitudes to learning that help them to become confident, well-motivated and independent learners. We believe pupils with these skills also contribute more effectively to building a community of learners and a social environment where learning flourishes.

Throughout the school, well established systems and structures set clear expectations. All staff foster mutual respect with the pupils, treating every pupil fairly and with kindness. Pupils are praised for their efforts which helps to build positive attitudes towards school and learning. We insist on appropriate behaviour at all times to establish a healthy learning environment. Equally, we believe that the physical environment has a significant influence on learning. It gives pupils clear messages about how we value them and how we value learning. It is the responsibility of the class teacher to set up and maintain a classroom environment that supports high quality teaching and learning and promotes the key aims and principles of this policy.

### **Where learning is effective at Highfield...**

#### ***Pupils are motivated to:***

- take an active interest in their studies through encouragement, support and involvement from their teachers, parents and carers.
- improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- engage enthusiastically in learning and readily respond to the challenge of tasks set.
- try their best at all times so that they achieve the best from learning opportunities.
- care about the presentation of their learning and look after resources.
- lead their own learning reviews- taking pride in their achievements and being reflective on their next steps.
- relish the opportunity to share and encourage learning in their peers through kind, helpful and specific feedback.
- seek out challenge and recognise the importance of effort in producing good learning outcomes.

#### ***Pupils are encouraged to take responsibility for:***

- evaluating their achievement of learning objectives/outcomes.
- managing their distractions and becoming resilient to face learning challenges.
- developing the confidence to raise questions, to try to find answers and asking for help when needed.

- helping each other and working collaboratively, through coaching each other as “Nobody Left Behind” teachers.
- regulating themselves in order to be able to achieve tasks independently to the best of their ability.

***Pupils demonstrate or are developing the following learning behaviours:***

- perseverance and resilience when facing challenge.
- positive response to feedback from peers and adults and applying this to their future learning.
- the ability to evaluate, modify and redraft work, in order to improve outcomes.
- making meaningful connections within and between areas of the curriculum.
- a positive approach when working collaboratively with others, taking responsibility for the team outcomes and being mindful of their individual contributions. Also, being able to adapt easily to different ways of working – both on their own and in different groups
- resourcefulness in how they use the classroom resources - being able to decide the best approach to a task and the resources/support needed.
- able to reflect on processes and the most effective way of solving problems, drawing upon a range of tools such as distilling, meta cognition etc.  
able to communicate information and ideas, offering comments and explanations confidently to a wide audience that includes peers of different ages, adults in school and wider stakeholders such as governors.
- knowing that they can contribute to the success of everyone in the school community through valuing the importance of being a “Super Learner” and also sharing this positive attitude with other learners so that everyone is given the support to achieve their best.

**Where teaching is effective at Highfield...**

***The teachers:***

- provide high quality learning opportunities that are carefully planned to build on prior understanding and develop progress over time.
- demonstrate, through flexible grouping and teaching arrangements, the belief that all pupils can achieve the desired outcomes. As part of a “growth mindset” approach, there are no pre-conceived views or grouping arrangements that limit the potential of children to achieve at the highest level.
- ensure that there is a clear “learning journey” made explicit for the children so that they can see the connection and relevance between sequences of lessons.
- have secure subject knowledge in order to plan for and facilitate the development of subject specific knowledge, skills and understanding for pupils.
- design tasks that are focused on key learning intentions and are purposeful and appropriate to the age and stage of children that they teach.
- check understanding at regular points within and across a sequence of lessons in order to identify any misunderstandings.
- ensure that pupils are embedding key ideas and can apply them independently.
- skilfully use questioning as an assessment tool as well as to deepen understanding, and encourage depth of thinking in pupils.
- interweave the broader awareness of inclusion and diversity, as well as British Values, in order to support children in their understanding of belonging to a community of learners.
- take opportunities to engage in real life issues that relate to learning in school in order to make the connection for pupils about how learning is relevant to the wider world eg the environment and topical news items.
- demonstrate ambition for all learners, particularly those with SEND, enabling them to make strong progress and close attainment gaps between themselves and their peers.

- interweave the language of Building Learning Power (resourcefulness, reciprocity, reflectiveness and resilience) within task design, reflection and feedback to pupils - so that children understand that this is an essential aspect of effective learning.
- deploy support staff effectively to work with a wide range of individuals and groups in order to promote the best progress for all
- plan for cyclical review of previous learning through the ideas of “prove it” and “Ebbinghaus” which focuses on recalling ideas over time in order to build stronger foundations for future learning.
- look for opportunities to ensure that children have a clear purpose and audience for their learning. Children recognise that pupils learn more when there are meaningful purpose to their learning and therefore teachers aim to explore the use of “audience” within and outside our school to ensure that children’s learning becomes as relevant as possible, as often as possible
- maximise opportunities for enrichment of the curriculum through purposeful visits, visitors and experiences, which will create memorable and engaging learning experiences

### **The role of governors**

**Our governors determine, support, monitor and review the school 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 best used to support 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 pupils’ attainment.
- ensure that staff development and performance management policies promote good quality teaching.
- monitor the effectiveness of the school’s teaching and learning policies through the self-review processes. These include the leadership reports to governors, the work of the *Faith in Learning* sub group and a review of the INSET provided for staff.

### **The role of parents**

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

- holding parents’ evenings to explain our school strategies for teaching literacy, numeracy and Relationships education and to explain the statutory end of key stage testing as appropriate.
- sending information to parents at the start of each block of new learning (usually half termly) in which we outline the curriculum that the pupils will be studying during that period at school.
- report to parents about our target steps, explain the progress made by each pupil and indicate how the pupil can further improve.
- explaining to parents how they can support their pupils with home learning through the use of our blogs and curriculum letters.

**Parental responsibility:** We believe parents have the responsibility to support their pupils and the school in implementing the school ethos, aims and policies. We ask parents to:

- ensure that their pupil has the best attendance record possible.
- ensure that their pupil is equipped with the correct uniform and PE kit.
- do their best to keep their pupil healthy and fit to attend school.
- inform school if there are matters outside school that are likely to affect a pupil’s performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

## **Continuing professional development**

The school is committed to developing all staff to ensure continual personal and school improvement in line with the school development plan and identified priorities. All our teachers have performance management interviews and reviews where they are given the opportunity to reflect on their strengths and weaknesses with senior staff members and plan their professional development needs accordingly. We support our teachers in developing their skills, to keep improving their practice, focusing on building each teacher's professionalism and capacity to teach better with bespoke support which they can draw on to meet their particular needs. We embrace the value of research informed CPD and encourage all staff to read and remain informed of the latest views on quality education through forums such as the Education Endowment Foundation, OFSTED research reviews as well as education groups specific to the age and stage of the pupils that they teach. We also provide additional guidance documents on key aspects of quality teaching and learning which is published within our Staff Handbook in order to support detailed and consistent understanding of principles that are underpinned in this policy.