

# ***Gresham Primary School***

*Headteacher: Ms Karen Steele*

## **TEACHING AND LEARNING POLICY**

Date: May 2025

Review Date: May 2027

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## Statement of Intent

*“Learning is an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned,” (Ofsted 2019).*

At Gresham Primary School, our intent is to ensure our pupils achieve the highest possible standard of education and enjoy a rich, broad and balanced teaching and learning experience informed by educational research and developments.

As our vision states, we strongly believe that Gresham pupils succeed because everyone is happy, kind, inspired, challenged and ready for the future. Our vision underpins and informs our approach to teaching and learning at every turn, putting children and their learning at the heart of Gresham.

**Happy:** a creative education which highly values the pupils’ interests, prior knowledge and aspirations, encouraging every child to love learning and enjoy coming to school.

**Kind:** a caring education that emphasises the personal virtues which will enable our pupils to become well-rounded young adults and know how to develop successful relationships with others.

**Inspired:** an enriching education which excites children, making them question the world around them, developing an intrinsic motivation to learn for life.

**Challenged:** an expertly designed education where learning is skilfully delivered underpinned by expert knowledge, ensuring excellent progress for all.

**Ready for the Future:** an education which is up-to-date and relevant, reflecting the skills, knowledge and understanding required for our pupils to succeed now and in the future, in Britain and world-wide.

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides principles and procedures aimed towards ensuring high quality teaching and learning throughout the school:

It aims to:

- embed an agreed range of good practice and ensure consistency throughout the school;
- inform staff of the school’s expectations;
- provide a unified focus for monitoring learning and classroom practice;
- ensure that the needs of pupils are met;
- improve and enhance the quality of teaching;
- ensure that pupils are receiving a broad, balanced and relevant curriculum, at the very least meeting the requirements of the national curriculum;
- ensure that teaching is appropriately challenging for all pupils;
- foster positive caring attitudes in relationships with others;
- encourage high personal expectations and achievements;
- encourage independence and a sense of responsibility;

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- provide a stimulating learning environment;
- support all children to realise their potential and provide equal opportunities;
- enhance the professional development of staff.

## **Roles and responsibilities**

The governing board is responsible for:

- ensuring reports are provided by the headteacher and subject leaders and that action is taken where areas are identified as requiring improvement;
- visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - observing lessons;
  - viewing samples of pupils' work;
  - viewing relevant data;
  - talking to pupils about their experiences;
  - talking to teachers about their experiences;
  - reporting their findings to the entire governing board.
- providing guidance and/or feedback to leaders regarding their area of responsibility.

The SLT is responsible for:

- taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils;
- liaising with parents to ensure needs are being met;
- working in classrooms, including teaching, regularly;
- carrying out focussed classroom-based observations;
- reading annual pupil reports;
- completing a self-evaluation of the school's quality of teaching;
- regularly review the school improvement plan;
- reporting on the quality of teaching and learning in the headteacher's report;
- acting as role models for teaching staff;
- provide staff with opportunities for continued professional development;
- stay up-to-date with educational research and development and use this to inform the school's approach to teaching and learning.

Subject leaders are responsible for:

- cultivating a passion for their subject across the school;
- developing and reviewing curriculum maps and schemes of work in collaboration with colleagues;
- taking accountability for the progress of pupils in their given subject;
- reporting on the effectiveness of the curriculum to the SLT;
- working with the relevant governor to develop their subject.

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Teaching staff are responsible for:

- reflecting upon and evaluating their teaching;
- seeking professional dialogue and constructive criticism from their colleagues;
- collaborating with colleagues to moderate pupil achievement;
- involving parents and other professionals in the monitoring process;
- seeking out and taking responsibility for their continued professional development.

Pupils are encouraged to:

- Develop and utilise the Gresham Learning Toolkit to become successful lifelong learners. Pupils learn to:
  - be resilient
  - empathise
  - question
  - collaborate
  - persevere
  - be independent
  - reflect
  - communicate
  - take risks
  - be creative
- have high expectations of their learning and give their best effort;
- demonstrate excellent learning behaviour and attitude.

External monitoring

- Gresham's link advisor will work on an annual cycle to monitor teaching performance.
- The link advisor will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it.
- The link advisor will undertake learning walks and provide feedback to SLT.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and school visits.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.
- External moderation will be arranged on a termly basis.

## **Self-evaluation**

Discussion with senior leaders

Senior leaders will assess the quality of teaching and learning at the school by undertaking:

- regular pupil voice/surveys;
- quality of outcomes;
- termly observations of lessons;
- termly review of data;

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- termly book looks;
- (at least) annual parent surveys;
- biannual staff surveys;
- monitoring of other elements of school life which indicate effective teaching and learning, e.g. displays and sharing assemblies.

## Teaching and Learning Guidance

### Physical Environment

Learning starts from the moment pupils enter the school. Corridors are quiet so pupils can ready themselves for learning. Teachers are organised, prepared and provide routine for learners – reducing cognitive load and enhancing outcomes. Our classrooms are welcoming, interesting and aimed at fostering a calm and purposeful approach to learning. Creative and imaginative use of space is evident. As well as being tidy and well organised, the arrangement of furniture facilitates the various activities in which children engage and enable them to move easily to learning areas. The teacher consciously decides upon and plans the seating arrangements for pupils in order to maximise educational attainment. Arrangements are changed to suit different activities and to allow pupils to work independently or collaboratively. A seating plan is available for those providing cover when the teacher is absent. All staff are responsible for creating a calm, friendly, purposeful atmosphere where pupils' efforts are acknowledged and praised.

### Displays

The classroom is a stimulating learning environment with displays that reflect the many areas of the curriculum. Children are encouraged to make decisions about displays and given some responsibility in creating them. Displays include learning from children of all abilities, so that each child feels their contribution is valued. All classrooms display a maths and English 'Learning Wall', and the current topic. Children's names are clear, as well as titles and explanations of what is on display.

- Displays in corridors attractively showcase children's work, encouraging best effort, fostering a sense of pride in success and inspiring others to do their best.
- Displays *in* classrooms reflect current and ongoing learning and support children's learning.
- Key vocabulary is of paramount importance.

### Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. Children are encouraged to select and use materials in an appropriate way and they are given responsibility for caring for resources and keeping the classroom tidy.

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Resources to support learning e.g. times tables grids, number lines, 'High Frequency Word' lists, dictionaries and pupil targets are easily accessible.

## Planning and preparation

Planning is critical and fundamental in providing the architecture and structure of pupils' learning. Much of this structure is provided by the curriculum maps designed by subject leaders and schemes of work adopted by the school. Teachers follow these principles when planning:

- Planning is adapted in and between lesson (as well as across subjects) as a result of the needs of learners and teacher assessment.
- Teachers have flexibility in their planning format to allow them to cater to the needs of their class as they work from the curriculum maps and schemes of work.
- Best practice for planning starts with an overarching question, ideas for opening up the content and the content to be taught over the medium term.
- Detailed daily lesson plans do not necessarily amount to effective teaching and learning and are therefore not monitored. Medium term plans (i.e. a sequence of learning over time) with clear outcomes, and adapting lessons based on assessment have a greater impact on learning and therefore take priority over teacher planning time.
- Ample information is available for lessons being covered.

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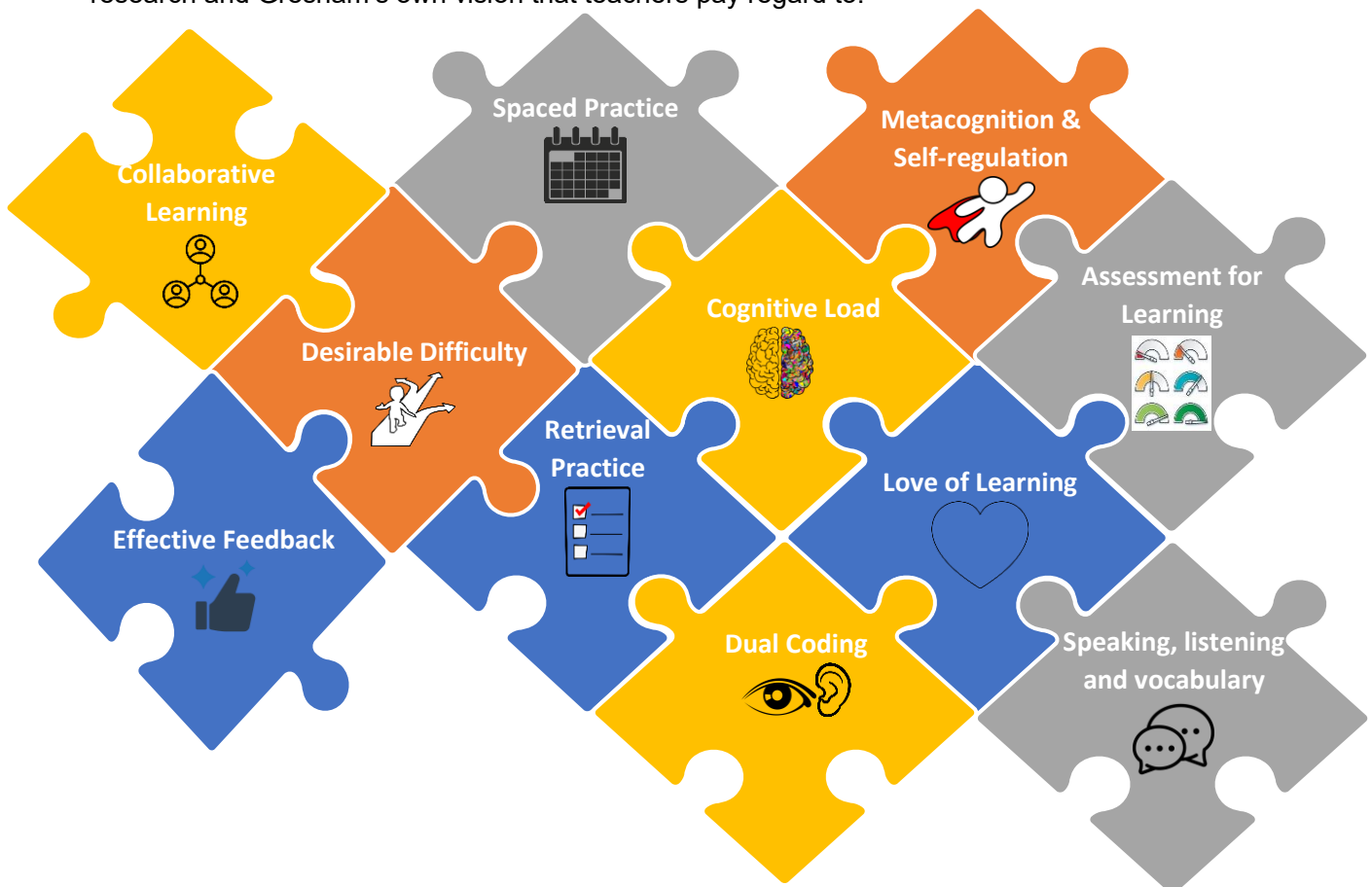
## Effective Pedagogy

Teaching and learning practice at Gresham is informed by educational and pedagogical research and the work of cognitive scientists and psychologists. Gresham recognises that teachers will perform best when given autonomy over the delivery of their lessons. As such, we do not prescribe a particular 'style' of teaching, but expect to see evidence of best practice as outlined below.

Rosenshine's 17 'instructional procedures' lists the effective qualities which Gresham teachers employ within their lessons:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice of all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they have learnt
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice

The infographic below illustrates other elements of teaching and learning borne from educational research and Gresham's own vision that teachers pay regard to.



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Teaching and learning strategies are under constant review in light of current research and developments in education and cognitive science. No one lesson demonstrates all the strategies and qualities, but teachers employ these over time in various lessons.

## Support, Differentiation and Challenge

At the heart of the curriculum is the principle that all children should be following the same course of work. Within this, at Gresham, all children are given the chance to be cognitively challenged. The aim is that all pupils will become masters of their subjects. Once mastery is reached, children grapple with the subject at greater depth with a variety of extension materials and tasks.

For those who have not grasped concepts initially, additional support may be appropriate; examples of support and/or differentiation include the following: additional or simplified examples, conversations with adults or peers, scaffolding materials, additional resources, pre-teaching, specific interventions and additional opportunities for retrieval practice.

*'All that's required is that teachers are flexible and skilled enough to be able to veer off-piste to collect up confused students as and when required.'* (David Didau, What do teachers think differentiation is?)

Those with a special educational need or disability (SEND) may require an adapted curriculum or additional support to that above. Please see the SEND Policy for further information.

## Adult Deployment

Teaching assistants are given thorough consideration and clear expectations regarding their role in lessons. They work with individual pupils, groups and take interventions, as well as supporting the efficient and organised running of the class. Classes have systems to allow teaching assistants to feedback to the teacher or contribute to assessments. Teaching assistants pay regard to the effective teaching and learning strategies and employ these whilst working with small groups and individuals.

## Monitoring and Review

The SLT will review this policy every two years biennial basis. Changes may be made more frequently if teaching and learning improvements are identified before the policy is due for review.

***Confirmation the Teaching and Learning Policy in respect of Gresham Primary School has been***

***discussed by the Governing Body:***

Signed by:

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Chair of Governors: ..... Date: .....

Head Teacher: ..... Date: .....

Agreed at the Governing Body Meeting on: ..... Minute Reference: .....