

BURE PARK PRIMARY SCHOOL
TEACHING AND LEARNING POLICY
STATEMENT



Teamwork, Honesty, Kindness

ROLE	NAME	DATE RATIFIED BY GOVERNORS
Co-ordinator	Sarah Moon	10th December 2025
Headteacher	Sarah Moon	
Governor	Amanda Macintyre	

Next Review

December 2027

AIMS

This policy aims to:

- Explain how we will 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 raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

VISION AND VALUES

Our **vision** is

- to build an enthusiastic, caring and passionate team of adults
- to develop happy, healthy and active children
- to provide an ambitious, rich and challenging curriculum that equips our pupils with the skills and mindset to thrive and pursue their aspirations, whilst enabling them to take risks, be resourceful, innovative and enterprising
- to foster enthusiastic, independent learners prepared to develop their social, emotional, and physical well-being
- to educate all students to the highest levels of academic achievement, to enable them to reach and extend their potential, and prepare them to become responsible, respectful, inclusive, creative and compassionate members of society
- to empower pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners

These are the values of the school and we strive to ensure that all children develop these –

- **Kindness**
- **Honesty**
- **Teamwork**

GUIDING PRINCIPLES

- A positive, enriched, learning environment needs to be established where all children, (including those with SEND or who are disadvantaged) feel cared for and confident in order that an enthusiasm for learning can be promoted, thus reflecting our school values.
- Teachers, who have a clear understanding of how children learn, allowing for a variety of learning styles, have a secure knowledge of the subject areas and are able to utilise effectively a variety of resources. Ensuring that teaching is in-line with policy and curriculum maps.
- A broad, balanced curriculum, based upon clear progression of skills/end points, which is appropriately sequenced and pitched for all children.
- Teaching and planning that allows children to remember more and know more – sticky knowledge. Our wider curriculum is blocked so that children are able to gain a greater depth of learning in each curriculum area.
- A wide variety of teaching methods and classroom management strategies which support the needs of all pupils, including use of partner talk, whiteboards, independent and collaborative learning. Thus fostering children's independence, curiosity and facilitating deep thinking.
- A close understanding between home and school in order to foster partnerships in supporting and developing learning.
- Teachers and children need to set themselves high expectations.
- First-hand experiences in the learning process must be valued; and be developed further by appropriate practical, creative, interactive and active activities.
- Utilise, whenever realistically possible, the children's own interests, in order to develop knowledge and understanding within the curriculum.
- Homework needs to be effectively set, in order to reinforce, and extend the learning process.
- Staff need to encourage children to develop a sense of responsibility for themselves and the wider, and global, community and environments.
- To provide learning that is engaging, enjoyable, fun and pacy.
- There is parity among classes/year groups
- The teacher is the facilitator of learning and the person working the hardest in the classroom is the children.
- An environment devoid of discrimination of any specific educational need, or disability

- Clear use of formative assessment and summative assessment to close learning gaps and move learning on.

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
- 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, and recognise that all learners make mistakes and mistakes can help us learn
- Can manage their emotions if things are not going well.

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.

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

TEACHERS

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Know their children well and have a clear awareness of what the class needs.
- Be flexible and adaptive in their approach to teaching and learning
- Be up to date with any evidence based work in education

- Actively engage parents/carers in their child's learning, letters, parent interviews including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress at parent interview evenings twice per year, pupil profile meetings if a child has SEND, phone calls and further meetings if appropriate and produce an annual written report on their child's progress.
- Meet the expectations set out in the Learning and Conduct Behaviour Policy, Marking and Feedback Policy, Special Educational Needs and Disability Policy.

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 within lessons, as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure children have 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 Learning and Conduct Behaviour Policy, Marking and Feedback Policy, Special Educational Needs and Disability Policy.

SUBJECT and KEY STAGE CO-ORDINATORS/TEAMS

Subject/Key Stage Coordinators and Year Group Teams 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 and have a clear end point.
- Drive improvement in their subject, working with teachers to identify any challenges
- Ensure their subject allocates appropriate time for pupils to:
 - Achieve breadth and depth within the subject
 - Understand the topic, gaining the required knowledge
 - Make connections across subjects and regularly revisit previous concepts

- Moderate progress across their subject or key stage by, for example, observing teaching and learning, book scrutiny, monitoring planning and talking to pupils
- Improve on any areas for development identified in their monitoring activities/annual subject action plan
- 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 Learning and Conduct Behaviour Policy, Marking and Feedback Policy, Special Educational Needs and Disability Policy.

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 the Learning and Conduct Behaviour Policy, Marking and Feedback Policy, Special Educational Needs and Disability Policy.

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
- Be curious, ambitious, engaged and confident learners
- Know how to improve their learning in conjunction with adults
- Put maximum effort and focus into their work
- Complete home learning activities as required

- Meet the expectations set out in the Learning and Conduct Behaviour Policy, Marking and Feedback Policy, Special Educational Needs and Disability Policy.

PARENTS/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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

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

PLANNING/CURRICULUM PURPOSE

The teaching narrative will be cohesive and vibrant to equip our children with a breadth of knowledge and skills, plus variety breeds enthusiasm and motivation for future learning. Our curriculum aims to be stimulating, creative, rich in language with a range of varied and relevant experiences for all. It will be progressive, relevant and collaborative. It is designed to ensure that learning makes connections and links across other curriculum areas and essentially life. We aim for mastery of learning through small sequential steps that allow deep learning, with problem-solving, reasoning and fluency built in.

Our curriculum allows our pupils to demonstrate their understanding, build long term knowledge and develop a strong set of skills that can be applied in many contexts and enable them to develop and gain understanding, knowledge and empathy to become caring and active members of a British and Global Society, respecting and valuing our diverse world. We plan explicit curriculum opportunities to support and nurture children's social and emotional and health well-being. It is important that all our adults build positive, trusting and

caring relationships with the children and their families to ensure good and outstanding behaviour, high quality learning plus mutual respect. Active breaks are an important part of the structure of the school day and curriculum to refocus and re-engage learning, promote mental health and well-being. Practical work and outdoor learning are important features in all areas of the school curriculum. We enable the children to develop and share their individual talents and skills as it allows each child to “shine” and thus develop raised self-esteem and confidence. We encourage our children to celebrate both success and failure, as this brings further resilience for life and deeper learning. By building connectivity, we ensure there is a link between learning experiences to embed transferable, purposeful knowledge and reasoning. Our teachers plan and develop opportunities to allow our children to articulate their depth of understanding through the use of a rich vocabulary and pupil voice.

LEARNING ENVIRONMENT

- Environments are low stimulus, e.g. hessian backing for displays, less use of brightly coloured materials/resources

Environments will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive areas such as reading corners and quiet areas
- Working walls of current and past strategies, concepts, knowledge that support learning and encourage independence
- Accessible resources for learning such as books and other equipment
- Lessons will be clearly planned using the metacognition symbols and colour-coded slides to enable pupils to make connections with their learning. New learning is identified on a green slide, previous learning on a purple slide and challenge is identified using the dig deeper symbol.
- Retrieval will be built into lessons to develop pupils’ knowledge. This is identifiable to pupils on a blue slide
- A seating layout that allows everyone to see the board and participate.
- Displays that celebrate pupils’ learning

ORGANISATION

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (e.g. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical and active learning tasks, which will develop appropriate knowledge, skills and understanding.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the classteacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Sharing assemblies are seen as opportunities for all pupils to demonstrate their own best work.

DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning 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
- We will use support staff effectively to provide extra support to the above were feasible
- Working with our SEND Team, our pupils with SEND, and their parents, will have the appropriate level of material to support them to make good individual progress - see our SEND Policy
- Using mixed and same ability groupings for subjects where appropriate
- Providing writing frames and word banks were appropriate

HOME LEARNING

- Home learning, or homework, will support pupils to consolidate learning and make the link between what they have learnt in school and the wider world.
- It is most effective when done in a supportive, secure environment, with focused time set aside.
- Home learning will be reasonable in challenge and length for each year group
- Any necessary equipment or resources will be provided, loaned or made accessible.

MARKING AND FEEDBACK

- Feedback will ideally be verbal within the lesson and will be reactive to the learning so that it clearly explains to pupils what they're doing well and what they need to do next to continue to improve their work.
- If written feedback is given in books time will be given to allow the pupils to act on it – see our Feedback and Marking Policy for more detail.

ASSESSMENT, RECORDING and REPORTING

- We will track pupils' progress using a combination of formative and summative assessment – for example, through ongoing daily formative assessment, and formal summative assessment three times per year and more formally at the end of each Key Stage
- We will provide verbal updates at parents' evenings twice per year in the Autumn and Spring terms and in the annual written report in the Summer term.

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/Key Stage Co-ordinators/subject Co-ordinators and Governors will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting lesson observations
- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Book scrutinies
- Talking to pupils
- Also see our Staff Appraisal Policies for further information

LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum progression of skills/end points document
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement

- Equality policies