

## LEARNING AND TEACHING POLICY

	Name of School	Terrington St Clement Community School
	Policy review Date	September 2025
	Date of next Review	September 2026
	Who reviewed this policy?	All Teachers

At Terrington St Clement Community Primary, we believe in the concept of lifelong learning. We aim to instil in our learners the belief that learning is limitless, that the world is full of opportunities waiting to be grasped and that through effort and perseverance everyone can achieve. We are committed to high quality learning and teaching to raise standards of achievement for all children. We recognise that everyone in the school community is a learner including teachers, pupils, parents, the leadership team, support staff and governors. This community ethos is reflected in our school motto:

*A Traditional School with Traditional Values where we  
Aspire, Succeed and Thrive*

### **School Aims and Objectives**

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Raise levels of attainment for all pupils, enabling them to succeed and thrive
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Cultivate a lifelong love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Ensure equality of opportunity in relation to gender, race, disability, age, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe, purposeful and happy workplace.

### **Ethos:**

The ethos and atmosphere underpin the agreed aims of the school. Learning is the purpose of the whole school and is a shared commitment. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. Staff will contribute to the development of this ethos through:

- Providing a calm, purposeful and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Assertive Discipline Strategies' embedded within our behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's assessment policy.
- Effective management of their professional time.
- Developing links with the wider community.

- Providing children with meaningful, purposeful tasks, related to the National Curriculum as detailed in our curriculum.
- Planning and structuring learning to avoid overloading working memory and providing opportunities for spaced repetition to ensure that learning is fully embedded.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting/ mentoring of teaching and non-teaching students

### **Teaching and Learning Style**

We recognise the fact that our learners are unique and that different approaches will work more successfully for different individuals. In order to ensure that everyone is able to fully access the curriculum, teachers may promote learning in differing ways. These may include;

- Planned drop in sessions for EYFS, to initiate contact and a relationship between parent, child and teacher in Nursery and Reception.
- Provision of an integrated curriculum both inside and outside the EYFS classroom, with a balance of child/adult initiated activities.
- The involvement of subject leaders and subject teams in monitoring and developing curriculum areas, in order to ensure continuity and progression.
- Teacher observation and analysis of learner's approaches and understanding
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- 1:1 Conferencing
- Listening, responding and intervening to support individual needs
- Thinking time - providing opportunities for reflection by pupils
- Spaced repetition to ensure that key knowledge and skills are revisited
- Demonstrating high expectations
- Providing opportunities for learning reinforcement and challenge
- Providing encouragement, positive reinforcement and targeted praise to focus on the learning process.
- Providing all children with opportunities for success
- Use a range of communication strategies, verbal and non-verbal
- Providing children with opportunities to review and self-assess their learning.

Teachers & Support Staff will use a range of strategies in any one session. Planning should show a balance in terms of individual, collaborative and whole class work. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'. Our belief that all learners can succeed are central to what we do at Terrington St Clement and growth mindset strategies are incorporated into all lessons.

### **Classroom Management and Organisation:**

#### **Learning Environment**

The learning environment will be managed in such a way as to facilitate successful learning for all, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- One to one teaching/ Conferencing
- 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 activities, which will develop appropriate skills, concepts and knowledge.

### **Support staff**

Support staff play a central and specialised role in the learning process. Key elements of their role can involve:

- To support teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom to work independently and access the learning.
- Delivery of targeted interventions with the guidance of the teacher
- Supporting children with EHCPs or specific learning needs
- Preparation of resources

### **Organisation**

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area should be safely accessible and clearly labelled to encourage independent use.
- Classrooms will be tidy and well organised to facilitate a calm and productive learning environment.
- Book corners will be comfortable and attractive.
- In EYFS, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play where children can make connections with other areas of learning.
- Pupils will be involved in the maintenance and care of all equipment and resources.

### **Curriculum Planning**

At Terrington St Clement Community School we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children. We are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

The National Curriculum for English and Mathematics are used across both Key Stages and the school adheres to the Norfolk County Council RE syllabus to encompass all major faiths. We use an integrated approach to teaching the foundation subjects through engaging topics, whilst retaining the rigour of individual subject areas in line with National Curriculum 2014 (Refer to appendix 1).

All classes follow a 'Learning to Thrive' Curriculum which is being developed by the school to offer a whole school approach to a wider emotional and social awareness. The curriculum focuses on key areas including: growth mindset, British Values, skills for learning and self-regulation, relationships and health education.

All staff receive PPA [Planning, Preparation and Assessment] time every week in accordance with statutory requirements. As far as possible, time will be allocated to enable year group teams to plan together. Plans are based upon previous assessment data, pupil need and subject expectation. Planning should demonstrate adjustments in response to pupil needs. Consequently, medium term and indeed weekly plans should be adaptable and it is not expected that they are completed in full in advance of the topic. Medium term planning should be responsive and should be adapted based on ongoing assessment. All staff provide an electronic copy of planning saved on the Curriculum Network Drive to allow access for monitoring by leadership team and subject leaders.

Subject leaders have a variety of roles. These include:

- Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Supporting colleagues in their development and implementation of the scheme of work and in assessment and record-keeping activities.
- Monitoring progress in their subjects and advising the SLT on action needed; taking responsibility for the purchase and organisation of central resources for their subjects
- Using release time to support colleagues (e.g. observe, coach & co-teach)
- Keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

### **Challenge**

To ensure that our Mathematics and English curriculum meets the demands of the mastery curriculum, challenge opportunities are included where appropriate and are made available to all children.

Opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning. Terrington St Clement provides an environment that promotes excellence in all areas and we encourage children to be proud of their successes and share them with others. More able children are encouraged to take on new challenges and are given opportunities for enrichment (breadth) and extension (depth).

### **Cross-Curricular Links**

In adopting a topic-based approach to our curriculum, staff are able to make meaningful links across the curriculum, without losing the rigour of each subject area. Subject leaders ensure progression in each subject area through regular monitoring [pupil talks, book looks etc].

### **Inclusion**

At Terrington St Clement, we are committed to providing a broad and balanced curriculum that every child can access equally, regardless of gender, race, disability, age, class, special needs and belief. Teachers plan together across year groups, taking into consideration the particular needs of their own class or ability set.

Teachers may differentiate the curriculum by:

- Outcome
- Resources/scaffolding available
- Task
- Teacher / adult support

Greater depth/Challenge tasks and support/scaffolding will be detailed in weekly planning. Learning objectives will be specified for all teaching. Planning will refer to individual children with APDR Plans and to other vulnerable children /groups.

### **Monitoring and assessment (Please refer to the school's Assessment Policy)**

Assessment in the classroom should be focused on improving pupils' work so that good progress or better is made by all. Pupils will take an active role in assessing their own progress and achievements by having a clear understanding of their targets for literacy and numeracy. Assessment strategies used are outlined in our Assessment Policy. A termly review of monitoring procedures is held with all phase groups in the form of Pupil Progress Meetings which includes discussions around progress and attainment of pupils and the impact of the interventions that are used. Phase leaders and SLT will regularly monitor provision through short drop ins, discussions with learners and book scrutiny. Phase group staff are encouraged to work as a

team to monitor standards in their phase. They will work with the SLT to observe classroom practice to share and implement successful strategies.

### **Resources**

We offer a high-quality range of resources to enhance learning. Subject leaders are expected to audit resources available for supporting their subject area and to purchase resources to replace/ replenish as needed. This will include timely and effective use of technology as learning aids.

Pupils must be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society. Adaptations will be made where possible, or alternatives purchased when needed, to ensure that all pupils can access the curriculum equally well.

### **Extended Learning Opportunities**

Home Learning is considered to be a valuable element of the teaching and learning process. This may involve activities to reinforce and consolidate class activities. Teachers follow the School's Home Learning Policy. Parents are encouraged to support their child's learning by giving importance to homework and actively supporting the Home- School agreement.

### **Behaviour Management (Please refer to the school's Behaviour Policy)**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Each class will display their classroom rules. Good manners and politeness are prioritised and rewarded by all staff with House Points. Outstanding learning behaviours are encouraged and praised and rewarded with Terries and Star Certificates.

### **Management of the School Day:**

8.45am	Registration Busy Book/Key Skills Work Sessions 1&2
10:30am	Break Sessions 3&4
12:15am	Lunchtimes
1pm	Sessions 5&6
3.15pm	End of school day

### **Governors' Role:**

It is the Governors' role to monitor the curriculum offered at Terrington St Clement. They will review this policy and its implementation through:

- Regular visits to oversee the impact of the curriculum.
- Reporting to the Head teacher and teachers.
- Reporting to the Full Governing Body.

## APPENDIX 1

### Minimum Standards to be added as an appendix to our L&T policy.

(How do we want our curriculum to look? What do we want our children to experience?)



#### Presentation

- High expectations of presentation evident in all books
- All work dated with learning objectives written by learners (adapted titles for younger learners)

#### English

- In KS1 there will be at least 3 pieces (by Autumn ½ term) and in KS2 5 pieces of recorded work in English for most weeks.
- Clear writing progression with agreed writing plan formats used throughout.
- Learners in KS2 will have opportunities to draft and edit their written work. In KS1 learners will be taught how to edit their work for structured foci (e.g. common spelling errors/punctuation)
- Children will have opportunities to write independently on a regular basis.
- Writing, reading and spelling/phonics will be taught in separate lessons with a specific focus.
- The development of sentence structure, grammar and punctuation will be prioritised.
- Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons.

#### Maths

- In KS1 there will be at least 3 pieces (by Autumn ½ term) and in KS2 5 pieces of recorded work in Maths (this includes times table practice evidence) for most weeks.
- The learning and recall of number bonds to 20 and times tables facts will be prioritised.
- There is an expectation that children record methods used in all number lessons from Y2 onwards & learners will be given regular opportunities to explain their strategies orally.
- There will be a focus on number and developing fluency, following the model of concrete, pictorial, abstract where appropriate in all year groups.
- Most lessons will include an element of reasoning and/or application.

#### Integrated 'Topic' Curriculum

- Key objectives detailed on the Whole School Planning Overview are taught in each unit to ensure curriculum coverage.
- Minimum of 6 science sessions, most units include 2 investigational sessions taught each half term.

#### Display

- Maths and English working walls will be present in each classroom and used as a teaching aid.
- All classes will display a map of the world which will be used regularly to help embed knowledge of key locations around the world.
- Corridor displays will be engaging and demonstrate progress in the chosen subject area.

#### Learning to Thrive

- Whole School focus on developing a 'Growth Mindset'
- Explicit 'Learning to Thrive' sessions regularly planned into the timetable.
- A minimum of 2 pieces of recorded evidence in topic books for Learning to Thrive sessions each half term. This may be in the form of photographs or post-it notes.

#### Planning

- Topic curriculum planned collaboratively in phase groups to ensure equality of provision for pupils in different classes.
- Whole School Planning Overviews, highlighted to demonstrate coverage.

#### Classroom Ethos

- All staff work to develop a team spirit and class unity by demonstrating and maintaining positive relationships.
- Learning spaces are tidy and resources are well kept and maintained.
- Learners are taught to respect their classroom spaces and contribute to maintaining an ordered environment.
- Learners are expected to demonstrate high levels of presentation and take pride in their work.