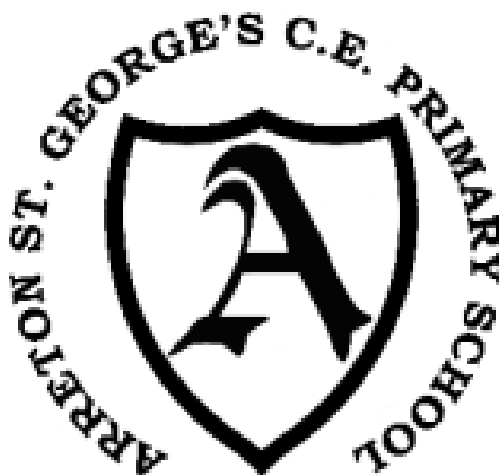


Teaching and Learning Policy



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Policy No: 7.08	
Signed Head Teacher:	Signed Chair of Governors:
	<i>Gary Vincent</i>
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Teaching and Learning policy

1. Statement of Intent:

At Arreton St George's Primary school we pride ourselves on our warm friendly family environment where all children feel valued, safe and secure. Our curriculum reflects our belief that learning is fun and accessible to all. We have worked hard to establish a curriculum that is broad, balanced, **embraces our Christian values** and allows children to make progress with their skills and knowledge in all areas. Each subject has a clear progression pathway, which builds on existing knowledge and skills. Subjects are interlinked and allow children to make connections between subjects.

We are continually evaluating our curriculum and adapt, alter and adjust to ensure children have the curriculum that is right for them, delivered in the most appropriate way. We are very aware that children's learning needs and styles do not come in a neat 'one-size-fits-all' package.

Every child has the right to a high quality education that is right for them and allows them to reach their full potential and gain the knowledge and skills needed to lead successful active lives. We aim to ensure this is possible for all children at Arreton regardless of ability, SEND, protected characteristics or circumstances.

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

It aims to:

- Embed a range of good practice across the school.
- Ensure consistency across the school.
- Inform all stakeholders of the school expectations.
- Ensure that all the **children's** needs are met.
- Provide consistently high quality teaching.
- Ensure that all **children** receive a broad, balanced and relevant curriculum meeting all the statutory requirements.
- Ensure teaching is appropriately differentiated for all **children**.
- Ensure the school is always striving to improve and build on good practice.
- Ensure the continual professional development of all staff.

2. Intended impact:

- All children will enjoy teaching and learning that is inspiring and engaging. The curriculum will be broad, balanced and engaging for all. It will allow all children to demonstrate their strengths and talents and develop their basic skills.
- We will develop the whole child and equip them with the life skills they need to reach their full potential.
- Staff will be highly motivated and have high aspirations and expectations for all children.
- We will develop a lifelong love of learning in all children.
- All of our children will receive the diet they need when they need it to allow them to make at least good progress for them.

Our Curriculum Intent	How we will implement it
The children will always be the central focus of our curriculum and school.	The topics we choose will be inspirational and fun for the children. The curriculum will incorporate a wide range of activities, which allow all children to demonstrate their talents and strengths. The curriculum will be tailored to meet the needs of particular cohorts so will be ever changing and evolving. The curriculum delivery will reflect the needs of the cohort to which it is being delivered.
To allow all children to become independent, reflective and resilient learners who are willing and ready to embrace challenge.	Tasks will allow independent study where possible. Time will be given to allow for reflection on marking and for applying advice and guidance. In the moment marking and feedback will allow children to improve their work straight away. Positive and constructive feedback will always be used. Tasks will challenge the children and encourage them to take risks in a safe and supported environment.
Our children will be aspirational and academically ready for the future.	The children will be encouraged to challenge themselves in all aspects of school life. We will provide as wide a range of opportunities as possible to allow children to gain experiences which help shape their future aspirations. Learning will be reinforced and consolidated so that all children are ready and eager to build on their existing knowledge.
We will create a positive learning environment where all children feel safe and secure and view all mistakes as learning opportunities.	Our school will be a friendly and welcoming place where everybody feels valued as an individual and are comfortable to be themselves. The staff will establish strong and trusting relationships with the children and their families. Children know that their learning journey is individual to them and that it is a partnership between themselves, their families and the school. We will all work together to support each child to reach their full potential. Children will be happy to make mistakes and view them as learning opportunities and stepping-stones to success.
Effort and attitude will be recognised as well as academic achievement.	We will recognise children for all the aspects of school life. Effort and attitude will be recognised and acknowledged. We will encourage, recognise and acknowledge all achievement in whatever area of the children's development.
To develop children's social, emotional and mental health so they are confident and have a positive sense of self.	We will support all children's social, emotional and mental health through our pastoral care and teaching. We will provide ELSA sessions if needed and involve outside agencies if appropriate. We will always focus on the positives and encourage all children to build on their achievements, talents and successes.

We will involve our wider school community including parents/carers; wider family; members of the wider community and outside agencies.	Our school is a family which includes the children, their wider families, staff and members of the wider community. We are all involved in the children's education and have a valuable contribution to make. We encourage family involvement in as many school events as possible throughout the year. We will provide opportunities and guidance for families to allow them to be involved in the children's learning. Workshops and information sessions will be run as appropriate.
We will encourage children to express their views, ideas and opinions and incorporate them in our school development and vision.	All of our children will have a voice and we will provide them with regular opportunities to air their concerns, worries, ideas and wishes for their education and their future within the school. We will encourage debate and develop within each child respect and empathy for the view of others. The ever-evolving and improving vision for our school will reflect the thoughts and feelings of our children.

3. Roles and Responsibilities

The governing body:

Ensuring reports are provided by the Head Teacher and curriculum coordinators 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 alongside school staff to contextualise reporting
- Viewing samples of **children's** work
- Talking to **children** about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

The SLT is responsible for:

- Taking a general overview of the school and its atmosphere on a day-to-day basis by visiting classes and talking to staff and **children**.
- Liaise with parents and outside agencies to ensure all **children** needs are being met.
- Carrying out focussed classroom- based observations.
- Reviewing and commenting on planning.
- Completing a self-evaluation of the school's quality of teaching and learning.
- Reporting to governors.
- Acting as role models for staff.
- Holding staff accountable for the progress of **all children**.

Head Teacher and subject leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of **children** in their given subject.
- Reporting on the effectiveness of their curriculum subject.
- Providing guidance support and advice to colleagues.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional advice and constructive criticism from colleagues, SLT and the Head teacher.
- Reviewing and evaluating their planning regularly.
- Setting targets for pupils which are appropriate and challenging.
- Work with colleagues to moderate progress and achievement.
- Work with parents and other professionals to ensure the best outcomes for all **children**.
- Complete regular reviews of progress through teacher assessment formal assessments.

And provide a learning environment which is:

- Inclusive and provides all children with the opportunity to learn and make progress.
- Physically organised to maximise educational attainment and is altered to suit different activities and needs.
- Well ventilated and kept at a suitable temperature.
- Welcoming and makes children feel both physically and emotionally safe, secure, happy and comfortable.
- Well organised and makes the best use of time, adults, space and resources.
- Well-resourced with suitable resources and materials all of which are in a good conditions and fit for purpose.
- Enabling for all children and allows for increased independence and responsibility.
- Enhanced by relevant and stimulating displays, including learning walls for English and Maths. All should support children's learning.
- Conducive to independent, paired m group and whole class teaching and learning.
- Underpinned by High standards and expectations for behaviour and attitude to learning and quality of work produced.

Children are responsible for:

- Being on time for school.
- Being ready and prepared for learning.
- Treating the school, its belongings and their personal belongings with respect.
- Listening and following instructions.
- Treating everybody with respect, kindness and care.

4. Our Expectations:

To encourage all children to take part in lessons we will:

- Ask questions which allow the children to voice knowledge and opinions.
- Encourage all children to raise their hands and not shout out so giving everybody the chance to speak.
- Insist on one voice at a time, no interrupting.
- Allow sufficient thinking time for all children to process information and formulate a response.
- Plan time in lessons for discussion and idea sharing.
- Encourage all children to have a go and see mistakes as learning opportunities.
- Encourage all children to make full use of the resources within the classroom.
- Encourage all children to ask for help if they need it.
- Take pride in their work and presentation.

We reward and recognise achievement and effort in the following ways:

- Use praise at every opportunity.
- Awarding of Stamp card points (Years R,1&2) and Class Dojos (KS2).
- Star of the week awards.
- Head Teacher awards
- Head Teacher show and tell.
- Positive feedback on written work or provided verbally.
- Displaying work in school.
- Positive messages on Tapestry (Years R,1&2) or Class Dojo (KS2).

The staff will manage disruptive behaviour by:

- Using non- verbal cues.
- Referring to a child by name.
- Quietly and discreetly speaking to the child involved.
- Providing an alternative task or responsibility.
- Reminding the child of the sanctions that follow poor choices.
- Following the school behaviour policy.
- In exceptional circumstances remove the child from the class or call for additional support from another member of staff.

To ensure the quality of Education is of the highest standard we will ensure that all our staff:

- Understand what effective Teaching and Learning looks like.
- Have the skills and knowledge to deliver effective teaching and learning (Are provided with regular and relevant CPD).
- Are reflective of their practice.
- Plan lessons which are creative, engaging and meet the needs of all the children.
- Motivate children effectively in delivery and task design.
- Enjoy and have a passion for teaching.

- Strive to continue to enhance and develop their skills and knowledge.
- Set high expectations for all children.
- Understand how children learn effectively.
- Make use of questioning, discussion and investigation.
- Are consummate professionals.
- Seek and act on feedback from colleagues, children and parents.
- Are provided with opportunities to lead.
- Engage with and involve parents/Carers with their teaching.
- Implement effective behaviour management strategies.

5. Teaching Strategies:

The Curriculum:

- Year R follow the new EYFS curriculum and Years 1-6 follow the National curriculum.
- The curriculum is broad and balanced with the correct proportions of time spent on each area.
- The curriculum is carefully timetabled and its content appropriate for the age and ability of the children.
- The Curriculum is fully accessible to all children through task variations and resources.
- Our curriculum also provide for the children's wider development. We work hard to develop the whole child and support their social, emotional and mental health needs.
- We provide an extensive range of extra-curricular activities which enhance the education of our children.
- Lessons are clearly linked to the National Curriculum.
- They are differentiated and have clear task variation making them accessible to all children.
- Lessons are sequenced and follow a clear learning journey.
- Each lesson has a clear Learning objective and outcome which is shared with the children.
- Planning, preparation and assessment (PPA) is allocated to staff weekly.

Delivery:

- Lessons are delivered with confidence and enthusiasm.
- Lessons are balanced in terms of teacher and child led activities.
- All learning styles are catered for.
- A range of lesson types are used including practical, visual, dramatic, investigative, indoor/outdoor, individual, group and whole class.

Resources:

- All resources are prepared in advance.
- The correct resources are available to all children.
- All appropriate resources are available to cater for all learning styles and needs.
- Resources are high quality and fit for purpose.
- Resources are shared across the school in order to facilitate good practice.

6. In - class support:

- Support staff are actively involved in the children's learning.
- Their primary role is to support and enhance the learning of the children.
- They are fully informed of the planning, learning objectives, outcomes and task design.
- They have a good knowledge of the needs of the children.
- They are fully aware of any additional need/support individual children may have.
- All support staff are deployed effectively within the classroom. This will include working with groups or individual children.
- They provide feedback and support to children and teachers during the lessons and at the end.
- They are skilled at adapting tasks and delivery to meet the needs of individual children as appropriate.

7. Children's involvement:

- **Children** are provided with resources, time and adult teaching and support they need to complete appropriate tasks and achieve the set outcomes.
- They are provided with opportunities to follow-up teachers marking and feedback and answer/ask any questions or complete actions.
- They are provided with opportunities to mark their own work and engage in peer assessment.
- The learning objective and desired outcome is shared at the start of each lessons and referred to throughout the lesson.
- Clear and positive marking and feedback is given and acted upon. This may be written or verbal.

High Expectations:

- High expectations and ambitious targets are set for all children.
- High expectations and standards are set for academics, social and emotional development.
- Children are expected to take pride in their school, their work and themselves.

SEND:

- All children are treated as individual regardless of their ability or need.
- Every child is provided with the support that is appropriate for them.
- **Children** with identified additional needs are discussed regularly and additional specialist professional support sourced and provided.
- The school has an SEND policy which contains strategies and procedures to support those children with identified SEND.
- The school has an SEND register which is reviewed and updated regularly.
- All children on this register are monitored and tracked to ensure their needs are being met.
- The SEND Offer supports a variety of needs for all children.