



Cherry Tree Hill Primary School

TEACHING AND LEARNING POLICY 2023-2026

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CHERRY TREE HILL PRIMARY SCHOOL

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SAFEGUARDING STATEMENT

At Cherry Tree Hill Primary School, we are committed to ensuring the safety and well-being of all our pupils. We believe that every child has the right to learn and thrive in a safe and secure environment. Our school policies and procedures are designed to promote the welfare of our pupils and protect them from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2023, as well as any other relevant legislation and local safeguarding arrangements. Our staff receive regular training on safeguarding practises and are aware of their responsibilities in identifying and reporting any concerns.

Our school has designated safeguarding leads who are responsible for coordinating safeguarding efforts, providing support and advice to staff, and liaising with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures in place for handling safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and thoroughly investigated in accordance with our safeguarding policies and procedures.

We promote a culture of openness and encourage pupils and parents to speak up if they have any concerns about their safety or the well-being of others. We have clear reporting systems in place to ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are regularly reviewed and updated to reflect changes in legislation and emerging safeguarding issues. They are easily accessible to all staff, pupils, parents, and carers, and are available on our school website.

We work under the guidance of Derby and Derbyshire Safeguarding Children Partnership and liaise closely with a range of specialist and locality services to ensure the best and safest outcomes for our families.

We work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all our pupils. Together, we strive to protect our pupils and families from harm and provide them with the best possible opportunities to succeed.

If you have any safeguarding concerns or questions, please do not hesitate to contact our designated safeguarding leads or any member of our staff. Together, we can ensure the well-being and safety of all our pupils.

Rationale

The Teaching and Learning policy is a core policy at our school as it sets out how we will accomplish high standards in achievement and puts learning at the centre of all that we do. The policy ensures that everyone is committed high quality provision, which challenges and equips children to become life-long learners. This policy will provide consistency of teaching and learning expectations across year groups and classes.

Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

- Assessment Policy
- Marking and Feedback Policy
- Subject specific policies
- SEND and More Able Policy
- Behaviour Policy
- Remote Learning Policy
- Teaching and Learning Brochure
- Environment Checklist

Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children as confident, caring, happy members of the community.

We aim to:

- Promote our school values of Be Safe, Be Caring and Be a Learner through our daily interactions and teaching
- Foster a love of learning
- Give children the skills and knowledge they require to become confident, disciplined and life-long learners
- Provide an inclusive education for all within a safe and happy learning environment
- Raise levels of achievements for all pupils, enabling them to achieve their personal best
- Promote diversity, recognising and appreciating individual needs and raising awareness and skills of our children and staff to promote fairness and equality
- Expose children to a broad, balanced and diverse range of role models
- Appreciate our local area and support and work closely alongside members of our wider community

Our Curriculum

The Early Years Statutory Framework 2021 is followed in our Early Years Foundation Stage (EYFS). Pupils learn through a deliberate blend of child led play, small group work and whole class experiences. Pupil's achievements and next steps are always at the forefront of our curriculum and both continuous provision and group work are reviewed to reflect this. Levelled provision ensures that all pupils are challenged and also encourages the ability to revisit and master certain skills through play. Opportunities for individual's next steps to be achieved through engaging and exciting experiences are planned for focus pupils each week. Communication is at the core of learning in the Early Years and as a result, intentional vocabulary teaching is embedded in our setting. Quality texts are used as part of our

curriculum and key vocabulary is highlighted and taught weekly. The Characteristics of Effective Learning are also woven into our curriculum and are modelled and encouraged by practitioners. These characteristics include how to take an active role in learning, thinking critically and exploring the world around them.

The Primary National Curriculum 2014, for Year 1 to Year 6 pupils, is firmly embedded across the school and is the basis of all teaching and learning and used to quality assure all other school documents. Our Curriculum has a thematic approach, which is chronologically sequenced and builds progressively to aid memory and recall. It is knowledge-engaged- We champion knowledge to develop skills. The curriculum has been designed to engage the children's interests and is bespoke to our school, our location and our community. Reading is at the heart of what we do. Each year groups' curriculum map is based on quality core texts and exciting cross-curricular topics that inspire. This is reviewed and revised annually. Lessons are delivered following a mastery approach and we use scaffolding and challenge through quality first teaching to ensure the needs of all learners are met.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow the expectations as set out in this policy
- Update parents/carers on childrens' progress through parent/carer consultation evenings and yearly reports
- Provide regular information for parents in letter form and on the school website which outlines the topic and learning objectives for each year group.

Support staff at our school will:

- Know children well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject Leaders at our school will:

- Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills
- Drive improvement in their subject, working with teachers to identify any challenges
- Support in improving on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Hold parent workshops to explain our school strategies for teaching

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 children 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
- Address underachievement and intervene promptly

Children at our school will:

- Take responsibility for their own learning, and support the learning of others
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of children at our school will:

- Value learning and encourage their child as a learner
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

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 children's progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all children to learn.

All teachers need to be clear and precise about the knowledge/skills they want children to learn in every lesson. As lessons are completed, teachers and support staff should evaluate how well learning objectives have been achieved. To ensure consistency and quality, subject and senior leaders will monitor how well lessons have been clearly thought through and planned for.

Long Term Planning

These are set out as curriculum map in conjunction with subject leaders to ensure coverage, progression and breadth and balance.

Medium Term Planning

When planning a lesson, teachers should be clear about where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons/units of work. This takes the form of a Curriculum Powerpoint Pack. The Subject Guides can be used to provide more detail for each planned objective.

Short Term Planning

Teachers should plan tasks, which closely meet the needs of all pupils and provide appropriate challenge briefly outlined on the lesson design slide format.

Please see the Teaching and Learning Brochure for more information.

Planning to meet the needs of all children

Knowledge of the children; their prior attainment and their specific needs, is a key part of planning. If further information is required you can speak to SEND coordinator, safeguarding lead and pastoral lead.

High-quality teaching is the first wave of intervention for meeting the needs of SEND children. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all children and groups and maximises the use of any additional adults in the room. When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners.

Please see the SEND and More Able and EAL Policy for more information.

Learning Objectives

Learning objectives are used as the title for all work in books. They should be clear and concise. Children should be able to explain what the key learning of the lesson is. To involve children fully in understanding learning objectives, teachers will:

- Share the objective and outcome of the unit of work at the beginning and throughout lesson sequences
- Use language which all pupils can access
- Focus on the learning objective when marking work and giving feedback

Please see the Teaching and Learning Brochure for more information.

Teaching principles

We understand that children enter school at different stages of development. They learn in different ways and at different rates of progress. Children should have the opportunity to develop their skills through a variety of processes.

These may include:

- Investigation
- Experimentation
- Listening
- Exploring
- Observation
- Asking questions
- Research
- Presentations
- Problem solving
- Decision making

We teach using a mastery approach. All children can access learning and succeed with even the most challenging content if scaffolded appropriately. We should have high expectations of *all* children *all* of the time.

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. Teachers should make use of the following high-quality teaching strategies in the majority of lessons.

Please see the Teaching and Learning Brochure for more information.

Modelling

It is expected that modelling is a key aspect of teaching. This should be clear, specific and relevant to the learning intention.

To learn how to do something, children need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Explicit modelling supports explanation and can help children to make abstract ideas concrete. E.g.

1. Demonstrate the worked activity in front of children e.g. using a visualiser
2. Think aloud to show the thought process.
3. Show it is okay to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. Why am I doing this now?
5. Provide model answers

Once children are more confident, move to guided practice where worked examples and scaffolding are used to all support children to demonstrate their learning e.g. sentence starters, keyword definitions, procedural steps visible etc. Effective class discussion and questioning can happen at this stage.

Finally, independent, deliberate practice where children should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding will be reduced or removed for the majority of children. This is the component that will look the most different across curriculum areas, but all practice should be careful and deliberate.

Questioning

Effective questioning enables teachers to challenge children to deepen their own thinking. Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend children understanding. Teachers should take time to plan for effective questions, which go beyond straight recall with strategies such as:

- Turning the question into a statement
- Giving a range of answers for discussion
- Giving the answer and asking how it was arrived at
- Using questions to find out what children already know, understand and can do
- Enabling children to build on each other's answers

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support children with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

'Mini Quizzes' should be completed at the end of each unit of learning and repeated periodically following the rolling programme.

When used at start of lesson as a "Rewind" activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class. This can also take place through regular "Pause" points throughout the lessons.

Marking and Feedback

Effective marking and feedback is embedded into everyday practice and is used to inform teaching and learning. Verbal and written feedback should always be focused on the learning objective and identify key strengths and areas for improvement. Where possible 'live' marking should take place.

Please see the Marking and Feedback Policy for further details.

Record-Keeping and Assessment

Please refer to the Assessment Policy and Teaching and Learning brochure for more information.

Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all children feel safe, supported and valued. Fully inclusive classroom environments support and enrich the learning of all children.

High expectations – teachers should always have high expectations for learning and behaviour for all their children

- Teach to the top, with necessary scaffolds to support those who need it
- Establish a growth mindset culture, mistakes are celebrated
- Focus praise on effort, value the "struggle of learning"

Positive Behaviour Management- Teachers build positive relationships with all children through positive behaviour management

- Welcome all children into your class by greeting them at the door
- Use positive framing to remind children of expectations and routines
- Use meaningful praise and rewards as much as possible
- Have restorative conversations when necessary

Environment- Children have the right to learn in a tidy, well-organised classroom.

- Children have ownership of and understand their classroom facilities
- Classrooms are clutter-free
- The classroom is used to facilitate learning with purposeful displays
- The classroom promotes the development of independence.
- There is flexibility in the organisation of furniture

Please see the Environment Checklist and Behaviour Policy for further details.

Monitoring and Evaluation

We will monitor teaching and learning across the school to make sure that all our children make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of children
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of teaching are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

We will monitor and evaluate the impact of teaching on children's learning through:

- Conducting learning walks
- Book scrutiny
- Gathering input from children's voice and teacher questionnaires
- Environment checks
- Tracking data

Feedback is given to teachers, identifying strengths and areas for development, where necessary.

Continued Professional Development (CPD)

All staff should engage with high-quality researched based CPD and be open-minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused on what will make the biggest impact on teachers and children, and staff will be given time to work collaboratively in year groups or subject teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at Cherry Tree Hill Primary is:

- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental

- Research Informed

Remote Learning

Please see our remote learning policy for further information.