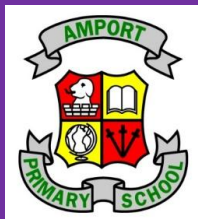


Teaching and Learning Policy



COURAGE COMPASION RESPECT

At Amport C of E Primary School, we are committed to high quality, inclusive teaching and learning to ensure that all children make progress and succeed. This policy summarises pedagogy and approaches. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision and values.

This policy aims to:

- Explain how we will create an environment where pupils learn best
- Promote high expectations to ensure children make strong progress from their starting points, academically, socially and emotionally.
- Involve pupils, parents and the wider school community in pupils' learning and development

Principles

At Amport CE (Aided) Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority. Working closely together to support the process of learning will enable the best learning journey for all.

Working in partnership, we aim to:

- develop enduring values of courage, compassion and respect
- encourage children to be curious, ambitious, engaged and confident learners
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens and to learn how to deal with conflict positively in the community they belong to

- provide an inclusive, supportive, positive, healthy, caring and safe environment which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide enrichment opportunities and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes in all aspects of learning
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn independently and collaboratively
- provide a culture where children are not afraid to make mistakes or take risks with their learning

Roles and Responsibilities

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

Teachers

Teachers at our school will:

- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- have high expectations of all learners
- Understand and apply the principles of understanding how we learn in a communication friendly environment. This could include providing opportunities for children to use strategies such as retrieval practice, concrete examples, scaffolding and shape coding.
- Actively engage parents/carers in their child's learning through parent's evenings, informal feedback and an annual written report
- Adhere to all policies, procedures and curriculum intent statements

Support Staff

Support staff at our school will:

- Have high expectations of all learners
- Know pupils well and provide support and scaffolding to meet individual learning needs

- Work with the class teacher to support teaching and learning with flexibility and resourcefulness
- Provide feedback on pupils to the class teacher
- Adhere to all school policies, procedures and curriculum intent statements

Subject Leaders

Subject Leaders at our school will:

- help to create well sequenced, broad and balanced curriculum plans which build upon knowledge and skills in a way that allows all pupils to make progress
- support all staff in developing approaches to support learning
- drive improvement in their subject, working with teachers to identify any challenges and good practice
- moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- provide or source professional development for staff as identified in their monitoring activities
- create and share clear intent statements for their subject and ensure these are being followed

Senior Leaders

Senior leaders at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education to all
- demonstrate high expectations for all staff and learners
- plan and evaluate strategies, including continuing professional development (CPD) to secure high quality teaching and learning across the school
- use robust and rigorous schedules to hold everyone to account for teaching and learning
- provide support and guidance to other staff through coaching and mentoring
- lead pupil progress meetings, implement monitoring strategies, address teacher accountability and performance against Teachers' Standards using rigorous performance management
- adhere to, promote and ensure that school policies and intent statements are being followed

Pupils

Pupils at our school will:

- take responsibility for their own learning and support the learning of others
- aim to have a positive attitude towards their learning
- try their best in all areas of learning and behaviour

Parents and carers

We believe parents and carers have a fundamental role to play in helping children learn

We will:

- encourage parents and carers to promote a positive attitude towards school and learning, ensuring that children have good attendance and punctuality, and making sure that the homework policy is being followed
- expect parent and carers to make sure their child is ready and able to learn and ask them to inform school of any matters that may impact the child's wellbeing and learning
- work in partnership with parents and carers to support their child's needs, including participation in discussions about their child's progress

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

The Wider Community

The community is invited to support the school by:

- contributing to activities, such as Collective Worships, educational visits, visiting the school to talk to pupils
- presenting themselves as positive role models
- supporting school events and attending school performances
- Voluntarily helping in various activities throughout the school.

Planning

- The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.
- We are committed to following the programmes of study as required by the National Curriculum 2014. A two-year rolling cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, Personal Development, Safeguarding and

RE. Further details can be found in the intent statements for each subject alongside the long-term curriculum plans for each year.

- regular professional development meetings and INSET training days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- lessons will be planned to ensure good short, medium and long-term progress
- leaders regularly monitor planning
- prior attainment and previous knowledge are used to shape the learning

Monitoring and evaluation

- We will monitor teaching and learning in our school to make sure that all of our pupils makes the best possible progress from their starting points.
- the Headteacher, Deputy Headteacher and subject Leaders, alongside representatives from HIAS and other learning partners will monitor and evaluate the impact of teaching on pupils' learning through our rigorous and robust monitoring schedule:
 - we will conduct termly learning walks
 - we will review marking and feedback
 - termly pupil progress meetings will be held
 - we will gather input from different pupil voice groups and specific conferencing activities
- planning scrutinies and book scrutinies will take place termly

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- SEND policy and information report
- Home Learning Policy
- Home-school agreement
- Code of Conduct for Staff
- Equality policy and objectives
- Teacher Appraisal Policy

Policy Reviewed January 2026

Next Reviewed January 2027