



CHALFORD HILL PRIMARY SCHOOL

TEACHING & LEARNING POLICY

Date of policy: January 2025
Policy to be reviewed: January 2028

This policy seeks to ensure consistently high standards and support our whole school aims.

Our School Aims

At Chalford Hill, we believe that learning should be rewarding, creative and fun. We are all working to build a safe, secure and happy community where everyone is able to shine.

To realise our vision we will:

- Encourage potential, nurture talent and celebrate achievement.
- Develop the skills and confidence needed for future success.
- Provide challenging, engaging and inclusive teaching in a purposeful learning environment.
- Foster respect, responsibility and self-reliance and apply these qualities in our daily lives.
- Develop self-esteem and healthy choices.
- Support happy friendships and positive relationships.
- Appreciate and become active participants in our local community and the wider world.

Teaching and learning is enhanced by:

Respect:	We respect ourselves, others, work and property
Effort:	We take responsibility to participate and to try our very best
Achieve:	We work hard to achieve our goal
Challenge:	We look for ways to improve and get even better
High Five:	We celebrate success

High quality teaching takes many forms but is always underpinned by the same core values and skills.

This Policy:

- Defines the key elements of high-quality teaching.
- Sets out core skills and values.
- Incorporates our understanding of how the brain works to optimise learning opportunities.
- Makes clear the link to other policies
- Explains how we manage and monitor the quality of teaching.
- Identifies priorities for the next stage of school improvement planning.
- Links to our assessment policy, which is integral to good teaching.

High Quality Teaching

We have a clear picture of what good teaching looks like.

High Quality Teaching requires:

- A clear understanding of how children learn.
- Thorough and up-to-date subject knowledge.
- Assessment for learning: teachers start teaching from the pupils' current level of learning, having taken account of elicitation activities
- Clear learning objectives, consistently applied in planning, teaching and assessment.
- Regular assessment of pupils' work to inform teaching and planning.
- Teachers and teaching assistants monitoring progress in lessons.
- High expectations, challenge, rigour, inspiration, support.
- Differentiation built into planning and teaching, with tasks well matched to the range of learners' needs.
- A secure friendly atmosphere with mutual respect between pupils and all adults involved in their learning.
- A well organised classroom with efficient routines - please see **Appendix 1** for learning environment non-negotiables
- TAs and resources used effectively.
- Use of appropriate vocabulary to aid learning.
- Confident, engaging and precise delivery.
- Skilful use of modelling.
- Effective use of open questioning.
- A flexibility of approach, to adjust to pupils' lack of understanding within a lesson.
- Feedback to be regular and focused in line with school policy.

Pupils make good progress when:

- They have a good relationship with their teacher.
- They feel safe and secure to take risks in their learning.
- They understand what they are doing, how well they have done and how they can improve.
- They understand the object/ purpose of the lesson.
- They can make links to previous learning.
- They are active participants, taking responsibility for their own learning.

- They have opportunities for intellectual, physical and creative effort in their work.
- Learning is varied.
- They play a part in planning and assessing their work.
- They have opportunities to learn through their favoured learning styles.
- They develop capacity to learn from mistakes.
- Teachers challenge stereotypes
- They are challenged and supported.
- Teachers make learning fun, are fair to all and provide a stable disciplined environment.
- Lessons are carefully structured with changes in pace.

Professional Characteristics

Good teachers:

- Take responsibility for continuing professional development.
- Inspire trust and confidence.
- Build team commitment.
- Engage and motivate pupils.
- Engage in analytical thinking about their children and tasks.
- Take positive action to improve the quality of learning.
- Are reflective - how could I improve this lesson?

Our agreed features of high-quality teaching and learning are incorporated into our staff development and staff-meeting schedules.

See **Appendix 2**.

How Children Learn: Teaching Implications

As teachers, it is essential that we take account of how children learn. This knowledge allows us maintain the following:

Good health is important to an effective brain

- We will provide frequent and easy access to water.
- We will teach the children about healthy living.
- We will provide opportunities for at least 2 hours of physical activity in school each week.
- We will encourage the children to eat healthy snacks and lunches.

Learning is about making connections

- Lessons will make a link between what children already know and what they will learn.
- We will, whenever possible, relate what we teach to children's own experience.

Relaxed alertness, not stress, is the best state for learning

- We will actively seek to develop the self-esteem of our children.
- We will promote learning through positive encouragement.

Children's ownership and attitudes to learning

- We will encourage and facilitate a growth mindset in our children so that they approach their learning without fear of failure.
- We will plan for opportunities to develop super-learner skills, which will include; taking responsibility, putting in effort, developing resilience, communicating, creating, evaluating and celebrating.

Children need to see the Big Picture

- We will start each unit of work with an overview of what children will be doing and learning.
- We will begin and end lessons by showing how their work fits into the big picture.
- We will word learning outcomes clearly and tell children what they are.

Each Child has a range of intelligences

- We will identify each child as intelligent, finding areas of strength.
- We will provide activities appropriate to each child's intelligence.
- We will provide a broad curriculum so that all children will be able to develop their own strengths.

We need to provide work, which addresses children's different learning styles

- We will try to identify the preferred learning styles of individuals.
- We will, whenever possible, provide a balance of visual, auditory and kinaesthetic activities.
- We will, when appropriate, adapt learning activities to suit the learning styles of particular children.

Complex thinking needs time

- We will provide children with **thinking time** facilitating this through strategies such as Talk Partners and ABC.
- We will incorporate review time into lessons.

Key Elements of High Quality Teaching

Classroom Management

- Prompt starts / minimal "leakage" of time.
- Efficient routines / jobs allocated, a place for everything, apparatus/resources labelled, etc.
- Trained children.
- A work-focused environment.
- Attractive classrooms, success celebrated in display.
- Work effectively and regularly marked using the whole school marking policy.
- TA's deployed efficiently, consulted, guided and incorporated in planning.
- Parents, welcome and useful.
- Good time management.
- Seating / grouping arrangements are well planned.

- Continuity with temporary staff.
- Efficient movement of children.

Positive Teacher - Pupil Relationships

- Teacher provides role model in actions as well as words.
- Teacher provides a sense of security.
- Individuals are valued and respected.
- Teacher takes time to find out about the children—interests/family etc.
- A code of behaviour is established with agreed boundaries.
- Appropriate professional distance is maintained.
- Positive behaviour reward system established.
- The teacher distinguishes between unacceptable behaviour and the child who is responsible.
- A sense of humour.
- Teacher enthusiasm.
- Inspirational leadership.
- A culture which shows risk-taking is O.K.
- A culture which shows teachers get it wrong sometimes.
- Teacher builds relationships outside immediate class.
- Teacher is seen as fair and consistent.

Varied Teaching Styles

High Quality teaching provides a balance of:

- Whole class, group, individual teaching.
- Visual, auditory and kinaesthetic learning opportunities.
- Passive / active learning opportunities.
- Teacher as source of knowledge, model for pupils, chair, facilitator, critic, interpreter.
- Investigative work, reinforcement, problem solving, etc.
- Teaching of lower order and higher order thinking skills.

These attributes are also referenced in **appendix 3 – 'Engagement & Challenge'**

- **Providing Equal Opportunities** (See Equal Opportunities Policy)

The teaching and learning policy takes account of the School's Equal Opportunities Policy. Our aim is to achieve the best for all of our pupils.

High Quality teaching:

- Takes account of diversity.
- Does not tolerate inequalities in teaching and learning opportunities for children from differing social backgrounds, religious or ethnic groups.
- Supports and stretches children of all abilities.
- Recognises that all pupils have a gift and/or talent. Our approach to teaching and learning is that of inclusive education; achieved by welcoming, valuing and supporting the diverse learning needs of all our children. Our inclusive approach describes the process by which the school attempts to respond to all pupils as individuals by continually reconsidering and restructuring its education.

Monitoring, Evaluating and Improving the Quality of Teaching

We have developed systems to monitor and review teaching and learning quality. These involve:

- Analysis of internal and external data, both qualitative and quantitative.
- Monitoring the quality of planning, teaching and learning, and assessment through the school (including pupil conferencing in all curriculum areas).
- Professional support for teaching and non-teaching staff, which is positive, fair and transparent.

This policy should be read in conjunction with the school's performance management policy.

Appendix 1

Learning Environment – Non-negotiables

Ethos:

- Golden rules
- Bubble time
- REACH
- Super learner
- Vision & Values

Celebration:

- Children's work displayed
- Whole school houses displayed – link with golden tickets

Supporting Teaching & Learning & Promoting Independence:

- Visual timetable
- Date displayed
- Working wall - Maths & English to include examples, objectives, vocabulary, learning journey
- World map or globe & timelines
- Use of questions in displays to prompt thinking
- Self-help resources & toolkits – e.g. word/vocabulary banks, number lines etc.
- Class libraries – organised & accessible

Resources:

- Resources accessible and labelled
- Classroom is well-organised and tidy

Appendix 2

1. Is the work challenging enough? Does it meet their individual needs? • Children engaged and actively 'doing' • No time wasted • Children are working independently of the teacher – self-help strategies in place, children understand what to do next • Planning (and work in books) shows evidence of elicitation, differentiation, variety of learning styles • Children are grouped appropriately – pitch of activities match appropriate groupings • Children can explain what they are learning they say it's right level of challenge (not too easy / not too hard)	2. Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding including literacy and mathematics? • Children may have learnt something new that they didn't know before • Children may be consolidating / embedding skills & knowledge • Children making progress along the learning journey – evidence pupil talk & in books • Children can find mistakes in own/others work & can explain how/why • Children are able to articulate themselves well, using language of LO / refer to the them, can show you how they got there • Children apply skills/ knowledge from other curriculum areas	3. Do teachers monitor pupils' progress in lessons and use the information well to adapt to their teaching? • Teacher talk – the teacher has an overview of the class – all children on task at the appropriate level • Questioning is well timed & informs next steps • Subject knowledge is well planned & articulated • Flexibility to move children within learning journey / adapt groupings • Planning flexible – changes / annotations in response to previous lesson • Effective use of resources & deployment of additional adults • Strong communication between TA & teacher • Purposeful plenaries (not just end of lesson) – pupils' self-reflection in books • Varied assessment for learning strategies – e.g.	4. Does teaching engage learners and promote positive attitudes to learning? • Children are actively engaged – enthused – 'buzz' • Evidence of REACH & Super-learners in action • Ethos of classroom – use of positive language, praise, growth mindset, know the children • Children demonstrate ownership of their learning – seek out resources • Teachers 'hook' the children – planned context / theme links • Strategies & structures established to secure effective independent learning e.g. talk partners, peer to peer support, use of resources & learning environment • Modelling – 'what a good one looks like' • Celebration of children's work / achievements
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		traffic lights, self / peer assessment, reflections in books • Marking / feedback is focused	
5. Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning? • Careful selection of teaching strategies to match expectations of learners • Elicitations to gauge initial understanding • Effective questioning that engages learners & accurately gauges understanding – varied Qs open & closed • Strategies in place to manage children that are 'stuck' • Teacher talk facilitates exploration, risk-taking & thinking by children	6. Do pupils understand well how to improve their work? • Evidence of effective self & peer assessment that moves learning on. E.g. use of polishing pens / next step Qs in maths • Children's response to marking – acting on guidance/feedback • Children independently making improvements against success criteria • Teacher modelling improvements / use of other pupils work • Starters in lessons in response to previous learning / misconceptions • Children aware of personal targets / goals to improve	7. Do teachers manage behaviour effectively? • Children working successfully independently • Children on task for significant majority of lesson • Behaviour system actively used – ref. to golden rules, golden tickets, red triangles • Positive attitudes to learning promoted through super-learners & REACH • Positive language & role modelling by teacher and other adults • Transitions managed well • Evidence of established systems and routines • Evidence of chil-	8. Do teachers use learning assistants effectively? • TA is deployed effectively to move learning on – balance of support to independent learning • TA understands role within lesson – planning is shared in advance including appropriate subject knowledge • TA is aware of target children's needs before lesson • Clear expectations • Correct resources gathered & in place • TA / additional adults support behaviour system, liaising with teacher whilst lesson underway • Feedback – oral, annotations in books, intervention reviews etc.

		dren working together, cooperating, collaborating & engaging well with each other • Quickly re-engaging children who may be off task	
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Appendix 3

Engagement & Challenge

Physical Environment

(What would you see?)

- Purposeful
- Organised
- Relevant displays
- Resources (including books, learning & support materials)
- Interactive
- Communication Friendly – light, space, plants, links to other learning environments e.g. outdoors, virtual
- Stimulating – promotes interest, curiosity
- Children feel ownership, safe, comfortable
- Appropriate furnishings, temperature & ventilation

Classroom 'feel'

(What does this mean? How is it achieved?)

- Positive – pupils engaged & 'doing'
- Purposeful – active learning, effective questioning & prompting, modelling
- Trust – asking & answering questions, making mistakes, celebrating contribution
- Independence - no long queues, self-help strategies, selecting own resources
- Language being used – by child and adult
- Celebration of achievements / work

Learners

(What do learners need? What else makes an effective learner?)

Skills

- | | |
|---------------------------|------------------------------|
| • Memory | Good attitude |
| • Reading skills | Motivation |
| • Self-evaluation | Resilience |
| • Teamwork & independence | Ambition |
| • Problem solving | Willing to fail / take risks |
| • Concentration | Confidence |
| • Observation skills | Perseverance |
| • Listening skills | High self-esteem |
| • Physical organisation | Determination |

(ability to resource themselves)

Effective Teaching Strategies

(What works & why? Is this the same for every teacher, class, subject?)

- Fluid groupings – more useful in core subjects
- Meaningful contexts – incorporating interests
- Varied learning styles employed
- Genuine, positive reinforcement
- Encouraging super-learner traits / qualities
- Child-led learning
- Encouraging / facilitating positive peer relationships to ensure a safe environment for making mistakes