



IGHTENHILL PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

2026

Ightenhill Primary School

At Ightenhill Primary School, we believe that learning is a lifelong process and should be a positive experience for all of our children.

Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be independent learners who are ambitious to reach their full potential.

We believe that effective teaching and learning is the key to children becoming successful learners, who lead rewarding lives as responsible citizens.

Intent

- To develop a community of students who have a positive growth mindset and demonstrate ambitious, resilient attitudes to learning.
- To enable children to become capable readers whose literacy skills enable them to be effective, independent learners.
- To promote a positive learning community underpinned by a set of core School Values.
- To encourage children to respect the ideas, attitudes, values and feelings of others and have an understanding of British Values and the nine protected characteristics within the 2010 Equality Act.
- Our students leave Ightenhill with a positive attitude to learning and the key skills needed to effectively meet the challenges of High School.

Learning Culture

We want our students to:

- Feel safe – respect, value and support each other as learners
- Take risks and develop a resilience to enable them to overcome challenges
- Recognise mistakes and errors as a learning opportunity
- Have high expectations – learning behaviour, progress in learning, presentation and outcomes.
- Display a 'Can do' attitude

We expect our staff to:

- Establish positive working relationships with all children in the class
- Model learning and expected behaviour for the children linked to our School Values.
- Ensure all children are treated fairly and with kindness and respect with encouragement, praise and reward.

The above need to be actively taught and quickly established then further developed and reinforced, throughout the year, involving the children at every stage.

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Effective Learning

Children learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work
- paired work
- individual work
- independent work
- collaborative work

Learning may include:

- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including interactive teaching resources
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure teaching is well paced and all pupils make progress in learning.

Learning Intentions

- Clear and focused based on learning rather than task
- Are visible and shared
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding

Success Criteria

- Break down the learning take place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are identified by the teacher during the planning process
- Are usually generated with the children during the lesson
- Are written up and referred to during the lesson

Assessment for Learning

- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

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Outcomes

- What will be achieved by the children by the end of the lesson
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated (by support or activity) according to the levels at which the children are working

High expectation and ambition for all

- Takes place throughout the lesson
- Is matched to children's levels and next steps learning
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order
- May be differentiated
- Opportunities will be planned for children to develop their own questions and questioning

Marking and Feedback

- Regular feedback will be given to the children
- Marking and feedback reflects the expectations within school policy
- Identifies success and areas for improvement/next steps learning
- Refers to learning intentions, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to respond to marking and feedback

Progress / targets

- Children are involved in setting and reviewing their progress
- Pupil and cohort targets are accessible and referred to regularly
- Are related to children's levels of attainment and next steps learning

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Training and CPD for teaching and support staff

Regular training is provided for teachers and support staff with a focus on Teaching and Learning. CPD will have a focus on School Improvement Priorities identified by regular self-evaluation.

Training will be evidence based and will be linked to recognised research eg. publications by the Education Endowment Foundation.

Training will include staff meetings, external training sessions and collaboration with other settings.

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CPD will focus on teaching and learning and aspects such as cognitive development, effective learning as well as specific subject related sessions.

Learning more and remembering more

We recognise the importance of children embedding their learning in their memory. Our curriculum is sequenced so learning is revisited to support the transfer of new learning into long term-memory.

Our curriculum includes opportunities to revisit previous learning at the start of lessons through short '**flashbacks**'.

We also use knowledge organisers to review key learning at the end of teaching units.

Learning Environments

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success and achievement and to celebrate work
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging
 - Displays are changed regularly and reflect the current topic/themes/ learning

The role of support staff

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible.

They are involved in:

- Supporting learning and children's progress in class
- Delivering intervention programmes
- Supporting children's independence and confidence to access learning
- Supporting pupils with additional needs to access the curriculum.

The Role of Subject Leaders

- Review progress and achievement in subject areas and develop action plan to address areas of need.
- To monitor Teaching and Learning through lesson observations, learning walks, book looks, pupil interviews and data analysis.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- To take a lead in policy development.
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

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Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Policy review : Autumn 2027

