

Ferring CE Primary School	
Policy:	Teaching and learning
Policy date:	Spring 2025
Review date:	Spring 2026
Person responsible	Headteacher



Our Curriculum INTENT

Our vision is to deliver an ambitious rich curriculum built around our school context, locality and needs of our children. The children from Reception to Year 6 have access to a highly organised curriculum that has an equal measure of interest and rigour. We want to enrich learning with big enquiring questions across all our subjects that aim to inspire them with a passion for learning and an ever-increasing breadth of knowledge. We offer curriculum enrichment through unique valued experiences that provide all of our pupils' opportunities to enjoy new and varied activities linked to our Christian values, to develop their knowledge and understanding of the world.

Introduction and aims of our teaching and learning

As practitioners, we ask ourselves- what is it we want for the pupils at Ferring CE Primary School?

The answer is simple: we genuinely want it all.

We want all our children to experience what it feels like to be loved and looked after by close friends, to achieve academic success, to question and challenge what they hear and see. We want them to explore the world and human nature and develop a moral compass that helps them make difficult decisions. Our dedicated team are committed to developing children to become resilient, motivated and curious within a curriculum carefully designed to inspire and ignite excitement for new learning.

We passionately believe in a need for our pupils to become life-long learners in a fast-moving world. We can only begin to imagine what our children's futures will look like but there is absolute certainty they will be the individuals to shape and change our world for the better

At the heart of our school are our Christian values and belief that good isn't good enough!

Our passion for reading is evident in all areas of school life. We truly believe that a love of reading opens doors to all areas of education and we strive to foster this passion in our school. A similar driver is that we never sit on our laurels to believe our behaviour is 'good enough' or that our curriculum is 'good enough'. We want everyone at Ferring CE to reach for more and believe that we can always do better or achieve more –finding success in learning and improving. There is no fixed mindset about what we can do or achieve; we look for challenges and take as much satisfaction from the process as the results.

This Teaching and Learning Policy outlines how we aim to work and organise ourselves to provide an inspiring and inclusive teaching and learning opportunities for the children in our school.

Our whole school approach: consistency and high expectations

*At Ferring CE, each teacher takes a full and determined responsibility for the **enjoyment of learning** and progress of all of the children in their class. Teachers have consistently high expectations of children in all areas of their learning and school-life. A creative relevant and engaging curriculum ensures active involvement of children and their parents/carers.*

*We believe that children learn best when there is consistency and continuity therefore we hold common expectations of our practice and through our ethos of **Grow, Believe and Achieve**, we ensure that all children have opportunities to make good progress and achieve success through support and high expectations.*

Quality first teaching

All pupils have different starting points, different experiences and different responses to teaching and learning. Our first principle is '**quality first teaching**': this means that our class teachers have a responsibility to ensure that all members of their class, irrespective of needs, feel included, succeed and can access work at the right level. This will involve teachers in considering groupings; planning work in different ways and at different levels. This is known as differentiation. Teachers differentiate through:

- *How much adult guidance is given – e.g. an adult may work alongside the child;*
- *Giving each child careful feedback about each piece of work, and probing understanding with questions and prompts;*
- *How much scaffolding is given – e.g. there may be prompts for each paragraph of writing;*
- *How much repetition there is e.g. understanding that some children need to repeat tasks many times to secure understanding;*
- *How much time is given e.g. allowing more time to complete a task;*
- *The level of challenge in the set task and how much independence is expected e.g. setting different tasks with different degrees of challenge*

We know that if our teachers can get this right, more children experience success and make progress.

Our expectations of our teachers and support staff

- *Having a good knowledge of each subject they teach, and an understanding of progression of learning in that subject*
- *Actively take part in continuing professional development sessions in school and elsewhere*
- *Undertaking our coaching programme which involves supporting colleagues, further enhancing their own practice and develop an effective learning ethos across the school*
- *Treating pupils with kindness and respect*
- *Treating pupils fairly and give them equal opportunities to take part in class activities*
- *Establishing good working relationships with the pupils in their class and across the school*
- *Following all the school policies listed at the start of this policy*
- *Securing good learning outcomes for pupils so pupils make good progress and attain well*
- *Having high expectations for every child*

Our expectations of our pupils

- *Having a true growth mindset*
- *Being willing to "have a go" (although children should not be afraid to say they don't know/understand)*
- *Seeing making mistakes as part of learning to improve*
- *Being curious, aspirational, composed learners who persevere with challenging tasks*
- *Being supportive and appreciative of others they work with*
- *Being willing to share their learning with others*
- *Being proud of all your workbooks*
- *Reading daily*
- *Following our school rules*
- *Showing respect and kindness to everyone*

Our expectations of our parents/carers

- *Ensuring your child attends school regularly*
- *Attending parent/carer information/workshops/consultations*
- *Encouraging and supporting your child in extending their learning at home through our home learning tasks*
- *Supporting your child to read daily*
- *Working in partnership with the school if your child receives any additional support for learning*
- *Supporting our behaviour policy (see separate policy)*
- *Ensuring that your child is equipped for school, e.g. with the correct uniform and PE kit*
- *Informing the school if there are matters outside of school that are likely to affect your child's performance or behaviour at school*
- *Promoting a positive attitude towards school and learning in general*
- *fulfilling the requirements set out in the home/school agreement*

Our expectations of our school leaders

- *Being role models to the teaching teams*
- *Supporting teams through regular sharing of developments in teaching and planning*
- *Monitoring and evaluating the impact of teaching and learning through coaching support, learning walks, book scrutinies, pupil interviews, learning environment monitoring and monitoring of behaviour*
- *Providing feedback to staff on strengths and areas of focus in their teaching and give specific actions points*
- *Creating consistency across the school through effective monitoring and feedback*

Our expectations of our Governors

- *Monitoring and review this policy in terms of its impact on practice through reports from the Headteacher, members of staff and external agencies e.g. Ofsted*
- *Ensuring the school building and premises are best used to support successful teaching and learning*
- *Ensuring that staff development and performance management promote good quality teaching that impacts upon learning*

Our guidance on delivering high quality teaching

Our Lesson planning:

- *Teachers plan using age-related expectations and outcomes from the National Curriculum*
- *Long term plans provide an overview of learning for each year group*
- *Medium term plans are created for all subjects*
- *Literacy and maths lessons are detailed within unit/weekly planning*
- *Cross curricular links are made whenever relevant*
- *The learning and related activities meet the needs of all children with relevant and real experiences*
- *Differentiation is clearly evident*
- *Deployment of any support is detailed*
- *The teaching and learning opportunities match the learning objective*
- *A range of teaching and learning strategies are used to cater for different learning styles*
- *Assessment for learning is built into the plan*
- *Children's prior knowledge and previous experience is taken into account*
- *Appropriate vocabulary and key words are included on the plan*
- *All necessary resources are listed and prepared before the lesson*
- *Teachers reflect upon learning and revise plans as needed*

Our lessons:

- *The learning objective and success criteria are explicitly shared where appropriate*
- *Links are made to previous learning*
- *Learning is appropriately differentiated*
- *Academically more able children are provided with opportunities to enrich and deepen their learning*
- *A range of 'Assessment for Learning' is used to assess the children's understanding*
- *Oral feedback is given regularly*
- *Teachers teach with enthusiasm and passion*
- *All learning is modelled to pupils*
- *Children are grouped appropriately*
- *A good balance of teacher/pupil speak is evident*
- *Deployment of support staff is effective*
- *Opportunities for paired and collaborative learning are provided*
- *High expectations of work are evident at all times*
- *Both teacher and teaching assistant have a clear focus during group/independent tasks*
- *Progress and understanding is checked regularly*
- *Class routines are clearly known and consistently applied*
- *The IWB and other IT resources are used as appropriate*
- *Classroom displays (working walls) are used and referred to where this is relevant*

- *In KS1 and KS2 maths and literacy, the LO is explicit within the title and written work is dated*

Our guidance on delivering high quality learning

- *Having clear understanding of learning intention and success criteria*
- *Having a good understanding of tasks and activities*
- *Having a purposeful engagement of appropriate tasks that will challenge, inspire and interest*
- *Having highly motivated, happy secure, confident pupils*
- *Being able to be reflective and self-critical*
- *Being able to ask questions and participate*
- *Being able to work independently and collaboratively*