Martin Primary School

Teaching and Learning Policy

Reviewed and ratified by the Standards Committee: autumn 2026

Reviewed every three years

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- embed an agreed range of good practice across the school
- ensure consistency throughout the school
- inform staff of the school's expectations
- provide a unified focus for monitoring learning and classroom practice
- ensure that the needs of pupils are met
- improve and enhance the quality of teaching
- ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum
- ensure that teaching is appropriately differentiated for all pupils
- establish targets for improvement
- enhance the professional development of staff.

Links to the UN Convention on the Rights of the Child

Article 6
Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 28
Every child has the right to a good quality education.

Article 29
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parent/carers, their own and other cultures, and the environment.

Article 31
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Martin Primary School achieved its Rights Respecting School (RRS) Gold level accreditation in December 2023, and we are proud that the RRS agenda underpins our school's broad and rich curriculum.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA 'Early Years Foundation Stage: Assessment and Reporting Arrangements (ARA)'
- STA 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2023) 'Statutory framework for the Early Years Foundation Stage'
- DfE (2020) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- SEND Policy
- Feedback Policy
- Behaviour Policy

2. Equal opportunities and inclusion

It is the right of all children, regardless of their gender, ethnicity, beliefs or religion, physical disability, ability, linguistic, cultural or home background, to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual.

To ensure equal opportunities and inclusion we:

- plan opportunities for children to share and build upon their previous experiences and knowledge
- develop relationships with children that are based upon mutual respect
- use praise and positive behaviour management strategies that support children in their learning
- reinforce behaviour expectations and manage behaviour in a fair and consistent way
- provide opportunities for children learning English as an additional language to engage in speaking and listening activities that will practise and extend vocabulary and support understanding
- use a wide range of teaching strategies, based on children's learning needs, planning and providing support for the full participation in all practical and physical activities by adapting activities and resources, or providing alternative activities where needed
- provide a safe and secure learning environment that is free from harassment and where each child's contribution is valued
- use materials that positively reflect diversity and are free from discrimination and stereotyping
- plan challenging experiences for every child
- monitor and evaluate children's progress and take action to provide support in areas causing concern

- utilise teaching assistants/ learning support assistants and other resources effectively.

3. Roles and responsibilities

3.1. The Governing Body is responsible for:

- ensuring an effective approach to teaching and learning is implemented across the school.
- ensuring high expectations are set for all pupils, regardless of their abilities or needs.
- ensuring reports are provided by the headteacher and curriculum leaders and that action is taken where areas are identified as requiring improvement.
- ensuring the Standard Committee meets regularly to monitor progress against targets.
- visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - viewing attainment and progress data
  - talking to pupils about their experiences
  - talking to teachers about their experiences
  - reporting their findings to the entire Governing Body.

3.2 The headteacher and Senior Leadership Team (SLT) are responsible for:

- taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils
- ensuring that the needs of all pupils are met
- liaising with parents to ensure needs are being met
- carrying out focussed classroom-based observations
- ensuring that planning is monitored and reviewed
- arranging and attending termly pupil progress meetings for every class
- completing a self-evaluation of the school's quality of teaching
- reporting on the quality of teaching and learning in the headteacher's report
- acting as a role model for teaching staff.

3.3 Curriculum leaders are responsible for:

- developing and reviewing curriculum policies and schemes of work in collaboration with colleagues
- taking accountability for the progress of pupils in their given subject
- reporting on the effectiveness of the curriculum to the SLT and the Governing Body.

3.4 Teaching staff are responsible for:

- monitoring and evaluating their teaching
- seeking professional dialogue and constructive criticism from their peers and members of the SLT
- reviewing and evaluating their planning regularly
- setting appropriate and challenging targets for pupils based on ability
- assessing the attainment and progress of the pupils they teach
- collaborating with colleagues to moderate pupil achievement
- involving parents and other professionals in the monitoring process.

3.5 Support staff are responsible for:

- working collaboratively with the teachers to ensure that all the children are supported and challenged in their learning in all areas of the curriculum
- developing a sound understanding of the learning objectives and activities and will help to create a positive climate in the classrooms.

3.6 Pupils are responsible for:

- being on time for school
- being prepared to learn
- being attentive
- listening to and following all reasonable instructions
- treating everyone with respect.

3.7 Parents/carers are responsible for:

- supporting the school in maintaining high expectations
- ensuring that learners have the correct equipment for school
- supporting students with their independent learning
- attending parent/carer consultations to monitor their child's progress
- supporting with home learning, including reading
- supporting and celebrating student's achievements and successes.

4. Learning environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a regular basis and are geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

5. Effective learning

In order to learn effectively children need to be part of a learning journey
To a child, this looks like:

- knowing you have succeeded
- feeling you can do more
- explaining what you have learned
- applying it to other situations
- teaching it to someone else
- feeling good about yourself.

Effective learning should be promoted in the indoor and outdoor environment by:

- organising resources to make them readily available and accessible to the children
- arranging resources to make use of available space and materials, enabling children to work both independently and collaboratively in a variety of groupings, whilst maintaining effective pupil movement during and between activities
- creating a calm and secure learning environment.

Opportunities should be provided to encourage effective learning that:

- allow children to explore and extend their language
- encourage children to take risks and help them recognise that they will make mistakes and learn from them
- challenge children and enables them to think creatively and imaginatively
- help children to pose and solve problems
- help children learn to control their own behaviour and understand the need for rules.

6. Teaching strategies

6.1 The curriculum

Nursery and Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

The Martin Primary Curriculum is unique to our school. It is a progressive model which is shaped around our Rights Respecting ethos and is carefully structured to ensure that every child develops their knowledge, skills and understanding in all subjects as they move through the school. Our curriculum is cohesive, consistent, broad and balanced and it reflects the diversity of our community. It provides all children with an in-depth knowledge and skill set which they can apply to their learning with increasing independence and it also encourages them to be responsible citizens with a strong moral code.

Every subject in the curriculum is broken down into key skills and knowledge which the subject leaders have carefully planned and sequenced across all year groups from the beginning of the EYFS to the end of Key Stage 2. This ensures that learning builds on what has been taught before and is targeted towards defined end points. Topics vary in length according to need, with some topics being taught over one week and others up to three weeks. Teachers and subject leaders regularly review the topics to ensure that they are appropriate and appealing to the cohort and they also evaluate activities to ensure that they effectively support the learning of the required skills and knowledge.

When implementing the curriculum, staff ensure that planning meets the needs of all pupils and is ambitious with no limits or barriers to achievement and that all children are challenged with well-planned and stimulating learning activities that build on previous learning. Any gaps in skills and knowledge are quickly identified and specific support is put in place which is appropriate and carefully targeted to ensure that all children can achieve to the very best of their abilities.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

6.2 Planning and preparation

Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. Timings and structure are made clear and the plan clearly demarcates the salient parts of lessons.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

6.3 Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work. All lessons include strategies and adaptations to ensure the needs of all learners are met. Examples include, but are not limited to, colourful semantics, Widgit symbols, and the use of mini-whiteboards to engage all pupils.

Teaching should be modelled live in front of the children as much as possible so that implicit decision-making is made explicit. By modelling the learning process, teachers provide a scaffold on which children can build their own understanding. Teachers also model how to refine, evaluate, and analyse work, as well as how to address common misconceptions.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

Teaching Assistants (TAs) are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

6.4 Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

6.5 In-class support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

6.6 Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment).

6.7 Supporting pupils

The school sets high expectations for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently differentiated to ensure

all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented. Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective.

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents/carers, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought. More information can be found in the school's SEND Policy. The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

7 Assessment

The school follows the requirements of the Assessment and Reporting Arrangements (ARA) which are published every year by the Department for Education. These include arrangements for the End of EYFS statutory assessments, Year 1 phonics screening tests, End of Key Stage 1 statutory assessments, Year 4 multiplication tables checks and End of Key Stage 2 statutory assessments. All appropriate staff are fully trained on how to implement the assessments and parents and carers are kept informed about when and how they are administered.

7.1 Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify pupils' strengths and gaps in their skills/knowledge
- identify the next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group and individual
- track the pupil's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

7.2 Summative assessment (assessment of learning)

Summative assessment is important for:

- accurate information regarding a pupil's attainment and progress

- informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- identify attainment through one-off tests at any given point in time
- record performance in a specific area on a specific date
- provide end of key stage test data against which the school will be judged
- provide information about cohort areas of strength and weakness to build from in the future
- are used to judge a teacher's performance
- are used to monitor the progress of individuals and groups of pupils.

7.3 Early Years Foundation Stage (EYFS)

All children who join the school in the EYFS will have a baseline assessment. Pupils joining the school in other years will also be carefully assessed over the first six weeks after they start.

Please see our EYFS Policy for further information about teaching and learning in the Nursery and Reception.

7.4 Key Stages 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

Appropriate tests may be used to identify progress and gaps in learning.

Termly pupil progress meetings with the class teacher, Inclusion Lead and the Headteacher are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

8 Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two-parent/carer consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments where appropriate, and gives information relating to progress and attainment

We give parents the opportunity to discuss their child's progress, by appointment.

We will publish the outcomes of the KS1 and KS2 assessments and our performance tables on our school website.

9 Moderation

Regular moderation of assessments takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. Teachers also meet with peers from other schools to ensure consistency. During the Summer term, teachers in Year 6 may be involved in LA moderation meetings.

10 Staff development

This teaching and learning policy forms an integral part of the staff induction programme that is available to all newly appointed staff. Inset is planned according to the needs identified through the school improvement plan.