TEACHING AND LEARNING POLICY

Approved by	Local Governing Committee
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Contents

1. Introduction

At Little Heaton CE Primary School, our vision is underpinned by our DREAM values: Determination, Respect, Empathy, Aspiration, and Morals. These values are at the heart of everything we do and guide our approach to teaching and learning.

We believe that every child can achieve and flourish when provided with high-quality teaching, a stimulating learning environment, and personalised support. This policy sets out the principles, expectations, and structures that underpin our teaching and learning, ensuring consistency across the school and alignment with the latest research, including the Education Endowment Foundation (EEF) guidance and Rosenshine's Principles of Instruction.

2. Aims

Through this policy, we aim to:

- Provide all pupils with high-quality, evidence-informed teaching that enables them to achieve their potential.
- Create an inclusive environment where every child, regardless of background or need, can succeed.
- Embed our DREAM values into everyday practice, ensuring they shape attitudes to learning and relationships.
- Develop pupils' independence, resilience, and love of learning.
- Use assessment and feedback effectively to inform teaching and drive progress.
- Equip pupils with the knowledge, skills, and attitudes they need for the next stage of their education and beyond.

3. Intent, Implementation, Impact Framework

Intent
Our curriculum is designed to be broad, balanced, and ambitious. It equips pupils with the knowledge, skills, and cultural capital they need to thrive in modern society. We place emphasis on key concepts being revisited and built upon over time, with deliberate links between subjects to support deeper understanding.
The intent is to:

- Embed DREAM values into curriculum design and delivery.
- Provide clear progression in knowledge and skills.
- Ensure equity of access and opportunity for all pupils.

Implementation
We implement our curriculum through:
- Evidence-informed pedagogy based on EEF guidance and Rosenshine's principles.
- High-quality modelling and scaffolding.

- Frequent opportunities for retrieval and deliberate practice.
- Adaptive teaching to meet the needs of all learners.
- Regular, purposeful assessment to inform next steps.

Impact

We measure impact through:

- Progress against curriculum and assessment milestones.
- Pupil work, discussions, and self-assessment.
- Outcomes in national and school-based assessments.
- Monitoring of teaching, learning environments, and pupil engagement.

4. Principles of Effective Teaching

Our approach to teaching is grounded in research and our DREAM values. High-quality teaching at Little Heaton CE includes:

- **Clear learning intentions** and success criteria shared with pupils.
- **Modelling** of concepts and skills with clear explanations.
- **Scaffolding** to support all learners, gradually removed as independence increases.
- **Questioning** to probe understanding, extend thinking, and check misconceptions.
- **Feedback** that is timely, specific, and actionable (linked to our Marking and Feedback Policy).
- **Retrieval practice** to strengthen memory and deepen understanding.
- **Opportunities for guided and independent practice** to build fluency.
- **Adaptive teaching** to meet the needs of all learners, ensuring challenge for all.

These align with EEF's Teaching and Learning Toolkit strands on feedback, metacognition, collaborative learning, and mastery learning.

5. Principles of Effective Learning

We believe pupils learn best when they:

- Feel safe, respected, and valued.
- Understand the purpose of their learning and see connections to prior knowledge.
- Have opportunities to collaborate and learn from one another.
- Are encouraged to reflect on their learning and next steps.
- Experience appropriate challenge and high expectations.
- Receive feedback that moves learning forward.

Our approach ensures that pupils become active participants in their learning, developing independence, curiosity, and resilience.

6. Inclusion and Adaptive Teaching

We are committed to ensuring that every child can succeed, regardless of starting point or need. Teachers:

- Use assessment information to inform planning and teaching.
- Adapt resources and tasks to enable full participation.
- Work closely with the SENDCO to implement personalised strategies.
- Embed EEF guidance on supporting SEND in mainstream schools, including explicit instruction, scaffolding, and flexible grouping.
- Promote positive attitudes to learning in all pupils, celebrating diversity and difference.

7. Learning Environment Expectations

The learning environment reflects our high expectations and DREAM values:

- Classrooms are well-organised, calm, and welcoming.
- Displays celebrate pupil achievement, support learning, and reflect current curriculum content.
- Resources are accessible and well-maintained.
- Behaviour expectations are consistent and positive.
- Classrooms promote independence and self-regulation.

8. Roles and Responsibilities

- **Headteacher**: Leads the vision for teaching and learning, ensures staff have the resources and CPD needed.
- **Senior Leadership Team**: Monitors and supports consistent high standards across the school.
- **Teachers**: Plan, deliver, and evaluate lessons in line with this policy, embedding the DREAM values.
- **Teaching Assistants**: Support learning through targeted interventions and adaptive strategies.
- **Pupils**: Take responsibility for their learning, uphold the DREAM values, and strive for excellence.

9. Monitoring and Evaluation

Teaching and learning are monitored through:

- Lesson observations and learning walks.
- Book looks and pupil voice.
- Data analysis.
- Review of learning environments.

Findings are used to celebrate strengths, identify areas for improvement, and plan targeted CPD.

10. Subject Leadership Structure

We coordinate subjects through team leadership, enabling collaboration, shared expertise, and mutual support. This ensures that no one works in isolation, and everyone has a voice in shaping our curriculum.

Team Area	Subjects
English	Reading, Writing, Phonics
Mathematics	Mathematics
STEM	Science, Computing, DT
The World	History, Geography, RE
The Arts	Art, Music, MFL
Personal Development	PSHE, RSE, PE