



# Teaching and Learning Policy

2026-27

## Approval and Review

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 26
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	Annually
Date of Policy Review	May 27

<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
1	May 26	New policy	

## Teaching and Learning Policy

### DEFINITION

#### *All staff should:*

- **Have a secure knowledge and understanding of the subjects or areas they teach.** The teacher should have a good knowledge of the subject taught and will enthuse the children with her/his personality. In this way both teacher and pupil alike will enjoy the lesson. Good quality teaching will include learning set to the appropriate level of the children. It will be in line with National Curriculum and Desirable Outcomes as well as national guidelines. Teachers should correct any misconceptions which the children hold, during the teaching of the subject. Organisation for teaching will include, whole class teaching, group and independent learning.
- **Set high expectations so as to challenge pupils and deepen their knowledge and understanding.** Lessons should be challenging and should build on what has been learned during the previous lessons. The results will then be in line with national levels. Some will fall below, but their needs must still be catered for and their learning must progress. The pace of the lesson should reflect the knowledge, ability, and response from the children. Expectations should be high, deadlines should be set and adhered to, and the quality of the work should be good.
- **Plan effectively.** Planning should always show what the children will have learned when the lesson is completed. It will also show differentiated tasks, with objectives clearly linked to the National Curriculum and Desirable Outcomes. Whole school planning, curriculum maps, medium- and short-term planning will be updated on a regular basis. Cross-curricular planning will be applied to all teaching and learning where appropriate. Planning should also include the way in which the lesson will be organised. It should state who will be working with the different groups of children, or how they will be managed. It will also state where and what resources will be used, the accessibility and whether they are appropriate to the needs of the children.
- **Employ methods and organizational strategies which match curricular objectives and the needs of all pupils.** Groups are stationed in positions which will enhance and develop their learning and encourage independence. Children are given clear objectives and know where the adult focus will be concentrated within the lesson. The learning environment is work centred, intellectually challenging, warm and welcoming. Classroom displays and their educational purposes are planned before work takes place. Displays are changed appropriately and all children have the opportunity to see their work on display. The layout and organisation of the "classroom", the storage and use of resources are important in creating a good quality learning environment.
- **Manage pupils well and achieve high standards of discipline.** Refer to school's Behaviour and Relationships Policy.
- **Use time and resources effectively.** Appropriate resources to enable time to be used effectively, will be found in individual classrooms or in the main resource area. Resources are clean, tidy and organised, are adequately stored and clearly labeled, are accessible and available when appropriate, so that the children can develop independence in using basic equipment.
- **Assess pupils' work thoroughly and constructively, and use assessments to inform teaching.** Assess by observing and scrutiny of work. Check up sheets and follow up sheets can also be used. Assessment will take place before and after lessons to assess progress and attainment. It can be formative, summative, ipsative (self-assessment) or diagnostic (see Assessment Policy).

### AIMS

It is our intention to provide children with a vocabulary rich environment, focusing on the acquirement of fundamental skills, powerful knowledge, concepts and values. The curriculum ensures our children have a strong foundation in social, emotional behaviours that encourages them to become independent and lifelong learners. Our inclusive curriculum ensures all children have the opportunity to make strong progress from their given starting point, whilst

developing resilience and a growth mindset. The children are equipped with the necessary knowledge of how to keep themselves safe within society. The curriculum provides an extensive variety of enrichment opportunities to develop children's knowledge of the world around them, enhancing their aspirations to become good citizens of the future.

## **ROLES AND RESPONSIBILITIES**

### **Subject Leader**

The role of the leader is to promote the subject, its importance, and the value it brings across the school. They have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement which leads to producing an action plan for the subject which creates an element of the school development plan. The leader should consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims. The leader should also work closely with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils.

The subject leader oversees the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress whilst ensuring effectiveness and consistency. They also make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning.

The leader keeps staff informed of any development or changes in the subject and provides support to staff in planning and teaching. The leader monitors teaching and learning and takes feedback from pupils in pupil voice meetings. The leader also supports staff in making accurate assessments.

The leader audits and manages resources to ensure they are up to date and match pupil and curriculum needs.

### **Governors**

In order to fulfil its role the governing committee requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full governing committee once a term from the headteacher.
- reports from external bodies
- participation in termly monitoring activities for assigned area (covering all key areas of school improvement)

## **INCLUSION**

At Moorpark Junior School we are committed to providing all of our children with the opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background.

In our school we create a culture that offers a secure, accepting, collaborating, stimulating community in which everyone feels valued.

## **HEALTH AND SAFETY**

Pupils always work in a safe environment, both inside and outside of the classroom. All staff are responsible for checking that equipment and resources used within lessons are safe, as well as ensuring the environment is safe and purposeful for learning.

## **PARENT PARTNERSHIP**

Parents will receive a termly topic overview of the year group curriculum which shows the coverage of the term's learning. Regular posts on Class Dojo will inform parents of teaching and learning which has taken place in school. Home Learning set will be to support the basic skills taught.

## **ASSESSMENT, RECORD KEEPING AND REPORTING**

See Assessment and Record Keeping Policy.

## **MONITORING AND EVALUATION**

See Monitoring policy.

**SUPPORTING DOCUMENTS**

Curriculum overview

Knowledge and Skills Document, including vocabulary

Curriculum policies