



# Teaching and Learning Policy

**Approved by: Headteacher & SLT**

**Last reviewed: December 2023**

**Next review: July 2025**

## 1. Aims

This policy aims to:

- Explain how we will create an environment at our school where the children learn at their best and love to do so
- Summarise expectations to ensure that everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all of the children in our school
- Involve the children, parents and the wider school community in the children's learning and development

## 2. Our Guiding Principles

Our school ethos is to place the child at the centre of everything we do. Our curriculum is designed to encourage, challenge and **enable our children to become successful and resilient citizens in today and tomorrow's world.** At Gaskell Primary School, through a broad and balanced curriculum we will provide the children with the skills and knowledge that they require for their lifetime. The curriculum encourages the children to be independent, resourceful, skilled, adaptable, flexible and empathetic.

Our school values are represented and underpinned by the curriculum drivers and form the basis of everything that we do. They represent how we behave in, around and outside of school from Nursery to Year 6, in all aspects of school life. They also support the teaching of British Values throughout the school. The children learn at their best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in the appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when the learning is difficult
- Can manage their emotions if things are not going well
- Recognise that all the learners make mistakes and mistakes can help us to learn

### 3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility and everyone in our school community has an important role to play.

This is how we will create the above conditions for the children's learning at all times:

#### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Adopt the Gaskell Principles to Learning Approach based on the [Rosenshine Principles](#)
- Actively engage the parents/carers in their child's learning through online platforms such as X, Arbor and Seesaw
- Update the parents/carers on their child's progress once a term through assessment letters/Parents' Evening and produce an annual written report on their child's progress
- Meet the expectations set out in the Curriculum Policy, the Behaviour (Relationships) Policy and the Marking and Feedback to Learners and Presentation Policy

#### 3.2 Support Staff

Support staff at our school will:

- Adopt the Gaskell Principles to Learning Approach based on the [Rosenshine Principles](#)
- Know the children well and adapt the support to meet their individual learning needs
- Support the teaching and learning with flexibility and resourcefulness
- Use the agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of the children to the teachers
- Ask questions to make sure the children have understood the expectations for learning
- Identify and use resources to support the learning
- Have high expectations and celebrate achievements
- Demonstrate and model themselves as learners
- Meet the expectations set out in the Curriculum Policy, the Behaviour (Relationships) Policy and the Marking and Feedback to Learners and Presentation Policy

#### 3.3 Subject and Phase Leaders

Leaders at our school will:

- Ensure the Gaskell Principles to Learning Approach based on the [Rosenshine Principles](#) is evident in all of the lessons
- Help to create well-sequenced, broad and balanced curriculum plans that build the knowledge and skills
- Sequence the lessons in a way that allows the children to make good progress from their starting points

- Use their budget effectively to resource their subject, providing teachers with the necessary resources for learning
- Hold the staff and the children to account for their teaching and learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for the children to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing the progress against a range of evidence and reviewing the qualitative and quantitative performance data
- Improve on the weaknesses identified in their monitoring activities
- Create and share the clear intentions for their subject/phase
- Encourage the teachers to share their ideas, resources and good practice
- Meet the expectations set out in the Grown for Gaskell Curriculum Policy

### 3.4 Senior Leaders

Senior leaders at our school will:

- Ensure that the Gaskell Principles to Learning Approach based on the [Rosenshine Principles](#) is evident in all of the lessons
- Have a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrate achievement and have high expectations for everyone
- Hold the staff and the children to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage the resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example, by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the Curriculum Policy, the Behaviour (Relationships) Policy and the Marking and Feedback to Learners and Presentation Policy

### 3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all of their lessons on time and be ready to learn, with any necessary equipment for the lesson

- Be curious, ambitious, engaged and confident learners
- Know their next steps and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Behaviour (Relationships) Policy

### 3.6 Parents and Carers

Parents and carers of the children at our school will:

- Value learning
- Encourage their child as a learner
- Make sure that their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support their learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### 3.7 Governors

Governors at our school will:

- Monitor that the resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on the children's progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure that the other school policies promote high-quality teaching and that these are being implemented

## 4. Planning

Lessons will be planned well to ensure good short, medium and long-term progress.

We use and adapt the following schemes of work to provide a strong foundation and consistency for all of our staff when delivering core and non-core subjects. As they have been developed by curriculum experts, they are carefully sequenced to ensure progression and clear end points.

- Phonics – Read, Write Inc.
- Reading – Talk through Stories, Reading Plus and Cracking Comprehension
- Maths – White Rose Maths
- Computing – Bolton School's ICT
- PE – Get Set 4 PE
- RE – Bolton agreed syllabus
- Music – Bolton Music Service

- History, Geography, Art and Design Technology – adapted from Chris Quigley Essentials Curriculum
- PSHE and MFL- Kapow
- Handwriting – Letter Join

Science, English Writing and Spelling follow the National Curriculum and have been carefully sequenced to ensure the progression in knowledge and skills with clear end points.

See our EYFS Offer for more details on our school's teaching and learning in the Early Years.

## 5. Learning Environment

When the children are at school, the learning will take place in the classrooms, outdoor spaces and in the hall

These spaces will be kept safe, clean and ready for the children to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as libraries and quiet areas
- Accessible resources for learning such as books and other equipment
- A seating layout that allows everyone to see the working walls and the screen
- Displays and working walls that celebrate and support the children's learning
- Meet the expectations set out in the Display and Environment Policy

## 6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all of the children into account. We will adapt learning to cater to the needs of all of our children, including:

- Children with special educational needs and disabilities (SEND)
- Children with English as an additional language (EAL)
- Disadvantaged children
- Children that are the most able
- Using the support staff effectively to provide extra support
- Working with our SEN Co-ordinator (SENCO), our children with SEND and their parents to establish the appropriate level of material to support these children to make good progress
- Using ability groupings for certain subjects where appropriate
- All of the staff will adopt the Gaskell Principles to Learning Approach based on the [Rosenshine Principles](#)
- Meet the expectations in the SEND Offer

## 7. Home Learning

Home learning will support the children to make the link between what they have learnt in our school and in the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Seesaw. Home learning will be reasonable in challenge and length and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided or made accessible.

## 8. Marking and Feedback

Feedback will clearly explain to the children what they are doing well and what they need to do next to continue to improve their work.

Teachers will meet the expectations set out in the Feedback to Learners and Presentation Policy.

## 9. Assessment, Recording and Reporting

We will track the children's progress using a combination of formative and summative assessment. We will provide regular next steps for the children and provide termly assessment reports against these at Parents' Evenings. The children will receive a written report annually. For further guidance, please refer to the Assessment Policy.

## 10. Monitoring and Evaluation

We will monitor the teaching and learning in our school to make sure that all of our children make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on the children's learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Book scrutinies
- Technology scrutinies (Seesaw and X)
- Pupil conferencing
- Lesson observations

## 11. Review

This policy will be reviewed every two years by the Headteacher, senior leadership team and the governors. At every review, the policy will be shared with the full governing board.

## **12. Links With Other Policies**

This policy links with the following policies and procedures:

- Behaviour (Relationships) Policy
- Curriculum Policy
- Early Years Foundation Stage (EYFS) Offer
- SEN/SEND Policy and Information Report
- Feedback to Learners and Presentation Policy
- Assessment Policy
- Equality Information and Objectives