



# Great Waldingfield

Church of England  
Primary School

## Policy on Teaching and Learning

Date – Summer 2025

Review date – Summer 2026

**Policy on Teaching and Learning**

**GREAT WALDINGFIELD CEVC PRIMARY SCHOOL**

Version	Date	Amendment/Addition
Two	07.01.2022	"Let the children come to me and do not stop them, because the Kingdom of heaven belongs to such as these." added
Two	07.01.2022	p3 - Removed - "Tell me and I'll forget; show me and I may remember; involve me and I'll understand; step back and I will act". This no longer describes our thoughts on excellent teaching and learning.
Two	07.01.2022	p3 - Introduction – added our focus is on excellence
Two	07.01.2022	p3 – clutter free environment added
Two	07.01.2022	New definition of effective learning
Two	07.01.2022	p3 paragraph 3 3b – principles of an effective lesson
Two	07.01.2022	p4 paragraph 4c – putting the most able at the heart of planning added
Three	12.06.23	p6 paragraph 6 – Cafes for All deleted
Three	12.06.23	p6 paragraph 7 – policy reviewed annually added
Three	12.06.23	Policy on Teaching and Learning in Early Years Foundation Stage added.
Four	23.05.24	Changes to reflect new senior leadership
Five	2.6.25	No changes

*"Let the children come to me and do not stop them, because the Kingdom of heaven belongs to such as these."*

## 1 Introduction

At Great Waldingfield CEVC Primary School, we are committed to the concept of lifelong learning, and in the idea that both adults and children learn new things every day. Our focus is on excellence. We maintain that learning should be rewarding, challenging and achievable. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## 2 Aims and objectives

- a) We believe that each one of us learns best in different ways. At our school, we provide a rich and supportive learning environment that allows all children to develop their skills and abilities to their full potential. Our environment is clutter free to make it easier for children to focus on their learning.
- b) Through our teaching, we aim to:
  - enable children to become confident, resourceful, enquiring and independent learners;
  - foster children's self-esteem, and help them to build positive relationships with others;
  - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
  - show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
  - enable children to understand their community, and help them feel valued as part of it;
  - help children grow into reliable, independent and positive citizens.
  - knowledge

## 3 Effective learning

Effective learning takes place when there is good teaching of knowledge and skills and good learning behaviours. As pupils are supported in developing and strengthening their learning behaviours they become more motivated and determined to succeed. *(Kirsten Mould EEF blog 2020)*

- a) We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and that they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they can succeed (because they know the challenge will have been set at the right level).
- b) All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:
  - the teaching will build on previous learning
  - the learning point of the lesson will be clearly defined
  - teacher talk will be kept to a minimum
  - there will be challenge for all learners
  - there will be time for learners to practice until fluent
  - there will be opportunities for assessment and review

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- c) We offer opportunities for children to learn in different ways. These include:
- investigation and problem-solving;
  - research and discovery;
  - group work;
  - pair work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - use of technology;
  - fieldwork and visits to places of educational interest;
  - creative activities;
  - watching film/video and responding to musical or pre-recorded material;
  - debates, role-plays and oral presentations;
  - designing and making things;
  - participation in athletic or physical activity
- d) We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.
- e) To drive high standards in our school, every lesson within the curriculum will have the following non-negotiable elements:
- **Motivation** *so that* pupils have high expectations of what they can achieve and the importance of what they are learning
  - **Explanation** *so that* pupils acquire new knowledge and skills including the deliberate teaching of vocabulary
  - **Modelling** *so that* pupils know how to apply the knowledge and skills through worked examples
  - **Questioning** *so that* pupils are made to think hard with breadth, depth and accuracy
  - **Feedback** *so that* pupils think about and further their knowledge and skills

### 4 Effective teaching and learning

- a) When we are teaching, we focus on motivating all the children, and building on their, knowledge, skills and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan, which is based firmly on the National Curriculum, to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- b) We use the mastery approach to learning. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Learners who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.
- c) We put our most able pupils at the heart of our planning to raise the aspirations of all learners and provide scaffolding and support for those who may need it.
- d) We keep teacher talk to a minimum to maximise the time learners have to think for themselves. To ask the questions they need the answers to or to discuss concepts so they can understand them better; this encourages independent learning.
- e) Our teachers make ongoing assessments (Assessment for Learning – AfL) of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is that all children have access to the same curriculum working on the same concepts and skills at the same time. Teachers aim high with the learning target and support pupils in their achievement through scaffolding in different ways.

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- f) When planning work for children with special educational needs, (SEND) we give due regard to information and targets contained in the children's Additional Support Plans. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- g) Our lessons are planned to meet clear learning objectives taking into account the prior knowledge of the class, their ability, the overall curriculum objectives and the resources available. We regularly evaluate teaching against the professional standards and meeting the curriculum objectives.
- h) Our teachers establish good working relationships with all the children in our classes. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. Our teachers follow the school's Policy on Behaviour for Learning. We set and agree the class rules with children. We praise children for their efforts and achievements. This builds positive attitudes towards school and learning in general, raising their aspirations. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as Policy on Behaviour for Learning.
- i) We take care that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission when required, before the visit takes place.
- j) We deploy learning assistants to meet children's individual needs. They are trained in the specific interventions they deliver. Sometimes, they work with individual children, and sometimes they work with small groups (not more than three). They work with children of all abilities.
- k) Our classrooms are attractive, welcoming, clutter-free learning environments so children are not distracted. Learning walls are kept up to date to support current learning. Resources to support learning are clearly labelled to encourage independence. All classrooms have a range of fiction and non-fiction books.
- l) Our teachers are encouraged to reflect on their strengths and weaknesses. The senior leadership team support and mentor their personal development including the formation of their professional development plans and qualifications.
- m) We conduct our teaching in an atmosphere of trust and respect for all.

### 5 The role of governors

- a) Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:
  - support the use of appropriate teaching strategies by allocating resources effectively;
  - ensure that the school buildings and premises are fit for purpose;
  - check teaching methods in the light of health and safety regulations;
  - seek to ensure that our staff development and our performance management promote good-quality teaching;
  - confirm the effectiveness of the school's teaching and learning approaches through regular monitoring visits and the headteacher's formal report to governors supported by key data.

### 6 The role of parents and carers

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- a) Parents and carers have a fundamental role to play in helping children to learn. We keep parents and carers informed about what and how their children are learning:
  - by sending information in the form of Knowledge Organisers to parents and carers, at the start of each unit of study which outlines key facts and key vocabulary that the children will be studying during that unit;
  - by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading
  - By inviting parents and carers to share learning experiences
- b) In addition, we expect parents and carers to:
  - ensure that their child has the best attendance record possible;
  - ensure their child arrives punctually
  - ensure that their child is equipped for school with the correct uniform and PE kit;
  - do their best to keep their child healthy and fit to attend school;
  - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
  - promote a positive attitude towards school and learning in general;
  - fulfil the requirements set out in the home–school agreement.

### **7 Monitoring and review**

We are committed to continuous improvement of teaching and learning. Therefore, we review this policy regularly in line with new initiative, research and changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy annually.

### **8 This policy should be read in conjunction with the following policies:**

- Policy on Child Protection and Safeguarding
- Policy on Teaching and Learning in Early Years Foundation
- Policy on Behaviour for Learning
- Policy on Curriculum