



Teaching and Learning Policy

2025

Introduction

1.1 At **Blackwell Primary School** we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we aim to 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.

Aims

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 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 other people;
- 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, to 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.

Effective learning

3.1 We know that people learn in many different ways, and respond best to different types of pedagogy; we must therefore deliver teaching in

different ways to address the needs of all our learners (visual, auditory and kinaesthetic).

3.2 We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). When appropriate, we provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water. Underpinning all of our planning and teaching are our *Learn to Learn Skills*, which are shared and celebrated with the children during class time and assemblies. As a school, we also promote the use of metacognitive strategies and give opportunities for growth mind set activities so that all groups of pupils can, overtime, become masters of their own learning and education.

3.3 During a series of lessons, all adults will:

- connect the learning with previous work that is displayed visually in the classroom through the use of working walls;
- give learners the 'big picture' of the whole lesson and how it links with other learning within their question based curriculum;
- **explain the learning objectives**, why the lesson is important and refer back to this throughout the lesson as part of an on going review;
- **use learning frameworks** to allow all learners the opportunity to make clear progress
- **use AFL throughout lessons** to ensure that all groups of children are making progress
- structure language development through focused activities and visual reminders/prompts;
- use Learn to learn skills to support and challenge all learners;
- present the information in a range of styles;
- allow opportunities for the pupils to build up their own understanding through various activities;
- review what has been learnt in order to further summarise and enable learning to be further committed to memory;
- provide feedback, celebrating success and reviewing learning strategies;
- outline the next step in the learning before moving on. – this may be done verbally or in written format.

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;

- group work;
- reciprocal teaching;
- mixed cohort learning opportunities;
- pair work;
- independent work;
- whole-class work;
- parent/pupil paired work through drop ins
- asking and answering questions;
- use of computing and interactive media
- fieldwork and visits to places of educational interest;
- creative activities;
- watching DVDs and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- outdoor/active learning (see school charter).

3.5 We encourage children to take responsibility for their own learning (promoting learn to learn skills wherever possible), to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn. When appropriate, children will be given time to review the learning outcomes of their lessons, use peer assessment, self- review their progress against 'next steps' set (for younger children this may be done orally with an adult) and practise these so that they can improve the progress that they make.

Effective teaching

4.1 When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use a Learning Challenge 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. Detailed information can be found on the school website.

4.2 Teachers make ongoing assessments 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 to develop further the knowledge and skills of all our children. We strive to ensure that all learning is designed with each child's current level of achievement in mind, whilst being mindful of the end of year age related outcomes. We focus on diminishing differences that children have as they move through Blackwell. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's passports or EHC plans. Teachers modify teaching and learning as appropriate for children with

disabilities. We modify learning for our children identified as working in greater depth within age expectations. 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. The teachers also use provision mapping to ensure that all groups of learners are supported so that their progress does not slow.

4.3 In writing (starting when appropriate in Year 1 and then onwards), the children complete a cold task and their personal targets are identified and shared. Then, the children have two weeks to secure and develop these before they complete a hot task where these skills are demonstrated. In reading, writing and maths, the children are assessed using the Blackwell Toolkit and the next steps identified and shared.

4.4 We plan our lessons with clear learning objectives and outcomes. We take these objectives from the National Curriculum which are tailored to meet the needs of our pupils. Our planning contains information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.5 Each of our teachers is proficient at establishing good working relationships with all the children in the class. 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. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general, (please see our behaviour policy and reward information for more detail). We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour and individual behaviour plans are shared between staff who will come into contact with the pupil named to ensure a consistent approach.

4.6 We try to ensure 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 wherever possible, risk assessments are completed, and various permissions are obtained. We inform parents before the visit takes place.

4.7 We deploy teaching assistants and other adult helpers to support progress. Sometimes they work with individual children, and sometimes they work with small groups. Teaching Assistants often work across the school rather than with a specific child so that independence and social skills are encouraged. Teaching Assistants will support in maximising learning whatever the stage of the lesson and support the teacher with AFL. We use target setting and review with children; Intervention groups; nurture groups; one to one tuition and Individual Passports are also used to further personalise learning and give 'next steps'. The impact of these strategies on each child is reviewed regularly and provision constantly adapted.

4.8 Our classrooms are attractive learning environments. We use displays as learning prompts for the children – learning objectives for the lesson, new language and current learning are clearly displayed. These are changed as learning develops. We change displays to link with our "learning driver", so that the classroom reflects the questions generated by the children and the learning outcomes of their current area of study. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have access to a range of dictionaries and of fiction and non-fiction books, as well as displays relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. Homework is linked to the learning to either consolidate skills or develop them further.

4.9 All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

5.1 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 used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors, and a review of the in-service training sessions attended by staff.

The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding three parents' evenings per year to discuss pupil progress and how we can work in partnership to support every child. Children with specific needs have more meetings as needed, including pupils with additional needs;
- by giving parents the expectations with English and Maths at the first parents evening;
- by holding parents' evenings to explain our school strategies for core areas and any changes in the curriculum;
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents an annual report in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- through our website

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct named uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

Monitoring and review

7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives

and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Signed:

Date:

Review Date: MARCH 2027