



The March C of E Primary School Teaching and Learning Policy

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The March Primary School Teaching & Learning Policy

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1. Introduction

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be." Rita Pierson

The March CE Primary School's approach to teaching and learning promotes a growth mind-set for all stakeholders and encourages learners to be reflective, critical thinkers, who have opportunities to master understanding and develop their individual strategies for learning. All staff have opportunities to research, develop and share best practice so that our classrooms are alive with a love of learning!

As a school, we are committed to our vision:

With God's help we will live kindly, love each other, learn and laugh together!

2. Aims

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning policy ensures that children are at the centre of our approach. The policy underpins the schools' aims and vision statement and translates these into practice to:

- Enable a shared understanding of our teaching and learning ethos and inclusive practice.
- Inspire creativity and celebrate growth.
- Inform and ensure consistency of approach.
- Reflect current pedagogy and practice.
- Provide personalised ongoing CPD opportunities throughout the academic year and with DCAT CPD
- Implement effective strategies for teaching, monitoring and evaluation.
- Guide reflective practice for all staff.
- Set clear expectations for staff and children.
- Help to inform teachers and support staff new to the school.
- Ensure logical progression in skills and knowledge as children move through the schools so that their understanding builds and deepens over time.
- Give children the opportunities to reason and make connections between what they already know and new learning.
- Foster a shared and collaborative learning culture to support all staff in their roles.

Our curriculum is designed around the needs of the children. We plan exciting learning opportunities and experiences that support children's learning and development. Through interesting, creative topics and core quality texts we draw together the key elements of the National Curriculum. In addition, at the core of what we do is giving children the opportunities to develop their trust, communication and problem-solving skills experience life beyond the classroom through outside learning experiences, Forest School and numerous visits to the City of Chichester and the surrounding area.

One of the central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We believe that knowledge breeds curiosity - as pupils learn more about the world, they become more curious. It is very difficult to be curious about something that you don't know anything about. We understand that

knowledge is substantive and disciplinary, in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to ensure our pupils can understand and remember new things they are learning.

Through the curriculum, we aim to encourage our learners to be inquisitive, resilient and thoughtful as well as being confident and ready when they leave us for the next stage of their educational journey.

3. Quality First Teaching

Aims and key principles:

The March Primary School offers the highest standard of education that is planned, consistent and guided by our clear vision as outlined in this and associated policies. Underpinning this assurance is the quality first teaching in our classrooms.

At The March CE Primary School, we believe deploying Quality first teaching (QFT) and utilising the key principals of Rosenshine (reimagined and outlined in our Pedagogy on a Page document- Appendix A) we will engage and support the learning of all children.

Quality First Teaching demands 100% participation from the pupils and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

Quality first teaching is at the heart of our day-to-day practice and meets the needs of all pupils including those who are most disadvantaged and those with EAL and SEND. Teachers strive to use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL), AFL Champions' adaptation and personalised methods to tailor teaching and reduce the attainment gap. Supported through AFL training across the DCAT Trust.

In order to ensure consistent quality first teaching, staff in school will do the following:

Expectations:	Strategies:
Keep up to date with educational developments, thinking and research in commitment to continuing professional development.	• Contribute to the school's own programme of continuing professional development. • Feedback to colleagues following courses and external training opportunities. • Seek out and utilise the knowledge of colleagues and experts. • Attend DCAT training opportunities including hub networking meetings. • Observe each other teach. • Maintain open dialogue with colleagues. • Visit and observe colleagues in other schools where appropriate. • Read educational literature / listen to blogs / access educational materials on social media where appropriate. • Use on-line facilities to access information and resources.
Use professional judgement to develop approaches to teaching and learning.	• Consider educational initiatives in the light of our own school's development and interpret them to meet our children's needs. • Engage in professional debate and continued professional discussions amongst all staff in school • Ensure that opportunities are provided at every level for staff to share reflections on their own practice and current thinking.

Establish and develop positive, caring relationships with all children.	• Greet pupils each morning with a personal acknowledgement. • Consistently model the behaviour and attitudes we want the children to develop. • Show an interest in all children. • Listen actively to what the children tell you. • Use positive body language in our interactions with children. • Meet the developing needs of the whole child by providing for their personal, spiritual, social and emotional growth with an emphasis on citizenship and social responsibility. • Seek advice from the SENCO and inclusion team members if it is felt further support is needed – communicate all concerns with parents as appropriate.
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4. Planning. Pedagogy Lesson Structure

Aims and key principles:

We believe that considered, thorough planning ensures continuity in curriculum provision and produces lessons which enable children to build on their learning and make progress.

Teachers are responsible for planning to the highest standard to create the most inclusive lessons that address misconceptions and build on prior knowledge and skills to support progress.

Subject overviews are reviewed with all staff yearly to ensure knowledge is built on over time and these plans are shared with parents at the start of each term through learning journeys.

Medium term plans are based upon previous assessment data, pupil need and subject expectation.

Expectations:	Strategies:
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Planning will: • Provide children with the big picture. • Provide a half-termly breakdown of the work we will cover in our year groups in our medium-term planning grids • Outline the small steps and key questions that can be flexible in reaction to AFL. • Include a stunning start and fantastic finish to capture children's enthusiasm and imagination. • Give children the best learning opportunities possible. • Ensure that all children have equal access to learning and learning opportunities. • Be consistent and well prepared across all classes. • Establish a clear learning journey for our children over the course of a lesson, a day, a week, a term, a year, a key stage and through the whole school. • Be designed to enable children to make connections between what they know and new learning. • Identify gaps in key learning to consolidate core knowledge and key concepts. • Target teaching and use INSIGHT so that it fills pupils' specific gaps. • Make sure that children are building a progression of skills and core knowledge that they will need for later in life. • Be adaptable to meet the specific needs of classes and cohorts. • Provide detailed curriculum coverage through and across the year groups.	• Use clear learning objectives that relate to the appropriate programme of study. • Give opportunities for prior knowledge and skills to be reviewed. • Use exciting, immersive learning opportunities to hook children's interest and imagination. • Share learning objectives (in child friendly vocabulary) regularly and refer to these throughout the lesson to ensure children are clear about the purpose of their learning. • Introduce explicit steps in learning and revisit these throughout lessons and units of work. • Make purposeful and contextual links across topics, year groups and Key Stages. • Pre-teach, contextualise and explain key vocabulary using strategies to include all children (visual supports, symbols, pictures and words banks) • Ask a mix of questions, including high-order questions, throughout lessons and adapt these to the needs of the children. • Clearly model strategies and metacognition. • Use live marking and verbal feedback throughout each lesson to ensure children are given regular updates. • Use digital Canva floor books to document learning and pupil voice • Consider all children's needs and ensure resources are appropriate to access the learning. • Incorporate challenge into every part of every lesson with opportunities for children to deepen their understanding and work at mastery level. • Give clear direction to additional adults involved in the learning. • Consistently apply non-negotiable expectations for presentation. • Share and display expectation lists for reading and writing for each year group in every classroom and learning
Lessons will follow the following structure: • Establishing behaviour for learning. • Revisiting prior learning and reviewing acquired knowledge. • Sharing objectives. • Quality modelling and guided teaching. • Opportunities for peer-learning and collaboration. • Opportunities for independent learning. • Review of learning. • See Appendix A: See Pedagogy on a page.	• Use diagnostic and targeted questioning. • Encourage peer discussion • Use of practical resources where appropriate – manipulatives and representatives. • Use regular brain Breaks. • Use Assessment for Learning strategies. • Provide live marking and feedback. • Use exit passes, low-threshold quizzes and other review strategies. (AFL Champions can support teachers) • Include opportunities to explain understanding.

Before teaching lessons staff will: • Research the area being taught. • Identify what we want the children to learn. • Assess previous learning and looked for gaps in knowledge/AFL. • Pre-teach key vocabulary and definitions where needed to enable the children to access the learning. • Identify a 'hook' to engage children • Consider how to use computing skills where appropriate. • Anticipate misconceptions. • Consider access/challenge for vulnerable and more able children. • Prepare resources in advance of the lesson.	• Teachers and support staff familiarise themselves with Sticky Knowledge, Medium Term Plans, Intended Outcomes. • Discuss ideas in year group meetings. • Collaborate with and seek advice from subject leads and colleagues with subject knowledge and expertise. • Review prior assessments and outcomes. • Consider the lesson through the children's eyes. • Be aware of the specific needs of the children. • Prepare any digital devices as appropriate.
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5. Displays and Learning Environment

Aims and key principles:

Classrooms should be stimulating, attractive, comfortable environments for learning to take place. They should be places that we and the children are proud of. Creating the right conditions for learning is crucial if children are to develop as confident, enthusiastic and effective learners. We know that learning requires active involvement, which needs to be modelled by staff at all opportunities.

Through the guidance below, we aim to ensure consistency in providing a high quality and safe physical environment, which actively promotes children's learning.

Expectations:	Strategies:
Displays should always have one or more of these specific purposes in mind: To stimulate interest in a theme. • To introduce, summarise or reinforce knowledge and skills, supporting and enhancing teaching and learning. • To celebrate children's work. • Include enquiry questions to stimulate discussion. • Include key vocabulary • Reference the core text being taught where relevant. Displays to introduce, summarise or reinforce knowledge and skills must: • Feature modelled examples, e.g. current calculation maths. • Make use of timelines, mind-maps or other devices to track knowledge, key information, story lines, characters, etc. • Include technical vocabulary with pictures and definitions. • Be referred to regularly within lessons. Displays of children's work must: • Reflect and value different levels of achievement and children's backgrounds. • Reflect the vision and aims of the school towards excellence. • Motivate children by setting high standards to which they can aspire. • Increase children's self-esteem and pride in their work. • Create a stimulating teaching and learning environment. • Arouse curiosity, pose questions and stimulate enquiry.	Displays: • Are of a high quality, boards are neatly covered, and promotes high standards of excellence. • Are clearly labelled with a title and an explanation of the learning involved (for all displays including work in progress). • Include first-name labels so that all children's work is identifiable. Each child must have at least one piece of work displayed in the classroom. • Include a range of stimulus and are informative and celebratory. All displays must reflect and celebrate our cultural diversity and school community. • Specific boards reflect our current school priority, e.g. reading, mathematics, writing, PE, etc. These will be identified by subject leads. See display and classroom environment Appendix B • 'Information' boards will need to be changed more frequently and all notices should be up to date and attractive. • Work on display will reflect the current learning in the year group. • All displays in communal areas should be put up complete Working Walls Select boards in each classroom will be designated as 'working walls', where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom and will always reflect current learning Where possible: • Children's work is used to affirm features of work that are desired. • Vocabulary relevant to the focus of the learning is evident in all subjects. • There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson.



6. Classroom management

Aims and key principles:

In order to maintain stimulating and organised learning environments, high standards of behaviour and consistent expectations of all adults supporting children, classroom management must be considered and effective. It is important that as children move from class to class they expect to find continuity and consistency.

Expectations:	Strategies:
Expectations, rules, routines and consequences - Rules and routines are established by actively being taught, modelled and referred to. - Expectations, rules and routines are displayed in the classroom and are regularly referred to. Ready, Respectful and Safe. - Discussions about rules also take place within a broader context of rights and responsibilities, and these are linked to work in PSHE and Citizenship.	- Learning to learn: teachers spend time at the beginning of a new academic year to explicitly teach learning skills such as growth mind-set, learning styles and expectations for learning - Class creates agreed rules/class contract at the beginning of each academic year that are regularly revisited and reinforced Teachers have clear and consistent routines for: - start of the day - going home - gaining the attention of the teacher - pupils, clearing up - snack/break time - transition times - going to the toilet - All class rules are outlined in a way that can be clearly communicated to HLTAs and supply teachers. - All children understand how and when to ask for help. - Clear expectations about independence and personal organisation are set out. - All children know what to do when a piece of work or an activity is finished. - All classes have an agreed class strategy for setting appropriate noise levels for the type of activity taking place. - Teachers use consistent methods to gain pupil's attention" and could give examples like hand up and wat for pupils to do the same and be quiet, ringing of a bell, clapping back a rhythm, count down from 5, 321 eyes on me etc,)
Standards of work - High expectations are modelled at all times to foster care and pride in work. - Careful presentation and pride in work is celebrated. - Children are clear on presentation criteria within each lesson. - Regular book looks, cross class/year group/site moderation and book shares in year group meetings monitor consistency in presentation, marking & feedback and expectations of standards.	All work includes a Learning Objective and Date - EYFS and KS1: Stickers with learning objectives, and date. Books and folders: - EYFS: writing templates - KS1: children writing in lined books in English, spelling and topic. Children use squares in maths and digital floor books - High-quality, tailored worksheets are used where needed for scaffolding, challenge and adaptation. - Any illustrations are purposeful and of high quality.

<u>Work for Foundation Subjects will be presented in individual subject books instead of overall Topic Books to allow for clearer review of learning for teachers, pupils and subject leaders.</u>	Handwriting Children and teachers expected to use correct letter formation and clear handwriting which is joined from Yr 2 onwards.
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7. The Role of the Other Adults in the classroom at The March CE Primary School

Expectations:	Strategies:
The role of other adults in the class: Class-based or cross-class support staff Support staff offer essential support to teachers in: - maintaining learning environments. - supporting classroom management. - managing and guiding children's behaviour. - supporting learning. Support staff play an active role in assessment. Support staff who work regularly with small groups may be given the responsibility for: - planning activities. - selecting appropriate texts and other materials. - supervising pupil behaviour. However overall responsibility lies with the class teacher, and all expectations must be clearly set out by both class teachers and support staff line managers Support staff working in a 1:1 or 1:2 capacity - Children will be supported according to the targets outlined in their SEND action plan or EHCP. - Support staff will be responsible, with guidance from class teachers, for creating and using appropriate resources to enable child to access learning more effectively. - Work will be modelled and adapted where appropriate to ensure accessibility. - Regular communication with parents is prioritised. - Support staff maintain up to date records on children's progress, feeding back to class teachers and updating action plans with SENCO on Provision Map	- All support staff to know specific groups of children including SEND, PP and EAL. - Support staff are aware of specific individual needs of any children in the class including medical information, allergies, individual risk assessments and behaviour and learning plans. - Teachers and support staff liaise regularly, and support staff are shown copies of the weekly timetable and appropriate plans. - Support staff observe, support groups or individuals and provide valuable feedback to the teacher on children's progress orally and by contributing to class records/Provision Map In class support staff: - Focus on specific children. - Sit near children who may need more help, providing discreet, focused support. - Use supportive manipulatives and visual resources to help children understand (whiteboards, visual aids, magnetic bar models resources, etc.). - Echo teacher, re-wording or repeating phrases or objectives for children. - Use a range of questions, including diagnostic and targeted questioning, to further explain or encourage greater depth of understanding. - Help pupils to use resources through modelling. - Trouble-shoot to help lesson run smoothly, e.g. responding to queries, sorting minor disagreements. - Contribute to behaviour management alongside the class teacher. - Provide marking and feedback to children they are supporting and to the teacher. (<i>See Marking and Feedback policy</i>).

8. Communication with stakeholders

Aims and key principles:

Our children are at the heart of our school community, and it is essential that all stakeholders have clear and consistent communication about all areas of school development. This enables us to create the best framework of teaching and learning support. We draw on the expertise, opinions and united vision of governors, parents and carers, and external agencies to make teaching and learning practises reflective and forward thinking.

This level of communication with stakeholders will be achieved through achieving the following expectations.

Expectations:	Strategies:
To develop and maintain good communication with parents as we recognise that children learn best where a positive and supportive relationship exists between teachers and parents.	Communicate formally with parents through: • Newsletters • Annual induction meetings for parents for EYFS • Parents' evenings • Meetings in response to a particular need or situation • Reports • PEG meetings • Website • Text/email (through the school office), Arbor • Attendance letter termly Communicate informally through: • Conversations at the beginning and end of the school day • Telephone calls • Home/school books (where appropriate) • Encouraging parents to volunteer in school • Informing them of successes • Involving parents/carers if there is a problem Provide structures to promote communication and understanding: • PTA • Family Liaison Officer meetings
To develop and maintain good communication and transparency with governors so that they have the information required to be a 'critical friend'.	• All policies to be signed off by governors. • Regular curriculum monitoring is carried out by governors within an agreed format and timeline. • Link governors assigned to key focus areas. • Findings from learning and teaching monitoring are fed back to Governors through the termly Head Teachers' Reports. • Governors are invited to INSET days and relevant staff meetings.
To develop and maintain good communication with support staff in order for children to be effectively supported in their learning.	• Regular support staff meetings. • Informal conversations with the class teachers. • Support staff to regularly check all electronic forms of communication. • Planning documents to be shared.
To develop positive relationships with the children in the school to ensure a positive learning environment.	• Talk respectfully and positively. • Model good grammar and diction. • Use the Ready Respectful and Safe values

Appendix A: School Learning Model



Pedagogy on a Page

	<u>Recap / Review</u> Activate prior knowledge with retrieval practice. Use AfL: targeted questions, mini-whiteboard responses, and address misconceptions before teaching.
	<u>Explain Purpose & LO</u> State the Learning Objective for the lesson in child-friendly language and where the lesson sits in the sequence of learning (put into context). Link to prior learning and where this builds next. Explicit teaching of new knowledge and skills
	<u>Model Each Stage (I Do / We Do)</u> Model under the visualiser or on the whiteboard explicit skills for each lesson. Then shared practice: 'We do' Shared write/activity Keep scaffolds and success criteria visible.
	<u>Guided Practice / Independent Work (You do)</u> Move to pupil-led tasks. After 10 minutes, check learning with high-quality AfL questions. Identify groups for support or set more challenging tasks. Pre-plan hinge questions at the 10-minute mark
	<u>Review Learning</u> Refer back to the LO and discuss what we have learnt. Pupils self-check against success criteria and articulate what they learned, how they learned it, and next steps.

Appendix B : Fixed Expectations

	The March CE Primary School Fixed Expectations- classrooms 2025-2026	
<u>The Learning Environment Across the Whole School</u> Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore, to our school. The physical environment in which children's learning takes place should be one which supports and enhances their learning. As a school we will have classroom environments and displays that support the child, Learning Assistant and Teacher in the learning process. <u>We will do this by ensuring that each classroom:</u> • is tidy and organised, modelling high expectations • uses Brain Break activities and water breaks to re-engage pupils • ensures that pupils' trays/ work areas are tidied and all belongings are sent home daily including reading records • Learning objectives and success criteria are shared with the children at the start of the lesson or at some point during the lesson and used as a tool throughout. • WAGOLLs should be used to support teaching and learning using a visualiser • An inviting reading area which develops children's love of reading, and which allows children to share their favourite books. • Provides children with opportunities to be independent learners and to celebrate their independent learning through the awarding of house points		
<u>Expectations</u>		
Learning walls will be displayed where they are visible and accessible for pupils to see and use		
Learning walls will be used for Maths and English with resources available to support independent selection		
Topic display will show a balance of foundation subjects from a variety of pupils including LO for the piece of work.		
Visual timetable to be up and used every day		

RE display with school Vision, Value theme for the term and Understanding Christianity timeline. School prayer and lunch time prayer to be visible and used	
Internet safety rules visible	
Engaging library Labels for books Key questions Book recommendations	
Headings for display to be cut out Key questions and key words for the topic. Sample of children's work	
Maths display to include sentence stems	
Destination reader display	
Challenge maths question	
Challenge word of the week to spell and know the meaning	
Visualiser to be in classroom and used	

