



Teaching & Learning Policy

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1. Aims

This policy aims to:

Explain how we'll create an environment at Castle Hill where pupils learn best and love to do so.

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raise standards of achievement for all pupils in our school.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Castle Hill Vision statement:

'At our school, we act with integrity, take pride in our actions, nurture curiosity, create a strong sense of belonging and encourage bravery in all that we do.'

Words matter. Why? Words have power and they can shape the world we live in. We need words to help us communicate verbally, or in writing. Language allows us to understand the world around us and to make sense of relationships. Words have the power to empower, hurt or encourage others.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Attend school regularly
- 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 appropriate ways at appropriate times
- › Can practice what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us 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. Parents complete a Home/ School agreement on their child's entry to our school.

This is how we will create the above conditions for pupils' 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](#)
- › Have high expectations of pupil behavior and conduct and model these expectations
- › Teach well planned and well-structured lessons based on Rosenshine's Principles ('I do/We do/You do') following a gradual release of responsibility
- › Use a range of strategies
- › Based on EEF research into deployment of TAs, use the approach of 'stepping into' rather than 'stepping out' of pupils' learning
- › Actively engage parents/carers in their child's learning through the use of the school website, weekly newsletter, SeeSaw, and open events, including clearly communicating the purpose of home learning through PAWS (Purposeful Activities Without School homework)
- › Update parents/carers on pupils' progress, and produce an annual written report on their child's progress
- › Meet the expectations set out in the Behaviour Policy and the Marking and Feedback Policy

3.2 Support staff

Support staff will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning

- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in the Behaviour Policy and the Marking and Feedback Policy

3.3 Curriculum Lead and Subject Leaders

Curriculum Lead and Subject Leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
 - › Achieve breadth and depth
 - › Fully understand the topic
 - › Demonstrate excellence
- › Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in the Behaviour Policy, Marking and Feedback Policy

3.4 Senior leaders

Senior leaders will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage 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 Behaviour Policy, Marking and Feedback Policy

3.5 Pupils

Pupils 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 lessons on time and be ready to learn, with any necessary equipment for the lesson

- › Be curious, ambitious, engaged and confident learners
- › Know their targets 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 Policy, Marking and Feedback Policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure 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 learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning
- › Reinforce high expectations and maintain consistent boundaries across home and school
- › Treat school staff with respect: 'Words Matter'

3.7 Governors

Governors at our school will:

- › Monitor that 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 pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- › Make sure 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.

Lessons will be planned using Roshenshine's Principles.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

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

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

The classroom environment will be consistent across the whole school with clear guidelines given to teaching staff.

See our Learning Environment policy.

6. Adaptive teaching

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

- › Pupils with special educational needs and/or disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are more able

We will do this by:

- › Using support staff effectively to provide extra support
- › Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- › Using ability groupings for certain subjects where appropriate
- › Providing writing frames and word banks

7. Homework

Castle Hill's P.A.W.S approach to homework helps to support pupils to make the link between what they have learnt in school and the wider world. This is based on our Packtypes and encourages a wide range of skills and learning behaviours.

All P.A.W.S activities will be made available on SeeSaw.

This is in addition to the daily requirement to read at home and the weekly requirement to practice core skills such as times tables (using Times Tables Rockstars – TTRS) and practice spelling words appropriate to a pupil's year group.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given weekly, verbally or in pupils' books.

See Marking and Feedback Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each Key Stage.

Parents/carers are invited to parents' evenings in the Autumn and Spring terms and a final written report will be sent at the end of the academic year.

10. Monitoring and evaluation

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

Senior Leaders and Curriculum Lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Pupil Conferencing
- Learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

11. Review

This policy will be reviewed annually by the Headteacher, Curriculum Lead and Link Curriculum Governor. 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 policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Learning environment policy