

## Stanion C.E Primary School



### TEACHING & LEARNING POLICY 2025/2026

This policy is to provide guidance and support to teachers and classroom colleagues in ensuring the best possible standards of teaching and learning. At Stanion C.E (Aided) Primary School we believe this can be achieved through maintaining consistency in the quality of teaching across the school, so that every child has access to the same high quality learning experiences that enable them to make good or better progress.

At Stanion C.E (Aided) Primary School we help all our children:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the school and wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging towards the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future ☑ Learn about, value and enjoy our diverse society

To achieve this, we will provide:

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for children to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partners in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standards

### GOOD QUALITY TEACHING & LEARNING

Good quality teaching and learning at Stanion C.E (Aided) Primary School is characterised by:

- High aspirations for all children so that their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where staff support each other in striving for the best

- Sound teacher subject knowledge
- Effective planning matched to children’s needs and interests, which promotes the development of core skills (English, communication, maths, IT) in all subjects
- A range of teaching strategies and resources that interest, encourage, engage and challenge children
- Children’s involvement in their learning, including the use of effective feedback and marking
- The provision of learning experiences outside the classroom
- Strategies that promote high standards of behaviour and engagement
- The effective use of the significant contribution of teaching assistants
- Engagement with parents including the provision of homework

At Stanion C.E (Aided) Primary School we affectively apply the 5 keys to good teaching:

Consistent use of:
Learning Objective
Success Criteria
Working Walls
Talk Partners
Modelling

Good quality learning is characterised by:

- Observable pupil progress
- Children’s engagement and motivation and their ability to focus and persevere with challenging tasks
- Children’s ability to work collaboratively and independently
- The development of skills
  - Enquiry
  - Problem solving
  - Creative thinking
  - Information processing
  - Reasoning
  - Evaluation
  - Self-awareness
  - Managing feelings
  - Empathy
  - Communication
  - Innovation

**A GOOD LESSON AT STANION C.E (AIDED) PRIMARY SCHOOL HAS THE FOLLOWING FEATURES:**

- Children are given clear guidance and support about what is expected of them
- The lesson is well prepared with the appropriate resources
- The big picture e.g. the “what” and “how” of the lesson is explained
- Connections with previous learning are made by the teacher and the children

- The learning objective is communicated clearly at the start of the lesson and displayed throughout
- The success criteria are differentiated to the needs of the children and are made clear
- The teacher has high expectations and fosters an ethos of self-belief
- Skilled questioning promotes thinking and assesses learning
- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson
- When answering questions or solving problems, time is given for rehearsal and reflection and “talk partners” are used
- Children make good progress
- Children achieve well for their level of ability
- The teacher strives for children’s interest, involvement and enjoyment
- Positive reinforcement and praise are a feature of the learning experience
- The teacher works with a different focus group daily to accelerate learning
- The lesson is well paced
- Learning is chunked to provide for different concentration, retention and developmental levels of the children
- Mini-plenaries consolidate learning and move learning on
- Appropriate forms of assessment are an integral part of the learning process
- Working walls are regularly referred to, to guide and support learning
- The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth
- The classroom is tidy and well organised
- Children’s previous work is marked
- The lesson ends on time and children are dismissed in an orderly fashion

## **PLANNING**

### **The Curriculum**

Our teaching delivers the National Curriculum 2014 and uses a range of planning resources from; the Literacy Tree , Literacy Shed, Grammarsaurus, NCETM, White Rose Maths, PSHE Coram and Get Set 4 Music/P.E as tools to support planning, delivery and assessment. These are adapted by the teacher to suit the needs of the children in each class.

Phonics is taught daily in EYFS and KS1 following the Essential Letters and Sounds programme of work. It is delivered to targeted children in KS2 during intervention sessions.

Children’s social, emotional and health development are central to our provision of teaching and learning. This is delivered across all subjects.

The curriculum is enriched by the use of immediate experiences for children, including visits, visitors to school and a programme of extra-curricular activities which include a residential visit for Years 5 and 6. As well as making the most of our local environment, each year group plans a trip or visitor each term linked to their topic.

We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Yearly overviews show balance and progression. All planning formats including the yearly and medium term planning grids can be found in the planning folder on the server.

Planning to be saved on the server by 9am each Monday morning.

### **Differentiated groups**

Throughout the school, differentiated groups are organised into colours, which provides consistency for children and staff which supports both monitoring and planning. For some lessons fluid groupings will be selected by the class teacher.

### **Success Criteria**

Differentiated success criteria are planned for in every subject. Children should self-assess their understanding using a colour spot at the end of a lesson.

## **MARKING & FEEDBACK**

Marking at Stanion C.E (Aided) Primary School is characterised by:

- Completion on the day of teaching and at the latest before the child next sees the book (to ensure that children feel their work is valued and misconceptions can be addressed straight away)
- Neat, legible and joined handwriting
- Using the child's name
- Children feeling involved in their learning and next steps, through self-assessment
- Marking against the learning objective and success criteria
- Specific praise e.g. I like your choice of alliterative adjectives to describe the queen. You use a short sentence to effect really well to make me want to read on.
- Cross referenced comments and identification of parts of children's work
- Specific next steps, sometimes with examples
- A balance of positive and developmental comments
- It is noted when a child has received support from an adult or worked independently
- Some task based next steps either to address misconceptions or move the learning on
- Comments that encourage a dialogue between teacher and child
- Time during the day for children to respond to comments and reflect
- Teacher marking completed in green to stand out from children's work

## **PRESENTATION OF BOOKS**

At Stanion C.E (Aided) Primary School we aim for the highest quality of presentation in everything we do.

We foster a sense of pride in our environment and work.

- At the start of the year, teachers explain the expectation of presentation to children

- Teachers model high standards of presentation in marking, display/learning environments and when using whiteboards
- Work is completed in the appropriate book
- The same high quality of work is expected in all books
- The name of the child and subject on all exercise books must be typed on a white sticker
- Each piece of work is dated and headed by the learning objective. EYFS and KS1 may present the L.I and S.C on a sticker or it can be hand-written by the class teacher or teaching assistant.
- Pieces of paper stuck into books are stuck in straight and do not stick out from the side of the book
- All children use a pencil or black handwriting pen for all pieces of writing in all subjects
- Children may use a single ruled line to cross out individual mistakes, whole sections should be indicated by using two crosses at the beginning and end of the section to highlight the part that needs removing
- Rulers are used to underline and draw straight lines, including number lines
- In maths (Year 2-6), children are to use one square for one digit which is modelled by the teacher

## **ASSESSMENT**

### **Assessment for learning**

A range of strategies must be used to ensure effective assessment for learning, including talk partners, use of mini whiteboards, differentiated questioning, guided group work, time for reflection and review, self and peer assessment, and marking. If, by the end of the lesson, it is clear that the child has not met the learning objective, then additional teaching/intervention to address the misconception can be addressed in intervention time the following day, or planning can be adapted.

Making assessments termly pupil progress meetings

A range of ongoing formative assessments can be used to assess children's levels for pupil progress meetings. Work can be assessed, taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching.

Every month, every child should produce one piece of completely independent written work to support accurate assessment judgements. This can then be assessed by the class teacher. In reading, attainment is assessed through a mixture of guided reading, one to one reading notes, follow up guided reading activities, PIRA testing and comprehension style activities. In maths, attainment is assessed through arithmetic tests, mental maths tests, problem solving and termly White Rose Assessment testing.

The attainment given must be a fair reflection of where the child has been working for several weeks and not a snapshot from one assessment.

### **Formative Assessments**

Year Group	End of Term/Year Assessments
Reception	Baseline Assessment Teacher Assessment for GLD

Year 1	Teacher Assessment PIRA/WhiteRose/GPV
Year 2	Teacher Assessment PIRA/White Rose/GPV/SATs (optional)
Years 3-5	Teacher Assessment PIRA/White Rose/GPV
Year 6	Teacher Assessment PIRA/White Rose/GPV and SATs

### **Moderation**

Internal writing moderation activities are planned into the annual staff meeting timetable. Moderation also takes place externally with our local cluster of schools. Year 6 writing may be selected to be externally moderated at the end of the year.

## **LEARNING ENVIRONMENT**

A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of being a quality learning community where expectations are high and children make good progress. Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environments should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range.

This information gives clear expectations for the organisation for our learning environments within our school. Consistency in the principles of the learning environment we provide is essential for ensuring our children both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our school.

Each classroom should have a:

### **English Display**

- There will be a permanent English working wall displayed in each classroom. This will reflect, and support learning in the context of the current unit of study, modelling success criteria for children and ensuring that children have a visual working resource to support and extend learning. Reading Vipers are to be displayed within the classroom. Vocabulary Ninjas are to be used on all displays as a chance for children to collect and extend their vocabulary.
- An interactive display with spellings and/or 'thesaurus' of some sort e.g. 10 ways of saying "nice" or "went" or "said".

### **Reading Area**

- Contain a selection of books that are sorted by genre or author.
- Contain a reading-related display, for example, posters, author/illustrator focus, book reviews, advice on choosing books and/or books on a theme or subject.
- The reading corner/area should be comfortable and inspiring.

### **Maths Display**

- There will be a permanent maths working wall displayed in each classroom. The learning wall should reflect and support learning in the current unit of study.

### **Classroom Rules/Code of Conduct Display**

- The display should be created by the children and teacher at the start of the year and used for reference throughout the year.
- These should be worded positively, and where possible linked to good 'learning behaviour'.

### **R.E./Christian Values Display**

- Our Christian Values should be displayed alongside the Salvadoran cross and R.E work.

### **Clear written fire procedures**

- Clear instructions, including the location of the assembly point, accompanied by a map of the school indicating the nearest available fire exit.

Displays should:

- When appropriate, be accompanied by the objective for learning ☑ Have a clear mounted title
- Always be mounted with a straight edged border and only displayed at an angle if the content of the display would benefit from this
- Be interactive, contributed to by the children, and changed frequently
- Reflect independent work in each classroom
- Be accompanied by labels, which either ask questions, reinforce or explain a process ☑ Create a 'language-rich environment'
- Include finished work that is the best that an individual can achieve and it should be largely free from errors
- Reflect a range of purposes and audiences
- Sometimes be led by children's interest
- Evidence Sticky Knowledge facts (when appropriate)
- Show examples of work from each member of the class
- Always reflect the diversity of our school community as well as the wider world
- Provide a wide range of sensory experiences and support children who will have a varied range of learning styles

### **Classroom Organisation**

- Books and resources should be well organised, clearly labelled and accessible to children
- Children should be able to access resources independently from labelled and accessible central classroom storage or from the centre of the table
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson
- All areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment etc. Surfaces should only be covered with labelled resources, and display, to allow maximum natural light into rooms.
- Furniture use should fit the purpose and be arranged flexibly, with children trained on how to safely and efficiently reorganise furniture as required.
- All adults using the classroom need to be able to move comfortably around the space and should have their own place for resources and filing.

At the beginning of the year

Obviously it is difficult to display children's work right at the beginning of term. Photographs are a simple way of producing displays at this time – for example, photos exemplifying good behaviour, perhaps with speech bubbles.

## **RESOURCES**

A variety of resources are available throughout the school and should promote independent learning and be in good condition. Centrally held learning resources are located around the school. Class teachers are responsible for classroom resources and subject leaders are responsible for subject specific resources.

IT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21<sup>st</sup> century. As a school we support colleagues in developing the skills to use these resources effectively.

## **PARENTAL INVOLVEMENT AND HOMEWORK**

Parental involvement is an important priority for us in accelerating the progress of children and creating a happy environment where children want to come to school and learn.

For the class teacher this means:

- Keeping parents informed of their child's learning and progress. This will include two parent consultations and the end of year report with the option of an additional parent meeting to discuss the report. If parents do not sign up to attend a parent consultation, then every effort must be made by the teacher to encourage them to attend, or rearrange the meeting for a more convenient time.
- Communicating the positives, especially when a child has behaviour needs.
- Involving and guiding parents in supporting their child's learning, including the provision of additional resources where appropriate.
- Inviting parents to participate in or watch class activities e.g. visit, open afternoons, assemblies.
- Providing relevant homework and clear guidelines for parental support.
- Opportunities for parents to engage in their child's learning through the Tapestry platform.

As a school, we communicate with parents and encourage parents into school through:

- Staff being out on the playground at 8:45am to 8.50am, and available after school, to meet parents and children and to be available to discuss any worries or concerns.
- Parents invited to Big Project Presentations and performances.
- Regular fortnightly newsletters including class news from the teaching staff
- Termly curriculum newsletters
- Parent Mail communications
- Our school website
- Tapestry

## **Homework**

Each child is expected to read at home five times a week. Throughout the school, we aim to work with parents in fostering a love of reading so children do not see reading at home as homework but as a relaxing and engaging hobby, in which they feel a sense of achievement. Children are rewarded with merit points for reading at home.

Children will also have access to online websites including; Numbots and Times-Tables Rock Stars.

Creative topic homework may be set once every half term and comprises of activities linked to the current half term topic. Homework received must be shared with the class and put on display, and an acknowledgement put into the homework book.

## **BEHAVIOUR**

Without good behaviour it is very difficult for children to achieve their full potential both socially and academically and get the best out of their experience in school.

Good behaviour is promoted through:

- All staff knowing and following the behaviour policy
- Consistency in applying the policy from individuals and throughout the school
  - High expectations from all staff

## **BRITISH VALUES/SMSC**

At Stanion C.E Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is embedded throughout all aspects of school life.

In summary, all staff must ensure that the same high quality teaching and learning opportunities and expectations are delivered consistently across the school, so that every child is able to make good progress and achieve to their full potential.

Policy Review Date: 23<sup>rd</sup> September 2025

Next Review Date: September 2026

Signed ..... Chair of the Governing Body

Signed ..... Headteacher