

KINGSFLEET PRIMARY SCHOOL

'Be the best you can be!'



Teaching and Learning Policy

<i>Date Approved</i>	26.11.24
<i>Chair of Governors</i>	L.Foy
<i>Head Teacher</i>	K.Beattie
<i>Date of Next Review</i>	26.11.27

Vision

Be the best you can be

At Kingsfleet Primary School, we are committed to providing an ambitious, inclusive and nurturing learning environment where every child is supported to achieve their full potential academically, socially and emotionally.

Our teaching and learning approach is founded on high expectations, positive relationships, evidence-informed practice and a commitment to ensuring all pupils experience success.

Aims

The purpose of this policy is to:

- Promote high-quality teaching and learning across the school.
- Ensure consistency of practice whilst allowing professional autonomy.
- Raise standards of attainment and progress for all pupils.
- Foster curiosity, resilience, independence and a lifelong love of learning.
- Ensure equity of opportunity and remove barriers to learning.
- Support pupils' personal development, wellbeing and character.
- Develop confident, responsible and respectful citizens.
- Ensure all pupils access a broad, balanced and ambitious curriculum.

Principles of Effective Teaching and Learning

At Kingsfleet Primary School, effective teaching is characterised by:

High Expectations

All staff:

- Believe every child can succeed.
- Maintain high expectations of behaviour, effort and achievement.
- Promote positive attitudes to learning.
- Encourage pupils to take pride in their work.

Evidence-Informed Practice

Teaching is informed by current educational research and includes:

- Explicit instruction.
- Retrieval practice.
- Scaffolding.
- Modelling and worked examples.
- Effective questioning.
- Regular feedback.
- Metacognitive strategies.
- Opportunities for deliberate practice and application.
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Adaptive Teaching

Teachers adapt teaching to meet the needs of all learners through:

- Responsive teaching.

- Appropriate scaffolding.
- Targeted support.
- Flexible grouping.
- Curriculum adaptations where required.
- Effective deployment of teaching assistants.

Adaptive teaching does not lower expectations but enables all pupils to access ambitious learning.

Curriculum

The school delivers:

- The National Curriculum.
- The statutory Early Years Foundation Stage Framework.
- Religious Education in accordance with local requirements.
- Personal Development and Relationships Education requirements.

Our curriculum is:

- Broad and balanced.
- Knowledge-rich.
- Sequentially planned.
- Inclusive.
- Ambitious for all learners.

Teachers ensure that learning builds progressively on prior knowledge and prepares pupils for future learning.

Inclusion and SEND

Kingsfleet Primary School is committed to inclusion.

All pupils are entitled to access a high-quality education regardless of:

- Disability.
- Special Educational Needs.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Socio-economic background.

The first response to additional needs is high-quality adaptive teaching.

Where further support is required, the school follows the graduated approach:

Assess → Plan → Do → Review

Support is developed in partnership with pupils, parents and external agencies where appropriate.

Assessment

Assessment is used to:

- Identify pupils' starting points.
- Inform planning.
- Check understanding.
- Identify misconceptions.
- Monitor progress.
- Support curriculum development.

Assessment includes:

- Formative assessment.
- Retrieval activities.
- Teacher assessment.
- Pupil conferencing.
- National statutory assessments.
- Moderation activities.

Assessment information is used to improve teaching and learning rather than simply record attainment.

Learning Environment

All classrooms should:

- Be calm, purposeful and inclusive.
- Celebrate learning and achievement.
- Support independence.
- Promote reading and vocabulary development.
- Reflect the diversity of modern Britain.
- Provide appropriate resources for learning.

Behaviour for Learning

Effective learning depends upon positive behaviour.

Staff promote:

- Respect.
- Responsibility.
- Kindness.
- Resilience.
- Independence.

Expectations are implemented consistently in accordance with the school's Behaviour Policy.

Safeguarding

Safeguarding is everyone's responsibility.

Teaching and learning practices must:

- Promote pupil wellbeing.
- Create safe learning environments.
- Support online safety.
- Encourage pupils to speak up about concerns.
- Follow all safeguarding procedures.

Any safeguarding concern must be reported immediately in accordance with the Safeguarding and Child Protection Policy.

Equality, Diversity and Inclusion

The school is committed to fulfilling its duties under the Equality Act 2010 and the Public Sector Equality Duty.

We will:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations between different groups.
- Promote inclusion and belonging.
- Ensure reasonable adjustments are made where required.

Monitoring and Evaluation

Teaching and learning will be monitored through:

- Lesson visits.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Data analysis.
- Curriculum monitoring.
- Professional dialogue.
- Pupil progress meetings.

Monitoring activities will focus on improving outcomes for pupils and supporting staff development.

Roles and Responsibilities

Governors

Governors will:

- Monitor the implementation of this policy.
- Hold leaders to account for standards.
- Ensure statutory requirements are met.
- Support strategic development.

Headteacher

The Headteacher will:

- Lead teaching and learning across the school.
- Ensure effective implementation of this policy.
- Monitor standards and outcomes.
- Support professional development.

Staff

Staff will:

- Deliver high-quality teaching.
- Maintain high expectations.
- Adapt teaching appropriately.
- Assess learning effectively.
- Promote inclusion and safeguarding.

Parents and Carers

Parents and carers are encouraged to:

- Support learning at home.
- Promote good attendance and punctuality.
- Work in partnership with the school.
- Communicate concerns promptly.

Review

This policy will be reviewed every two years or sooner if there are significant changes to legislation, guidance or school practice.