



Great Sampford
Primary School

Teaching and Learning Policy

Updated : September 2025

Review : September 2027

Aims of this Policy

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Great Sampford Primary School we are committed to high quality teaching and learning to raise standards of achievement for **all** children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Great Sampford Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live recognising that everybody is unique;
- encourage children to become active and responsible citizens, contributing positively to the community and society.
- Adaptive teaching refers to the dynamic process by which teachers modify their instructional approaches, resources, and learning activities to meet the diverse and evolving needs of all pupils. This approach ensures that each pupil is supported to achieve their full potential through personalised learning experiences that address varying abilities, interests, and learning preferences.

As a school, we are committed to our ethos – ***'small enough to care, big enough to inspire.'***

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging, stimulating, and inclusive curriculum designed to encourage all pupils to reach their highest potential;
- employ adaptive teaching strategies to recognise and respond to the diverse needs, abilities, and learning styles of each individual pupil;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

The foundation for curricular development is the School Development Plan, developed collaboratively by staff and approved by governors. Given our small, mixed-age classes, planning is carefully adapted to meet the needs of pupils across different year groups, ensuring progression and continuity. We are committed to fully implementing the National Curriculum 2014 programmes of study while tailoring learning experiences to suit our unique context.

- A cycle of topics is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE.

- We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.
- Swimming instruction with specialist teachers takes place at a local swimming pool,
- Half-termly plans are submitted to the Head Teacher and weekly plans for English and Mathematics are displayed in classrooms at the beginning of each week.
- Plans are based upon previous assessment data, pupil need and subject expectation.
- Curriculum time can be planned as continuous study throughout the term, or as blocks of study.
- We are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject Ambassadors have a variety of roles. These include:

- ensuring their area(s) of the curriculum are given priority throughout the school and are not missed.
- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Head Teacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both teaching assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Head Teacher Awards' are given weekly to celebrate individual academic achievements. Please refer to our behaviour and rewards policy for further information.

Adaptive Teaching

To maintain high expectations for all pupils and enable them to demonstrate their capabilities, teachers will employ adaptive teaching strategies tailored to individual needs. This includes adjustments in:

- Pace of learning;
- Content complexity;
- Task design;
- Relevance to pupil interests and needs;
- Resources used;
- Opportunities for extension and challenge;
- Degree of autonomy;
- Expected outcomes;
- Level of teacher or adult support.

Adaptive tasks will be clearly outlined in weekly planning and may be categorised using a class system e.g. the different year groups. Learning objectives will be specified for all adaptations, with references to individual One Plans where appropriate.

Pupils with additional needs may receive support provided by a teaching assistant or the class teacher where appropriate. Each teacher is expected to form an intervention plan during the school week to work individually or in small groups with the children to ensure steady progress. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Additional Needs Policy)

Teachers set individual targets for the children in English and Mathematics as required.

Homework

Homework is a valuable extension of the learning process and an opportunity to involve parents in supporting their child's education. At Great Sampford Primary School, we use homework maps to guide parents and pupils in engaging with meaningful home learning activities.

Homework is designed to consolidate and reinforce classroom learning, encourage independence, and prepare pupils for secondary school expectations.

Children are expected to take pride in their work and keep their homework neat, but they can be as creative as they like and present their work in a style which they prefer. Additionally, more formal activities may be set by the teacher depending on the needs of the children.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework, encouraging good 'home learning habits';
- to view learning as a life long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual

pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formal summative assessment is carried out at the end of Key Stage 2 (i.e. in Year 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Multiplication facts are tested in Year 4. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the whole teaching staff team. Further monitoring is carried out by subject ambassadors and the leadership team. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. The teaching team regularly monitor children's books. The Head Teacher will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching and is an annual process. Every member of staff is subject to a performance management review. (See Performance Management Policy).

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies - verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Great Sampford Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills

- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At Great Sampford Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective

feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

At Great Sampford Primary School we use some distinctive teaching methods, based on research. We use **focus groups** which are determined by the correct response to a '**hinge question**'.

Focus Grouping - A group of children identified by the teacher who require further teaching or challenge.

Hinge Question - A question designed to inform the teacher of the children who are ready to begin their challenges.

It might also be used to decide the children who need a greater challenge.

Learning Processes and Learning Styles

Children enter school at different stages of development and learn in various ways and at different rates. Throughout their learning journey, pupils develop skills through multiple processes and learning styles.

Key learning processes include:

- Investigation and experimentation
- Listening and observation

- Talking
- Discussion and questioning
- Child-initiated play and practical exploration
- Role play and imaginative activities
- Retrieval of information and repetition
- Problem-solving and decision-making

At Great Sampford Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for quiet work to ensure focus.

Teachers at Great Sampford Primary feel that pupils learn best when:

- they are happy, healthy and alert - receptive and positive
- they are interested and involved - learning is relevant and stimulating
- the purpose of a task is understood - they understand why they are doing it
- they feel secure - in terms of environment, relationships and learning
- they feel valued - teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience - clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident - teachers have a clear understanding of subject knowledge and setting objectives
- high expectation - there is optimism about, and high expectation of success
- well planned - there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive - pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well paced - there is a sense of urgency, driven by the need to make progress and succeed
- informed - by assessment outcomes

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/ area, and will be regularly audited by the subject ambassadors. Consumables will be replenished as necessary. Staff may contact subject ambassadors with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Great Sampford Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;

- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Technology supports adaptive teaching and enhances learning across the curriculum, especially given the school's good resources (MacBooks, iPads, 3D printer, interactive boards).

Remote Learning

Great Sampford Primary School is committed to ensuring continuity of high-quality education through remote learning when necessary. Our remote learning provision is designed to be adaptive, meeting the diverse needs of all pupils by providing accessible, engaging, and differentiated learning experiences. We utilise a range of digital tools and resources to support pupils' progress and wellbeing, maintaining high expectations while offering targeted support to those who need it. Staff regularly monitor pupil engagement and attainment remotely, ensuring that all pupils remain connected to their learning journey regardless of their circumstances.