



Teaching & Learning Policy

Reviewed: Spring 2025
To be reviewed: Spring 2026

Teaching and Learning Policy

Aims
<p>At Shenley Primary School, our aim is to provide children with a rich and varied curriculum that is both engaging and inclusive. Through a wide range of curricular activities, which create ‘awe and wonder’, we will develop children’s love of learning and encourage them to investigate the world around them, creating independent, creative, curious, resilient and reflective learners.</p> <p>Our curriculum has been designed to make links between discretely taught subjects, in order for children to develop deeper connections and to make more meaningful progress across the broader curriculum.</p>
Rationale
<p>At Shenley Primary School...</p> <ul style="list-style-type: none"> • we encourage children to be active learners so that they secure a deep understanding of curricular content and discuss their learning. • we ensure our curriculum offer facilitates a learning experience that provides a wide range of opportunities to create ‘awe and wonder’ and develop their cultural capital. • we want to create resilient learners, who, though a varied curriculum and a growth mind-set culture, are provided with opportunities to take risks and learn from their mistakes.
Roles and responsibilities
<p>Teaching and learning is seen as a shared responsibility by all school staff that is led by the Headteacher and Senior Leadership team.</p> <p>Phase leaders are responsible for leading Maths and English. They work collaboratively with each other within the SLT, setting school development priorities, and ensuring the consistent approach to these core subjects.</p> <p>All teachers are seen as leaders and take responsibility for the wider curriculum. Throughout the year, a program of professional development and shared opportunities are provided to develop, update and refine teachers’ understanding of their own subjects and that of others across the school.</p> <p>The Headteacher oversees the monitoring cycle and carries out monitoring tasks, in conjunction with subject leaders, to ensure the Quality of Education is implemented effectively.</p> <p>Governors are linked to a curriculum subject area and carry out monitoring visits on their area of the curriculum. This involves meeting with the subject leader, visiting the school and carrying out monitoring tasks such as professional discussions, pupil voice, books looks or learning walks alongside the subject leader.</p> <p>We actively encourage parents to support their child’s learning and development. We provide weekly home learning which supports the curriculum taught in school each week. Parents can access information about their child’s learning on the class pages of the school website. Parents access parent teacher consultations in the Autumn and Spring term followed by a written report in the Summer term.</p>

What is effective teaching at Shenley Primary School?

Curriculum

Our curriculum aims to provide children with experiential learning and 'awe and wonder.' The breadth of the curriculum promotes deep learning for all.

Our knowledge rich curriculum progressively builds on skills and is planned sequentially to build on children's prior knowledge throughout the school. This enables children to apply their knowledge and skills in different areas of the curriculum.

Many wider curriculum subjects are taught in 'blocks' to further support the broadening and deepening of skills and content being learnt within a context. With topic headings such as 'Dig, Deep and Discover' and 'Shackleton's Journey,' we aim to engage investigative skills and curiosity within our children right from the start.

We enrich our curriculum in a variety of ways, including:

- WOW days
- Theme days
- House days
- Book weeks
- Forest School
- Trips
- Residentials
- Visitors

Reading approach

Our strategy for the teaching of early reading and phonics delivered through Read Write Inc. This approach:

- Utilises simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly.
- Teaches high frequency words that are not phonically regular as 'tricky' words (we call them Red Words) and these are practised frequently.
- Ensures that our phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, children experience plenty of success.

Phonics is taught daily from YN to Y2.

From years 3 to 6, we teach reading comprehension using the VIPERS (vocabulary, inference, prediction, explanation, retrieval and summarise) approach. We utilise a range of high-quality texts and deliver group teaching to embed these skills through discrete teaching, and across our wider curriculum.

NFER Reading assessments are used termly Y1-6, the results from these assessments are used alongside the TAF in coming to a teacher assessed judgement.

Writing approach

Our knowledge rich curriculum progressively builds on skills. In English this is based around high-quality texts that cater for the needs and interests of our children. We ensure that all children have the opportunity to learn about and write a variety of genres including fiction, poetry, plays and non – fiction.

Quality first teaching is supported by focused resources and working walls within the learning environment.

Children regularly compose longer written pieces that allow them to further develop the skills of planning, evaluating, editing and redrafting their work to achieve a higher standard.

Teachers ensure writing opportunities are available across the wider curriculum to allow children to demonstrate their writing abilities in a variety of contexts.

Maths approach

Maths is taught using White Rose Maths, a mastery curriculum.

This approach focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. It ensures that students have a concrete understanding before moving onto abstract. It emphasizes understanding over rote learning and fosters deep thinking and application of skills.

It is about developing mathematical thinking skills to solve problems with confidence, being able to apply mathematical knowledge in different contexts.

White Rose Maths assessments are used at the end of each unit, also at the end of each term.

Planning

Planning takes place termly, with reference to the [National Curriculum](#), the [EYFS statutory framework](#) and the Whole School Long Term Curriculum Plan.

Medium term plans highlight the sequence of learning and objectives to be taught over a half termly/termly basis where the skills and content taught are broken down accordingly.

Teachers plan weekly for English and Maths, including the teaching of Reading.

Science and non-core subjects are planned as a series of lessons to be taught over a half term/term.

Consistent planning formats support teachers to identify prior learning and plan key vocabulary to be taught. Teachers plan cross curriculum links where appropriate and make professional judgements as to whether lessons in non-core subjects are taught as a 'block' or weekly.

Lessons are taught discretely, and children are explicitly told the subject area they are learning in order that they understand the disciplinary knowledge associated with that subject e.g., how to think like a Historian.

Planning is monitored by the Headteacher, Deputy headteacher and phase leaders through the monitoring cycle.

Learning

At Shenley, we offer opportunities for children to learn in a range of ways with a wide range of resources, including those available on interactive whiteboards. We make effective use of 'talk partners' and we model, encourage and praise collaborative learning. We recognise the need to develop strategies that allow all children to learn in ways that best suit them including:

- Investigation and problem solving.
- Group work.
- Paired work and talk partners.
- High quality questioning.
- Interactive displays.
- Debates, role-plays and oral presentations.
- Kinaesthetic activities.
- Digital media.
- Concrete, pictorial, abstract activities.

Adaptive teaching/ Differentiation

Adaptive teaching enables all children the opportunity to access the learning. It is therefore vital that we provide children with an accessible curriculum that is scaffolded and sufficiently differentiated to meet the needs of all. There are a range of methods that may be implemented by teaching staff, these may include:

- High quality targeted questioning
- Scaffolded tasks
- Adult support
- Peer working
- Prompts
- Flexible task expectations
- Targeted group work

Feedback & Marking

Feedback and Marking is an important part of ensuring that the children make progress. Feedback and marking needs to be meaningful, management and motivating for both staff and pupils.

It should be meaningful, that is it should first and foremost allow the children to move forward and make progress. This does not mean that written feedback is needed for each lesson rather a variety of different forms of feedback could be used from verbal to a written comment.

It should be manageable, that is staff need to be able to manage the amount that is expected of them in order to create a good work life balance which does not affect the progress of the children.

It should be motivating, that is it should motivate and encourage children to want to make progress. It is important to acknowledge the work a child has done and to celebrate the progress already made

Both children and staff will use triangles of reflection to show what progress children think that they have made in a lesson and what staff think the children have achieved.

We also need to ensure that we are using the same codes to show when a child has made an error and therefore needs to address it with a purple pen.

Feedback Codes

What do they all mean?

*△	Exceeded LI
△	Achieved LI
∇	Did not achieve LI
a	Some adult support needed
s	A lot of adult support needed

VF Verbal feedback

CL Capital Letter

P Punctuation

/ Finger space

Sp Spelling

? Unclear meaning

// Paragraphs

^ Omission

T Tense

For every maths and English lesson you will need to fill out the whole class feedback sheet – see appendix 2

Every class will have a copy of the feedback and marking codes on display in their classroom

Assessment

Assessment *of* Learning (summative assessment) and Assessment *for* Learning (formative assessment).

Formative assessment takes place in all lessons. Skilled questioning is used to assess children's starting points, to deepen understanding and to check children's progress. Children are given thinking time and a range of strategies are employed in this school to facilitate this: talk partners, think-pair-share, quizzes, lesson pit stops and lollipop stick replies.

Children are assessed against national standards. Each term, teachers in Years 1 – 6 record the attainment in reading, writing, maths and science on the school tracking system for each individual pupil. These are informed by the descriptors of National Curriculum expectations at each level of attainment on the TAF (Teacher Assessment Framework).

On entry to the EYFS, teachers will carry out a baseline assessment. Results are used to inform planning, set targets and aid early intervention. Children are assessed throughout each term to ensure that the next steps in learning are appropriately planned, to help children make progress.

During their Reception year, children are assessed using the Early Learning Goals, which are based on the teacher's on-going observations, each week there are focus children and assessments are shared with parents.

NFER reading assessments are used termly. White Rose Maths assessments are used at the end of each unit and each term. These form part of the teacher assessment judgement recorded termly on Arbor.

Each term teachers meet with leaders to carry out Pupil Progress meetings. This aims to find ways to remove barriers to learning. In pupil progress meetings, leaders meet with teachers to discuss all children's progress, and particularly any children who are not making progress and to plan additional support.

Working With Others

Parents:

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere. Class pages share information on the focus of learning for the term. The HT Blog shares photos and updates on what is happening in the school weekly. A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through 'stay and learn' sessions, learning assemblies, open evenings etc...

Parents are informed of their children's targets and ways to support learning through an information sheet written by the class teacher, this is shared with the parent/carer at two parent/teacher consultation meetings, in the Autumn and Spring terms. Parents are also entitled to make an appointment to see the teacher at other times and receive a more detailed school report at the end of the academic year.

Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.

Teaching Assistants:

Classes have Teaching Assistants (TA) assigned to them where need is greatest; teachers are responsible for the effective direction and deployment of TAs and adults working 1:1 with higher needs funded pupils to support learning. Support may be given to those with SEND, EAL, PPG or to extend higher attaining pupils. Teachers liaise daily with TAs and are responsible for ensuring learning intentions and activities are clear. TAs should work with a variety of children across the week, including providing feedback; many are trained in the implementation of interventions they may be asked to run. TAs attend a weekly TA meeting with relevant CPD. TA performance appraisal targets are set in line with cohort needs, data analysis, personal development and personal wellbeing. Learning walks include the observation of Teaching Assistants with verbal and written feedback given in line with job description focusing on impact on learning.

Pupil voice:

We actively encourage and respect pupil voice. We have a School Council, who meet regularly and make recommendations/undertake work to improve our school. We also have 'Eco Warriors,' 'Sports Council,' 'Play Leaders,' and 'Peer Mediators' who offer a range of opportunities for children to share their 'voice' and the voice of their peers. All classes use circle time through Jigsaw PHSE time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are sought through discussions.

Governors:

Our Governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Headteacher and other key staff. Governors organise link Governor visits where they carry out monitoring tasks.

Inclusion

We value every child as an individual and acknowledge that every child's needs are different. We are an inclusive school, providing a broad and balanced curriculum that ensures that all pupils make progress academically and in their personal, social and emotional development.

For further information please refer to Inclusion Policy and SEND Information Report.

Monitoring and Evaluation

The school has a termly monitoring cycle that monitors consistency in the Quality of Education across the curriculum.

The Headteacher and Deputy headteacher carry out classroom observations on teachers, and subject leaders triangulate evidence throughout a range of monitoring tasks.

Phase leaders and subject leaders report back to the Headteacher and Deputy headteacher, and where appropriate next steps and actions in curriculum areas are identified and followed up.

Governors are linked into the monitoring cycle and receive a termly report at the Learning and Achievement committee meeting.

Subject leadership

Cross phase subject leadership teams:

- Teams of staff are responsible for a group of subjects together led by a KS leader
- Monitoring planning, assessment and organisation of resources will be conducted half termly in teams
- Each team will have staff from both Key Stages to ensure continuity and progression through the school

Subject leaders are expected to:

- Take the lead in policy development and the production of schemes of work, designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
- Monitor progress in their subjects and updating the SLT on action/s needed.
- Take responsibility for the purchase and organisation of central resources for their subjects.
- Use release time to support colleagues, complete learning walks.
- Keep up to date with current developments in the subject through reading and attending relevant courses, and own CPD.
- Share developments in their subject with link governors at their visits and at the Learning and Achievement Committee as requested.

How do we create an effective environment for learning at Shenley Primary School?

We aim to create a calm and engaging classroom environment, attractive learning environments, where teachers strive to ensure they have a positive impact on the standard of learning and the motivation of children. The environment is enhanced by the use of displays, music, the use of ICT, the consideration of pupils' groupings, and the layout of our classrooms and shared areas.

At Shenley, we believe that working walls help children learn best and for many subjects, ensure these reflect the current learning/sequence of lessons. We ensure that the children have the opportunity to either display their best work at some time during the year in the classroom or display boards in shared areas.

The following are expected to be found in each learning environment:

- Working walls
- An inspirational reading corner
- Handwriting mirrors the age-appropriate expectations for class
- The sequence of learning in Maths and English wall will be clear with identified 'step' that the children are learning within the sequence – footprints
- High quality modelled writing
- Key vocabulary on every working wall
- English working wall will have rich vocabulary (sequence and progress vocabulary)
- Zones of Regulation interactive display
- Visual timetable on display at all times during the day, using symbols where appropriate.
- Class expectations.
- Class Network Hand – a 'protective behaviours' lesson and task.
- Learning Intention is visible throughout the lesson
- Learning intentions are child friendly
- Steps to Success
- Marking symbols and triangle of reflection.
- 'Awe and wonder' – the hook name, e.g. 'Dig Deep and Discover'
- Prior learning on Science working wall
- Celebration of children's learning
- The 'bigger picture' world
- The Bigger Picture – a reference used in lessons to making connections to the outside world.
- Phonics poster and age-appropriate spelling support
- All classrooms have dictionaries, thesaurus and fiction and non-fiction books.

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 learners 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 and adults work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Each classroom is well equipped with 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 leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Children 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 learners have equality of access.

We promote the use of visits and visitors to enrich the curriculum throughout the school to widen children's experiences and support learning across a range of subject areas.

Home learning

Children are expected to:

- Read daily
- Practise spellings that are shared each week
- For learners in Y2 and above, Times Tables Rockstars is available
- Complete home learning set by the class teacher weekly

Appendix 1 – Minimum Standards in Presentation

KS1
<ul style="list-style-type: none">• Year 1/Year 2 - The date and learning intention (LI) will be typed out and stuck into the children's books.• Worksheets will only be used when absolutely necessary. When they are used, they will be trimmed and stuck in carefully.• Each new piece of work will begin on a new page.• Good practice in handwriting will be encouraged at all times. Year 1 children should print and Year 2 children should join their letters.• Writing must sit on the line and finger spaces must be used.• In Maths, the children will need to write one number in one square. Spaces between calculations will be encouraged. Rulers will be used.• Mistakes will be rubbed out carefully – or a pencil and ruler will be used to cross out the error.• Self or peer making should also follow the presentation code.• Teacher's handwriting will follow the cursive Shenley Handwriting style.
KS2
<ul style="list-style-type: none">• All children will write in a handwriting pen provided by the school.• The date and learning intention (LI) will be typed out and stuck into the children's books.• All written work will start against the margin.• Worksheets will only be used when absolutely necessary. When they are used they will be trimmed and stuck in carefully.• Good practice in handwriting, including joining, will be encouraged at all times.• Writing must sit on the line and finger spaces must be used.• If the children make a mistake, a single ruler line will be used to cross it out.• In Maths, the children will need to write one number one square. Spaces between calculations will be encouraged. Rulers will be used.• Self or peer making should also follow the presentation code.• Teacher's handwriting will follow the cursive Shenley Handwriting style.

Appendix 2 – Whole Class Feedback Sheet

Whole Class Feedback

Lesson:

Date:

Work to praise and share	Further support / practice needed
	<p><i>Absent:</i></p> <p><i>LI not achieved →</i></p>
Presentation + -	Basic skills / SPAG
Misconceptions and next lesson notes	
PPG and SEND children with notes	
<p><u>PPG</u></p>	<p><u>SEND</u></p> <p><u>PPG and SEND</u></p>

Appendix 3 – The Bigger Picture



Appendix 4 – Zones of Regulation

A classroom 'Zones of Regulation' display are based on the picture below, and will have elements of interactivity for children to use to support their feelings and emotions throughout the day.



Figure 2: Wall Posters of the Zones

Appendix 5 – Display Expectations

All of our displays in school are there to either celebrate or further aid our children's learning. Therefore, they need to consistently reflect our high expectations and school ethos.

When creating a new display, please ensure:

- There is a main title for the display (laminated)
- There is a short explanation of what the learning is (laminated)
- There are interactive questions, where appropriate (these may be rhetorical)
- Work is backed
- Displays have borders

An example:

