SNF Teaching and Learning Policy 2025

Aslacton Primary School and Manor Field Infant and Nursery School

A white house with blue border

Description automatically generatedA logo of a school

Description automatically generated

|  |  |  |
| --- | --- | --- |
| **Approved by:** | Heather Haines | **Date:** 17 September 2025 |
| **Last reviewed on:** | September 2025 | |
| **Next review due by:** | September 2026 | |

**Contents**

[1. Aims 3](#_Toc159587791)

[2. Our guiding principles 3](#_Toc159587792)

[3. Roles and responsibilities 4](#_Toc159587793)

[4. Planning 6](#_Toc159587794)

[5. Learning environment 6](#_Toc159587795)

[6. Differentiation/adaptive teaching 7](#_Toc159587796)

[7. Home learning 7](#_Toc159587797)

[8. Marking and feedback 7](#_Toc159587798)

[9. Assessment, recording and reporting 8](#_Toc159587799)

[10. Monitoring and evaluation 8](#_Toc159587800)

[11. Review 8](#_Toc159587801)

[12. Links with other policies 8](#_Toc159587802)

# 

# 1. Aims

This policy aims to:

* Explain how we’ll create an environment at our school 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

Outline your school’s vision and values, and link these to their impact on teaching and learning in your school – so that everyone is working to these same principles.

Pupils learn best at our school when they:

* Have their basic physical needs met
* Feel secure, safe and valued
* 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 practise 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.

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](https://www.gov.uk/government/publications/teachers-standards)
* Actively engage parents/carers in their child’s learning, this could be via newsletters, website, class and school dojo letters, parent meetings and open days/mornings
* Update parents/carers on pupils’ progress and produce an interim and end of year written report on their child’s progress
* Meet the expectations set out in the school’s curriculum intent, behaviour policy, and the assessment policy.
* 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

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 supporting 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 school’s curriculum intent, behaviour policy, and the assessment policy.

3.3 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
* Drive improvement in the Curriculum, working with teachers to identify any challenges
* Moderate progress across the curriculum 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
* Encourage teachers to share ideas, resources and good practice

3.4 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
* Be ready to learn, with any necessary equipment for the lesson
* Be curious, ambitious, engaged and confident learners
* Be resilient when faced with challenges – its ok to not get it right first time
* Be prepared to ask for help when needed
* Meet the expectations set out in our Behaviour 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
* Respectful and polite to school staff
* 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

3.7 Governors

Governors at our school will:

* Monitor that the school’s approach to teaching and learning is robust and the curriculum in place meets the needs of the pupils
* 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

Our curriculum is based on four key aspects:

* To explicitly teach the emotional literacy and social skills needed to make our school a happy and thriving place.
* To give our children the knowledge and skills they need to understand their place in the world and be able to move to the next stage of their learning journey.
* To promote a love of reading through exposure to high quality texts and excellent reading instruction.
* To provide children with excellent teaching from skilled practitioners.

These will be driven by the following ideas

* Relevance – We aim to make our learning relevant in terms of what has gone before and what will come next in our curriculum. We aim that it has relevance to our children and their lives.
* Curiosity- We aim to spark a love of learning in our children and inspire them for the future.
* Knowledge- We aim to provide a curriculum which is rich in the knowledge our children need.
* Fluency- We aim for our children to be fluent readers, speakers and have quick recall of the taught knowledge from our curriculum.

Lessons will be planned well to ensure good short, medium and long-term progress.

To support the planning and consistency of our approach we use the following schemes of work.

* English – Ready Steady Write
* Phonics – Essential Letters and Sounds
* Maths – White Rose Maths
* Science – White Rose Science
* History, Geography, Design Technology and Music - Kapow

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 and about school. We believe that learning not only takes place in the classroom but everywhere and we strongly encourage learning outside of the classroom where appropriate.

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

They will be arranged to promote learning through:

* Resources and classrooms clearly labelled, comfortable and attractive zones such as reading corners and quiet areas/rooms
* Working walls for Phonics, English, Maths and Topic (KS2) to support the recall and use of previous learning
* Accessible resources for learning such as books, equipment, small world and toys
* A seating layout that allows everyone to see the teacher and participate in learning
* Displays that celebrate and support pupils’ learning

# 6. Differentiation or adaptive teaching

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

* Pupils with special educational needs and/or disabilities (SEND)
* Pupils with English as an additional language (EAL)
* Disadvantaged pupils

Specify the strategies you will use to do this, for example:

* 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

Please see our SEND Policy and report for more details.

# 7. Home learning

Home learning, or homework, will help pupils to make the link between what they have learnt in school and the wider world. It’s most effective when done in a supportive, secure environment, with focused time set aside. In the EYFS and KS1 the focus is on Reading, with Spelling and Multiplication tables homework being added in KS2.

All home learning will be made available by the class teacher.

# 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.

Feedback might be written or verbal and will be age appropriate.

# 9. Assessment, recording and reporting

Please see our assessment policy for details.

# 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.

School leaders, Phonics/English and Maths subject leaders will monitor and evaluate the impact of teaching on pupils’ learning through:

This will be through:

* Conducting learning walks
* Reviewing marking and feedback
* Termly pupil progress meetings
* Gathering input of the pupil voice
* Planning scrutinies
* Book scrutinies

# 11. Review

This policy will be reviewed yearly by the SNF Local Governing Body.

# 12. Links with other policies

This policy links with the following policies and procedures:

* Assessment policy
* Behaviour policy
* Early Years Foundation Stage (EYFS) policy
* SEN/SEND policy and information report