Didcot PRIMARY ACADEMY

# Teaching and Learning Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Didcot PRIMARY ACADEMY

**Policy Review Information**

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| **Policy Name** | DPA Teaching and Learning Policy |
| **Review Frequency** | Every 3 Years |
| **Statutory Policy** | No |
| **Policy Owner** | Principal |
| **Lead Reviewer** | Principal |
| **Approver and date of last approval** | Principal (Alison Ashcroft)<br><br>October 2026 |
| | |
| **Key review dates** | **Changes made** |
| 11/05/2016 | Policy written by A Ashcroft |
| 09/08/2023 | Re-written to reflect responsibilities and links to other policies. |
| 13.10.26 | Updated to include reference to Education Endowment Foundation and links to staff handbook. |
| Next review October 2029 | |

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## 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 raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

## 2. Our guiding principles

Our school is guided by the vision of: Ambitious for all – no ceiling is placed on any child.

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
- Actively engage parents/carers in their child's learning via newsletters, curriculum information,and Year group presentations
- Update parents/carers on pupils' progress termly through learning reviews and/or written report and produce a termly written report on their child's progress: Autumn – settling in report; Spring – summary report on core subjects and behaviour; Summer report – end of year report
- Meet the expectations set out in all other policies

### 3.2 Support staff

Support staff at our school 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 providing 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 all other policies

### 3.3 Subject leaders

Subject leaders –at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Will support teachers to sequence lessons in a way that allows pupils to make good progress from their starting points
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Ensure that there is sufficient time in the timetable to ensure that pupils are able to:

  Achieve breadth and depth

  Fully understand the topic

  Demonstrate excellence

  - Moderate progress across their subject/phase 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
  - Create and share clear intentions for their subject/phase
  - Encourage teachers to share ideas, resources and good practice

### 3.4 Senior leaders

Senior leaders at our school 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

### 3.5 Pupils

Pupils at our school 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 curious, ambitious, engaged and confident learners
- Know how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the 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
- 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 and Trust

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- 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

The curriculum has been carefully considered to ensure clear learning threads from nursery to Year 6. This continues to evolve as further improvements are made.

Lessons will be planned well to ensure good short-, medium- and long-term progress. The school uses a range of published schemes, which have been adapted in order to create a bespoke curriculum for pupils at DPA.

English: own planning – detailed progression framework

Maths: Whiterose is used as basis

Science: Maestro

History: Maestro

Geography: Maestro

Art: Maestro

Music: Sing Up

DT:Maestro

PE: PE Hub

Computing: Teach computing and Barefoot Computing

RE: Jigsaw RE

MFL (French): Language Angels

PSHE: Jigsaw

See our EYFS policy for more details on our school's teaching and learning in the early years.

Our teaching methods are firmly based on research that will benefit all pupils with a 'quality first teaching' approach. This means that we expect that (almost) all pupils will be in the classroom learning alongside their peers. Work will be scaffolded or adapted for individuals as required.

Lessons are planned carefully using the Education Endowment Foundation 5 a day approach this includes:

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

This is explained in more detail in our staff handbook.

## 5. Learning environment

When pupils are at school, learning will generally take place in the classroom. However, the extensive grounds are also used for learning as appropriate. We also have a large hall and music studio.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate

- Displays that celebrate and support pupils' learning, which also limit distraction

## 6. Adaptation

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

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Using support staff effectively to provide extra support
- Adapting lessons to ensure that all pupils are able to access quality first teaching
- Providing writing frames and word banks

Also refer to our SEND policy and equality statement.

## 7. Home learning

Home learning, or homework, will support 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. Reading forms the bulk of the home learning.

## 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. This will usually be verbal in nature. Please refer to our assessment and feedback policy.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

## 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 and subject leaders  will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Gathering input from pupil voice
- Planning scrutinies
- Book scrutinies

## 11. Review

This policy will be reviewed every 3 years by the Principal. At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Equality information and objectives