Teaching and Learning Policy

March 2025

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1 Introduction and Aims

1.1 The Teaching and Learning Policy at Sonning Common Primary School reflects our commitment to providing high-quality, inclusive and engaging learning experiences for all children. This policy ensure that teaching is structured in a way that supports academic achievement, social development and emotional wellbeing. Our approach is underpinned by the belief that every child can achieve their full potential a nd it sets out the expectation, the principles and the strategies we employ for teaching and learning across the school.

2 Aims

2.1 This policy aims to

- *Promote high standards of teaching and learning across the school*
- *Encourage a stimulating, engaging and challenging curriculum for all learners*
- *Ensure all children develop key skills in communication, literacy, numeracy and critical thinking*
- *Support the holistic development of pupils, including their social, emotional and physical growth*
- *Ensure that learning opportunities are developed to explicitly teach the school's values of doing your best, kindness, politeness, respect and truth*
- *Foster a culture of high expectations where children and staff strive for excellence alike*
- *Ensure inclusivity and adaptation in teaching to meet the diverse needs of all learners*

3 Learning Environment

3.1 Our learning environment plays a crucial role in pupil#s academic and pastoral development. The learning environment should be:

3.2 **Stimulating and supportive**: Classrooms should be well organised, engaging and conducive to learning. Displays should celebrate pupil work, showcase relevant learning resources and reinforce current learning topics.

3.3 **Inclusive and accessible:** Resources, teaching material and activities should be adapted to suit the needs of all pupils, including those with special educational needs and disabilities (SEND).

3.4 **Safe and nurturing**: A safe and caring atmosphere allows children to take risks in their learning without fear of failure. Emotional and mental health are prioritised. The value of respect for all is embedded in all areas of the school.

3.5   **Collaborative**: Pupils are encouraged to work together, share ideas and learn from one another, fostering a sense of teamwork and community. Classrooms are communities, where all members (children and adults alike) take responsibility for their development.

4   Curriculum and Planning

4.1   The school follows a broad and balance curriculum that is rooted in the National Curriculum and meets the needs of all learners. Curriculum planning includes:

4.2   **Key stage frameworks**: Detailed schemes of work for each subject, ensuring clear progression from Foundation Stage to Key Stage 2.

4.3   **Subject based learning**: Each subject is taught in a structured way, focusing on knowledge acquisition skills development and application.

4.4   **Cross-curricular opportunities**: Teachers make links between subjects where appropriate, allowing pupils to see connections across their learning.

4.5   **Flexible learning**: Planning is adaptive to allow for spontaneous opportunities, project based learning and personalised experiences based on the needs and interests of the children.

5   Teaching Strategies

5.1   Our teachers employ a wide range of strategies to meet the diverse needs of pupils:

5.2   **Active learning**: Children are encouraged to engage with their learning through hands-on activities, collaborative projects and real life problem solving.

5.3   **Adaptive teaching**: Teachers adapt their lessons in terms of outcome, task, support and pace to meet the needs of all learners in the classroom.

5.4   **Scaffolding**: Teachers provide support and guidance that help pupils develop skills and independence, gradually reducing support as pupils' confidence grows.

5.5   **Assessment for learning (AfL)**: Teachers use formative assessment techniques to gauge understanding, providing regular feedback to guide pupils' learning and to inform future planning.

5.6   **Metacognition**: Teachers regularly manufacture opportunities to discuss "learning about learning" with pupils. This helps pupils understand how to make learning choices

independently, how to become more effective learners and how to motivate themselves when they come across a challenge.

5.7 **Use of technology**: Where appropriate technology is integrated into lessons to enhance learning opportunities, engage pupils and provide resources to that support various learning styles.

6 Assessment and Feedback

6.1 Regular, meaningful assessment is essential to track pupil progress and to shape future teaching. Assessment should be:

6.2 **Formative and ongoing**: continual assessment is an integral part of the learning process and not just a measurement made at the end of a process. Teachers use questioning, observations, quizzes, written work and discussions to gather evidence of pupil understanding.

6.3 **Summative**: Regular assessments (e.g. end of learning unit test, national assessments) will measure progress against national benchmarks and help identify areas of strength and areas for development.

6.4 **Effective feedback**: Feedback is constructive, timely and specific, enabling pupils to understand their next steps in learning. Feedback is shared with pupils in a way that encourages them to reflect and improve.

6.5 **Pupil involvement**: Pupils are encourage to self-assess and peer-assess their work, helping them develop metacognitive skills and ownership of their learning.

7 Inclusion and Equal Opportunities

7.1 We are committed to ensuring all children, regardless of their background, ability or need, are given equal access to the curriculum and opportunities to succeed. This includes:

7.2 **SEND Support:** For children with special educational needs and disabilities, we adopt a tailored approach to teaching and learning. Learning plans are developed to outline specific strategies and targets.

7.3 **English as a second language (EAL):** EAL pupils are provided with targeted support, including language intervention and scaffolded learning.

7.4 **More Able (gifted and talented) learners:** We offer extension opportunities for more able children through enrichment programmes, independent study and differentiated tasks.

7.5   **Cultural sensitivity:** Our teaching approaches and curriculum respects the diversity of our school community and reflects a broad range of cultures, traditions and perspectives.

8   Role of Teachers

8.1   Teachers at SCPS are expected to do the following:

8.2   **Plan effectively**: To deliver a broad and balanced curriculum that is well-structured, engaging and adapted to meet the needs of all learners.

8.3   **Create positive relationships**: To build a positive rapport with pupils, based on a sense of mutual respect and trust in the classroom.

8.4   **Promote high expectations**: To challenge pupils to achieve their best while providing the necessary support.

8.5   **Use a variety of teaching methods**: To ensure that lessons are dynamic, interactive and appealing, teachers use different learning styles.

8.6   **Continual professional development**: Teachers engage in regular training and reflection to continually enhance their teaching practice.

9   Role of Pupils

9.1   Pupils at SCPS are expected to:

9.2   **Take responsibility for their learning:** Engage with lessons, complete tasks to the best of their abilities and seek help when needed.

9.3   **Display the school values:** Behave in a way that supports the learning of others and contributes positively to the school community by following our values: Doing your Best, Kindness, Politeness, Respect and Truth.

9.4   **Reflect on feedback:** Use feedback to improve their work and understanding.

9.5   **Work collaboratively:** Support peers in their learning, sharing ideas and cooperating on group tasks.

10   Parental Involvement

10.1   We place huge importance on the partnership between home and school in supporting pupil learning. Parents are encouraged to:

10.2   **Engage with learning**: Participate in Parent Consultations, support home learning and maintain communication with the school regarding their child's progress.

10.3   **Support a positive attitude to learning**: Encourage their child to develop good study habits and a growth mindset.

10.4   **Provide feedback**: Share insights or concerns with teachers about their child's learning and emotional wellbeing.

11   Monitoring and evaluation

11.1   The effectiveness of teaching and learning is regularly monitored:

11.2   **Classroom observations and learning walks**: By senior leaders to ensure teaching is of high quality and consistency.

11.3   **Data analysis**: Regular tracking of pupil progress through assessments and pupil data to identify trends and inform interventions.

11.4   **Pupil Voice**: Feedback from pupils about their learning experiences is gathered to improve performance.

11.5   **Staff Collaboration**: Teachers and staff meet regularly to discuss best practices, share resources and reflect on teaching strategies.

12   Conclusion

12.1   SCPS is dedicated to providing an enriching and stimulating learning experience for all pupils. By following this teaching and learning policy we aim to ensure that all pupils are supported to achieve their highest potential in a nurturing, engaging and inclusive environment.

13   Dissemination

13.1   The Policy is available on the school web site and a paper copy available on request from the school office.

14   Reviewing the Policy

14.1   This policy will be reviewed annually by the Head teacher and monitored by the Governing Body to ensure that the Policy is relevant and up to date.