



TEACHING AND LEARNING POLICY

Name	Teaching and Learning Policy		
Agreed by	Full Governing Body		
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Signed & dated			

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1. Aims

This policy aims to:

- Summarise expectations to make sure everyone is committed to a consistent approach to teaching and learning throughout Malmesbury. Our clarity around why this? Why now?
- Promote high expectations and raise standards of achievement for all pupils at Malmesbury – this is how we do it here.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development.

2. Our guiding principles

Pupils learn best at Malmesbury 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 at Malmesbury 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 Malmesbury will:

- Model the values that sit at the heart of our school in their thinking and interactions
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

- › Actively engage parents/carers in their child's learning through our half termly curriculum newsletters, weekly school newsletters, postcards home, celebration certificates, parent-teacher consultations, conversations and phone calls home and our open-door policy.
- › Update parents/carers on pupils' progress formally in Autumn and Spring term parent-teacher consultations and informally as and when teachers have key updates to share. Information is shared in a parent-friendly manner and ensures parents are clear about how they can have the biggest impact at home with our learning partnership. Teachers produce an annual written report on their child's progress
- › Meet the expectations set out in our school handbook, the behaviour policy, marking and feedback policy, our curriculum principles.

3.2 Support staff

Support staff will:

- › Model the values that sit at the heart of our school in their thinking and interactions
- › Know pupils well and adapt the support they offer to meet 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 our school handbook, the behaviour policy, marking and feedback policy, our curriculum principles.

Subject leaders

Subject leaders at Malmesbury will:

- › Model the values that sit at the heart of our school in their thinking and interactions
- › Create and share a clear vision and approach for their subject
- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Ensure lessons are sequenced in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Ensure time is used well in their subject to ensure that pupils: achieve breadth and depth, fully understand the topic and demonstrate sound understanding

- › Role model best practice in the teaching and learning of the subject
- › Moderate progress across their subject by, gathering information in pupil voice focus sessions, book and planning scrutinies, checking displays, learning walks, analysing data.
- › Improve on areas for development/priorities identified in their monitoring activities
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in our curriculum principles, subject leader action plans, marking and feedback policy.

3.4 Senior leaders

Senior leaders will:

- › Model the values that sit at the heart of our school in their thinking and interactions
- › 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
- › Meet the expectations set out the staff handbook, code of conduct, the behaviour policy, marking and feedback policy, our curriculum principles.

3.5 Pupils

Pupils will be supported to:

- › 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
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, collaborative, caring and proud learners who persevere
- › Know what they need to get better at next and how to do this
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in our behaviour policy.

3.6 Parents and carers

Parents and carers of pupils at Malmesbury will:

- Support the school's values
- 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

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 Malmesbury policies promote high-quality teaching, and that these are being implemented

4. Our approach to teaching and learning

At Malmesbury we have a guiding set of principles designed to support pupils with securing and retaining key learning over time: knowing more, remembering more. These are rooted in good pedagogical practice and research:

Checking what children already know and can remember from previous learning – for example, recapping previously taught phonemes, subject-specific, quizzes at the start of lessons, fluent in five. Teachers take time to clarify exactly what it is children have not grasped/retained in order to most effectively plug these gaps. Where teachers pick up children have not grasped/retained key concepts they either stop and address or plan to address in a future lesson.

Being clear about the learning intention with children: Teachers ensure children understand what it is they are learning and how they will learn it. We make effective use of time: children will often write a simple date rather than a lengthier learning intention. This supports children with cognitive load as they move from shared/guided learning to guided/independent learning. Where titles for learning matter, eg introducing a new concept in maths, children writing a story/recount/non-chronological report in English then teachers help children consider what an effective title might be. Titles can also be seen as another way to summarise learning.

Learning is rooted a concrete, pictorial, abstract approach. This ensures children have conceptually grasped concepts. For example, using fraction walls to find equivalent fractions or place value counters to make a fraction of a number. This can also include learning in a real-life context, for example, children having opportunities to see/meet the animals they are going to be writing about. Taking children to see St Paul's Cathedral before they are asked to write about its symbolic importance during the blitz.

Key vocabulary: children are introduced to high-impact vocabulary – explanations are clear, simple, in context and where appropriate visual. Pupils are supported and expected to use this vocabulary accurately.

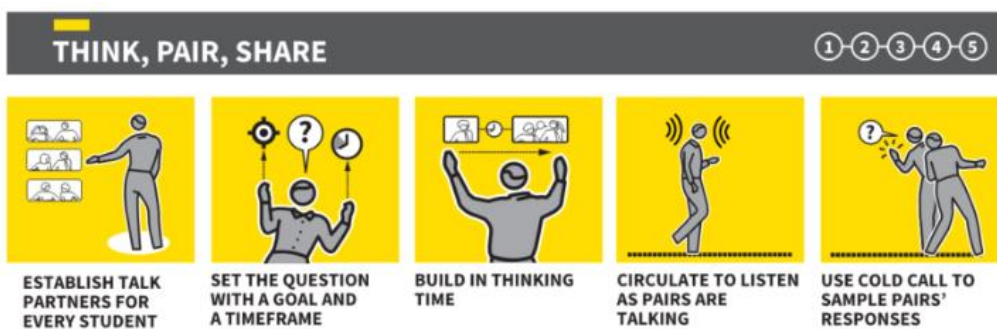
Modelling: children understand what a good outcome looks like, teachers model their thinking process as they lead children through the stages of learning involved. Models are clear, simple and focus on the key skills and knowledge which children need to grasp as priorities.

Steps to success are modelled and children are clear about how to achieve them. Prompts, examples are available to children, where needed. Pupils are regularly given opportunities to reflect on how well they have fulfilled the steps to success this can be done as self-assessment, paired assessment, in partnership with the teacher through whole class feedback and response.

Targeted questioning: As part of our oracy work, we encourage a no-hands up approach. Instead, when seeking to understand what children have grasped and what needs re-visiting, clarifying, we use targeted questioning. This allows teachers to pitch the questions to various children's starting points. It also encourages children to actively engage with learning.



We use strategies such as think-pair-share to give children opportunities to rehearse their thinking. We also give children thinking time when we target questions to them. We also give children the opportunities and skills to build in and respectfully challenge others' thinking, developing children's use of hand gestures to support this.



Our curriculum approach aligns with these teaching and learning priorities:



<p>Our curriculum is designed to support children in becoming curious, collaborative, caring and young people who are able to persevere when learning is tricky and be proud of their own and others' achievements.</p>	<p>Makes connections Where we can make meaningful links within and across curriculum subjects we do. We help children make links back to use 'known facts' to support current learning 'if I know... then I also know...' This supports our children's schema building.</p>	<p>Knowing more, remembering more Managing cognitive load by focussing on the most important information first (why this? Why now?) Designed using interleaving – learning taught in chunks revisited over time to embed in our children's long-term memory.</p>	<p>Rigorously checks what children have learnt and retained over time Establishing prior knowledge and understanding through spaced retrieval practice – revisiting learning including mini-quizzes.</p>
<p>Relevant and appropriate for our children, our community and the rapidly evolving world we live in. It is inclusive and promotes diversity and equality.</p>	<p>Builds our children's Vocabulary Knowledge and Use 'The more words you know, the further you'll go' We know how powerful words are in accessing the curriculum and in self-expression.</p>	<p>Develops our children's oracy skills As this not only improves our children's academic outcomes but also fosters their confidence and wellbeing as children learn to talk and through talk.</p>	<p>Works towards planned outcomes and celebrates success We help our children understand our direction of travel and the steps along the route to success. We celebrate both the journey and arriving at the destination together.</p>

5. Planning

Teachers use **subject-specific curriculum maps and knowledge organisers** to be clear on which knowledge and skills need to be secured.

Knowledge and skills are mapped out to ensure good short, medium and long-term progress. Teachers plan to 'support and stretch' pupils - they consider what support children will need to achieve the learning intention and how to stretch pupils on beyond the planned learning intention or how to apply it in a different context.

Planning takes account of children's known entry points. Before concepts are taught, teachers have attempted to grasp children's prior knowledge and understanding in order to avoid recovering secured learning or miss key conceptual skills or knowledge.

Planning focuses on what children need to know first and most importantly. Teachers think carefully about pupils' cognitive load, they make good decisions about what learning pupils need to secure. They ask themselves why this? Why now? They also make proactive decisions about what they are not focusing on.

See **our Early Years Foundation Stage (EYFS) policy** for more details on our school's teaching and learning in the early years.

6. Learning environment

When pupils are at school, learning will take place in classrooms, halls, the playground and other spaces such as our music room. These spaces will be kept safe, clean, tidy and ready for pupils to use them. Everything in the room has to earn its place.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading areas
- Up-to-date working walls for English and Maths
- Display boards which support learning in other priority areas
- An up-to-date class noticeboard with key information for children on: our values, our rules etc
- A recognition board to celebrate pupils' learning behaviours (in-line with our behaviour policy and zones of regulation prompts to support positive choices around social, emotional needs.
- Accessible, well-maintained resources for learning such as books and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

We are thoughtful about maintaining our learning environments over time and sustainability, we increasingly avoid using blu-tack on walls, instead we use our display boards. We consider if something really has to be laminated, knowing that it takes hundreds of years for plastic to break down in landfill.

Classes are expected to reduce, reuse and recycle where appropriate. We help our children consider how to look after our school environment too – understanding that resources are precious and should be looked after both to save money and to save the environment from waste.

7. Adaptive teaching and learning

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We talk about supporting and stretching pupils in order to meet the full range of needs within each class. We adapt learning to cater to the needs of all of our pupils, including:

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

➤ Pupils whose learning needs stretching beyond the main learning intention



The story of our adaptive teaching approach



Why we do what we do

<p>Why this mountain? Why now? Are we clear about where we're going and what we want to achieve?</p>	<p>Have we fully planned the route? Have we done our risk assessment? Have we thought through getting to/from the mountain? where could the tricky parts of the climb be?</p>	<p>Have we got our hiking boots, waterproofs and packed lunch? Have we got a map? Compass? Are we fully prepared and resourced to be successful?</p>	<p>Have we shared the plan with everyone climbing the mountain? Do children/adults they know where we are headed? why and how? Have children had opportunities to share their existing knowledge/experiences?</p>
<p>Are there opportunities for children to get up the mountain in the way that supports/challenges them? Running? Guide to walk with? Cable car?</p>	<p>Will any children need a bit extra motivation/encouragement along the way to start climbing? Keep climbing? Get to the summit?</p>	<p>Will all children get to the top of the mountain this time? Will some children's achievement this time be admiring the view from halfway up?</p>	<p>How will we celebrate? Will we have opportunities to talk about successes/challenges? What next? Another mountain? An opportunity to apply our learning in a different context? A different adventure?</p>

What this looks like in practice:

HIGH QUALITY OUTCOMES FOR OUR SEND PUPILS

Explicit Instruction

Clear, simple teacher-led explanations, modelling and frequent checks for understanding. 'I do-we do-you do' model to support children moving from guided to independent practice.

Cognitive and Metacognitive Strategies

Helping children to plan, monitor and evaluate parts of their learning to ensure learning 'sticks'. Eg asking children if they can use any previous learning to help, partner work to develop thinking, building self-regulation and resilience skills.

Scaffolding

A supportive tool or resource to support children in building learning independence eg: a task planner, a simple set of steps, a modelled or partially completed example, a wordbank/sentence starters or writing frame. Aim to reduce this support over time.

Flexible grouping

Temporary grouping of children, based on current level of mastery. Eg a group that comes together for a specific focus prior to accessing independent learning or a focus group who need additional input the main learning task.

Using technology

Technology can be used to model worked examples; it can be used by children to practice and to record their learning. Eg class visualiser to share/edit/improve children's work or voice recognition tools for children to say their spoken sentence before writing. Numbots/TTRS maths fluency practice.

This strategies are based on the EEF's 'Special Needs in Mainstream Schools' guidance report. They are part of the toolkit we use daily and flexibly to meet our children's needs.

Adaptive teaching and Learning at Malmesbury

Why does it matter?

Our children learn at different rates and to require differ levels and types of support from adults to succeed. Understanding our pupils' differences, including their differ levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

If we get the planning right with well-considered learning objectives, assessment/feedback methods and likely barriers identified, it will reduce the need to make in-the moment adaptations.

Before teaching

Anticipate barriers children might face:

- different levels of prior knowledge
- core vocabulary gaps
- oracy/writing skills to support outcomes
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- Complexity of resources/info

Plan to address them

- pre-read a text
- supply background knowledge
- use visuals/video to contextualise info
- Real-life/concrete experiences
- teach key vocabulary (meaning, image, sentence)
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard)
- plan to scaffold
- prepare a model to share (whiteboard, visualiser)
- Build opps for collaborative learning
- plan targeted support from a TA

Intelligence gathering to check learning

Informing subsequent planning and in-the-moment adaptations

- questioning
- tests/quizzes
- production tasks (e.g. writing, setting up an experiment, presentation, performance)
- talk
- hinge questions (planned q's to test if learning has been secured. Can also be targeted chn)
- labelling diagrams
- answers on sticky notes or mini-whiteboard/

In-the-moment adaptations

- adjust the level of challenge
- clarify a task or provide steps to success
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept/explain it in a different way
- give additional (or revisit) examples and non-examples
- use partner learning
- Grow understanding via questioning
- Provide an additional scaffold through temporary grouping
- use assessment as a teaching method
- use an analogy
- provide a prompt
- Provide I do/we do before 'you do'
- improve accessibility (e.g. visibility of whiteboard, text read to child)

9. Home learning

At Malmesbury, we believe that home learning should be about building children's confidence and reinforcing learning. Home learning will support pupils to make the link between what they have learnt in school and the wider world.

We place particular importance on reading and every child should be encouraged to read at home every day. *'We all know the importance of being able to read, yet it is less widely recognised that one of the most effective ways to reduce socio-economic disadvantage, raise academic attainment and improve wellbeing is to encourage children to read for pleasure i.e. to choose to read. Put simply, encouraging children to choose to read gives them a greater advantage in life.'* Coram BeanStalk July 2024

We will support parents in how to build positive reading habits with their children by offering workshops, weekly family reading breakfasts and general advice.

Home learning consists mainly of practicing basic skills in reading, spelling and maths. Children may have additional opportunities to reinforce curriculum learning through specific tasks, where appropriate.

We use online platforms such as Oxford Reading Tree's Bugclub, Numbots (number bonds) and Times Tables Rockstars to support little and often basic skills practice. Teachers are able to track pupils' time and learning on these platforms – celebrating good progress in class and assemblies and with parents.

For children who may have limited opportunity to work at home, our breakfast club offers time and space for children to do this in school, with adult supervision. Any necessary equipment or resources will be provided, loaned or made accessible where families do not have what is needed at home.

10. 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. We recognize that feedback has the biggest impact when given to pupils during the lesson and children are given the skills and time to act upon it. Teachers use a range of strategies to do this: individual verbal feedback, mini-plenaries, flexible grouping to meet an emerging need, peer editing. Pupils are taught to self-mark in key elements such as during maths lessons.

See marking and feedback policy.

11. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. In order to make this as meaningful as possible, we use tools which provide clear feedback to staff/pupils/parents. These include:

- No More Marking Comparative Writing Judgments to assess where pupils sit with meeting end of year writing expectations
- KS1 phonics assessments which show which phonemes children have secured
- KS2 reading screening assessing children's decoding skills
- Times Tables Rockstars/Numbots which measure known maths facts and which still need to be secured.

We will provide updates for parents in the Autumn and Spring parent teacher consultations – information shared is as accessible as possible. Pupils will receive an annual written report.

12. Monitoring and evaluation

We will monitor teaching and learning at Malmesbury to make sure that all of our pupils make the best possible progress from their starting points.

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

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- pupil progress meetings
- Gathering pupil voice
- Planning scrutinies
- Book scrutinies
- Our performance management policy supports our development plan for each teacher.

12. Review

This policy will be reviewed *biannually by the governing body*.

13. 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
- Home-school agreement
- Assessment and feedback policy
- Equality information and objectives