St. Andrew's C.P. School

Kirk Ella

Teaching and Learning Policy

Date of last Review: October 2026
Review in: Autumn 2027

Kirk Ella St Andrew's CP School
Teaching and Learning Policy

Introduction

At Kirk Ella St Andrew's, we believe that every child can succeed when provided with a rich, ambitious and inclusive education. High-quality teaching is the single most important factor in improving outcomes, and our approach is built on the belief that all pupils should develop the knowledge, skills, understanding and learning behaviours needed to thrive both now and in the future.

Our curriculum is designed to ensure that pupils acquire secure **substantive knowledge** (what they know) and develop **disciplinary knowledge** (how experts think, work and create knowledge within a subject). Through carefully sequenced learning experiences, pupils build deep understanding, make meaningful connections and learn to apply their knowledge with increasing confidence and independence.

The Kirk Ella Curriculum encompasses the statutory requirements of the National Curriculum (2014) whilst reflecting our school values of **Respect, Responsibility and Resilience**. It extends beyond academic achievement to include personal development, character education, wellbeing, social responsibility and preparation for life in modern Britain. We recognise that learning takes place both within and beyond the classroom, and we value the significant contribution of the wider school experience in shaping successful, confident and compassionate young people.

This policy establishes the principles that underpin teaching and learning across the school. It provides a shared framework for staff, pupils, governors and parents, ensuring a consistent approach to high-quality curriculum implementation. Our teaching is informed by evidence-based practice, responsive assessment and inclusive pedagogy, enabling all pupils, including those with SEND and disadvantaged pupils, to access ambitious learning and achieve their potential.

Through regular evaluation, professional development and curriculum refinement, we strive to ensure that teaching and learning remain effective, relevant and responsive to the needs of our pupils and community. This policy should be read alongside the school's wider curriculum, assessment, SEND and inclusion policies, which together support our vision for excellence in education.

Aims

- To provide an ambitious, inclusive and knowledge-rich curriculum for all pupils.
- To ensure consistently high-quality teaching and learning across the school.
- To secure strong outcomes in English, Mathematics and the wider curriculum.
- To develop confident, independent and resilient learners.
- To promote the values of Respect, Responsibility and Resilience.
- To create a culture of high expectations, aspiration and achievement for all.
- To enrich learning through meaningful experiences and wider opportunities.
- To prepare pupils to be active, responsible and successful citizens in modern Britain and the wider world.

Curriculum Structure

Four key drivers have been agreed with all stakeholders. These underpin the planning and delivery of our curriculum. They reflect the school's values, the needs of our pupils, and our geographical context:

- **Humility & Empathy**
- **Emotional Awareness & Intelligence**
- **Independent Thinkers and Learners**
- **Knowledge of the World and Our Community**

The Kirk Ella Curriculum is organised into year-group topics, with the EYFS following the requirements of the **Early Years Framework**.

Kirk Ella Primary School employs a **thematic approach** to learning. Each year group follows a series of overarching themes that link to and support the curriculum objectives being taught.

In addition to the year-group themes, the school delivers a number of **theme days** and **theme weeks** throughout the year, during which the whole school engages in shared learning around a common focus.

Subject Delivery

While **Maths and English** are often taught discretely, teachers actively seek opportunities for **cross-curricular application** within the wider curriculum themes.

Subject coordinators monitor the **progression of skills** within their areas and use this information to support and inform planning.

Displays

All displays are to be of the highest quality. They stimulate, challenge and inform current learning as well as celebrate and consolidate learning that has occurred. Displays in any teaching area will vary in format based on three main types:

- Interactive – including working walls
- Celebratory
- Challenging

Displays wherever possible will promote learning development through appropriate language.

The Classroom Environment

At Kirk Ella St Andrew's, classrooms are calm, inclusive and purposeful environments where high expectations for learning, behaviour and achievement are consistently promoted. Positive relationships, rooted in our values of **Respect, Responsibility and Resilience**, create a culture in which all pupils feel safe, valued and supported to succeed.

Consistent approaches to classroom routines, organisation and behaviour provide pupils with clarity, security and the best conditions for learning. These routines support independence, reduce cognitive load and maximise learning time.

Staff work collaboratively to provide high-quality learning experiences and maintain high standards of professionalism. Pupils are encouraged to participate actively, think critically, ask questions, learn from mistakes and take increasing responsibility for their learning and behaviour.

Classrooms should celebrate learning, promote subject knowledge and vocabulary, and provide an engaging environment that fosters curiosity, confidence and pride in achievement.

Resources and Learning Environment

High-quality resources are essential in supporting effective teaching and learning. Resources should be well organised, clearly labelled, age-appropriate, accessible and stored safely to promote independence and maximise learning time.

Pupils are expected to value, use and care for resources responsibly. Consistent systems for resource organisation are maintained across the school to support familiarity and independence.

The school is committed to providing high-quality resources that enable full access to a broad and ambitious curriculum. Resources are reviewed regularly to ensure they remain relevant, inclusive and aligned with curriculum priorities.

Subject leaders are responsible for overseeing shared resources within their areas, ensuring they are maintained, organised and accessible. Where appropriate, specialist resources are centrally stored to maximise their impact and efficient use across the school.

Reasonable adjustments are made to ensure that pupils with SEND and other identified needs can access learning through appropriate resources, equipment and assistive technology.

The school also recognises the value of its human resources. Staff, pupils, families, governors, members of the local community and external experts all contribute to enriching the curriculum and providing authentic learning experiences that enhance pupils' knowledge, skills and understanding.

Roles and Responsibilities

The curriculum co-ordinators are responsible for the provision of the overall curriculum, ensuring curriculum coverage, breadth and balance and consistency of practice.
Subject co-ordinators are responsible for the availability and deployment of resources for their subject area; providing teachers with a skills progression for their subject; and for the monitoring of attainment and progress for their subject.
At Kirk Ella, we acknowledge that all stakeholders are expected to unite and aspire to outstanding teaching and learning.

Pupils will…	Teaching staff will…	Parents will…	Governors will…
…want to learn and have belief in themselves and what they are capable of achieving. They will stay on task in lessons and always be ready to learn. Pupils will behave well, treating others with respect regardless of differences.	…create a positive learning environment where they build and maintain excellent relationships. Learning is matched to the individual needs of children with an emphasis on independence and responsibility for their learning	…encourage children to come to school feeling confident and positive. They support their child at home in line with the school's homework policy. Parents will support the school in providing for the welfare of their child, sharing any problems with teachers in order to move forward.	…monitor and review policy and practices by making visits to the school and liaising with staff. They will receive and reports from the Headteacher and challenge progress made toward action plans to address the school's development issues.

Focus	***In Classrooms***	***In the Wider School Environment***	***At home and in the Community***
Environment/ Ethos	• Regularly updated working walls for science, maths and English • displays reinforce topics emphasising key age related relevant vocabulary. • 100 square, number lines and maths apparatus are all visible and accessible to children • Word of the week is used in KS1 and word of the day in KS2 • Teachers provide an environment which encourages creativity and independence	• Curriculum drivers and displayed in all areas of the school • Whole school themes to celebrate, inform and educate e.g. assemblies, topic, awards • Corridors/halls etc reflect the good quality of learning around school • Displays reflect British Values	• Pupils are ambassadors for their school, demonstrating outstanding behaviour when out of the school environment. • Homework allows opportunities to extend and build on prior learning • A variety of clubs after school are on offer to enrich the school's curriculum
Connections and Applications	• Plan for assessment, depth of learning, SEN and G&T, with an emphasis on access for all • Opportunities for Higher Order Thinking • Innovative use of ICT to enhance first quality	• Subject leader responsibility to monitor the quality of provision within their subject by collation of evidence through work/lesson scrutiny, learning walks, data analysis and pupil interviews. • Whole school phased planning	• Whole school curriculum published on the school's website • Merit assemblies and performances for parents to share learning and apply presentation skills • Opportunities where

	teaching.	includes opportunities for collaborative learning with opportunities for meaningful outdoor learning	appropriate to perform in wider community projects, e.g. Big Sing, Gotta Dance, • External support is received from the school's music service for individual music lessons
Challenge	Teaching staff challenge thinking through wide use of effective questioning and foster a 'can do' ethos • Pupils are taught to challenge themselves through a selection of activities in each lesson • Pupils are encouraged to support and learn from each other	• Staff receive challenging PM targets • Regular lesson observations/ peer observations and self-observation provide them with focused areas for improvement • All staff provide high expectations of behaviour and presentation • All pupils have a voice through the school's council and are encouraged to express their opinions about their learning experiences	• Governors provide challenge in their role with regard to progress against the school's development plan and subject action plans • Homework is used as an opportunity to provide challenge, making sense of learning in the wider world
Prioritising gaps & focused teaching	Additional support is provided where appropriate, including effective deployment of TAs and SENDCO • Class teachers are responsible for meeting the needs of all their pupils • Teachers make good use of assessment to address needs and close the gap quickly • Intervention is quick and targeted to specific identified need • They provide a wide range of opportunities for pupils to develop and progress and apply their skills within each subject area	Weekly protected PPA time in year groups with support from SLT, including SENDCO and DHT to focus future provision. • Staff are provided with subject leadership/management time to fulfil their duties of monitoring standards within the wider school • Subject co-ordinators ensure resources for their subject are readily available and monitor the impact	• 3 parent teacher interviews per year, online or face to face • Open afternoons for each phase each year in addition to stay and play sessions in reception and nursery to provide insight into learning at Kirk Ella. • Communication with parents regarding additional pupil provision - be it emotional, social or academic, including details of impact and child progress.
Marking & Feedback	• All staff use a variety of AfL strategies to check whether learning is on track; lessons are reshaped accordingly • Children are given reflection and thinking time • Response time is built into planning to allow children to reflect and respond to marking and feedback with next steps clearly identified and communicated • Teachers make good use of opportunities for self and peer assessment to reinforce	• SLT members provided constructive feedback to teachers regarding their performance • NQTs and students receive regular fortnightly meetings to discuss their professional development • Staff CPD needs are identified through the school's PM system in addition to the monitoring schedule	• Annual written report to parents which gives clear information on attainment, progress and areas for development • Parents are encouraged to share any concerns with teachers and the school about their child's progress/behaviour etc through an 'open door' approach • Co-ordinators, the Headteacher and the deputy Headteacher form strong partnerships with the cluster and schools outside the authority in order to improve

	success criteria e.g. marking ladders and checklists • Agreed marking symbols are used and displayed		the rigour and accuracy of moderation • Advice form specialists, advisors and lead professionals is sought in order to improve the quality of education provided at Kirk Ella
Evolving	Children help to steer the learning within the frameworks provided in order to take ownership • Teachers use continuous assessment to inform flexible groupings.	Flexible timetabling may be used to maximise learning • All staff contribute to the SDP which shapes future direction. Expenditure is in line with SDP priorities. • Staff may be distributed in accordance with their skills and expertise in order to maximise impact	• The school responds to changes with the Ofsted Framework • Questionnaires and the views of parents may be used to adapt procedures and practices

Teaching and Learning Experiences

At Kirk Ella St Andrew's, teaching and learning are carefully planned to ensure that all pupils develop both the **substantive knowledge** (the content they learn) and the **disciplinary knowledge** (how experts within a subject think, work, investigate and communicate). Learning is designed to be ambitious, engaging and inclusive, enabling all pupils to build secure knowledge, make meaningful connections and apply their understanding in different contexts.

Teachers provide rich learning experiences that promote curiosity, independence and critical thinking whilst ensuring that the curriculum is accessible to all learners through effective adaptive teaching and appropriate scaffolding. Opportunities are planned for pupils to revisit and build upon prior learning, helping them to develop long-term retention and a deeper understanding of key concepts.

Curriculum Planning

Long-Term Planning

Long-term plans set out the progression of knowledge, skills and concepts across each subject and year group. They identify the key **substantive concepts** that pupils are expected to learn and the **disciplinary approaches** through which pupils develop subject-specific understanding and expertise.

Long-term planning is carefully sequenced and cross-referenced to agreed schemes of learning, ensuring clear progression and avoiding unnecessary repetition. Where appropriate, meaningful links are made across subjects to strengthen learning whilst preserving the integrity of individual disciplines.

The curriculum is designed to provide pupils with high-quality learning experiences that are relevant, inspiring and memorable. Planning reflects the school's commitment to developing children who are curious, knowledgeable and equipped to apply their learning in a wide range of contexts.

Cross-curricular themes, local contexts and wider curriculum opportunities are planned strategically, including through dedicated learning blocks where this enhances curriculum coherence and depth.

Where appropriate, pupils are supported to understand the purpose and structure of their learning. Teachers make explicit links to previous learning, current learning and future learning so that pupils can see how knowledge builds over time and how individual units contribute to the wider curriculum journey.

Medium-Term Planning

Medium-term plans set out the sequence of learning for each unit and identify where curriculum content will be taught through discrete lessons or revisited regularly over time, as appropriate to the subject and intended outcomes. These plans form the basis of the curriculum overviews and topic webs shared with parents.

Subject leaders work collaboratively with the Headteacher to determine the most effective long-term and medium-term structure for their subject area, ensuring that curriculum time is allocated appropriately and that progression is carefully planned.

Whilst long-term and medium-term plans provide a clear framework for curriculum delivery, they remain flexible enough to respond to evaluation, emerging needs, current developments and improvements in practice.

Short-Term Planning

There is no prescribed format for short-term planning. This allows teachers professional autonomy to use planning systems that best support their teaching and meet the needs of their class.

Regardless of format, all short-term planning must demonstrate that lessons are purposeful, well sequenced and responsive to pupils' needs. Planning should include:

- Clear learning objectives and intended outcomes
- Consideration of prior learning and any identified misconceptions
- Appropriate adaptations and reasonable adjustments for pupils with SEND and other identified needs
- Groupings, where relevant
- Support for individual pupils or groups working towards specific targets
- Deployment of teaching assistants and other adults
- Key assessment opportunities and success criteria

- Resources and strategies to support learning

Planning should be reviewed and adapted in response to assessment information. Teachers should use assessment for learning strategies to identify next steps, address misconceptions and inform subsequent teaching to ensure that learning builds progressively over time.

The lesson

A successful lesson will typically include:

- **A clear connection to prior learning**, helping pupils retrieve, revisit and build upon what they already know.
- **A shared understanding of the bigger picture**, so pupils know how today's learning fits within the wider curriculum journey.
- **Explicit learning objectives and success criteria**, enabling pupils to understand what they are learning and what success looks like.
- **High-quality teacher modelling and explanation**, supported by appropriate visuals, examples, demonstrations and worked models.
- **Carefully planned learning activities** that are appropriately scaffolded, ambitious and accessible for all learners, including those with SEND.
- **High levels of pupil participation and thinking**, ensuring all children are actively engaged in the learning rather than passively observing.
- **Clear expectations for learning and outcomes**, including how pupils will demonstrate their understanding and the timeframe for completion.
- **Effective deployment of additional adults**, with roles planned to maximise learning, independence and inclusion.
- **A balance of direct instruction, guided practice and independent application**, allowing pupils to develop confidence and competence.
- **Ongoing formative assessment**, including questioning, discussion, observation and review of pupil work to identify misconceptions and adapt teaching.
- **Skilful use of questioning and subject-specific vocabulary** to deepen understanding, challenge thinking and promote articulate responses.
- **Appropriate challenge for all learners**, with support and extension provided where needed.
- **Strong classroom routines, pace and purpose**, ensuring pupils remain focused and learning time is maximised.
- **Effective feedback during learning**, enabling pupils to reflect, improve and make progress in real time.
- **Regular opportunities for retrieval practice and recap**, strengthening long-term memory and retention.
- **A purposeful review or plenary**, linked directly to the lesson objectives, which enables reflection, assessment, consolidation and celebration of learning.

In Summary

Successful lessons are characterised by: **Clear purpose • Strong relationships • Explicit teaching • Active participation • Appropriate challenge • Responsive assessment • Effective feedback • Secure learning.**

Inclusion and Access to Learning

We are committed to providing an inclusive education in which all pupils can participate, achieve and thrive. Teachers plan lessons that maintain high expectations for every pupil while recognising that learners may require different levels of support, scaffolding or challenge in order to succeed.

Teaching is designed to ensure that all pupils can access the curriculum through:

- clear explanations and modelling;
- the use of appropriate visual representations, demonstrations, resources and examples;
- careful sequencing of learning that builds on prior knowledge;
- explicit teaching of vocabulary and subject-specific language;
- effective questioning and checking for understanding;
- opportunities for discussion, collaboration and independent application;
- adaptive teaching strategies that respond to pupils' strengths, needs and barriers to learning.

Learning activities are planned to provide appropriate challenge and support for all pupils, including those with SEND, disadvantaged pupils and higher-attaining learners. Adaptations may include scaffolds, additional modelling, targeted adult support, adapted resources, pre-teaching of key concepts and vocabulary, or opportunities for greater depth and independence where appropriate.

A range of learning experiences is provided across the curriculum, enabling pupils to develop knowledge, skills, creativity, communication and problem-solving abilities. Pupils will work independently, in pairs, collaboratively within groups and as part of whole-class learning, according to the needs of the task and intended learning outcomes.

Additional adults are deployed strategically to promote participation, independence and achievement. Their role is to enhance learning through targeted support, timely intervention and effective feedback.

To achieve high-quality inclusive practice, staff are encouraged to be reflective, innovative and evidence-informed in their approach, continually evaluating the impact of their teaching and adapting provision to meet the needs of learners.

Children are enabled to access the curriculum through careful assessment, adaptive teaching and flexible grouping arrangements, ensuring that all pupils are appropriately supported, challenged and included in the learning process.

Reasonable Adjustments for Pupils with SEND

A reminder that reasonable adjustments are an expectation for pupils with SEND and can make a significant difference to their access, participation and success in lessons. Adjustments might include:

- Visual timetables and now/next boards
- Breaking instructions into smaller steps and checking understanding
- Pre-teaching key vocabulary and concepts
- Providing word banks, sentence starters, writing frames or scaffolded resources
- Access to manipulatives and concrete resources in maths
- Seating arrangements that reduce distractions
- Additional processing and thinking time before expecting a response
- Reduced recording demands, such as using a scribe, technology, photographs or voice recordings
- Chunking tasks into manageable sections
- Use of coloured overlays, larger fonts or adapted presentation materials where needed
- Access to movement breaks, sensory resources or a quiet workspace
- Providing copies of notes or printed resources rather than requiring extensive copying from the board
- Providing a WAGOLL (What A Good One Looks Like) and additional modelling
- Regular check-ins from adults to support organisation, attention and engagement

Remember: the goal is not to lower expectations but to remove barriers so that all children can achieve and demonstrate their learning.

Monitoring, Evaluation and Quality Assurance

The quality of teaching, learning and curriculum provision is monitored and evaluated throughout the school year as part of an ongoing cycle of school improvement. Monitoring activities provide leaders with an accurate understanding of the effectiveness of teaching, pupils' learning experiences and the impact of school policies.

A range of evidence is used to evaluate provision, including:

- lesson visits and learning walks;
- curriculum monitoring by subject and phase leaders;
- scrutiny of pupils' work;
- planning reviews;

- pupil voice activities;
- assessment information and pupil progress reviews;
- monitoring of learning environments and classroom routines.

Senior leaders undertake regular visits to classrooms to gain an overview of teaching and learning across the school. These visits focus on the implementation of agreed approaches, the quality of classroom interactions, pupils' engagement, the use of assessment, and the impact of teaching on learning. The purpose of monitoring is developmental and supportive, promoting reflection, professional dialogue and continual improvement.

Subject leaders are responsible for monitoring and evaluating the effectiveness of provision within their areas of responsibility. Through analysing pupils' outcomes, reviewing teaching and learning, gathering pupil and staff feedback, and evaluating curriculum implementation, they identify strengths and priorities for development. Subject leaders maintain an up-to-date subject self-evaluation and contribute to whole-school evaluation and improvement planning.

Staff are encouraged to learn from one another through professional collaboration, peer observations, team teaching and the sharing of effective practice. Subject leaders should, where appropriate, observe the teaching of their subject across different phases to develop a secure understanding of progression, consistency and curriculum impact throughout the school.

Monitoring and evaluation activities ultimately aim to ensure that all pupils receive a high-quality, inclusive education and are supported to achieve their full potential.

This policy will be reviewed in October 2027