



Intake Farm Primary and Nursery School

Teaching and Learning Policy

Aims

This policy aims to:

- explain how we'll create an environment of high expectations;
- ensure that all staff have clarity and understanding about what excellent teaching and learning looks like;
- ensure all members of school community recognise the importance of excellent teaching and learning and a robust curriculum;
- ensure all staff have the skills and knowledge to identify gaps in children's learning and to address this through their teaching.

Our guiding principles

Our Vision

Our school vision is to build on our achievements to become an outstanding school where each child is encouraged to fulfil their potential in a stimulating, dynamic and respectful environment.

Our steps to success

We create an enthusiastic learning community, by:

- developing the children's curiosity;
- encouraging a passion for learning;
- developing excellent teaching;
- focusing on each child as an individual.

We develop the whole child, by:

- valuing all aspects of the child's effort, in and out of the classroom;
- creating an inclusive environment;
- guiding the child to develop resilience and perseverance;
- inspiring the child to become a role model in and out of our school;
- ensuring that the child feels a sense of belonging in our school community;
- preparing the child for the wider world;
- equipping the child with cultural capital - the knowledge our children need to succeed in life;
- ensuring that the child has a voice;

- ensuring that the child feels safe, confident and cared for at all times.

Our school values

The culture of our school is built upon our school values.

Friendship and kindness

- At Intake Farm, our children show friendship and kindness to adults and to their peers. A culture of kindness and friendship creates an environment where everyone feels valued and safe.

Politeness

- Politeness is one of the easiest ways to show respect to others. At Intake Farm, our children are taught to interact in a polite manner with people, and this creates a pleasant and welcoming environment for children, staff and visitors.

Responsibility

- Responsibility means being dependable, making good choices, and taking accountability for your actions. At Intake Farm, we encourage our children to take responsibility for their belongings, their environment, their learning, their behaviour, and the wider environment.

Perseverance

- Developing perseverance enables our children to further their learning by working through tasks that at first might seem too daunting or difficult. At Intake Farm, we teach our children how to work through difficult situations.

Respect

- Children show respect through their attitudes towards others. Respect means accepting and valuing someone for who they are, even when they're different from you. At Intake Farm, the value of respect is held in high regard.

Peace and freedom

- At Intake Farm, our children have the right to express themselves safely. Children learn to become tolerant of others and to celebrate differences. This then creates a harmonious and peaceful environment where every child can thrive.

Equal opportunities

We are committed to giving our children whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all of our children. We believe that relationships are the most important thing in schools. The way that staff and our children relate to each other is fundamental to success.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- follow the expectations as set out in this policy;
- update parents/carers on the children's progress through autumn and spring term parents' evenings and annual reports on progress;

Support staff at our school will:

- know the children well and provide support to meet their individual learning needs
- support teaching and learning with flexibility and resourcefulness;
- meet the expectations set out in this policy.

Subject Leaders will:

- help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills;
- sequence lessons in a way that allows our children to make good progress;
- use their budget effectively to resource their subject;
- work with colleagues to identify any challenges;
- monitor standards in their subject across the school and identify strengths and weaknesses;
- create, share and regularly update a clear action plan for their subject, showing clear intentions for their subject;
- encourage teachers to share ideas, resources and good practice.

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 to account for their teaching and learning;
- plan and evaluate strategies to secure high-quality teaching and learning across school.

Children 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;
- be ready to learn,
- be curious, ambitious, engaged and confident learners;
- know how to improve and put effort and focus into their work;
- complete home learning activities.

Parents and carers will:

- value learning and 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;
- encourage their child to take responsibility for their own learning;
- support and give importance to home learning.

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 the children's progress;
- monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The learning environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to:

- have high expectations – teachers should always have high expectations for learning and behaviour for all their students
- promote active learning
- establish and maintain a growth mindset culture: mistakes are celebrated;
- focus praise on effort;
- build positive relationships with all children through positive behaviour management;
- welcome all the children into your class by greeting them at the door
- remind the children of expectations, class routines and rules;
- use meaningful praise and rewards as much as possible - merits, stickers, wow work;
- provide the children with opportunities to improve their behaviour;
- have restorative conversations when necessary;
- demonstrate that consequences are temporary, eg. a new lesson, a fresh start;
- have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised
- share learning objectives at the start of lessons – learning begins immediately, every minute matters;
- have consistent classroom rules and expectations which are fair and reasonable, so that all the children know exactly what is expected of them when they enter their classroom.

- always challenge the children when rules and expectations are broken, and follow up on all behaviour issues.

The classroom

We understand the importance of creating a strong sense of belonging in the classroom to ensure that the children know that they are valued.

We plan our classroom environments to be an effective learning tool, and we are mindful of the risk of cognitive overload when creating displays, working walls, and other learning resources in the classroom.

Teachers are responsible for ensuring classrooms are a safe, exciting, stimulating and welcoming place to be by:

- arranging furniture and space to create a safe, flexible learning environment including a carpet focus area
- creating an environment which stimulates interest in curriculum areas, i.e. subject knowledge organisers for each subject, a class knowledge map, a class time line and at least one subject area chosen by the teacher to include artefacts, resources, photographs, forward-facing books, and pictorial and written information; a “wow” display for good work;
- creating and maintaining the shared class rules, a merit chart, the school rules and the school values;
- creating an inviting book/reading area;
- creating writing, role play areas when relevant;
- making sure the equipment is labelled and accessible to promote independent learning;
- labelling trays and pegs;
- teaching the children to respect and care for their environment;
- ensuring classrooms are inviting and all areas are clear and clutter free.

Planning

Short term planning

We do not expect our teachers to produce individual lesson plans. We plan our units of work for all foundation subjects on SmartNotebook. We plan our maths lessons using the White Rose scheme and we adapt it for use. We then create daily maths planning with SmartNotebook. We plan our English using the Drawing Club and Pathways to Write schemes. This planning is then adapted and put onto Smart Notebook. Guided Reading is planned using SmartNotebook.

Medium term planning

Our foundation subjects are planned on knowledge organisers - a go-to document for a unit of work. Each knowledge organiser contains the key information that children and staff need for a unit of work. It acts as a tool for children to help them to retrieve and retain knowledge for life-long learning.

They provide the essential knowledge that the children need to cover in the unit of work. They are shared at the beginning of the unit so that the children know what they are going to learn. The children have them to refer to in the books. Knowledge organisers help the children to remember key dates, key events, key people, key vocabulary and definitions, and key concepts. They are used as an assessment tool to create low-stakes quizzes to help the children remember the learning in the units and commit their learning to long-term memory.

Long term planning

We use the Early Years statutory guidance for the foundation stage and the national curriculum for year 1 to 6. All long term plans for all subjects are published on our school website.

Teaching

Teachers must be explicit about the key knowledge and vocabulary that all of our children must use. Our objectives and vocabulary for all subjects are clear and unambiguous in all subjects in all year groups. Our children must know the knowledge and key skills we want them to learn and the vocabulary they are expected to understand and use. This is all clarified on our knowledge organisers.

High quality teaching strategies

We aim for all of our children to succeed and reach their potential. We understand that this will only happen if all of our children can access the learning. We use adaptive teaching strategies. Adaptive teaching involves:

- adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- balancing the input of new content so that the children have the opportunity to master important concepts;
- making effective use of teaching assistants.

Teaching strategies

The following high-quality teaching strategies are used at Intake Farm Primary School:

Challenge

We have high expectations of all children all of the time. It is good for children to work just outside of their comfort zone.

Active learning

All children must be encouraged to be active learners. The children should begin learning as soon as they arrive in the classroom and for the whole lesson. Active learning is when a child is doing something, rather than sitting quietly and listening. It is widely believed that children learn more when they are part of the learning. This could mean they have to read, write, discuss or solve a problem.

Oracy

The development and use of spoken communication skills (oracy) is an essential part of learning. By teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. We believe spoken language to be essential in the development and achievement of our children across the curriculum. We strive to develop spoken language skills through the curriculum. Children are taught how to be effective communicators through storytelling, debating and presenting. Good oracy skills are linked to improvements in reading, writing, and overall attainment. The children's oral contributions to the learning should be just as prominent as the teacher's oral contributions.

Explanation

Teacher instruction should be planned with awareness of demands on the children's cognitive load, by presenting new material in small steps:

- Limit the amount of material students receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

Modelling

To learn how to do something, our children need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and helps the children to make abstract ideas concrete, e.g.:

- Demonstrate the worked activity in front of students, e.g. using a visualiser, using the flip chart, using the IWB.
- Think aloud to show the thought process.
- Show it is ok to make a mistake and empathise with the children, e.g. "I found this bit challenging too".
- Provide model answers.

Scaffolding

Worked examples and scaffolding is used to all support students to demonstrate their learning, e.g. sentence starters, key word definitions, procedural steps visible etc.

Independent practice by the children

The children should be provided with time to practise new material in order to master it. This will look different across the different curriculum areas, but all practice should be ideally just outside of the child's comfort zone to ensure challenge.

Assessment for learning

We are responsive teachers. Teachers ensure that learning has stuck (moving from short term to long term memory) by checking for understanding. Teachers gather an overview about whether the key learning has actually been learned. If learning is not yet secure, the lesson will be adapted or retaught differently.

Assessment for learning involves:

- Questioning. Teachers ask a large number of questions skillfully to probe, check and extend understanding. Teachers use what they learn from this process to adapt and reshape teaching. We use both cold calling and targeted questioning to support and challenge the children.
- Whole class questioning with mini whiteboards, hands raised etc.
- Retrieval Practice. Retrieval is a learning strategy that is used regularly in lessons to support the children with retrieving material that they have previously learned from their long-term memory. We use our low stakes quiz strategy for this.
- Use effective feedback. Feedback exists in many forms (e.g. the marking of exercise books, verbal feedback, peer and self-assessment). What matters is what the children do with it. Effective feedback is: frequent and timely, specific and focused on the areas to improve, accompanied by support in how to be successful and the next step. Teachers allow time for children to respond to feedback.

Monitoring and evaluation of teaching and learning

We monitor teaching and learning across the school to make sure that all our children make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of our children.
- To evaluate the performance of teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and drive the CPD programme.

SLT and subject leaders monitor and evaluate the impact of teaching on the children's learning through monitoring activities including:

- learning walks;
- book scrutinies;
- reviews of progress;
- pupil voice and teacher questionnaires;
- lesson observations.

Policy to be reviewed – September 2026