



Wawne Primary School

Teaching and Learning Policy

September 2025

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Our Curriculum Intent

At Wawne Primary School our Intent is to provide an inspiring and enriching curriculum which meets the needs of each and every pupil regardless of age or stage. Our curriculum will promote independence, reflection and a desire for life-long learning. Wawne Primary School Curriculum will provide the children with the knowledge and skills they need to reach their full potential during their primary years and beyond. We are a pupil-driven school and the children are expected to take ownership and responsibility for their own learning journey; we encourage them to make the most of every opportunity whilst supporting each and every child's individual needs.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

SEND Policy

Marking and Feedback Policy

Behaviour Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The SLT is responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

- Pupils are responsible for:

Being on time for school.

Being prepared to learn.

Placing coats and bags in the appropriate area.

Storing personal belongings in the area provided.

Not eating or chewing during lessons.

Being attentive.

Listening to and following all reasonable instructions.

Treating everyone with respect.

External monitoring

- A named school improvement officer will work on an annual cycle to monitor teaching performance.
- The school improvement officer will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the curriculum sub-committee.
- The school improvement officer will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation

Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

What is the school's view on teaching?

What is being done to monitor teaching?

How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?

Are judgements based on the interpretation and evaluation of data and evidence?

Are strengths and weaknesses in teaching and management identified?

What strategies do TAs employ to support learning?

Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?

What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching at the school:

Do you know your targets? What are they?

What subjects do you have targets for?

How do you know your targets? How often do you work on them?

How do you know when you have achieved your targets?

Who helps you to achieve your targets? What sort of things do they do?

Do your parents know your targets? How do they know?

When do you get new targets?

What happens if you can't achieve your targets?

How does having targets help your learning?

Tell me about this piece of work. What were you learning?

Show me a piece of work that you are really proud of. Why?

Do you know how to improve your work? Do you have the opportunity to improve your work?

What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?

Which aspect of maths/English do you find challenging/difficult?

4. Learning environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on a termly basis and will be geared towards aiding learning, not providing distraction.

5. The Curriculum

The school follows the national curriculum with pupils in the Foundation Stage following the EYFS profile.. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

6. Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

7. Lesson Delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

8. Supporting Pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

9. Marking and Assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

10. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

Parents' evening

Class Dojo stories to show learning and activities in the classroom

Termly Targets sent home

Annual reports

11. Behaviour and Attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise in lessons

- Dojo points
- Table points
- Class recognition board linked to school values
- Sending a note home to parents
- Gold and Silver award letters and certificates
- Weekly celebration assembly- Star of the Week, Worker of the Week, Headteacher Awards

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.

Understand and implement effective behaviour management strategies.

12. Monitoring and reporting

This policy will be reviewed biannually by the Headteacher.

The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

The next scheduled review date for this policy is September 2027.

