



Crockerton Church of England Primary School
Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB
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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Teaching and Learning Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	February 2024
Reviewed	
Author	Head Teacher
Review Cycle and Approval	Annually Head Teacher and Governing Body
Next Review	September 2025

We are committed to safeguarding and promoting the welfare of children and young people

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy, SEN Policy, Home School Agreement, Attendance Policy, Equality Objectives, Child Protection and Safeguarding Policy, Feedback and Marking Policy and Behaviour Policy

This policy aims to:

- explain how we will create an environment at our school where pupils learn best and love to do so
- summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- promote high expectations and raise standards of achievement for all pupils in our school;
- involve pupils, parents and the wider school community in pupils' learning and development.

It has been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Through our teaching, we equip pupils with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help children to lead happy and rewarding lives.

At Crockerton CE VA Primary School, we believe that teaching and learning is part of a lifelong continuum, which begins before a child starts school and continues throughout life.

Highly Effective Teaching and Learning is dependent on:

- Engagement
 - Hooks to teaching and learning that are well planned and timely
 - Why are we teaching and learning now?
 - Good choice of resources
 - Child-led opportunities – children having opportunities to be creative with their learning
 - Planned and purposeful opportunities for trips and visitors
- Learning Environments
 - Organised, tidy and welcoming to encourage joyful learners who are independent
 - Learning walls that are clearly displayed and accessible for all
 - WAGOLs on display so children know what they are aiming for
 - A variety of modelling handwriting and word processed displays
- Reflecting
 - Opportunities to consider all stakeholders' views
 - What is going well? What needs to be developed further?
 - Promoting a curriculum that suits our children and considers the needs of children and staff including the well-being of all
 - School – life balance
- Relationships
 - High expectations of all
 - Home/School relationships continue from before they start school to after they leave
 - Show mutual respect to and from all stakeholders
 - Support to and from children, staff, parents and governors
- Subject Knowledge
 - Continued professional development – provided by weekly staff training opportunities, course by an outside provider, work within Compass collaboration; recommended evidence based research and through resources for termly planning opportunities
 - Planners for curriculum and science books, particularly supporting teaching assistants
- Feedback and monitoring
 - Variety of methods to provide feedback and monitor – visualisers, conference sheets
 - Providing targets and success criteria so that all learners will feel successful but know what to do to improve further – use of WAGOLs to support success
 - Professional feedback and monitoring within school and also collaboration
 - Using a variety of teacher assessments and formal assessments that are recorded and used to assess and inform parents of attainment and progress regularly through the academic year and beyond
 - Encouraging and expecting children to want to be the best they possibly can be across the curriculum
- Sequence of Learning
 - Planning a high quality broad and balanced curriculum as a whole school with key concepts and common threads and opportunities to revisit and embed knowledge into long term memories
 - Progression of learning is paramount with staff and children understand prior and post learning

- Progression of vocabulary is used accurately across the curriculum
- Questioning
 - High quality questioning
 - Using a variety of open-ended questioning
 - Questioning is planned and purposeful