



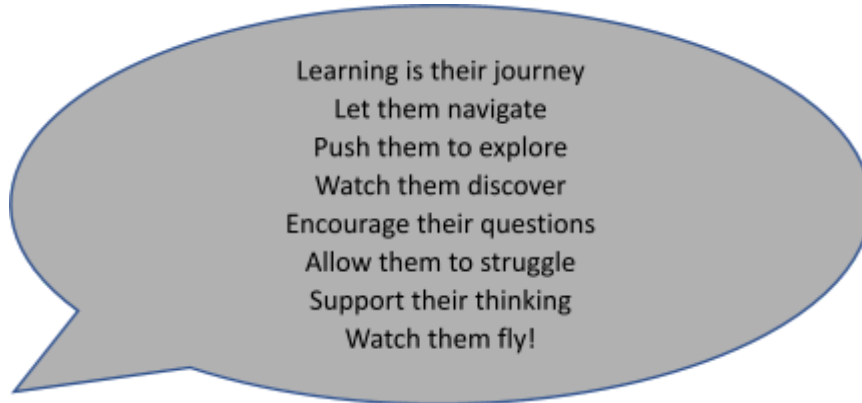
Teaching and Learning Policy

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Statement of intent



At Colham Manor we believe that innovation and inspiration are central to classroom practice. When pupils are engaged and inspired by exciting learning opportunities, learning is deep and motivation is high.

Our school's approach:

- Children feel safe, happy and valued due to our excellent pastoral care and nurturing approach
- Learning is exciting, engaging and inspiring for all
- Learning behaviours are developed and pupils have a growth mindset; they are critically evaluative of their learning and motivated to improve. Children are not afraid to make mistakes on their journey to success
- The approach is explorative and child-led; building on excellent Early Years practice
- Exceptionally high standards and a culture of deep learning mean that progress is rapid and attainment is high
- 'Keep Up not Catch Up' culture ensures that pupils access pre-teaching and interventions as soon as they begin to fall behind and in most cases before they are able to fall behind
- Staff will do whatever it takes for their children; both academically and from a nurture and care perspective; we are driven by the conviction that no child is left behind

Our school is a safe environment that provides opportunities through the curriculum to allow children to flourish. We have developed a culture where opportunities in school and extended school enable pupils to experience success and build self-esteem. This, in turn, develops the children's innate curiosity for learning and enables them to be resilient citizens of modern Britain.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

1. Legal framework

This policy has due regard to all relevant legislation and 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:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Positive Relationships, Behaviour and Attitudes Policy
- Curriculum Policy
- Learning Environments Policy
- PiXL Assessment for Learning Policy

2. Roles and responsibilities

The governing board will be 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 headteacher will be 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.

Teachers 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.

3. 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.

All provisions made regarding learning environments will be made in line with the school's Learning Environments Policy.

4. The curriculum

The school follows the EYFS statutory framework and national curriculum. Details of the relevant schemes of work teachers follow can be found in a specific curriculum policy for each subject. All of these policies are accessible on the school website or on request.

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 personalisation 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.

All provisions made regarding the curriculum will be made in line with the school's Early Years Policy and Curriculum Policy.

5. Teaching Strategies at Colham Manor

Clear and challenging learning intentions

Each session has a clear learning intention. Pupils understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning intentions are challenging and link closely to end of year expectations.

Success criteria

Success criteria are generated by children. Through a clear understanding of the learning intention and modelling by adults, the children are able to identify how to make their work successful. The success criteria is referred to throughout lessons by children considering their own and their peers' work and by the adults in the classroom. Clear, personalised success criteria allow children to critically evaluate their own work and the work of others and allow them to understand their next steps for learning.

Modelling

At Colham Manor, teachers and support staff use modelling across the curriculum to move learning forward. It is crucial for teachers to close the gap between what pupils can currently do and what we want them to be able to do. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop expertise. Modelling and scaffolding are crucial for effective progress and can be seen in writing and maths, as well as across the entire curriculum.

Higher order questioning

Adults and pupils all ask effective questions. In Early Years and Key Stage 1 questioning prompts in classroom displays help teachers to use a range of types of questions. In Key Stage 2 children are encouraged to use question stems to ask each other questions and embed a culture of deep thinking. Teachers planning includes question prompts. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge pupils' thinking. Pupils use questions as part of the 'tuning in' process to shape their learning journeys.

Talk partners

Talk partners are used across the school to ensure pupils are actively engaged in their learning. Adults model how to be an effective talk partner and pupils are responsible for ensuring that they use talk partner time efficiently. Teachers expect feedback that demonstrates consideration of each other's viewpoints as well as the impact of talking time on learning. Higher order questioning provides depth to the subject matter and develops thinking and reasoning skills.

Collaboration in the classroom

Group work and collaboration are used to allow pupils to support each other as they learn new skills. Pupils are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same ability or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.

Investigation and exploration

Exploration is key and so pupils are encouraged to explore open-ended tasks and investigate within lessons. Investigative challenges can spark a child's curiosity and lead to much higher motivation to learn and achieve.

Drama

Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as role-play, hot-seating and freeze-framing allow pupils to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.

Inspiring teachers

Teachers plan lessons where they inspire and engage children. This may be by using interesting props to create awe and wonder or by the teacher coming to the lesson 'in role'. For example, a teacher may wear a costume and teach in role as a historical figure or a scientist.

Child led challenge and differentiation

Clear differentiation is shown within all areas of the curriculum; meeting the needs of individual children as well as providing opportunities to stretch the children's learning through critical thinking and real-life problems. Within maths, children have developed the skills to choose their own challenge based on their understanding and confidence within that area of

learning. This means that there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and that they are keen to complete the most challenging of work.

Outdoor learning

At Colham Manor, we have fantastic grounds and outdoor resources. Many of the children's sessions include outdoor learning. We try to use the outdoors across all areas of the curriculum. This might be measuring distances between bulbs as we plant them in the garden, using the outdoor stage for drama activities to inspire writing or going on a bug hunt as part of a biology lesson. Outdoor responsibilities for children can include taking care of the school pond.

Following children's interests

We believe that when learning is centred around children's interests, they are most motivated to learn and succeed. While this is most evident in Early Years, aspects of child directed learning are continued through the school.

Keep Up Not Catch Up

The Keep Up Not Catch Up philosophy is central to Colham Manor's vision for teaching and learning. It is rooted in the highest expectations of what children can achieve and leads to exceptional outcomes. Keep Up Not Catch Up is the relentless determination that no child will fall behind. Children are given every opportunity to ensure that they keep up with the curriculum and meet or exceed end of year expectations. This eradicates the necessity to catch up. This shared vision resonates from every classroom.

Non-negotiables

- Leaders, teachers and support staff will all be committed to the Keep Up Not Catch Up philosophy and approach
- All staff will have the highest expectations of what children can achieve, proactively supporting every child to achieve their maximum potential
- Staff will commit to using time and resources creatively to maximise all learning opportunities
- Teachers will engage parents in supporting their child to keep up. This will be done through structured conversations linked to current assessments
- Teachers will assess effectively. A deep understanding of their children's learning and attainment will lead to highly effective planning and teaching
- Teachers will intervene immediately and effectively when a child makes insufficient progress
- Teachers will have a deep understanding of the curriculum expectations for their year groups

STRATEGY	EXPLANATION
Corrective teaching	When a child has not met the learning intention, there is rapid support so that they are able to continue on the learning journey the following day. This will usually take place in the afternoon – and always before the next session
Pre-teaching	Pre-teaching benefits pupils who are likely to find a concept difficult to grasp. In pre-teaching, an adult will work with a small group to remind them of the basic skills or vocabulary they need to access the concept and start to introduce it before the lesson is taught to the class. This means that when these pupils are taught the new concept in a lesson introduction with the whole class, they are able to approach the concept with confidence and can access the learning intention with their peers.
Work watch	Children who have not made sufficient progress are identified quickly. Their work is scrutinised daily with the class teacher. Discussions are had with the child on successes and next steps. Monitoring should ensure continual improvements in learning.
Effective feedback	Feedback can have the greatest impact on learning. When feedback is delivered within the lesson, or very soon afterwards, children make much more rapid progress. Corrective reviews can be used to support teachers with workload and ensure that feedback is specific and timely, having the biggest impact on learning. There are a range of feedback techniques that fit into this.
Use of Working Walls	All classrooms should include working walls including essential prompts. These displays allow the children to access support independently. Learning walls will evolve as the learning journey progresses and will reflect current learning.
Summative assessment and tracking	Teachers use outcomes of summative assessment to inform future planning and teach to the gaps. Where teachers assess rigorously and effectively, they are able to identify gaps in children's learning. This can

	be done through using the PiXL assessments, pupil data and QLAs. Teachers must track and monitor their pupils from their starting points and all teachers should be aware of their pupils' prior attainment.
Effective planning	Effective planning requires time and strategy. Where planning is highly effective, teachers have excellent subject and curriculum knowledge and ensure that pupils access the curriculum at an appropriate pace. Planning must be related to where the children have to be at the end of each year and then the planning should work backwards to enable this to happen. Planning should be responsive to the children's needs, but the pace of learning should not slow if some children do not fully meet the learning intention. In this instance, effective interventions should be implemented. In order to achieve rapid progress, high levels of challenge are evident in planning.
Parents as partners	Parents' meetings should be conducted as structured conversations focused on pupil outcomes. Personalised home learning should be offered to children who need extra support.

6. Learning behaviours at Colham Manor

We are continually developing children's ability to discuss their learning and encouraging reflection. Our children will face huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them to be successful; encouraging skills to learn for life.

Growth Mindset

We believe that it is crucial for children to embrace challenges in learning. We talk to them about the importance of a growth mindset and a positive attitude to learning. When you believe that you can achieve, anything is possible! Our child-led approach to differentiation further supports the idea that all children are able to achieve the highest level of challenge.

Resilience

Children learn from their mistakes and are keen to improve. We believe that our focus on confidence and self-esteem within school leads to increased resilience. Our aim is for children to be able to critically evaluate their work and to be able to embrace points for development as a further learning opportunity.

Risk Taking

We encourage children to take risks and to see their mistakes as a key part of the learning process. Children are confident to attempt answering challenging questions.

Respect

All members of the Colham Manor community are expected to treat each other with respect.

Independence

We encourage children to believe that they can help themselves when they are stuck, but also know when and where to ask for help. We have '5 Bs of Being Stuck' posters in classrooms to support children with the steps to take when they are finding work challenging. In addition, we expect children to follow the Steps to Success around the school without the need for adult prompting.

Responsibility

Children take ownership of their behaviour and their learning.

We believe that the key to developing outstanding learning behaviours is 'high challenge – low threat'. When children feel valued and supported through strong, respectful, positive relationships with adults, they are far better equipped to deal with a high level of challenge. High expectations from staff reflect in children's attitudes to learning.

7. 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 personalised, to clearly show how all pupils are catered for.
- Have clearly identified learning intentions (WALTs) and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning intentions.
- Clearly state the learning journey that will be undertaken.
- Show how support staff will be utilised to enhance learning.
- Detail the high-quality component to composite resources to be used during the lesson.
- Highlight opportunities for assessment and evaluation.
- Clearly state structures of lessons.

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

8. Lesson delivery

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, Wildly Important Goal (WIG) pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

9. 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 personalised through adaptive teaching 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.

The SENDCOs 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. Provision maps are available for pupils who are on the school's SEND register and allow pupils to lead their own achievement. Provision maps are reviewed termly to ensure that they are still effective.

10. 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 PiXL Assessment for Learning Policy.

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

11. 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 intentions and know what they need to do to meet them.

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

- Parents' evenings
- Letters home
- Annual reports
- Newsletters
- Seesaw

12. Positive relationships, behaviour and attitudes

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 Positive Relationships, Behaviour and Attitudes Policy will be implemented at all times.

Pupils will be encouraged to follow our 'Steps to Success' which are:

- We always follow instructions
- We keep ourselves and others safe
- We are kind and respectful

These steps to success encompass other learning behaviours including:

- 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:

- REACH celebration and collective worship assemblies
- Year Group Newsletters
- Conversations with parents/carers on the playground
- House points (shown via House point Jars in classes and added to Arbor)
- SeeSaw
- Phone call home
- Headteacher Praise Postcards

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

- Understand component to composite learning.
- 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.

13. Monitoring and reporting

This policy will be reviewed annually by the headteacher and governing board.

The next scheduled review date for this policy is January 2026.