



"Let your light shine"

Frieth C.E.C. School

Learning and Teaching Policy

Member of staff responsible: Headteacher

Governing body committee responsible:

Reviewed: Annually

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: Oct 2022	signed: Martin Gosling	date: 14.10.22
Review date: Oct 2022	signed: Jill Dean	date: 14.10.22
Review date: Oct 2023	signed: Martin Gosling	date: 19.10.23
Review date: Oct 2023	signed: Jill Dean	date: 19.10.23
Review date: Oct 2024	signed: Martin Gosling	date: 24.10.24
Review date: Oct 2024	signed: Jill Dean	date: 24.10.24
Review date: Oct 2025	signed: Martin Gosling	date: 24.10.25
Review date: Oct 2025	signed: Jill Dean	date: 24.10.25

Aims and Purpose of the Policy

- To demonstrate how we promote quality learning by delivering quality teaching
- To ensure consistency, continuity and balance in matters concerning classroom practice throughout the school

This written policy reflects the practice and beliefs within the context of this school.

School Aims and Vision

This Learning and Teaching Policy is set firmly in the context of our whole School Vision Statement above and the individual curriculum subject vision statements.

Characteristics of Learning:

- Enthusiastic, well motivated children, interested in what they are doing
- Children working purposefully and on task to the best of their ability
- Children who are resilient and proactive in seeking challenge
- Children are keen and eager to ask questions
- Children knowing what is expected of them and why
- Children having a sense of pride in their work
- Demonstration of good relationships between staff/children and children/children
- Achievement and attainment are 'good'

An effective learning environment will enable children to:

- Establish positive attitudes towards learning and challenge
- Produce work for a variety of audiences
- Practise new skills and apply concepts and resources to new situations
- Work individually and as members of a collaborative group
- Value their own work and that of other pupils
- Acquire a sense of well being and concern for others
- Build on their own success and aim to achieve their best in order to increase self esteem
- Learn from adults in the wider community and through discussion and debate
- Use modern technology as an appropriate aid to learning
- Make choices and play a role in planning and organising their own learning appropriate to their developmental stage
- Develop the ability to manage their own time and meet the challenge of completing tasks
- Consider and appraise their own work and progress, through self and peer evaluation
- Explore areas of knowledge with an open mind, developing the ability to exchange ideas and opinions
- Develop the ability to distinguish fact from opinion and to recognise prejudice and bias
- Develop an awareness of beauty, wonder and awe through their senses: eg. language, poetry, fiction, pictures, movement, music and creative drama

Characteristics of effective teaching involves:

- Thorough planning and preparation
- Effective use of assessment to inform planning
- Use of a variety of teaching strategies

- Plan for a range of learning styles
- Children being treated as individuals and challenged appropriately
- High expectations of children
- Teachers who are confident in the subject, possessing up to date knowledge and training
- Teachers who have a knowledge of equal opportunity issues and who are sensitive to the needs of particular groups, including those of other faiths or cultures
- A stimulating environment
- Children's work valued and carefully displayed
- A well resourced school and easy access to resources
- Establishment of good discipline, a system of positive reinforcement
- Self-evaluation by teachers
- A happy supportive team – staff and governors
- Children treated as individuals and praised for their achievements
- Staff skills deployed appropriately

As practitioners we will:

- Provide environments that are; challenging, stimulating, calm, happy, organised, well resourced and safe
- Provide an environment that makes learning accessible to all
- Provide a broad curriculum, enabling children to have access to a range of opportunities that will nurture their individual enthusiasms and achievements
- Provide appropriately structured activities so that children can learn and practise new skills
- Know when to intervene and when to allow pupils to work on their own
- Have clear aims and targets for classroom teaching
- Choose teaching styles to suit the purpose of the subject and the learning needs of pupils
- Manage time, resources, space, pupil groupings and adult assistance, to promote the learning of specific knowledge or skills and to keep pupils on task
- Use strategies to encourage pupils to evaluate the tasks they are given, the way in which they complete them and to assess their own work
- Require pupils to work at an effective pace, with a clear understanding of the work required of them
- Provide evaluative feedback to the pupils on work completed and in progress
- Give children first hand experience where possible by taking them out of school on educational visits or by bringing artefacts and people into school

Pupil's Voice:

The children have defined the approach to learning and teaching within the school in these ways;

- We are more involved it is definitely better
- We get answers quicker
- Better that we are spoken to rather than read to
- We are involved more and having fun
- Enjoy learning more
- Learn more in a fun way.
- We speak to our families more about what we have done
- Whole school topic is a good idea it means we do the same and can talk at home about it
- We remember better if we see and are told

Special Educational Needs, Higher Learning Potential and Equal Opportunities

We have detailed policies for Special Educational Needs and Equal Opportunities.

We are concerned with all children's physical, social, emotional and intellectual development at all stages of their learning journey. Consequently, special educational needs may include any or all of these areas of development.

Additionally, school staff may identify some pupils as having Higher Learning Potential (HLP) within a specific curriculum area and consequently provide opportunities to demonstrate this and to receive the additional support and challenge needed to nurture this. This is in order to promote high attainment and achievement, which are both recognised at Frieth CEC School.

Extra-Curricular Enrichment Opportunities for All

An annual audit is undertaken into pupil engagement of extra-curricular enrichment, with the aim of identifying 'invisible children'. Within this, pupils also have the opportunity to identify any extra-curricular clubs we are not offering and which they would like the school to provide. The allocation of classroom responsibilities is also checked within the audit. This information is passed onto class teachers and any identified children are signposted to clubs or offered roles/responsibilities. This is to enable all pupils to have the opportunity to let their light shine in areas beyond the curriculum.

Management of Teaching and Learning

Monitoring and Evaluation Processes

In order to ensure high quality learning and teaching throughout the school we employ a range of strategies:

- Continuing Professional Development - courses
- In house training
- Lesson observations, work scrutiny, lesson plan scrutiny all of which are carried out by; Headteacher, SLT and peers.
- Performance Management is linked to the School Development Plan and 'Guidance on evaluating the quality of learning'.
- Sharing of good practice
- Moderation exercises
- Team teaching
- Purchase of equipment in line with the SDP

Observation Approach

Trust-based drop-in observations are carried out by the Senior Leadership Team every half term to provide a realistic insight into everyday classroom practice. These short, informal visits allow leaders to see teaching and learning as it naturally happens, giving an authentic picture of the learning environment. Observations are not intended to be judgmental, but instead focus on celebrating strengths, identifying areas for professional growth, and ensuring consistency in high-quality teaching across the school. By approaching drop-ins with trust and openness, staff

feel supported to take risks, share good practice, and reflect honestly on their teaching. This process fosters a culture of continuous improvement, where feedback is constructive, collaborative, and rooted in a genuine commitment to raising outcomes for all pupils.

Teaching Pedagogy

Kagan Cooperative Learning structures are embedded within our teaching approach to promote active engagement, collaboration, and inclusivity in the classroom. By working together in carefully designed teams, pupils develop essential communication, social, and problem-solving skills while supporting one another's learning. These strategies ensure that every child has a voice, increases participation from all learners, and fosters a sense of responsibility and interdependence. The approach not only raises academic achievement but also strengthens positive relationships, resilience, and confidence, preparing pupils for success both in school and beyond.

Teachers employ a range of teaching styles to suit the abilities and learning styles of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents.

Continuous and Enhanced Provision

In Year 1, the children are accessing Continuous and Enhanced provision. This approach to learning is seen by researchers to engender a sense of agency and control in children whilst offering opportunities for creativity and flexibility. During daily 'Play to Learn' time, the children have access to a range of fun and engaging resources and challenges that cover our curriculum learning objectives. Throughout this play, children can independently develop and consolidate skills they have learned during teaching inputs and guided adult led activities, for example writing their own mini book of a story read that week, sorting toy animals into their 5 vertebrate groups or using printing skills to create their own piece of artwork. This provision allows children to develop the Foundational Knowledge they are introduced to in the Early Years to confidently access the National Curriculum in Key Stage 1. Children are taught how to respect and use resources in a wide variety of ways whilst learning how to be resourceful by using things in the classroom to support their own learning. Whilst the class access 'Play to Learn' time, groups of students spend time with their teacher to complete guided tasks and receive interventions tailored to their needs. As their learning develops and progresses across the year, support and scaffolds are reduced to allow children chances to independently complete tasks - this increased structure prepares and supports them for the next stage of challenge that is Year 2.

Foundational Knowledge

At Frieth CEC School, we aim to secure the essential knowledge and skills every child needs by the end of Key Stage 1 to ensure the best possible chance of educational success. This preparation ensures they understand and are ready for the next stage of their learning journey.

Foundational knowledge is defined as the information children must retrieve accurately and automatically to perform more complex tasks. In EYFS and Key Stage

1, we focus on securing core literacy, numeracy, and communication skills, alongside developing emotional, social, and executive function skills. Key priorities include:

- **Communication and Language:** The ability to speak, listen, and interact effectively through stories and role play to develop vocabulary, use of Kagan strategies, group and paired work, modelling STEM sentences, and phrases for children to use in specific scenarios.
- **Literacy:** Securing accuracy and fluency in word reading (phonics), spelling, and handwriting (transcription) through daily synthetic phonics lessons, daily fine motor or handwriting activities, weekly spellings in Year 2, independent writing opportunities in Reception and Year 1 during free flow.
- **Numeracy:** Achieving automaticity in number facts and fluency in counting and calculation using manipulatives (base 10, Numicon, counting cubes, Rekenrek etc.), Maths Passports, and Maths Seeds and Mathletics.
- **General World Knowledge:** Key facts and concepts that help children make sense of the world around them through weekly Forest School sessions and learning about different religious and culturally significant events such as Holi.
- **Social and Emotional Development:** Skills in self-regulation, focus (executive function), and positive interactions through our Frieth vision and values, social stories, 'Feelings Wall' in Reception, 'Zones of Regulation' in Year 1, 'Communication Box' in Year 2, tidy up teams, Circle time, Mental Health Week activities and Pantosaurus resources.

To achieve this, we provide frequent opportunities for high-quality practice to build fluency in foundational skills. Our curriculum is carefully focused on essential knowledge to prevent cognitive overload. We use proactive, early assessment to identify misconceptions as they arise, allowing for swift and targeted interventions that support every learner's progress. Furthermore, our teaching methods are precisely tailored to the specific subject and each child's individual starting point, with a dedicated focus on language development to help our pupils become confident, effective communicators.

The goal is to ensure all children can read, write, and calculate effectively, providing a secure base for Key Stage 2.

Judging the Overall Effectiveness of the School

All available data is used to judge the overall effectiveness of the school. The progress of specific groups of children will be carefully monitored to ensure that all children are receiving their full entitlement irrespective of gender, ability, ethnic origin and social circumstances, having access to the whole curriculum and making the greatest possible progress.

Priorities for Development

The Headteacher, staff and governors identify educational priorities and targets and develop a short-term (yearly) and a long-term (three yearly) School Development Plan.

The priorities and targets are reached by:

- Considering, and where appropriate implementing, national priorities
- Identifying the school's strengths and areas for development

- Carrying out an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis) with parents, staff, governors and children

The School Development Plan has clear measurable objectives and targets and the progress towards these targets is evaluated termly in the Headteacher's Report to Governors.

Partnerships

The school collaborates with a wide range of providers in the community that positively enrich learning and teaching within the school. The Headteacher, staff and governors evaluate the effectiveness of the relationships that our school has with parents in a variety of ways:

- Parents are invited to complete an annual questionnaire
- There is an 'open-door' policy. Parents are encouraged to help in school and participate in an open dialogue. There are regular invitations to special events, information sessions and parent workshops.
- Parents work in partnership. The Home-School Agreement is used to ensure that expectations are clear. The Homework Policy, with other policies, is shared with parents.