



Borrowdale CE Primary School
Educating for life in all its fullness

TEACHING AND LEARNING POLICY

APPROVED BY:

Name:

Position:

Signed:

Date:

APPROVED BY:

Name:

Position:

Signed:

Date:

Date for Review: July 2025

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

[illegible]

1. Introduction

- 2. Aims and objectives**
- 3. Effective learning**
- 4. Effective Teaching**
- 5. Marking and Feedback**
- 6. Assessment**
- 7. Target-setting**
- 8. Recording**
- 9. Reporting to parents**
- 10. Moderation of standards**
- 11. The role of the headteacher and subject leaders**
- 12. The role of the governors**
- 13. The role of parents and carers**
- 14. Monitoring and review**

1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Borrowdale C of E Primary School. It lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should read.

We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun.

Through our teaching we equip the children with the skills, knowledge and understanding that they need to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Our motto is therefore 'Educating for life in all its fullness'.

We believe that the main purpose of education is to develop pupils' ability to think critically and integrate ideas, rather than to accumulate facts. Meaningful learning occurs when pupils are allowed to confront real problems, make choices, and find solutions. Although the teaching of key facts and skills are essential, the teacher is also a facilitator and coordinator; not the dispenser of knowledge.

Our staff work hard to provide very best for every child, and that means for their well being, as well as for their learning. We value academic achievement and the fulfilling of every child's potential but we also provide an education which places equal emphasis on the personal and social, spiritual and physical development of children.

The school curriculum is rooted in quality texts that provide the context for topics and the basis for most subjects. The curriculum provides the children with the opportunity to learn through learning challenges. We are delighted to offer extra curricular activities, outdoor experiences and exciting residential visits. The curriculum is enhanced by many visits to and visitors from the locality and beyond.

2. Aims and objectives

We believe that people differ in the ways in which they learn most effectively and that the conditions for best learning also differ in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only

learn effectively by actively doing. These preferences will also differ for each individual. At Borrowdale School, we aim to provide a rich and varied learning environment that allows for all children to develop their skills and abilities to their full potential.

Through our teaching and learning environment, we aim to

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, enabling them to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in doing so, promote positive attitudes towards other people;
- enable children to understand their community and environment, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

3. Effective learning

Research tells us that people learn in many different ways in different situations. We must therefore teach in a variety of ways, tailored to the context for learning and the differing learning aptitudes of our children. We take into account the different learning styles when planning our lessons.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. An environment where pupils enjoy being challenged and feel they will succeed, because the learning challenges have been set at the right level. We want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.

At times we seek to create a conducive learning environment by playing music to accompany learning and make sure the children have access to drinking water to ensure good levels of hydration.

Our curriculum is structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- lessons build on previous learning;

- lessons are part of a 'big picture' that is shared with the children, so they understand how the lesson fits into this;
- teachers explain why the lesson is important
- learning objectives should be written as questions i.e. 'Why do penguins not live in Britain?' or 'Why might fractions and percentages be different?'
- the lesson should incorporate opportunities for a range of learning styles to be accommodated;
- children should be given opportunities to reflect on and review what has been learnt;
- feedback should be given at the point of learning or as soon as possible thereafter – celebrating success, reviewing learning strategies and assessing learning;
- teachers should indicate what the next step in the learning will be.

We offer opportunities for children to learn in different ways:

- problem-solving and investigations;
- research and discovery;
- play and exploration;
- listening;
- group work;
- paired work;
- independent work;
- whole-class work;
- using ICT;
- fieldwork, outside learning and visiting places;
- creative activities;
- looking at pictures and images, including TV;
- listening and responding to audio and music;
- small world play and role play
- group discussions, debates and presentations
- designing and making
- physical activity and sports

Through learning challenges we encourage children to take responsibility for their own learning, to be involved as much as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it more difficult for them to learn.

4. Effective Teaching

When we are teaching, we focus on motivating all the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We place literature at the heart of our curriculum to lead the children's

learning. This curriculum framework sets out the aims and objectives and details what is to be taught to each year group. It ensures progression in skills and knowledge is planned clearly.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the skills and knowledge of all our pupils. We make sure that all tasks are appropriate to each child's level of ability.

When planning work for children with SEND we give due regard to information and targets contained in IEPs, PEPs and EHCPs. When modifying teaching and learning activities as appropriate, teachers identify and remove barriers to learning for learners and so meet the diverse and variable needs of all the pupils. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We ensure that we meet all statutory requirements related to matters of inclusion and that we meet the needs of all our pupils.

Our whole school curriculum plans have been created with a strong sense of enquiry at the heart. The units support enquiry-based learning which encourages pupils to be inquisitive – raising and answering questions - and present information. Key knowledge and skills that are linked to the National Curriculum are progressively build on over time.

We plan our lessons with clear learning objectives which are usually posed as learning questions or challenges. These objectives are clearly linked to the Early Learning Goals of the Early Years Foundation Stage and the National Curriculum. We also ensure that children understand the 'success criteria' for the lesson – i.e., what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children to ensure they have a full understanding of what is expected.

All our staff make a special effort to establish good working relationships with all the children in the school. We treat children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the whole school policies for discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on behaviour.

We try to ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their overall permission for school visits, before the visit takes place.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We try to keep them calm and use natural colours. Displays and working walls are supportive of the children's new learning and they often contain work in progress or model good practice. Therefore, not all displays of children's work will be pristine and exemplary.

We believe that a stimulating and environment sets the climate for learning. In order to promote high-quality work by the children, classrooms should promote independent use of resources. Dictionaries, descriptosauruses, reading books and iPads should therefore be easily accessible for the children.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

5. Marking and Feedback

Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Research shows that feedback is far more effective in supporting learning if it is shared with the pupil 'at the point of learning or as soon as possible thereafter'. This means that marking takes place with the child and is also shared as immediately as possible. As a school, we prefer verbal and written feedback equally in moving learning forwards. The main objective of feedback is not to find fault, but to help children learn. Effective feedback should boost children's self-esteem and raise aspirations through use of praise and encouragement. If children's work is well matched to their abilities,

then errors that need to be corrected will not be so numerous that they will affect their self-esteem.

All feedback should:

- be positive and celebrate effort and achievement;
- boost children's self-esteem and raise aspirations;
- offer specific information on the extent to which they have met the learning objectives;
- give children a clear general picture of how far they have come in their learning;
- indicate next steps for improvement, focusing on only one or two key areas for improvement at any one time;
- share expectations;
- identify any misconceptions;
- engage the child in assessing their own learning;
- be supported with time and opportunities to improve;
- provide a basis for assessment judgements;
- inform future lesson planning;

Effective verbal feedback means a discussion with a child about their learning. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if feedback is verbal. It also allows for interaction between the child and the teacher, teaching assistant or peers.

Verbal feedback may take place during focused group work or when reviewing an individual task. Ideally feedback takes place while the task is still being completed or soon as possible thereafter and can be either spontaneous or planned for. In written work or longer tasks it is useful to record when verbal feedback was given by making the mark 'vf' in the children's books. As such it serves as a reference point from which progress and the impact of the intervention can be judged.

All work, including homework, will at least be checked against the learning objective. It is important that we value every piece of learning undertaken by the pupils and encourage them to value it too. The teacher will demonstrate the fact that they have acknowledged the work by using ticks to show that the learning objective was met. Stamps or stickers may also be used to indicate work that has been checked.

When written comments are shared, they will be formative in nature and intended to move learning forwards.

Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example maths. These

expectations have been taught and may be on display. They make it clear what well-presented work in the subject looks like.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the professional judgement of the teacher. Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not have the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of making mistakes.

In order to encourage a positive response, any negative comments must be followed by a constructive statement on how to improve.

Symbols may be used once their meaning has been explained, for example a tick indicates that a particular answer is correct, however crosses should be used with caution. Where lots of errors have been made, teachers will need to have a discussion with the pupil and a resetting of a more appropriate task to address pupil's learning needs. Other symbols may include 'Sp' besides a spelling mistake, a wiggly line beneath text that doesn't make sense, etc...

Teachers should remember that incentives such as stickers, stars, etc, do nothing to close gaps in understanding or to bring about improvements unless they are linked directly to oral or written praise.

When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.

Children should be encouraged to assess their own work ahead of final marking, using the shared success criteria of the lesson. These criteria should be accessible and can remind children of their individual learning targets or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling that the pupil should know;
- if it is something related to the pupil's target.

6. Assessment

We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners. We use two types of assessment: 'assessment *for* learning' and 'assessment *of* learning'.

Assessment *for* learning (AfL) involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with children is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed to that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

Assessment *of* learning refers to summative assessment and involves pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress will also be mainly summative in nature.

Aims and objectives of assessment

The purpose of assessment in our school is:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

As teachers plan their lessons, so they should plan for assessment opportunities. These opportunities will occur at key point in the lesson

and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

The school uses assessment guidelines such as the National Curriculum end of year expectations. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

Teachers and practitioners in Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals (ELG), and use the EYFS Profile to assess children's achievements and progress.

We use our school's curriculum plan to guide our teaching. This long term plan follows the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will modify tasks or plan for additional support.

We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. This is based on the teacher's detailed knowledge of each child.

Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson, or in some cases as the lesson develops. They also agree with pupils the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning. Teachers therefore strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstanding, which they can then plan to address.

7. Target-setting

Target-setting is used by the school in a number of ways and at a number of levels. Pupils' progress towards their end of year objectives is reviewed termly, and targets revised where necessary. IEP targets are set for pupils where appropriate and identify small steps of progress to meet pupils' needs.

We also set learning targets for particular areas of the curriculum, especially phonics, reading, writing and mathematics. These can be group targets or individual targets. We involve pupils in this target setting and record these targets at the front of their books (or elsewhere) to refer to. However, this may vary from subject to subject. We ensure that these 'curriculum targets' relate to the learning intentions and success criteria of lessons. The teacher reviews these with each child on a regular basis.

8. Recording

Using the assessment guidelines referred to above, teachers record the progress and attainment of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information at the end of each term in Scholarpack, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum objectives, though teachers will record whether pupils are 'on track' to meet their (aspirational) targets. Teachers and practitioners in EYFS may choose to record formative assessments to inform for future activities.

9. Reporting to parents

We keep parents and carers fully informed of their child's progress in school. We also encourage parents and carers to contact the school if they have concerns about any aspect of their child's life in school. Each term we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss how the pupils have settled into their new class. At the second meeting (which we hold a week after the February half term break) we discuss the child's formative written report (see next paragraph) and evaluate their child's progress. At the third meeting of the year we ask children to share their work with the parents and we review the child's summative report.

In the spring term, we give all parents and carers a written formative report of their child's progress and achievements so far in the year. In this report we also identify target areas for the remainder of the school year. We write individual comments based upon children's learning and how they interact with school. In this written report, we reserve a space for children to give their own evaluation of their performance.

At the end of the summer term we provide a written summative report that details the attainment levels achieved in Maths, Reading and Writing at the end of the school year. These are based primarily on teacher assessment, informed by formal assessment tasks. In these reports we also include any data from previous years (to show progress) and any statutory assessments the child has taken in the academic year.

We offer parents and carers of pupils in EYFS the opportunity to discuss their child's individual learning at parents' meetings as well as incidentally throughout the year. This will be based on children's achievements against the Early Learning Goals.

10. Moderation of standards

Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. For consistency, teachers in the Keswick Cluster of primary schools get together once a year to moderate each other's judgements in English writing.

External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1 and Key Stage 2. Such visits are unannounced.

11. The role of the headteacher and subject leaders

The headteacher and subject leaders are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- the formal performance management and appraisal of teachers;
- lesson observations;
- team teaching and working alongside teaching colleagues;

- talking to children about their learning in lessons;
- scrutinising pupils' work in their books;
- overseeing pupil assessment records.

12. The role of the governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good-quality teaching;
- Monitor the effectiveness of the school's self-review process, which include reports from the headteacher and subject leaders, and a review of the continuing professional development of staff.

13. The role of parents and carers

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' meetings to explain our school strategies for various aspects of the curriculum such as literacy, numeracy and health education;
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further;
- explaining to parents and carers how they can support their children to succeed in school, suggesting, for example, regular shared reading with younger children or help with supporting older children with their project and investigative work;
- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We therefore expect them to:

- ensure that their child has the best attendance record possible;
- ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
- promote a positive attitude towards school and learning in general;

14. Monitoring and review

The headteacher and the governing body monitor the school's Teaching and Learning policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes in the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.