Talbot Primary School

Teaching and Learning Policy

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Next review: January 2027

Office use:

Statutory	-
Web	✓
Staff Notices	✓

Talbot Primary School
Teaching and Learning Policy 2025

Vision Statement

"Talbot Primary is an inclusive, friendly community school, striving for excellence and enjoyment. Children will leave our school as kind, confident and resilient citizens with a passion for learning." The school's Teaching and Learning Policy, and the tenets of 'Courage, Truth and Loyalty' lie at the heart of delivering this vision.

Our Teaching and Learning Policy is informed by the latest research and designated bodies such as the Educational Endowment Fund (EEF). This identifies the core principles of effective teaching and learning and ensures:

- people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point.
- that a love of learning and resilience can be developed in every child and with this a great sense of accomplishment.

Our school is a high performing primary school, which prepares children well for their future lives. We will provide nurture and support to enable each individual child to develop social skills, and a sense of identity, so that they can be the best that they can be. Expectations are high for all children, requiring the delivery of an ambitious curriculum, pitched at a challenging level. We recognise that some of our children, with specific needs, require a differentiated/tailored curriculum to enable them to benefit fully from the experiences offered and also make the best progress possible. We are able to draw from a parental skill set within a culturally diverse setting. We will involve parents in their children's day to day learning.

Our curriculum

Talbot Primary School has a bespoke curriculum, which provides the structure that underpins the teaching and learning that takes place. In practical terms, our curriculum is:

1. Firmly based on the **National Curriculum**, however crucially **adapted for our pupils**, so that it is **relevant** to all.
2. **Planned vertically to ensure progression of knowledge**, challenge and skills over time.
3. **Planned horizontally to ensure broad and balanced coverage** each year for all subjects.
4. Ensuring that teaching is based on **high expectations and high standards**.
5. Securing teaching tasks which primarily ensure that **learning is retained**. Over time there will be a **deep and secure body of knowledge learnt by all pupils**.
6. Effective in **blending subjects into the Connected Curriculum**, thereby making meaningful, **deep links between subjects**.
7. **Based on questions used to engage** pupils in the Connected Curriculum. This helps them to shape future learning opportunities.
8. Established in **teaching strategies that are based on research evidence**, which meet the context of our school. These include **Growth Mindsets, Talk Matters and Metacognition**.
9. Secure in its use of **differentiation so all pupils can access learning and challenge**. **Inclusion** will ensure that combined approaches **support access to the curriculum**.
10. Ensuring all pupils are **active learners**, who engage well in lessons. They are provided with **opportunities to explore, extend and be curious** about the world they live in.
11. Delivered at a pace that allows **sufficient thinking time** for learning to be consolidated. **Thinking and thinking skills will be made visible.**
12. Based on **purposeful, formative assessment** which is used to support teaching and learning. **Summative assessment** is proportionate to its value and **supports progress for all**
13. **Reflective of the Spiritual, Moral, Social and Cultural needs of our children and community** in addition to the **golden thread of British Values** which runs through the curriculum.
14. Effectively **supporting children to develop physically and mentally healthy life-styles**, so they will be equipped with the **knowledge to keep themselves safe**.
15. Crucial to promoting **wider opportunities and experiences, such as sport, music and the arts**, to ensure we create well-rounded learners, whose potential is nurtured.
16. Appreciative of the **ongoing involvement of our parents and carers**, recognising the contribution they make to the learning journey.

17. **Passionately promoting a love of reading and opportunities to solve problems** in a wide range of contexts and subjects, as these are essential life skills.
18. Designed so **pupils can express themselves**, and put their points of view across confidently; this includes being able to **take a meaningful role in discussions and debates**.
19. Ensuring **pupils leave Talbot with the primary learning and life skills needed** for the next stage in their education.
20. **Ever reflective and evolved in response to the needs of our learners**, so that it remains stimulating and enjoyable.

Effective Teaching

Children are taught according to the specifications of the statutory curriculum, linked to the school context and community. When teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding, so that they reach the highest level of personal achievement. We inherently strive to ensure all children make excellent progress.

We aim to deliver consistently good and outstanding teaching and learning. We believe that effective teaching takes place when:

- Lessons are well planned with clear learning objectives, effective differentiation and challenge to support the needs of all pupils, including children with specific needs such as Special Educational Needs (SEND), English as an Additional Language (EAL) and children's prior attainment and starting points.
- A variety of different teaching styles are planned for and delivered to create a flexible and energetic approach to teaching and learning.
- Children are provided with effective scaffolds which promote and develop engagement, e.g., the use of Metacognition and Talk Matters strategies

Assessing pupil progress is an integral part of Teaching and Learning (see Assessment Policy). A range of Assessment for Learning approaches are used across school day to day; in particular, verbal feedback, deep questioning, low stake quizzes and summarising. Summative data is collected termly, including through the use of age-standardised tests.

Children are encouraged to develop and demonstrate positive and effective learning behaviour. This is achieved through teachers having high expectations for behaviour and learning and by using a variety of positive behaviour management strategies including giving children the opportunity to reflect on their own learning behaviour. Teachers foster an environment where it is safe to fail, mistakes are used as learning opportunities, and where success is celebrated.

Classrooms and the wider environment are well resourced and organised, with engaging resources and displays. Classroom displays are used for a variety of purposes, namely to:

- Clarify routines
- Encourage independent learning and create an inclusive classroom in which children can access resources and can get themselves 'unstuck'
- Capture the learning journey through working walls
- Celebrate success and raise expectations
- Retain what is learnt over time
- Engage parents and the wider community

Effective Learning

We acknowledge that children learn in different ways and recognise the importance of providing opportunities for children to learn in ways that best suit them, taking into account different learning styles, including language and oracy needs, when planning and teaching.

Children learn best when they are in an emotionally secure environment. We offer opportunities for effective learning by providing an environment in which children feel happy, safe and valued, are interested and motivated, supported and encouraged and are given learning opportunities which are pitched to match their abilities and interests.

The learning environment, whether in the classroom, school grounds, outdoor learning or on a school trip is used to support children in achieving academically and in acquiring key life skills. Resources are well organised, stimulating,

and relevant and make the learning accessible to all learners irrespective of their cultural background or educational needs.

Learning is most effective when there are a variety of different learning opportunities. These include:

- opportunities for children to engage in high quality talk and Oracy
- paired, independent and whole-class work
- creative activities and cross curricular links
- investigation and problem-solving
- practical use of resources to support and embed learning
- opportunities to reflect on their learning
- debates, role-plays and oral presentations, including show and tell opportunities
- practical and physical activities
- use of Computing, including a variety of devices
- fieldwork and visits to places of educational interest
- opportunities to reflect on marked test/assessments

Role of the Governing Board

The Governing Board determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Ensure that the school buildings and premises are used optimally to support teaching and learning.
- Support the use of appropriate teaching strategies, by allocating resources effectively.
- Seek to ensure that staff development and performance management promote good-quality teaching.
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review and improvement processes, which include reports from the School Improvement sub-committee, and liaison with subject leaders (particularly where there is a link to the School Improvement Plan) and the Headteacher's Reports to governors.
- Check teaching methods meet key Health and Safety regulations, including risk assessments.

The role of teachers and the school

We do all we can to inform parents and carers about what and how their children are learning by:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- ensure that learning is progressive and continuous;
- follow whole school principles on planning and differentiation to support our Equality duty
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- 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. This is also shared on the school website;
- explaining to parents and carers how they can support their children with homework;
- working alongside parents of pupils with Special Educational Needs and Disabilities (SEND) individually to offer bespoke support;
- finding out the parental skill set to help us to use our parent resources effectively;
- providing training sessions to share our approach to the teaching of English and Maths;
- holding parents' evenings and briefings to explain our school strategies for English, Maths and health and relationship education and
- sending parents and carers reports in which we explain the progress made by each child, and indicate how the child can improve further

Role of Parents and Carers

We believe that parents and carers have a responsibility to support their children and the school by helping implement school policies. We would therefore like parents and carers to:

- ensure that their child is equipped for school with the correct uniform and PE kit;

- ensure that their child has the best attendance record possible;
- do their best to keep their child healthy and fit to attend school;
- promote a positive attitude towards school and learning in general;
- initiate early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- help and support their children with reading, homework and other home learning tasks, e.g. Home Learning, IDL (Indirect Dyslexia Learning);
- use parental skills to support the school curriculum and
- allowing their child to become increasingly independent as they progress throughout the school.

Role of pupils

- develop their skills as independent learning and increasingly take responsibility through the development of effective growth mindset and meta-cognitive skills;
- engage in learning which promotes and develops oracy, understanding and independence;
- follow school policies which are designed to keep them safe, e.g. behaviour and online safety policies and
- develop confidence to inform day to day schooling and policy through pupil voice.