



Teaching and Learning Policy

2025-2026

Approved by: Full Governing Body

Date: January 2025

Review: January 2026

Signed:

Chair: Mr. C. Harris

TEACHING AND LEARNING POLICY

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Reddal Hill Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all pupils. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. This policy should be read in conjunction with our curriculum and subject specific policies.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Reddal Hill, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to instil:

- A high level of skill and understanding in all subject areas.
- A rich and engaging curriculum which provides a multitude of skills enabling children to become **resilient** learners.
- A sense of pride in achievement and **perseverance** which is based on a culture of growth mindset.
- An **imaginative** mind allowing creative expression through a wide range of media and resources
- Independent children who are confident, flexible and able to cooperate with others.
- **Respectful** and **empathetic** citizens of our multi-cultural society who are accepting and **kind** to others and their values.
- Effective links between the school, the child's home and the community which promote **knowledge teamwork** and high expectations.
- Equality of opportunity for all.
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of **knowledge, skills and understanding**;
- Provide a curriculum which promotes the **spiritual, moral, social, cultural, physical, mental** and **emotional** development of the pupils;
- Develop individuals with **lively, enquiring minds, good thinking skills, self-respect, self-discipline** and **positive attitudes**.

As a school, we are committed to our mission statement – '**Developing Together for Tomorrow's World**'

ETHOS

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

When you come into Reddal Hill you will see...

- A welcoming entrance that promotes our achievements and our staff members;
- Respectful, individual and kind children who have high aspirations;
- Pupils who are empathetic and care for one another;
- A school which is an important part of the local community and evidence of strong community links;
- Interesting and enjoyable school grounds providing an outdoor learning environment which support our school curriculum;
- Displays that are representative of the full range of the curriculum we cover, including examples of the high quality of work we expect from pupils; and
- A place that is clean, tidy and respected.

When you come into classrooms you will see...

- Pupils and staff purposefully engaged in enjoyable learning activities;
- Happy and resilient learners displaying ongoing teamwork;
- A neat and tidy learning environment with appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning;
- Imaginative displays that support our learning and reflect the diversity of abilities of the individuals across the school.
- Evidence of rewards gained by our pupils;
- Systems to allow children to make the right choices and be safe.

When children are learning you will see...

- That the teacher has a good knowledge of the needs of each and every pupil and that these needs are met in each lesson;
- That the teacher responds to **pupils'** work in a positive and developmental way;
- Assessment opportunities are implemented into the lesson to ensure that the pupils are making progress every day in every lesson;
- Attentive and respectful pupils who are clearly keen to learn and enthusiastic;
- A desire and eagerness from pupils to learn about the fascinating world in which they live;
- Pupils and staff are empathetic to each other, being good listeners and asking appropriate and searching questions;
- Pupils gaining new knowledge through engaging learning experiences; and
- Care taken in presentation.

ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- Esteeming pupils as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;

- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work; and
- Working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all pupils to reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual child according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- 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;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life; and
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence; and
- Actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy; and
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;

- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events; and
- Voluntarily helping in the classroom.

SCIENCE OF LEARNING (METACOGNITION AND SELF-REGULATION)

Metacognition and self-regulation teach pupils to think about their learning more explicitly, often defined as 'learning to learn'. At Reddal Hill, we define this as pupils understanding how they learn and gaining the independence to continue the learning journey outside of school.

When planning, we recognise the importance of:

- Identifying prior knowledge;
- Identify barriers and misconceptions;
- Considering the memory model, with regard to the forgetting curve;
- Considering cognitive overload, along with the presumption of the curse of knowledge;
- Planning for small granular steps with regular opportunities to retrieve information; and
- Linking schemas, to enable pupils to link prior learning and experiences and make current learning meaningful.

We shall ensure that learning is accessed by as many means as possible, e.g. Effective Lifelong Learning Inventory (ELLI), which supports our pupils in understanding how they learn, in Year 3 and Year 4. Also, pupils Year 5 and Year 6 partake in the Children's University (with Wolverhampton University) to promote a love for learning outside of school.

PLANNING

At Reddal Hill, the foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors. Our planning system is intended to:

- Ensure that teachers are **knowledgeable** and confident about learning objectives, subject content, differentiation and outcomes for relevant time periods;
- Ensure it effectively supports high quality teaching and learning;
- Meet the requirements of the National Curriculum, The Early Years Foundation Stage Curriculum and national directives;
- Ensure effective use of a range of resources to support the application of knowledge and understanding;
- Ensure progression in learning and improvements in standards achieved; and
- Ensure continuity and balance.

We are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE expectations. All subjects are taught discretely and links to other areas of the curriculum are made, where appropriate, to support with the pupils' knowledge and understanding further.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Curriculum Plan. Swimming instruction with specialist instructors takes place at the Aquatics Centre in Smethwick.

Weekly plans are saved on the Staff Share drive, and are based upon previous assessment data, pupils' needs and subject expectation. At Reddal Hill we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- Monitoring coverage and progression in their subjects and advising the Senior Management Team on action needed;
- Taking responsibility for the purchase and organisation of central resources for their subjects;
- Using release time to support colleagues; and
- Keeping up-to-date through reading and attending relevant courses.
- Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning, knowledge and understanding.

TEACHING STRATEGIES AND STYLES

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- Teacher observation;
- Discussion and questioning (open and closed as appropriate);
- Previewing and reviewing work;
- Interactive teaching;
- Listening;
- Providing opportunities for reflection by pupils;
- Demonstrating high expectations;
- Providing opportunities for repetition/ reinforcement;
- Providing encouragement, positive reinforcement and praise;
- Making judgements and responding to individual needs;
- Intervening, as appropriate, in the learning process in order to encourage development;
- Providing all pupils with opportunities for success; and
- Using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. A variety of different strategies for effective teaching and learning will be used and will be based around a clear approach to teaching.



At Reddal Hill Primary School, we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- Application of number;
- Communication;
- Computing skills
- Problem solving;
- Working with others; and
- Improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- Creative thinking;
- Enquiry;
- Information processing;
- Reasoning;
- Evaluation.

At Reddal Hill, we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of pupils' high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- Creating a positive learning environment;
- Focusing all feedback on specific performance improvements which can be acted on;
- Sharing an overview of content, process and benefits of the learning to come;
- Engaging learners by posing problems and challenging thinking;
- Providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- Creating space for reflection and meaningful dialogue; and
- Reviewing what has been learned, how it was learned and how it will be used.

LEARNING PROCESSES AND LEARNING STYLES

Pupils enter school at different stages of development. Pupils learn in different ways and at different rates of progress. In the course of learning, pupils develop their skills through a variety of processes and learning styles. These include:

- Investigation;
- Experimentation;

- Listening;
- Observation;
- Talking and discussion;
- Asking questions;
- Child-initiated learning (EYFS/ SEND);
- Practical exploration and role play (EYFS/ SEND);
- Retrieving information/ repetition;
- Imagining;
- Problem-solving;
- Making choices and decision-making.

RETRIEVAL PRACTICE

Retrieval practice is a key part of teaching and learning at Reddal Hill. Every lesson will begin with an element of retrieval practice in order to activate prior knowledge. Retrieval practice refers to the act of recalling learned information from memory and every time that information is retrieved or an answer is generated, it changes that original memory to make it stronger. 'Every time you retrieve a memory, it becomes deeper, stronger and easier to access in the future.' (Cooney Horvath). Retrieval practice is effective because it requires an 'effort from within' to call information to mind, as opposed to just reading or hearing it.' (Reodinger & Butler 2011). Therefore, retrieval practice is an 'active' learning tool and as such we regard it as essential classroom practise. Continual retrieval in a lesson through discussion, questioning and tasks is more effective than an isolated task so that connections can be further developed. Retrieval practice is also important for metacognition in that when pupils take part in such activities, they will recognise what they do know and what they do not know.

At Reddal Hill, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. Planning will incorporate as many styles of working as possible. These styles include:

- Individual learning;
- Collaborative learning in small groups, or pairs;
- One to one learning with an adult;
- Whole class;
- Independent learning.
- Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity; and/ or
- Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at Reddal Hill feel that pupils learn best when:

- They are happy, healthy and alert – receptive and positive;
- They are interested and involved – learning is relevant and stimulating;
- The purpose of a task is understood – they understand why they are doing it;

- They feel secure — in terms of environment, relationships and learning;
- They feel valued — teachers and other adults care about their development as learners;
- They have opportunities to explore and take risks;
- They are actively involved, making choices and taking responsibility in their learning;
- They have an element of control and can work with independence;
- They receive positive feedback and praise for achievements;
- The learning environment is well-organised and resources are easily accessed;
- Tasks are differentiated, matched to the child;
- Learning is built on existing knowledge and experience — clearly defined small steps;
- They have opportunities to talk about their work, reflecting, discussing and sharing ideas;
- The teacher is knowledgeable, enthusiastic and motivated;
- They have clearly defined targets which they can successfully achieve e.g. appropriate time scale;
- **Effective learning is ensured through the process of monitoring successful teaching and pupils' learning outcomes i.e. Reception Baseline Assessment (RBA), reading levels and SATs results.**
- **Successful teaching takes account of the pupils' prior learning** and must ensure continuity and progression.
- Linked to the above, successful teaching is:
 - Confident — teachers have a clear understanding of subject knowledge and setting objectives;
 - High expectation — there is optimism about, and high expectation of success;
 - Well planned — there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils;
 - Interactive — pupil's contributions are encouraged, expected, extended;
 - Characterised by high quality oral work;
 - Well-paced — there is a sense of urgency, driven by the need to make progress and succeed; and
 - Informed — by assessment outcomes.

ORGANISATION

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- Whole class teaching;
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- One to one teaching;
- Collaborative learning in pairs or groups; and
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

Resources in each area will be grouped according to curriculum subject;

- Book corners will be comfortable and attractive;
- Labels and posters should be used wherever possible/ appropriate to reflect the language diversity in the school;
- In the EYFS, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and aiding with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as Year Group performances/ assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Maths Mind, Writer of the Week and Sports Player of the Week' awards are given weekly to celebrate individual academic or behavioural achievement, along with the 'Very Important Pupils (VIP)' and the Caring and Kindness awards which are also given out on a weekly basis, for exceptional behaviour.

DIFFERENTIATION

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Pace;
- Content;
- Task;
- Resources;
- Extension;
- Autonomy;
- Outcome; and
- Teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Pupils with Special Educational Needs and Disabilities receive support within the classroom provided by learning support assistants in either a small group or on a 1:1 depending on each pupil's needs. The school has set up/ created two Structured Learning Environments (SLEs) that are referred to as the NESTs, (Nurturing Essential Skills Together) for our autistic pupils; one SLE is for pupils in the EYFS and KS1 and the other SLE is for pupils in KS2. Assessment, planning

and resourcing are completed by the AHT responsible for Inclusion Support. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

Teachers set individual targets each term for pupils who are on below on track/ on track to be expected/ on track to be exceeding in English and mathematics. Targets are discussed with the SMT at Pupils Progress Meetings. Actions to support progress are planned. The AHTs for SEND and Pupil Premium will review the attainment and achievement of these applicable pupils and track any pupil not making expected progress, providing support as appropriate.

HOMEWORK

Homework is considered to be a valuable element of the learning process.

At Reddal Hill, we use individual homework folders to support pupils and parents/ carers when working with their children at home. All pupils in KS1 and KS2 are expected to complete a piece of English and maths homework every week. We encourage all pupils and parents to read together on a regular basis. As well as the stated expectations, we also provide opportunity for pupils to complete additional homework projects linked to the current science and foundation subjects. These additional pieces are celebrated in class and posted on the school website or on ClassDojo.

We believe that homework should be set:

- To involve parents in their children's learning;
- To help parents keep abreast of what their child can and cannot do;
- To take advantage of the home context to apply learning;
- To encourage pupils to talk about their work to their parents and explain what they are doing and how;
- To extend the time for learning, thus enabling pupils to practise and consolidate their skills and knowledge and strategies;
- To prepare pupils for secondary school experiences of homework; and
- To view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- Is set on a regular basis for all year group;
- It will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings;
- It should support the taught curriculum and provide opportunity to develop understanding and showcase learning with independence;
- It may sometimes consist of preparation for work to be done, i.e. pre-learning;
- Pupils should understand exactly what they are expected to do, how to do it, and how long it should take; and
- It should sometimes involve the participation of the parents.

ASSESSMENT, RECORDING AND REPORTING

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each pupil's progress in

each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/ her learning. Retrieval tasks are a suitable tool to support regular formative assessments, supporting the teacher to revisit or move learning on. At the beginning of every new unit of work, pupils complete a pre-unit check. This identifies what the pupils already know about the subject. The check is then used to support planning. Pupils revisit the check at the end of the unit (post-unit assessment) to identify learning. Teachers are then able to assess what information the pupils have retained and any future gaps in knowledge.

Summative assessment is carried out at the end of Year 6 through the use of SATs and teacher assessment. Pupils in Year 1 partake in the Phonics Screening Check and any pupil who did not achieve the expected standard, will be re-checked in Year 2. Pupils in Year 4 complete the Multiplication Times Tables Check. Optional tests are also taken in Years 1, 2, 3, 4 and 5. The school adopts the Reception Baseline Assessment in reception within the first six weeks of starting school. Progress towards the EYFS Profile is completed at the end of the reception year group.

Suitable tasks for assessment include:

- Group discussions;
- Retrieval tasks;
- Pre and post-unit assessments;
- Hot and cold maths unit quizzes;
- Short tests in which pupils write answers;
- Specific assignments for individual pupils;
- Discussions in which pupils are encouraged to appraise their own work and progress;
- Pupil observations;
- SATs.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Feedback to pupils about their own progress is achieved through discussion and effective marking. This helps pupils understand how to improve. This should be completed:

- Whilst a task is being carried out through discussion between child and teacher, i.e., Hot marking;
- Sensitively and with discretion so that a pupil can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task; and

CROSS PHASE CONTINUITY

Central to continuity at Reddal Hill, is the promotion of cross phase communication between teachers/ staff to address issues of curriculum and pedagogical transition. Communication is varied through:

- Pre-school liaison meetings with families and their child;
- Visits to nursery or reception by pupils and their family;
- Cross-phase liaison meetings with nurseries and prospective secondary schools;
- In-school liaison meetings between staff;
- Transition/ Meet the Teacher days for all year groups;

- Visits to secondary schools by Year 6 pupils;
- Transfer of pupil records of progress and summative assessment results/ SEND and Safeguarding information, if applicable.

Records of progress kept for each child are:

- Updated termly as a minimum, by teachers;
- Examined by class teachers at the start of each academic year as they prepare for a new class;
- Retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave;

Reporting to parents is done three times a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

MONITORING AND EVALUATION

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Assistant Headteachers. This is then reported to the Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around attainment and progress in reading, writing and mathematics, and the impact of the interventions that are used. Subject leaders will regularly monitor pupils' books. The Headteacher, along with the AHT responsible for EYFS, writing or mathematics, will observe each class teacher in a specified curriculum area on a termly basis. The Performance Management cycle informs learning and teaching.

RESOURCES

Classroom and resources are the responsibility of classroom teachers and subject leaders who ensure that:

- There is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- All pupils know where classroom resources are kept and the rules about their access and use;
- Pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- The library is a valued resource and used appropriately;
- Pupils work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.
- Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders;
- Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Reddal Hill, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen **pupils'** experiences and support learning across a range of subject areas.

- Time is a resource that we value and maximise its use;
- As pupils progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- Opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- All pupils engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.
- Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. The Headteacher and Site Manager. are the nominated as Health and Safety representatives and all problems should be reported to them.