

# Greenbank

## Teaching and Learning Policy



<b>Academic Year</b>	2025-2026
<b>Policy Date:</b>	September 2025
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<b>Person Responsible:</b>	Executive Headteacher

## Contents

1. Aims .....	<b>Error! Bookmark not defined.</b>
2. Our guiding principles .....	3
3. Roles and responsibilities .....	4
4. Planning and preparation .....	7
5. Learning environment .....	8
6. Adaptive Teaching .....	8
7. Home learning .....	8
8. Marking and feedback.....	9
9. Assessment, recording and reporting.....	9
10. Monitoring and evaluation .....	9
11. Review .....	10
12. Links with other policies .....	10

## **1. Aims**

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development
- Explain how inclusive attendance is everybody's responsibility and woven into every facet of school life

## **2. Our principles**

At Greenbank, we are committed to high quality teaching and learning to raise standards of achievement for all children in all areas of the curriculum. Our school philosophy shows our commitment to providing exciting, stimulating and relevant learning opportunities within a safe, happy, caring and fun environment.

We believe that pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe, connected and valued
- Are engaged and motivated
- Can share their ideas with others
- Can see the relevance of what they are doing
- Revisit learning regularly
- Know what outcome is intended
- Can link what they are doing to other experiences, for example outdoor learning
- Understand the task by the use of good modelling
- Have the physical space and the tools needed
- Can work with others or on their own, depending on the task
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Are supported and challenged appropriately
- Can persevere when learning is hard
- Recognise that all learners make mistakes and mistakes can help us learn
- Are resilient and can cope, adapt and recover from difficulties
- Are cared for and helped to come into school everyday

### **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### **3.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through the use of Arbormail, the school website with information about learning and face-to-face
- Update parents/carers on pupils' progress through pupil progress meetings for parents and annual written reports for parents
- Engage in relevant training to ensure that they are up to date with the most recent developments in teaching and learning
- Plan and deliver fun, exciting and engaging lessons
- Ensure that their subject knowledge is relevant and up to date
- Follow all school assessment procedures as mapped out in the assessment policy
- Communicate well with support staff to ensure that the lesson is delivered effectively
- Adapt the lesson to ensure it is accessible to meet the needs of all children, including those working in the internal inclusive provision
- Build a strong rapport with the children
- Be consistent in their approach to learning and teaching
- Have high expectations and celebrate achievement
- Get fully involved in the life of the school, including outdoor learning and school sports
- Meet the expectations set out in the curriculum, assessment and marking and feedback policy
- Review Individual Education Plans (IEPs) and SEN Support plans termly as part of the Assess-Plan-Do-Review (APDR) cycle
- Provide inviting and welcoming learning environments
- Be responsible for attendance
- Be responsible for safeguarding and promoting the welfare of children
- Be expected to dress in a professional manner that reflects the school's values and supports a respectful, effective teaching and learning environment.

#### **3.2 Support staff**

Support staff at our school will:

- Know pupils well and support the teacher in differentiating support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies

- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Communicate with the teacher before the lesson to ensure that they are adequately prepared.
- Feedback any information to teachers following the lesson
- Be responsible for attendance
- Be responsible for safeguarding and promoting the welfare of children
- Be expected to dress in a professional manner that reflects the school's values and supports a respectful, effective teaching and learning environment.

### **3.3. Lunchtime Organisers**

Lunchtime organisers at our school will:

- Reinforce the same behaviour expectations used in lessons
- Support pupils social and emotional development, i.e. conflict resolution, cooperation, independence, resilience and emotional regulation
- Provide a calm and purposeful lunchtime
- Ensure smooth transitions back to learning after lunch
- Feedback any information to teachers following the lunch break
- Be responsible for attendance
- Be responsible for safeguarding and promoting the welfare of children
- Be expected to dress in a professional manner that reflects the school's values and supports a respectful, effective teaching and learning environment.

### **3.4 Subject Leaders**

Subject leaders at our school will:

- Help to create well-sequenced, ambitious, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows all pupils to make good progress from their starting points
- Use their budget effectively to audit and resource their subject, providing teachers with necessary resources for learning. This includes organising workshops, visitors and trips
- Drive improvement in their subject, working with teachers to identify any challenges

Timetable their subject to allocate time for pupils to:

- Achieve breadth and depth

- Fully understand the topic
- Demonstrate excellence
- Moderate and analyse attainment and progress across their subject, looking at contextual information for key groups
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Attend relevant CPD which should be disseminated to all staff
- Network with other schools to share best practice and strengthen expertise
- Provide robust reports to the governors each term
- Liaise with the EYFS lead and SENDCo termly to collaborate and share good practice across every area of school
- Maintain digital subject monitoring files to showcase their subject
- Conduct pupil voice
- Be responsible for attendance
- Be responsible for safeguarding and promoting the welfare of children

### **3.5 Senior leaders**

- Senior leaders at our school will:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide structured support, coaching, mentoring and assessment of ECTs
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Be responsible for attendance
- Be responsible for safeguarding and promoting the welfare of children
- Be expected to dress in a professional manner that reflects the school's values and supports a respectful, effective teaching and learning environment.

### **3.6 Children**

Children at our school will:

- Follow our four promises; Be ready, Be kind, Be respectful, Believe

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Be expected to wear appropriate, tidy clothing or school uniform that supports learning and reflects pride in our school community.

### **3.7 Parents and carers**

Parents and carers of children at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning, e.g. reading at home with their children

### **3.8 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold staff to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning**

Our curriculum at Greenbank is child-led and aims to ensure that the children gain the knowledge and skills to prepare them for the next stages in their lives. We aim to provide an engaging, balanced and relevant curriculum placing great value on the development of the whole child and preparing them for life after Primary School. Engaging lessons should be delivered consistently throughout the school. This will encourage children to attend more regularly.

Our curriculum aims to secure academic success, creativity, problem solving, reliability, responsibility and resilience as well as physical development, well-being and mental health, ensuring the development of the whole child and promoting a positive attitude to learning. The curriculum celebrates diversity, and utilises the skills, knowledge and cultural wealth of the community whilst supporting children's social, moral and cultural development.

At Greenbank, we offer a curriculum which is broad and balanced and builds upon the knowledge, understanding and skills of the children, no matter what their starting point is. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. The aim of our curriculum is for children to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Underpinning all lesson planning, teachers will ensure that, they will:

- Include a daily review with focused feedback and work to praise and share
- Link new learning to subject objectives from the Knowledge Content Document
- Plan adaptively to ensure the needs of all pupils will be met
- Consider and present tier 2 and 3 vocabulary
- Present new material using small steps.
- Ask questions.
- Provide models.
- Guide Student practice.
- Check for student understanding.
- Obtain a high success rate

*See our EYFS curriculum documents for more details on our school's teaching and learning in the early years.*

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall, the outdoor building, the library and the internal inclusive provisions.

Learning environments will be inviting and welcoming and will support children to feel a sense of safety and connectedness to the school.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones including reading corners in classrooms
- Learning Walls displaying previous learning that children can refer to
- Accessible resources for learning
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- No clutter on windowsills
- Our 4 promises (Be kind, Be respectful, Be prepared, Believe) displayed for the children to be able to refer to
- Children walking in to clean, clutter free environments each new day

*See our Greenbank Environment Expectations document for more information.*

## **6. Adaptive Teaching**

- Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:
- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able
- Using support staff effectively to provide extra support
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings, quality first teaching and adapted resources for certain subjects where appropriate
- Using internal inclusive provisions to meet the needs of our more complex children

## **7. Homework**

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside

Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Homework will include:

- Reading books
- Spellings from Twinkl
- Timetables from TT Rockstars
- MFL practice from Language Boosters
- QR codes for Phonics practice for KS1 children
- SATs revision for Year 6 children in the Spring Term

Where necessary equipment to complete homework tasks can be loaned to children to ensure that they can complete the tasks

Links to TT Rockstars and Language Boosters are available on the class pages on the website

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work

Feedback books will be kept by teachers for every Maths and English lesson and feedback sheets for foundation subjects. Feedback books/ sheets will contain the following:

- Learning challenge and Success Criteria
- Work to praise and share- 'Search for a star!' and Presentation
- Needs further support, e.g. misconceptions, adaptive teaching
- SEND Learners listed

- Feedback Focus
- Attendance information

Feedback will also be given either verbally by a member of staff working with the children or in writing in a child's book. Comments in books are not expected daily. Teachers will mark children's work in red pen, children will edit their work in green pen.

*See the Marking and Feedback policy for further information*

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment

At Greenbank, we track our pupils' progress and assessment using the Arbor Management Information System (MIS)

At Greenbank, we use Cherry Garden Branch Maps for assessment of those children working below the National Curriculum

We will provide termly verbal reports to parents at parents' evenings and pupils will receive a written report annually

*See the assessment policy and individual subject policies for further information*

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Drop in observations
- Conducting learning walks
- Providing instructional coaching and support to help new teachers (ECTs) to develop their practice
- Reviewing marking and feedback
- Termly pupil progress meetings
- Book looks
- Learning environment checks

## **11. Review**

This policy will be reviewed every year by the Headteacher and senior leadership team. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies, procedures and documents:

- EYFS curriculum documents
- Greenbank Environment Expectations document
- Marking and feedback policy

- Behaviour policy
- SEND policy
- Assessment policy