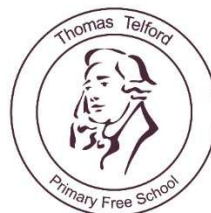


# Thomas Telford Multi Academy Trust



## Teaching and Learning Policy

### Redhill Primary Academy and Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll  
Interim Chair of Governors  
July 2025

## **An agreement for learning and teaching**

### **Aims**

This policy aims to:

- Set out the core policy for learning and teaching
- Explain how we'll create a positive learning environment where pupils learn best and are able to secure progress in every lesson
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning, enabling the schools to embed and sustain their high standards
- Promote high expectations and raise standards of achievement for all pupils in our care
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency across the primary schools in our trust

*This agreement is a result of staff, pupil and Governors' discussions and is owned by the teaching team. It is based on our current approaches to teaching and learning and our understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.*

### **Our expectations of best practice**

We will:

- Demonstrate deep knowledge and understanding of the subjects we teach; using questioning effectively and demonstrating understanding of the ways pupils think about subject content. We identify pupils' common misconceptions and act to ensure they are corrected.
- Plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well. We manage pupils' behaviour highly effectively with clear expectations that are consistently enforced.
- Ensure we are providing adequate time for practice to embed the pupils' knowledge, understanding and skills securely. We introduce subject content progressively, revisiting and making connections to prior learning through retrieval practice. Through regular pupil progress meetings, we identify and support any pupil who is falling behind and enable almost all to catch up.
- Use clear assessment expectations to check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. From this, we ensure we provide pupils with incisive feedback, explaining how pupils can improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Set homework, in line with our school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils well for secondary school.
- Have a clear understanding that speaking, listening, reading, writing and mathematics are taught exceptionally well across the curriculum, equipping all pupils with the necessary knowledge and skills to know more and remember more.
- Ensure, for younger children in particular, that our phonics teaching is highly effective, enabling them to read and spell unfamiliar words.

- Ensure that all teachers have high expectations of all children. Teachers encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. We have consistently high expectations of all pupils' attitudes to learning.
- Aim for pupils to love the challenge of learning and develop the skills to be resilient to failure. We plan learning to encourage pupils to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. We engage them so they thrive in lessons and take up opportunities to learn through extra-curricular activities.
- Build a culture of feedback within our classes, creating opportunities for pupils to use effective feedback, written or oral to improve their learning.
- Provide parents with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected in their child's year group's program of study. Parents are given guidance about how to support their child to improve through parent consultation meetings and an end of year report.
- Challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

The schools' visions, values and aims are at the heart of all our teaching and learning activities. This policy reflects our mission and aims which are available from the office and on our website.

### **Principles**

The principles that we have agreed are fundamental to children's learning and underpin the work we do. Pupils are on a learning journey made up of incremental steps. These steps are known as components of the curriculum. Our aim as teachers is to help them reach different destinations on that journey. These are known as composites. Children need good models of work to evaluate and have the opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

### **Definition of Learning**

We have defined learning as:

- A memorable experience which leads children to be able to practise new knowledge and embed it in their long-term memory.
- Acquiring and practising new knowledge and skills + application of existing knowledge = new learning (new knowledge is created).
- Enabling children to use their existing knowledge and skills and apply them to other contexts.

### **Learning Criteria**

We believe that our children learn best when they:

- Are engaged, stimulated, motivated and have opportunities to take their learning deeper.

- Have their basic physical needs met and feel safe.
- Know what outcome is intended.
- Have the physical space and the resources they need.
- Can manage their emotions and are not disrupted or distracted by others.
- Can own their learning: knowing their own strengths and through feedback are able to develop the areas they are less confident/secure in.
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practise what they are learning.
- Can persevere when learning is hard and recognise that mistakes can help us learn.

## **Roles and Responsibilities**

### **Teachers**

#### **Teachers will ensure that:**

- Learning is creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable.
- Learning is based on good knowledge of the children so that it engages them, and so information gained from assessment is used to set tasks that are closely matched to pupils' prior attainment.
- They plan with a clear understanding of how learning happens and can account for different learners in every lesson.
- They frame and question the learning, teasing out pupils' understanding so that they are exceptionally aware of the degree to which pupils are secure at every step.
- Lessons or tasks are adapted to ensure that children make maximum progress. Adaptive teaching may involve the following strategies: targeted, tailored support, additional practice, breaking down components into smaller parts, acting on information from formative assessment, teaching carefully selected groups, using well-chosen resources.
- There are high expectations of learning and learning is purposeful and relevant – with tasks that are set at a level suitable for individual pupils and achievable if they work hard and try their best.
- They integrate a variety of approaches to learning: independent learning, guided and modelled support and peer/pair work.
- All children are in a safe setting - where they are given the opportunity to succeed, receiving the correct level of support and time required to get the most from their learning.
- Clear routines, rules, structures and boundaries are agreed and adhered to.
- Different methods of praise are used daily, so that pupils feel enthused about their learning and can apply the perseverance needed to achieve when faced with challenge and difficult problems.
- Ensure the pace of learning is optimised throughout the lesson, so that the time is used effectively in supporting children and addressing misconceptions and provides strong foundations for the next learning experience.
- They utilise a range of resources, questions, working walls and children's ideas highly effectively to support learning regardless of aptitudes and needs.

- They communicate effectively with children, parents and other professionals, regarding children's learning and welfare.
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).

Lessons should include:

- Activation of prior knowledge through some form of daily review, the bigger picture so that children are aware of their end point and the relevance of the learning to the real world – enabling children to think about why it is important to learn, how it is relevant to their world and their future.
- Clear success criteria- highlighting at the beginning of each learning experience clearly what the outcome should look like, is referred to constantly to reinforce and for the pupils to be given an opportunity to assess themselves and be each other's critical friend.
- New material explained in small steps.
- Thought-provoking questions to assess understanding.
- Adult modelling of more than one example (to agree success criteria, clarify how pupils complete this and set the expectation) and to show how to improve work, how to approach learning etc.
- Guided practice so that children can store new information into the long-term memory.
- Independent practice to produce overlearning which allows for new material to be recalled.
- Scaffolds for difficult tasks e.g. word banks, checklists, practical objects etc.
- Self and/or peer assessment – partners assess work together (against relevant success criteria).
- A clear summary of learning, providing time for improvements and the sharing of next steps.

We recognise that our schools are part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises.

## **Pupils**

We encourage pupils to be successful learners, at our primary schools, pupils will:

- Be confident learners and have *a voice* in their own learning and development.
- Take responsibility for their own learning and support the learning of others.
- Be willing to have a go and try their best.
- Be willing to share their learning with others.
- Be resilient and try to see that mistakes are opportunities to help all of us learn even better.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Be curious, ambitious, engaged and reflective learners.
- Complete homework as required.
- To work hard.

## **Parents**

Parents and carers are essential in helping to support children's learning. We request that parents and carers support their child/ren by:

- Valuing learning.
- Encouraging their child as a learner.
- Making sure their child is ready and able to learn every day.
- Supporting good attendance.
- Participating in discussions about their child's progress and attainment, including attending parent information/workshop/open day sessions/parent consultation meetings.
- Maintaining open dialogue with the class teacher and teaching assistant.
- Supporting school policies (e.g. homework).
- Communicating with the school to share information promptly.
- Encouraging their child to take responsibility for their own learning.
- Providing opportunities for children to practise and extend their learning at home.
- Encouraging and supporting children in bringing learning from home back into the classroom.

## **Senior Leaders**

Senior leaders in school will ensure they embody the following key standards:

- Be positive role models to their teaching teams.
- Be supportive line managers for their teams.
- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Monitor and evaluate the impact of learning within their roles and teams.
- 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 support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Ensure the highest expectations for all pupils are maintained and that all staff are accountable for the progress and achievement of all.

## **Curriculum Design**

All schools are expected to have a well-planned, broad and well-sequenced curriculum based on the requirements set out in the National Curriculum. For individual subjects, please see the relevant national curriculum expectations.

We have ensured our curriculum is a fusion of essential substantive and disciplinary knowledge, attitudes and values, which focuses on the well-being of the individual and entire community. Through this carefully planned program of learning, we will provide our children with the knowledge and skills to become accomplished citizens, both locally and globally, regardless of their starting points.

Vulnerable learners, including those who are pupil premium and/or SEND, are considered fully when delivering our curriculum starting with providing good outcomes for all pupils, so that we are narrowing achievement gaps, wherever they appear. The senior leadership team, DSLs and SENDCo will monitor the outcomes of these groups and use the information to further inform our curriculum intent. Our overarching ambition is that no child is left behind and that every child is supported to reach their full potential.

We created our curriculum through a culture of collaboration amongst staff, children and governors, where we are constantly identifying and sharing our best practice to allow for continuous growth and collective ownership of teaching and learning throughout the primary age range.

The curriculum promotes long-term learning, and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum, they are making progress towards ambitious curricular end goals. We have developed a curriculum built on current research regarding how memory works, to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years.

We understand that knowledge is 'sticky', in that the more pupils know, the easier it is for them to learn and know more. Our curriculum has been carefully sequenced with components which build on what has been learnt before. We carefully check and activate prior knowledge through retrieval practice activities to ensure our pupils are able to understand and remember new things they are learning.

We plan and deliver lessons in line with the National Curriculum, tailoring sessions to a child's individual needs, and to inspire a love of learning. We ensure that no child is left behind and that all children have an opportunity to achieve curricular end goals. Teaching is adaptive to ensure that children remember key component knowledge, so they are successful in every task.

Throughout each academic year, the staff and governors continually review and improve the curriculum offered to our children. We set high expectations for achievement and aspire for all of our children to leave our primary schools 'secondary ready'.

We aim for children to leave the primary phase with a love of learning; with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually, and culturally responsible, and globally aware; how to make positive contributions to the local area; and how to endeavour to be the best that they can be.

### **Marking and Feedback**

Feedback (whether it be written or live feedback) is intended to explain to pupils what they're doing well and what they need to do next to continue to improve their work. Each school has feedback guidance which is relevant to each individual setting.

Feedback should be given to pupils regularly. The type of feedback will differ depending on the subject and the age of the children being taught. Live feedback is powerful for all ages of children, and we would expect to see this type of feedback being used in all lessons in our primary schools.

See Appendix Two for our marking scheme.

### **Assessment, recording and reporting**

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

Summative assessments in the core subjects happen at the end of each term using the NFER testing materials. Data is collated and analysed on a termly basis.

Children in EYFS are assessed 4 times over the course of an academic year.

Regardless of which year group, pupil's attainment is reported to parents in the end of year report each year.



## **Appendix 1: Key essentials for core subjects**

### **Maths**

Please see our Maths Calculation Policy for further subject specific details.

- Each class has a daily maths lesson which follows the agreed curriculum.
- Key Stage 1 classes will deliver Mastering Number 4 times per week.
- Key Stage 2 classes engage with daily fluency tasks linked to recall of core content, this may include mental arithmetic questions, fluent use of age-appropriate algorithms and recall of essential foundational knowledge.
- All staff use school agreed calculation policy.
- Knowledge of the cohesive learning journey is evident within the planning/lesson delivery materials to ensure that children are taught in progressively small steps, deepening their learning without accelerating into new content.
- Oracy to be integrated within all maths lessons.
- Children to be seated in mixed ability pairs, flexible groupings to be used at appropriate points within learning journey.
- Success criteria evident within the planning/lesson delivery materials and in children's books.
- All pupils should have a targets in their books, using the agreed format. This should be used to inform planning, part of active and regular discussion with the pupil and be a focus learning skill for that individual.
- Targets to be reviewed regularly – at least once per half term. When a target has been achieved it should be dated and highlighted and then a new one written after 3 dates (as this is assumed secure).
- Live feedback and evidence of close the gap marking where necessary
- *Comments in books need to be diagnostic NOT descriptive – identifying next steps and be responded to.*
- All work to include a date and title underlined in pencil using a ruler. Key stage 2 children to also record the date in Roman Numerals.
- All maths work to be completed in pencil.
- Interventions to be implemented in a timely manner, for a specified period of time and reviewed at the end of this designated time window.

### **English:**

Please see our English Policy: Phonics Reading and Writing for further subject specific details.

## **Appendix Two: Marking Scheme - General across all subjects**

<b>Ind, Tch, TA or other adult on success criteria</b>	Independent work or guided group activity by teacher, teaching assistant or another adult (e.g. trainee teacher/volunteer) indicated on success criteria. Circled or highlighted by child, teacher or teaching assistant.
<b>PS</b>	Paired study work (children have worked collaboratively on a piece of work).
<b>Use of green highlighter</b>	Use of green highlighter on the child's work indicates where a child has something to correct. Green highlighter underneath a child's work identifies close the gap activity to enable learning to be maximised.
<b>VF</b>	VF means my teacher gave me verbal feedback.
<b>Peer marked</b>	Child writes name/comment in coloured pen.
<b>Yellow highlighter</b>	Acknowledges good work and the teacher is pleased with it; it will be linked to success criteria but other features of good work may be highlighted in addition to this.
<b>S</b>	Supported work (e.g. word given/ helped with part of calculation/ read the word)
<b>Pr</b>	Prompted work (teacher has given a reminder in order to refocus a child on their work)
<b>T</b>	Target

## **Marking Scheme - Written Work**

Many of these elements will be indicated through the use of a green highlighter; however, dependent on the child, a teacher may wish to indicate why the green highlighter has been used using the symbols below.

### **KS2**

CL	Capital letter
FS	Full stop
P	Punctuation
SP	Spelling
Ù	Missing word
~	Edit (sentence/ word order does not make sense)
//	New paragraph
/	New line for speech
A	Agreement

**KS1**

CL	Capital letter
FS	Full stop
P	Punctuation
G	Finger space