



## FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

# Fairford C of E Primary School



## Teaching and Learning Policy

Reviewed by Curriculum and Standards Committee: April 2026

Date of next review: April 2028

# FAIRFORD C OF E PRIMARY SCHOOL TEACHING AND LEARNING POLICY

## Vision and Values

**Our school vision is: *Isaiah 49:16 "I have written your name on the palms of my hands".***

Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

**At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community**

*Perseverance*

*Friendship*

*Respect*

*Forgiveness*

*Trust*

*Thankfulness*

### 1. Our School Vision

Our vision underpins relationships with all our pupils, staff, parents/carers and all other visitors to the school.

### 2. Introduction

At Fairford C of E Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to enable them to make informed choices about the important things in their future. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### 3. Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resilient, resourceful, enquiring and independent learners who challenge themselves and strive for the best;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, beliefs and feelings of others;

- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens; and
- take pride in their work and the work of others.

#### **4. Effective Learning**

We offer opportunities for children to learn in different and creative ways. These include:

- investigation, observation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- use of the outdoor learning spaces;
- asking and answering questions;
- use of computing;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers; and
- allowing children to access relevant resources.

#### **5. Effective Teaching**

5.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. Our teaching and learning approach at Fairford is guided by the National Curriculum, subject specific long term plans and topic overviews. These serve as a road map for each year group, and teachers use these in facilitating the retrieval of past knowledge and the development of robust schemas in our students. Additionally, these documents provide insight into future learning, helping teachers to understand the wider context and how the content they are teaching lays the foundation for future learning. In EYFS, teachers work from the Early Years Curriculum. In Year 1 to Year 6, teachers keep on-going records in all subjects to enable them to plan for future teaching and ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

5.2 The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. 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 children, to ensure that we

always have the highest possible expectations of individual learners so they can demonstrate what they can do, understand, remember and achieve. Teachers will differentiate the curriculum according to individual needs by pace, content, task, resources, challenge/extension, outcome, adult support or scaffold activities so that it is accessible to all.

5.3 Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability but to also provide challenge. When planning work for children with special educational needs, we give due regard to information, support, advice and targets contained in the child's My Plan or EHCP. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

5.4 Each of our teachers establishes excellent working relationships with all children in the class and school. We treat all children with kindness and respect. We treat children fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to positive relationships and behaviour. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

5.5 We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines outlined in our school Positive Relationship and Behaviour Policy and report incidents on My Concern programmes for future reference.

5.6 We deploy Teaching Assistants effectively. Sometimes they will work with individual children or small groups, both inside and outside the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of all children's work and are held to account for children's progress, in the same way as their partner class teacher is, at Pupil Progress Meetings (PPMs). Adult volunteers are also deployed as effectively as possible.

5.7 We strive to make sure our classrooms are attractive, purposeful learning environments which enhance and support learning. We change class displays to ensure that the classroom reflects, promotes and celebrates the learning of our children, alongside providing up to date support for what is currently being learned. We ensure that all children have the opportunity to display their best work during the year. All children have access to a wide range of high-quality resources in school, as well as displays relating to all resources. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

5.8 We ensure that all tasks and activities planned 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, and obtain their permission, before the visit takes place.

5.9 All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in

developing their skills, both in school and through external providers, so that they can continually improve their practice.

5.10 We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation/environment;
- sampling of pupils' book work ;
- sharing pupils' work with colleagues;
- displaying work throughout school and discussing quality;
- internal/external moderation of pupils' work in core subjects each year; and
- discussion with pupils about their learning.

## **6. Role of the Head Teacher and Governing Body**

**The role of the Head Teacher and Governing Body is to:**

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment; and
- ensure that staff development and performance management policies promote good quality teaching and learning.

## **7. Role of the Parents/Carers**

7.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings and information sessions to discuss children's progress and to suggest ways to further learning;
- sending settling in reports and progress reports in the Autumn and Spring terms;
- sending an annual report to parents and carers in which we explain the progress made by each child and indicate how we will help the child improve further; and
- explaining to parents how they can support their children with homework.

7.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would like parents and carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for taking part in school activities;
- 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 performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement; and
- support their child with set homework.

### **8. Monitoring and Evaluation**

Staff development needs will be identified in line with this policy, performance management and continued professional development. This Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, teaching and learning is monitored across all subjects.

### **9. Equality and Equal Opportunities**

All children have equal access to the curriculum. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their potential.

### **10. Related Policies**

This policy should be read in conjunction with the school's Feedback and Homework Policies.

### **11. Policy Review**

This policy will be reviewed every two years by the Head Teacher and Curriculum and Standards Committee of the Governing Body.