



# Teaching and learning policy

## Lealholm Primary School

### Our vision...

- Ethical action for a world class education.
- Nurturing relationships at the heart of our communities.
- Brave leadership in a changing landscape.

**OUR OATHS...**

**In their time at LEALHOLM PRIMARY SCHOOL, your child will...**

- Explore the local area
- Attend at least one extra-curricular club each year
- Develop a love of reading
- Be prepared for life in multi-cultural Britain
- Improve their local environment or community
- Have a cultural experience
- Have regular outdoor learning experiences
- Develop resilience
- Discover the heritage of our local area
- Visit a city
- Be prepared for the next stage of their journey
- Be the best they can be

YORKSHIRE Endeavour academy trust

Approved by: Benjamin Russell

Date: May 2024

Last reviewed on: April 2026

Next review due by: July 2027

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## 1. Aims

This policy aims to:

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

## 2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure and safe
- Feel they belong and matter
- Are engaged, motivated and curious
- Have their learning needs understood developmentally
- Learn through consistent routines that reduce cognitive load
- Can link new learning to things they have learned before
- Are explicitly taught oracy and communication skills
- Can rehearse new learning
- Retrieve prior learning at spaced intervals
- Apply learning in both familiar and new contexts
- Experience appropriate challenge with the right support
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Receive clear, timely feedback

### 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. Please refer to our home-school agreement.

We also draw on our wider support network within the Yorkshire Endeavour Academy Trust and particularly within the COGL group of schools with whom we share a curriculum and subject leads.

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 assemblies, at least three updates a week on clasdojo, entries in our newsletter and involvement in family events
- Update parents/carers on pupils' progress through termly parents' meetings, termly IEP reviews for pupils with SEND and produce an annual written report on their child's progress
- Work within our Lealholm team but also within the COGL group of schools and the wider Yorkshire Endeavour Academy Trust
- Embrace the 6 principles of [Nurture](#)
- Embrace the [Rights of the Child](#)
- Meet the expectations set out in the COGL curriculum, [curriculum policy, behaviour policy, assessment policy and marking and feedback policy.](#)

#### 3.2 Support staff

Support staff will:

- Embrace the 6 principles of [Nurture](#)
- Embrace the [Rights of the Child](#)
- Know pupils well and differentiate 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
- Meet the expectations set out in the COGL curriculum, [curriculum policy, behaviour policy, assessment policy and marking and feedback policy.](#)

### 3.3 Subject leaders

Subject leaders within our COGL team will:

- Help to create, and quality assure, well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows all pupils within a mixed-aged class to make good progress from their starting points
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Support teachers to improve on weaknesses in practice or provision identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy and marking and feedback policy](#).

### 3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Grow and develop people in all roles to be their very best
- Hold staff and pupils to account for 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
- Promote team working at all levels across the school, the COGL group of schools and within the Trust
- Address underachievement and intervene promptly
- Embrace the 6 principles of [Nurture](#)
- Embrace the [Rights of the Child](#)
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy and marking and feedback policy](#).

### 3.5 Pupils

Pupils will:

- Be ready, be safe and be kind
- Respect the rights of others
- Take responsibility for their own learning and support others to learn
- Develop independence by trying things themselves before asking for help
- Follow expectations for good behaviour for learning and respect everyone's right to learn
- Be curious, ambitious, engaged and confident in their learning
- Know their targets and understand how to improve
- Put maximum effort and focus into their work
- Take part positively in all assemblies
- Complete home learning tasks when required

### 3.6 Parents and carers

Parents and carers of pupils 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### 3.7 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 the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## 4. Planning

We deliver a broad and balanced curriculum that we continue to develop and share with other COGL schools. Each subject is taught discretely through its own progressive curriculum, ensuring pupils gain the knowledge, skills and vocabulary they need to succeed in that discipline.

Lessons are planned using Rosenshine's Principles of Instruction: learning is broken into small steps and taught through an *I do, we do, you do* structure, so that new content is clearly modelled and carefully rehearsed. Retrieval practice is embedded throughout lesson plans and resources to strengthen long-term understanding.

See our Early Years Foundation Stage (EYFS) [policy](#) for more details on our school's teaching and learning in the early years.

### 4.1 Mathematics

Our math curriculum is based on the White Rose scheme of work.

Teachers are expected to use their professional judgement to adapt this to meet the needs of their class.

Some children may require additional fluency practice or additional challenge beyond that provided by the White Rose Scheme of work.

All children from year 2 to year 6 complete daily Question Time: a set of levelled arithmetic questions.

More information on our approach to maths can be found [here](#).

### 4.2 Writing

Key principles:

- Quality is more important than length.
- Transcription skills are prioritised before expecting children to compose their own ideas.
- Vocabulary is taught not caught.
- If you can't say it, you can't write it.

English units of work are planned using the 3Cs approach:

**Collect:** Children are exposed to high-quality model texts, collecting vocabulary and facts while identifying key features of the text.

**Connect:** Students compose their ideas within explicitly taught sentence structures.

**Create:** Students draft, edit, and publish their writing to a range of audiences, drawing on the skills and knowledge built during the previous phases.

More information on our approach to writing can be found [here](#).

### 4.3 Reading

As a Little Wandle Champion School, we follow the Little Wandle SSP with absolute fidelity. This includes Daily Keep-up, Rapid Catch-up and the fluency intervention when required.

Whole Class reading is taught daily to all pupils from Year 2 to Year 6.

Whole Class reading lessons prioritise fluency - as the bridge to comprehension – and oracy which develops both comprehension and critical thinking.

More information on our approach to reading can be found [here](#).

## 5. Learning environment

When pupils are in school, learning will take place in a range of spaces including classrooms, breakout rooms, the hall, outdoor areas and our local learning environment (see our Educational Visits Policy). These spaces will be kept safe, clean and ready for pupils to use.

Through the Nurture Principles, we recognise that the classroom must offer a safe base for children. It should also be an environment that promotes high-quality teaching and learning while encouraging independence.

### As a result, our classrooms will:

- Be clean, tidy and free from clutter
- Have a seating layout that enables all pupils to see the board and participate
- Contain displays that support independent learning, including working walls for maths and English, a world map, a history timeline and a Little Wandle Grow the Code (KS1) or Complete the Code (KS2) GPC poster
- Contain clearly labelled, easily accessible resources
- Include the three behaviour rules clearly visible
- Have a visual timetable on display that is updated and referred to daily
- Celebrate pupils' work and include photographs of positive learning experiences
- Include calm areas for children to regulate, either within the classroom or close by
- Include areas that celebrate and encourage reading, either within the classroom or close by
- Include a space for children to identify their current emotional state
- Include a sharing box where children can communicate worries or news with trusted adults

Through our school pledges, we demonstrate our commitment to the importance of learning outdoors and within our local community. Most weeks, pupils will experience at least one lesson outside (in addition to PE). Every half term, pupils will have at least one opportunity to be active learners within their local community.

## 6. Working Walls

**Maths and writing classrooms will each have a working wall.**

**Working walls are not displays;** their purpose is to support **independent learning**, not decoration.

They provide pupils with **subject-specific support** directly linked to current learning.

Working walls should be **interactive resources**, used by staff and pupils to share examples, vocabulary, key knowledge, models, diagrams and prompts.

They may show **work in progress**, such as the development of a text type or strategy over time.

They may include **exemplary pieces of pupils' work** to model expectations.

Teachers should **add to the working wall during lessons**, and pupils should be encouraged to use it regularly as a **reference point to guide their learning**.

## 7. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and learning to cater to the needs of all of our pupils including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- The most able pupils

To do this we will use the following strategies:

- Using support staff effectively to enhance learning for all pupils, including through targeted prompts, guided practice, and scaffolding that can be gradually removed as independence increases.
- Working collaboratively with the SENCO, pupils with SEND, and their parents/carers to identify and remove barriers to learning, ensuring all pupils can access the full curriculum and make strong progress.
- Using flexible, responsive grouping when beneficial, based on the specific task or learning need — not fixed 'ability' groupings — so that every pupil has the opportunity to access challenge.
- Providing scaffolds such as writing frames and word banks when needed, with the intention that these supports are temporary and carefully faded so pupils move towards independent application of skills.

Please refer to our [SEND policy](#) for further details.

## 8. Home learning

The policy of our school is that homework should be to support key skills and should not be overwhelming. We believe it is important that children have time to participate in and enjoy out-of-school activities but also have chance to practise key skills at home so parents are familiar with what is expected. Homework is most effective when done in a supportive, secure environment, with focused time set aside.

Our [homework policy](#) outlines the expectations in terms of homework for each key stage.

## 9. Marking and feedback

At Lealholm, marking and feedback exist to improve learning. Our approach is built on the belief that children make the most progress when feedback is *timely, meaningful*, and helps them understand both what they have achieved and what they need to do next. Effective marking supports pupils in becoming reflective, independent learners who take responsibility for improving their work.

Marking and feedback also play an important role in closing gaps in understanding, guiding children to revisit misconceptions quickly so they can keep moving forward in their learning. By ensuring feedback is purposeful rather than excessive, we protect teachers' time and maintain a focus on the quality of interactions between teacher and child.

We value consistency across the school, so that children always recognise and understand the feedback they receive. For this reason, staff follow the agreed whole-school system outlined in [What Marking Means at Lealholm](#) which ensures that feedback is clear, accessible, and used in the same way across all classes.

Above all, our marking and feedback approach aims to build confidence, celebrate success, and help every child understand that learning is a process—one in which improvement, not perfection, is the goal.

## 10. Assessment, recording and reporting

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

- In line with the government's assessment arrangements, children complete national statutory assessments at the appropriate points of their education
- All pupils are summatively assessed at the end of every term using nationally standardised tests in maths and English. Teachers' professional judgements are used to triangulate these assessments which are then reported to parents on a termly basis
- Teachers make professional judgements in all subjects at the end of every term using the Balance assessment tool
- Formative assessment is ongoing throughout lessons. Formative assessments are recorded in books at the end of each lesson using a number from the Balance Wheel: 1 – 9 with 9 being secure
- The Little Wandle Assessment Tracker is used for children working on our systematic synthetic phonics programme. In line with the programme's expectations, children are assessed every 6 weeks.
- In some subjects, regular formative assessments occur for example end of unit maths assessments, end of half-term phonics assessments, weekly spelling checks etc
- We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings
- Pupils will receive a written report in the Summer term

Please refer to the school's [assessment policy](#) for further detail.

## 11. 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.

The senior leadership team - occasionally with the support of COGL subject leads and external advisors - will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Regular pupil progress meetings
- Gathering staff and pupil voice
- Planning scrutinies
- Book scrutinies

This monitoring will be scheduled through a termly time-table. Teaching staff are encouraged to take part in planning and book scrutinies. Verbal feedback will be given to staff at the earliest opportunity. When appropriate, feedback will be provided at the end of the week to all staff through the weekly diary.

## 12. Professional development

Professional development strengthens the quality of teaching across the school by ensuring every member of staff continues to grow in knowledge, skill, and confidence. It is grounded in the principle that great teaching is the most significant in-school factor in improving outcomes for pupils, and that staff learn best through sustained, collaborative, and evidence-informed practice.

The school commits to providing development that is coherent, purposeful, and aligned with whole-school priorities. This includes:

- A clear annual CPD cycle that links school improvement priorities, subject leadership needs, and individual professional goals. Staff have protected time to engage with training, reflect on practice, and review progress.
- Evidence-informed training that draws on reputable research, including the Education Endowment Foundation's guidance reports and the Teachers' Standards. Training focuses on approaches proven to have a positive impact on primary-age learners.
- Coaching and mentoring as core elements of professional growth. Early career teachers receive structured support in line with the Early Career Framework, while all staff have access to coaching that promotes reflection, goal-setting, and continuous improvement.
- Collaborative professional learning, including lesson study, peer observation, team planning, and moderation. Staff work together to refine curriculum design, assessment practice, and pedagogical approaches.
- Subject knowledge development for all teachers and teaching assistants, ensuring strong understanding of curriculum content, progression, and effective teaching strategies in each subject area.
- Opportunities for leadership development, enabling staff to take on responsibilities, lead initiatives, and contribute to whole-school improvement.
- Monitoring and evaluation of CPD impact, ensuring that professional development leads to improved classroom practice and better outcomes for pupils. Staff voice, pupil outcomes, and lesson visits inform ongoing refinement of the CPD programme.

## 13. Review

This policy will be reviewed every year by the Headteacher and Teacher in Charge. At every review, the policy will be shared with the full governing board.

## 14. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

[The latest versions of these documents can be found on our school website by clicking this link.](#)