



Teaching & Learning Policy

This policy outlines our school's fundamental aims, which underpin all Teaching and Learning at Escrick Church of England Primary School.

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Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which scaffolds opportunity for all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To create well rounded individuals who display our Christian Values and are compassionate to all.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To develop creativity and discrete skills to learn in an ever-changing landscape.
- To promote positive attitudes, good behaviour and moral understanding.

School Expectations

We expect all pupils to lead through trust, respect and friendship. As a staff team we will lead by example at all times and endeavour to demonstrate that:

- Staff have high expectations of themselves and of all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- All pupils make good if not rapid and sustained progress in all lessons.
- All pupils are suitably challenged and where appropriate individual needs are met.
- All teachers provide high quality marking and constructive feedback to pupils that assists in their next steps.



- Teaching assistants and support staff fulfil their role and enhance learning opportunities.

Teaching

We expect:-

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leaders.
- Staff to plan appropriately for all groups of children and provide access to high quality resources.
- That every lesson has a clear Learning Intention which is explained to the class and which remains on display throughout the lesson.
- That all lessons demonstrate key elements of good Assessment for Learning (AFL) practice and allow children time to consolidate knowledge.
- That activities are varied and differentiated to ensure that children explore, develop and practise new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding in all lessons.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work for each individual.
- Staff to demonstrate and embed positive behaviour management strategies and fairness in all lessons.
- Teaching assistants to be fully involved and active in lessons, thus supporting the progress of all children.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- Pupils are provided with the skills to evaluate their own work and encouraged to do this in every lesson.



- Pupils accept the consequences given by a teacher for unsatisfactory work or behaviours.

Curriculum - our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with the subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework ;
- The Diocese of York Agreed Syllabus for Religious Education;

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation. Each term we have an assessment week which enables teachers to use assessments and a wide range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally, we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We use Focus Education to gauge whether children are working at, above or below age related expectations. Our system calculates progress based on age-related expectation points overtime, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the new depth-orientated National Curriculum.

Teaching and Learning during school restricted opening:

Many of the above principles still apply when we deliver remote teaching and learning. For further information on teaching and learning during restricted opening, please see our Home Learning Policy.