

Misterton Primary and Nursery School

Teaching and Learning Policy



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PHILOSOPHY

At Misterton Primary School the children are at the heart of everything that we do. Take Care radiates through the application of an ambitious, vocabulary rich National Curriculum we embed sequenced skills, knowledge and understanding. Beyond this, our children engage in the shaping of the curriculum we teach, to motivate and inspire a love of learning.

The school community ensures that each child's wellbeing is supported and strengthened to create healthy, kind and respectful citizens for the future.

Through this, individuality is nurtured and celebrated.

Our local position and context is used as a key resource within our curriculum as a base to explore the diverse wider world through cultural capital.

The children are reflective of when to actively deepen their learning by having aspirations of themselves in order to achieve highly. Through a growth mind-set approach children's resilience and independence prepares them for the transition into the next stage of their learning and the whole child is developed.

AIMS

The aims of our Teaching and Learning Policy are:

- To provide a safe, secure and happy environment where all children are treated as individuals
- To promote self-discipline and self-worth together with respect for others and the environment
- To develop independence and acquire knowledge and skills relevant to adult life and society in a fast changing world
- To promote high standards of English and Mathematics
- To deliver a full and balanced curriculum which enables all children to reach their potential
- To develop enquiring minds, with the ability to think, question and discuss rationally and logically
- To provide equal opportunities for all whatever their gender, beliefs, race or disability
- To develop respect for themselves and others and appreciation of different spiritual, cultural and moral values
- To foster good manners and standards of behaviour so that children can learn, work and play together co-operatively and happily
- To recognise and celebrate a diversity of achievements
- To establish a sound working partnership between home, school and the wider community where all children can work together
- To develop a growth mind set

INCLUSION

All children will be given full access to the National Curriculum and Early Learning Goals regardless of gender, beliefs, race, social and cultural backgrounds and ability.

Children are encouraged to strive for the best they can be, without any limits.

Through THRIVE, growth mindset and Take 5 children's wellbeing is nurtured.

SEND children are provided with targeted support, specific to their needs.

Those whose learning is impacted through Covid-19 are supported to accelerate learning through the recovery curriculum.

THE LEARNING ENVIRONMENT

Ethos

The ethos and atmosphere we create underpin the agreed aims of the school; we promote these through providing an environment that:

- shows the Take Care attitude in all that we do
- is welcoming, in which courtesy, kindness and respect are fostered
- is ordered and organised
- is calm, quiet and effective
- is stimulating, motivating and challenging
- is caring and supportive
- is happy, fun and friendly
- positive and consistent
- is a safe space, emotionally safe and secure
- values and celebrates achievements
- is fair and disciplined in line with the school's Relational Policy
- provides positive role models
- enables independence
- embeds knowledge through a consistent displaying of specific knowledge

Physical environment

We believe that the physical environment has an impact on helping us achieve our aims. We promote these by providing a physical environment that:

- is safe and secure
- is clean, tidy and comfortable
- is clutter free
- is well organised with resources labelled, of good quality, clean, attractive and accessible
- has basic resources in each classroom with specialist resources centrally stored and maintained by subject leaders and kept tidy and safe
- is visually stimulating, yet not distracting from learning
- provides attractive displays that promote learning and independence (See Display Policy)

- has displays that are show our Bee Exceptional learning and represent all curriculum areas over time
- memory aids are visible eg: PETI (Practice Effort Time Input)
- has display boards which are different colours
- where children's achievements out of school are displayed and celebrated
- has current working walls displaying diagrams, children's work, vocabulary and writing to support children's learning through clear visual strategies
- where the majority of displays are children's work
- KS1 and 2 has music playing at appropriate times
- has space to move around safely
- is literate and numerate
- where subject vocabulary is displayed
- makes effective use of specialist areas e.g. library
- reflects cultural diversity and values the children's own community
- is flexible
- resources are non-stereotypical
- tables are organised to enable children and the teacher to have eye contact and for the teaching team to be able to support and provide intervention at the point of learning
- visual timetables are used to support wellbeing
- RWI is clearly displayed across school
- Reading is promoted and inviting
- Whole school themed displays are used to celebrate collective learning
- Classrooms have consistency to support transition

COMPONENTS OF QUALITY TEACHING

We believe that the following are some of the components of quality teaching:

- a secure subject knowledge, where correct vocabulary is used
- an awareness of and ability to use different teaching styles, organisational strategies and groupings which are appropriately matched to the curriculum areas and needs of the children
- well established classroom routines which provide minimal disruption to tasks and teaching
- good levels of pupil behaviour and management to ensure attention is sustained, children engage and are on task and maintain a sense of pace about their work through clear rules and routines
- Relational Policy is practiced with a trauma informed approach
- through classroom management time wasting is eliminated
- growth mind set is taught
- memory strategies are taught
- children have the learning process modelled
- children are given time to reflect on their work and have time to think and improve

- fairness and consistency
- where effort and achievement are valued and children are praised for their achievements, progress and effort
- where children are involved in analysing their learning through improvement prompts and encourage children to reflect and respond to feedback (polishing pens)
- writing at length happens on the right hand page, allowing editing to be done on the left hand page
- encourage children to take risks in their learning
- provide models for children to use
- TALK is valued through learning buddies
- encourage creativity through open ended tasks
- high expectations of the children through the Bee Exceptional approach
- Take Care, high expectations of presentation and pride in their work
- have high expectations of ourselves as teachers and role models, including punctuality, attendance, respect of others and manners
- where children are encouraged to make choices in their learning challenges with mild, spicy and hot
- the setting of realistic but aspirational targets which are shared effectively with the children which challenges and stretches all learners
- good management of lesson time that ensures pace and that knowledge is being embedded into memory
- effective planning that covers Early Learning Goals, National Curriculum and the agreed syllabus
- having clear learning objectives that are shared with the children and are determined by previous assessments and an awareness of future learning
- success criteria and steps to success are co-created to enable children to assess their own learning
- where appropriate, learning takes place outside the classroom
- the use of a variety of methods of scaffolding to support all children including those with special educational needs, higher attainers, EAL, children in care and vulnerable groups
- where teachers and TPs are aware of the achievements the children are working at and the next steps
- effective teamwork across each planning team and between key stages
- giving children learning linked to previous learning
- effective use of assessment to inform future planning, building capabilities and previous knowledge
- the use of marking which gives clear and, where possible, immediate feedback through live marking
- effective use of questioning skills that assess pupil knowledge and further challenge their thinking
- the use of homelearning to reinforce and/or extend what has been learned in school and in the case of creative homelearning, to introduce new learning
- effective use of appropriate, good quality resources

- providing a range of stimulating activities which encourage the children to participate fully in the lesson
- where the teacher is motivated and enthusiastic
- where there is continuing professional development for all staff which meets their individual needs
- an awareness of gender issues and boy's learning styles are taken into account
- where stereotypes are challenged and tolerance promoted
- good use of support staff in all areas of learning
- where learning breaks are used to stimulate learning
- where the curriculum adapts to the interests of the children
- where the love of learning is promoted
- where child initiated learning is planned flexibly
- a love of reading is promoted
- schemes provide a starting point to planning, White Rose, KAPOW but are adapted and supported by other resources
- where children's safety is paramount and safeguarding procedures are adhered to so children are safe and secure
- early transition is coherent between us and supported between other schools

EFFECTIVE LEARNING

Effective learning takes place where children:

- have high self-esteem
- are motivated and stimulated
- take responsibility for their learning, including home learning
- are involved in the target setting process and monitor their own progress
- are provided with broad and balanced experiences
- learn from first hand experiences where possible
- have access to visits and visitors
- learn through mutual respect
- through being kind to self and others
- self-worth
- resilience
- are given time for discussion and problem solving
- are grouped in a variety of ways and where possible work in a variety of learning buddies or teams
- vulnerable children are fully supported
- children are supported and skills developed to self-regulate
- receive a range of visual, auditory and kinaesthetic activities and strategies
- have high expectations for themselves
- be honest and open
- have confidence in themselves and are not worried to make mistakes
- have the skills to research independently
- be numerate and literate and a good communicator

- be Computing literate
- have a 'can do' attitude, Growth Mind Set

ROLE OF PARENTS/CARERS

We believe that parents/carers have a fundamental role to play in helping children to learn by:

- ensuring that their child arrives at school punctually and regularly
- informing school on the child's first day of absence
- supporting their children with home learning
- sharing any problems or concerns
- attending parents' evenings and other meetings
- promoting a positive attitude towards school and learning in general
- being positive role models
- supporting the school Relational policy
- ensuring that their child comes to school in the correct uniform and brings appropriate equipment
- supporting school events
- participate in meetings concerning their child
- support their child with Take Care learning and to Bee Exceptional

We aim to keep parents/carers informed by:

- holding regular parents' evenings to keep parents/carers informed of their child's progress and how together we can improve this
- sending annual reports home to parents/carers
- holding meetings to keep parents/carers informed of issues in school
- sending knowledge organisers and class letters home half termly
- informing parents/carers about their child's targets
- transition is fully supported

MONITORING AND EVALUATING

Teaching and learning is monitored in a variety of ways:

- through observations carried out by the link inspector, head teacher, deputy head teacher and SLT teachers (See Monitoring and Evaluation Policy)
- through observations with a clear focus by core curriculum leaders
- through work analysis to an agreed programme
- through staff carrying out a range of assessments (See Assessment Policy)
- through SATs and test analysis and feeding back findings to staff
- through the marking of pupils' work
- through monitoring planning and feeding findings back to staff
- through appraisal
- through observations by governors to an agreed programme
- through pupil's interviews

- through parent/ pupil questionnaire
- subject leader's reports