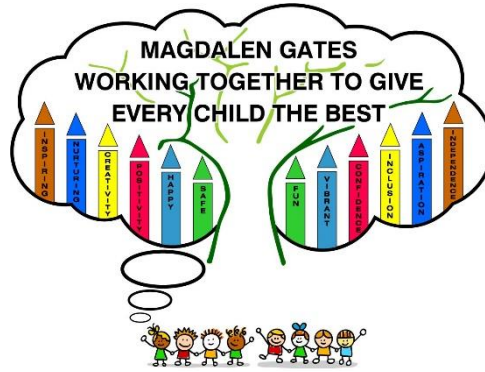




Magdalen Gates Primary School Teaching and Learning Policy



Formally adopted by the Governing Board of:-	Magdalen Gates Primary School
Approved by:-	Hannah Gascoigne, Paul Guille and Jane Merrett
Chair of Governors:-	Kathryn Davenport
Last updated:-	January 2025
Next review date:-	May 2026

1. Aims

This policy aims to:

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

2. Our guiding principles

Our school motto, 'Working together to give every child the best' describes what we are trying to achieve and how we are intending to get there. This is described in our Vision and Values Statement as follows:

'Working together to give every child the best' is at the heart of everything that we do at Magdalen Gates Primary School.

*We believe that **positive relationships** are essential for learning and growth: So we all work together to keep children safe and to help them learn.*

*We believe in **equality of opportunity**: So we celebrate diversity and work to make inclusion a reality for all. Everyone belongs and everyone can flourish at Magdalen Gates.*

*We believe in giving children **the best start in life**: So we focus on learning, keeping children safe and provide opportunities to develop cultural capital every day.'*

We hope that coming to Magdalen Gates Primary School will set your child on course to be able to make their own choices and succeed in whatever they choose to do in life. To help them to get there, we believe that the working partnership between school and home needs to be consistently strong and effective so that your child can flourish in their primary education.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing

- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools and materials needed
- Are not disrupted or distracted by others
- 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 apply the learning in both familiar and new contexts
- 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

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. We believe that the working partnership between school and home needs to be consistently strong and effective so that your child can flourish in their primary education.

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 via regular communication on Tapestry, parent/teacher meetings and open mornings such as workshops, reading cafes and breakfasts.
- Update parents/carers on pupils' progress termly, and produce an annual written report on their child's progress
- Meet the expectations set out in our marking and feedback policy, our behavior policy and all policies relating to the curriculum (e.g. the calculations policy, the EYFS policy etc).

3.2 Support staff

Support staff at our school will:

- 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 our marking and feedback policy, our behavior policy and all policies relating to the curriculum (e.g. the calculations policy, the EYFS policy etc).

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use the budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Check the timetabling of their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our marking and feedback policy, our behavior policy and all policies relating to the curriculum (e.g. the calculations policy, the EYFS policy etc).

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- 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 professional development & learning (PDL) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our marking and feedback policy, our behavior policy and all policies relating to the curriculum (e.g. the calculations policy, the EYFS policy etc).

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our marking and feedback policy, our behavior policy and all policies relating to the curriculum (e.g. the calculations policy, the EYFS policy etc).

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
- Provide resources as required to support learning
- 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

The INTENT of our curriculum is to be fully inclusive and is entirely focused on meeting the needs of disadvantaged children. It is intended as the primary tool for increasing social mobility and the creation of cultural capital.

Lessons will be planned well to ensure good short-, medium- and long-term progress. Where agreed by subject leaders and SLT, this includes the use of carefully sourced and evaluated schemes of work from external providers.

We will use an evidence informed approach to the planning and sequencing of lessons through the development of The Step approach. This means that the key concept will be repeated and revised throughout a block of learning, with new information added incrementally to each learning session.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place primarily in their year group classroom. In addition to this the PE hall, music room, Eco Room and other breakout spaces will be used. We also make good use of our outdoor learning areas such as the playground and Forest School zone.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, whiteboards and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Adaptation

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

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are working at the greater depth standard
- Use support staff effectively to provide extra support

To do this well, we will:

- Work with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Use groupings (by ability or need) for certain subjects where appropriate
- Providing writing frames and word banks

Please see our SEND policy and information report, and our statement of equality information and objectives for further information.

7. Home learning

All home learning will be made available on our school website.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided, loaned or made accessible. We expect all children to have the opportunity to read regularly at home with a supportive adult

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Please see our marking and feedback policy for more information

9. Assessment, recording and reporting

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

We will provide verbal reports in the Autumn and Summer term at parents' evenings. Pupils will receive a written report annually, in the Spring term. Please see our assessment policy for more information.

10. 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.

School leaders, including subject leaders, will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Moderating subjects as a staff team
- Termly pupil progress meetings and pupil progress on a page documents
- Gathering input from the school council
- Conducting Book scrutinies
- Writing Monitoring and Evaluation Reports (MERs)
- Annually reporting the Quality of Provision at a staff meeting

11. Review

This policy will be reviewed every year by the senior leadership team. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives