



Farsley Springbank Primary School

'Be the best you can be.'



Teaching and learning policy

1. Aims

This policy aims to:

- Explain how we create an environment where pupils learn best and love to do so.
- Summarise expectations to ensure everyone is committed to a consistent approach and high standards in teaching, learning, assessment and environment across our school.
- Highlight the needs and aspirations of all individuals and show how we provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
- Show how we enable children to learn in a way that best meets their needs – both individually and those we identified for our community (our key curriculum drivers).
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

At Farsley Springbank we aim to provide a caring and nurturing environment, which fosters a love of learning in all our children and provides them with the knowledge, skills and behaviours needed to learn and discover and thrive in the world. We want all our children to become:

- Courageous Learners – who believe in themselves, are able to communicate their thoughts and opinions confidently, listen to others' perspectives and are able to disagree respectfully
- Kind Citizens – who make a positive contribution to society and show respect to all others and an understanding of different cultures and communities
- Curious Individuals – who make links between information they learn, can ask interesting questions and are able to work collaboratively with a thirst for learning

We believe learning takes place in a variety of settings and we aim to provide our children with a variety of ways to learn and develop their knowledge, skills and understanding – these include play-based learning, active learning and outdoor learning. Our whole curriculum is guided by our three key principles above and is underpinned by our key drivers of developing children's real-life skills of independence, resilience, oracy, collaboration, risk taking, respect and curiosity. Through responsive, reflective and adaptive teaching, underpinned by the pedagogy of the Rosenshine Principles, and a curriculum which is knowledge rich, engaging, challenging and fun, our children are able to develop these 'life-skills' alongside their academic knowledge. Learning is continually revisited through a variety of retrieval strategies to ensure key knowledge is transferred to long term memory and is available to make further links and connections with new information learned. We endeavor to do this with interest, enthusiasm and meaning and not with a 'rote learning' approach. In addition to promoting the British Values, we also continually promote respect, diversity and the importance of a sense of community, with a strong culture of 'No Outsiders' playing a key role in the teaching here. It is our overarching aim for everyone at Farsley Springbank to 'Be the best you can be'.

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 and why it's important for learning
- Can link what they are doing to other experiences
- Understand the task and how to be successful
- Have the physical space and the tools needed to succeed
- Have access to the necessary materials and support
- 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 and are supported with this
- 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.

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](#)
- Plan engaging and active learning so the children can learn in a way which is fun and memorable
- Ensure teaching and learning is adaptive and meets the needs of all learners including those who are disadvantaged and/or with SEND.
- Actively engage parents/carers in their child's learning. This includes: sending curriculum newsletters to parents each half term to show what learning is coming up; adding a weekly update to their year group's section of the school website; informing parents of school trips with advanced notice and communicating effectively with parents about expectations around home learning including reading, spelling and timetables/number fact practice.
- Update parents/carers on pupils' progress termly via parent meetings in Autumn and Spring and a detailed annual written report in Summer. Teachers will also contact parents outside of these times if there is a concern over progress which needs to be shared.
- Offer an additional parent meeting per term to discuss updates and progress of those children who require a Personalised Plan
- Meet the expectations set out in the assessment policy, behaviour policy and feedback and marking policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and meet their individual learning needs in the moment
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback and marking as required
- Engage in providing inspiring lessons and learning opportunities
- Have an open dialogue with teachers as part of daily practice in every lesson
- 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 assessment policy, behaviour policy and feedback and marking policy.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans which are in line with all our guiding principles and expectations.
- Sequence lessons in a way that allows pupils to make good progress from their starting points and cover all aspects of the National Curriculum
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject through research and further learning, monitoring practices and working in partnership with teachers to identify any challenges
- Moderate progress across their subject by looking at work, planning and pupil consultation
- Improve on areas for development identified in their monitoring activities and subject improvement plan
- Create and share clear intentions and the vision for their subject
- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in the assessment policy, behaviour policy, and feedback and marking policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all, inclusive of those who are disadvantaged and/or with SEND
- Celebrate achievement and have high expectations for everyone
- Provide support and guidance to staff through coaching and mentoring
- 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
- Monitor the impact of continuing professional development (CPD) 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
- Provide support when staff are struggling to fulfil their roles to the standard that's needed

- Meet the expectations set out in the assessment policy, behaviour policy and feedback and marking policy.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning and support the learning of others
- Meet expectations of the behaviour policy 'Be Ready, Be Respectful, Be Kind', respecting the rights of others to learn
- Always aim to be courageous, kind and curious learners
- Know what they are working on and how to improve
- Put effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

3.6 Parents and carers

Parents and carers of pupils at our school will be encouraged to:

- Support their child as a learner
- Value learning
- 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

Our curriculum is planned in line with the outcomes stated in the National Curriculum and ensures progression throughout school. We teach early reading through the Read, Write, Inc programme, followed by our bespoke reading curriculum based on high quality texts and poetry. Our writing curriculum is mostly linked to the wider curriculum through high quality texts and class novels or through other subjects such as history. In maths we follow the White Rose maths mastery scheme throughout school. Our approach to this is rigorous and consistent and teachers have the flexibility to determine the length of time spent on each objective in accordance with the needs of their particular cohort.

Science and foundation subjects have been carefully planned and sequenced to best aid children's understanding and their ability to connect knowledge and form a wider view of the world around them. For subjects such as Science, History, Geography, Art and DT, we have planned 'Learning Journeys' which clearly state the knowledge end points all children should know by the end of the learning journey and entail a suggested sequence of learning to achieve these. For other subjects such as PE, RE and Computing we follow produced schemes which we tailor to meet children's needs. Subject leaders have used their own expertise along with those of outside agencies such as Artforms and the Historical Association to ensure our ambitious curriculum is the best it can be and meets the needs of all learners.

As a school we strongly believe the curriculum needs to provide children with plentiful opportunities to develop the life skills they will need moving forward in any situation. As described in section 2 we ensure opportunities to develop independence, determination, curiosity, risk taking, collaboration, oracy and respect are woven into our curriculum along with opportunities for children to learn outdoors, through play and through active learning. Underpinning these key drivers is our use of the Rosenshine Principles of teaching and learning which support consistency of approach in taught sessions.

EYFS also follow the Rosenshine Principles and work with subject leaders to ensure children are ready to access the National curriculum by the time they leave Early Years. 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 in a variety of places such as classrooms, outdoor spaces, the hall, the studio, the library and several breakout spaces. We endeavor to maximise opportunities for outdoor learning as we believe this is hugely beneficial and provide regular Forest School opportunities for our children through our own 2 qualified practitioners and other outdoor agencies.

Research has shown that outdoor learning can have huge benefits on student mental health and academic performance. Students are often calmer and better able to focus when learning in nature, and teachers have reported better behavior and social interactions

Harvard Graduate School of Education – August 2021

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

They will be arranged to promote learning through:

- A layout that allows everyone to see the board/member of teaching staff and participate
- Accessible resources for learning such as books, worksheets, phonics resources, mathematical manipulatives and other equipment
- Working walls which detail recently learned concepts relevant to current teaching and learning.
- Clearly labelled, comfortable and attractive zones such as reading areas and quiet areas
- Displays that celebrate and support pupils' learning

6. Adaptive Teaching

Teaching and learning at our school is underpinned by an adaptive teaching approach, where high-quality teaching is responsive to the backgrounds, strengths and needs of all pupils. Teachers plan and deliver lessons that enable all learners to access the curriculum, make progress and achieve ambitious outcomes.

Adaptive teaching ensures that teaching is adjusted within lessons, rather than relying on separate tasks or activities, so that all pupils can learn together wherever possible. This includes meeting the needs of:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils who are working above age-related expectations

Adaptive teaching is achieved through a range of strategies, including:

- Close collaboration between class teachers, the SENDCo, pupils and parents to identify barriers to learning and plan appropriate support
- Breaking learning down into smaller steps where required, including the use of assessment tools such as B-Squared for pupils working outside age-related expectations
- Effective deployment of support staff to promote access, independence and progress
- Flexible grouping and scaffolding within lessons where appropriate, rather than fixed ability grouping
- Use of targeted scaffolds such as writing frames, models and word banks, which are adjusted or removed as confidence and independence grow
- Targeted additional support, including after-school tutoring, to support disadvantaged pupils where appropriate
- Providing high levels of challenge to deepen learning and extend thinking for pupils working above age-related expectations

Adaptive teaching is reviewed regularly to ensure that strategies are effective and are supporting pupils to make progress from their individual starting points.

Further information can be found in the school's SEND Policy and SEND Information Report, available on the school website.

7. Home learning

Home learning, in addition to reading practice, may include practice of key maths and English concepts such as number work and spelling.

Children are given access to Numbots from EYFS and TTRS and Spelling Shed from Y2.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Feedback and marking

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given frequently in all lessons through various means of assessment for learning. The majority of feedback will be verbal and immediate to allow children to act on and progress in that instant. Some feedback will be recorded in books where appropriate.

Refer to feedback and marking policy for further detail.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment will be continually ongoing daily throughout all interactions, summative assessments take place bi-annually.

Parents' evenings provide verbal feedback at two points in the year and pupils will receive a more detailed written report annually.

Please refer to assessment policy for further 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.

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

- Conducting learning walks and lesson drop ins
- Planning checks
- Book looks
- Consulting with pupils via pupil voice interviews and surveys
- Bi-annual pupil progress meetings
- Performance Management targets where appropriate

11. Review

This policy will be reviewed every year by the DHT and reviewed by the governing body. At every review, the policy will be shared with the full governing body.

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 SEND information report
- Marking and feedback policy
- Assessment policy
- Single equality policy

*Teaching and Learning Policy approved by the full Governing Body in February 2026
To be reviewed February 2027*