

Teaching and Learning Policy
Tenacres First School



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Aims

This policy aims to explain how we'll create an environment at Tenacres 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 Tenacres.
- › Promote high expectations and raise standards of achievement for all pupils at Tenacres
- › Involve pupils, parents/carers and the wider school community in pupils' learning and development

Our Approach to Teaching and Learning

At Tenacres First School we recognise the paramount importance of strong teaching and learning across the school. Our approach to this reflects broad, research-informed guidelines to support effective teaching, recognising that good teaching is not formulaic. We understand that no two lessons are the same, and our model acknowledges the flexibility and adaptability required to meet the needs of different subjects, classes, and pupils. Different lessons will reflect different aspects of this model at different times, depending on the context and purpose of the learning.

Key Principles of Our Teaching Model:

1. **Engagement and Purpose:** Lessons often begin with activities designed to review previous learning, capture interest and set the context for learning. Clear learning objectives and success criteria (WALTs) are shared to ensure pupils understand the purpose of their learning.
2. **Adapting for Diverse Needs:** In every class, there is a wide range of abilities and learning needs. We plan for this by adapting provision, resources, scaffolding tasks, and offering additional support or challenge to ensure all pupils can access and engage with their learning.
3. **Explicit Teaching and Guided Practice:** New concepts are introduced step-by-step, with clear explanations, modeling, and worked examples. Teachers encourage discussion, collaboration, and shared practice before moving pupils towards independent tasks.
4. **Assessment and Reflection:** Effective learning is underpinned by regular checks for understanding, self- and peer-assessment, and opportunities for pupils to reflect on their progress. This allows us to identify gaps and plan next steps to reinforce or extend learning. Helicoptering in each lesson enables misconceptions, on the spot assessment and marking to take place.
5. **Challenge and Progression:** We provide opportunities for pupils to deepen their understanding by applying their knowledge in different contexts, tackling more complex tasks, or presenting their learning in varied ways.
6. **Flexible and Research-Informed:** Our approaches set out broad principles of effective teaching, it is not prescriptive but adaptable. Lessons are designed to suit the subject focus and content with the unique dynamics of the class, ensuring that teaching remains responsive and impactful.

This approach reflects our commitment to creating an inclusive, engaging, and purposeful learning environment where every pupil can thrive.

Our guiding principles - 'Achieve, Thrive and Belong'

At Tenacres we believe our pupils learn 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 resources needed
- › 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

Roles and responsibilities

Teaching and learning at Tenacres is a shared responsibility, and everyone in our school community has an important role to play. This includes our Home/School Agreement in the Home/School Diaries.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at Tenacres 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, this includes our 'open door' policy, drop in sessions, Pupil passport meetings, Parent's evening, the website and the Home/School Diaries..
- › Meet the expectations (as all staff) set out in policies such as the Behaviour Policy and marking and feedback policy.

Support staff

Support staff 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

Subject leaders

- › 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 their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
 - › Achieve breadth and depth
 - › Fully understand the topic
 - › Demonstrate excellence
- › Moderate progress across their subject/phase 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
- › Disseminate research to further inform existing practice.

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
- › 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 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

- › Address underachievement and intervene promptly

Pupils

Pupils 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
- › Be ready to learn
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve

Parents and carers

- › 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

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 the policies promote high-quality teaching, and that these are being implemented

Planning

Curriculum Intent

At Tenacres First School the inclusive curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond Tenacres. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Tenacres' 'Aims and Values' to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Our aim is for our children to leave Tenacres with a sense of belonging to a community and have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Lessons will be planned well to ensure good short, medium and long-term progress.

Learning Environments

They will be arranged to promote learning through:

- › Clearly labelled, comfortable and attractive environments such as reading corners and quiet areas
- › Learning reflected in the classroom displays
- › Visual timetables so all children now 'now and next'.
- › Accessible resources for learning such as books, worksheets and other equipment
- › Displays that celebrate and support pupils' learning including working walls.

Differentiation or Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt 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
- › Pupils that are 'greater depth'.
- › Using support staff effectively

- › Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- › Using groupings for certain subjects where appropriate
- › Providing writing frames and word banks

Also see the SEND policy and information report available on our school website - www.tenacres.worcs.sch.uk

Home Learning/Homework

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available.

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

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. This is done lesson by lesson through our 'helicoptering' approach.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Every subject has its own assessment system that enables the class teacher and the subject leader to track progress of all children.

Termly meetings are arranged for teachers and subject leaders to discuss individuals and next steps.

Monitoring and evaluation

We will monitor teaching and learning at Tenacres to make sure that all of our pupils make the best possible progress from their starting points.

SLT and Subject Leaders and the curriculum lead will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings

- › Pupil Voice
- › Planning scrutinies
- › Book scrutinies

Review

This policy will be reviewed bi-yearly by teachers, support staff and the Governing Body alongside the Headteacher and the SLT.

Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Early Years Foundation Stage
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Home-school agreement
- › Assessment policy
- › Equality information and objectives
- › Also see the school SEF