



METHERINGHAM PRIMARY SCHOOL

Policies, Procedures, Regulations and Guidance

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Version Control Table <i>[To be updated as required]</i>		
Version Number	Date Authorised	Summary of Key Changes
1		No significant changes
2		‘5 a day’ principles, aligning with the EEF research for support SEND children in the mainstream classroom Non-negotiables
3		Strong Foundations



METHERINGHAM PRIMARY SCHOOL

TEACHING AND LEARNING POLICY – April 2026

1 Introduction, Rationale and Ethos.

1.1 At Metheringham Primary School, we believe that good teaching means effective learning, and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and positive progress.

1.2 Rationale

Our teaching and learning policy is at the heart of everything that we are doing at Metheringham Primary School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

1.3 Ethos

We believe children learn best when...

- they feel happy, secure, confident and valued
- they feel a sense of belonging
- they have their basic physical needs met
- their surroundings, inside and outside, are lively and interesting, while considering the cognitive load of all pupils
- they have access to a range of appropriate resources
- they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender
- they have time to reflect and talk about their experiences
- they know they are making progress and are able to celebrate their achievements
- they have opportunities for practical, relevant exploration of ideas
- they are able to work collaboratively as well as independently
- they know what is expected of them
- work is matched to their individual needs, without putting a 'ceiling on their opportunities'
- learning is relevant to their lives in the wider community
- they are not disrupted or distracted by others

2 Aims and objectives

2.1 At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century

3 Effective learning

3.1 We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring, wherever possible, that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:-

1. Knowing you have succeeded through effective feedback and next steps
2. Having new or deeper knowledge of a subject
3. Knowing more and remembering more over time
4. Feeling you can do more
5. Explaining what you have learned
6. Applying it to other situations

3.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

4.1 Effective learning only comes about from effective teaching. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plans to guide our teaching.

For effective teaching to take place, there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:

- Clear learning objectives shared with the children focussing on what children need to know
- A clear link to previous and future learning (where appropriate)
- Opportunities to retrieve previously taught content/knowledge to strengthen memory recall
- A clear outcome to be achieved at the end of the lesson linked to the success criteria for the planned lesson
- Appropriate challenge for all children, no matter what their starting point
- Teacher modelling
- Highly effective questioning
- Interaction between teacher and pupil, and pupil and pupil
- Well-planned to meet the needs of all children and to ensure short-, medium- and long-term progress
- Engaging
- Involvement of all the children

4.2 We will track pupils' progress using a combination of formative and summative assessment (see assessment policy). We will provide targets (predictions) for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report at the end of each academic year.

4.3 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children so that they can make progress from their individual starting point. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's school support plans. We have high expectations of all children, and we believe that their work here at Metheringham Primary School must strive to be of the highest possible standard.

4.4 Through written and/or verbal feedback, pupils are made aware of future next steps and/or targets. Individual Education Plan targets are set for pupils on the SEND register. These are reviewed with the SENDCO, parents, pupil and the teacher during SEN Support meetings and parents' consultations. These reviews take place 3 times a year.

4.5 We plan our lessons with clear learning objectives linked to the National Curriculum and the end of year expectations. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.6 Teachers will select the resources they use in lessons when teaching about 'sensitive' issues carefully. Before using any pre-made resources in their lessons, teachers will review them thoroughly. Teachers will be conscious of resources from external agencies that might initially appear appropriate but may contain bias and undermine a balanced account of the content being taught.

4.7 Each of our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class

activities. All our teachers follow the school policy with regard to discipline, behaviour and classroom management. We emphasise the importance of demonstrating understanding of our school rules and school values. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our behaviour blueprint and behaviour policy.

4.8 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents, obtain their permission and complete a risk assessment on the Evolve system.

4.9 We deploy teaching assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

4.10 All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. Through CPD, we do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.11 We conduct all our teaching in an atmosphere of trust and respect for all.

4.12 Home learning, or homework, is planned and set to 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. Home learning/homework will be made available through Seesaw (in KS1) and through either Google Classroom, TTR, Ed Shed or maths.co.uk in KS2. Children in KS2 will have the opportunity to access a 'homework club' before the homework deadline date to ensure children have access to the necessary resources (if these are not available at home).

4.13 At Metherringham Primary School, we are committed to high-quality, inclusive teaching that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their full potential. We align our teaching and learning approach with the Education Endowment Foundation's *Five-a-Day* principles, recognising that effective support for pupils with SEND is rooted in strong, universal classroom practice.

All teachers are expected to routinely embed the following strategies within daily lessons:

- **Explicit instruction**, ensuring learning intentions, success criteria and key concepts are clearly modelled and explained.
- **Cognitive and metacognitive strategies**, supporting pupils to plan, monitor and reflect on their learning through structured talk, scaffolds and prompts.
- **Flexible grouping**, enabling pupils to work independently, collaboratively and with targeted adult support as appropriate.

- **Targeted scaffolding**, including visual aids, worked examples, sentence stems and adapted resources, which are gradually withdrawn to promote independence.
- **Use of technology**, where appropriate, to remove barriers to learning and support access, engagement and independence.

These approaches are implemented consistently across the curriculum and benefit all learners, while being particularly effective in supporting pupils with SEND to access age-appropriate learning alongside their peers. Additional interventions and specialist support are used to complement, not replace, high-quality classroom teaching.

4.14 Strong Foundations: Foundational skills form the cornerstone of all learning and are a central focus of our teaching and learning approach. We prioritise the development of early reading, writing, communication, and mathematical understanding, ensuring that pupils build secure knowledge and confidence from the outset. High-quality, structured teaching, combined with regular opportunities for practice and application, enables children to master essential concepts and skills progressively. Staff use assessment to identify gaps early and provide timely support, ensuring that all learners, regardless of starting point, can access the curriculum and achieve success. By embedding these core skills across all subjects, we equip pupils with the tools they need for lifelong learning.



5 The Learning Environment

When pupils are at school, learning will take place in classrooms, the nest, the ladybird room, the hall, or outside. These spaces will be kept safe, clean and ready for pupils to use them.

5.1 The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. When safe and permissible, these include:

- investigation and problem solving;
- research and finding out;
- paired or group work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- Participation in athletic or physical activity.

5.2 Learning takes place in an environment which is:

- challenging and stimulating;
- happy and organised;
- encouraging and appreciative;
- welcoming;
- provides equal opportunities;
- provides an excellent climate for learning.

5.3 Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective, they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- regularly reviewed with the children

All rules should result in the children knowing the boundaries of behaviour and are set within the terms of the Behaviour Blueprint and Behaviour policy.

5.4 Achievement

We celebrate and recognise achievement in the following ways;

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of learning;
- opportunities to perform or share;
- the awarding of peg up/house points;
- Merit certificates

We also celebrate pupils' achievements out of school in weekly key stage assemblies and on the school newsletter (if appropriate).

6 The role of stakeholders

6.1 Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. These include updates and/or reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Our Governors do this through regularly monitoring the School Development Plan and milestones, having sight of standards reports, participating in Learning Walks and school events, the Head Teacher's termly report to governors and through other governor responsibility monitoring meetings. The committee meetings are used to discuss these elements in full.

6.2 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 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

6.3 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 through Seesaw posts, newsletter, open days, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at parent consultations (or sooner if there are concerns), and produce an annual written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

6.4 Support staff at our school will:

- o Know pupils well and scaffold support to meet their individual learning needs
- o Support teaching and learning with flexibility and resourcefulness
- o Use agreed assessment for learning strategies
- o Use effective marking and feedback as required
- o Engage in providing inspiring lessons and learning opportunities
- o Feedback observations of pupils to teachers
- o Ask questions to make sure they've understood expectations for learning
- o Identify and use resources to support learning
- o Have high expectations and celebrate achievement
- o Demonstrate and model themselves as learners
- o Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

6.5 Parents and carers of pupils at our school will:

- o Value learning
- o Encourage their child as a learner
- o Make sure their child is ready and able to learn every day
- o Support good attendance
- o Participate in discussions about their child's progress and attainment
- o Communicate with the school to share information promptly
- o Provide resources as required to support learning
- o Encourage their child to take responsibility for their own learning
- o Support and give importance to home learning

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school – these are also available on the school website;
- explaining to parents how they can support their children at home;
- having parents' consultations to discuss their child's progress;
- inviting parents into school to share the learning experiences with their children;
- keeping the school website up to date with curriculum information and curriculum support information for parents to access;
- updating parents through the weekly newsletter;
- the use of Seesaw in all year groups;
- The use of Seesaw to support remote learning in KS1 (See separate policy).
- The use of Google Classroom to support remote learning in KS2 (See separate policy).

7 Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

8 Links to other policies

This policy links with the following policies and procedures:

- o Behaviour policy
- o Curriculum policy
- o Early Years Foundation Stage (EYFS) policy
- o SEN/SEND policy and information report
- o Feedback policy
- o Assessment policy
- o Equality information and objectives

This policy will be reviewed when necessary but no later than April 2027.