NORTH HEATH COMMUNITY PRIMARY SCHOOL

Teaching and Learning Policy

CONTENTS

1. Rational 2

2. Intent..... 2

3. Implementation..... 2 - 6

3.1 Teacher

3.2 Teaching Assistants

3.3 Subject Leaders

3.4 Leadership

3.5 Pupils

3.6 Parents and Carers

3.7 Governors

4. The Learning Environment..... 6

4.1 Active Learning Breaks

4.2 Outdoor Learning

5. Impact..... 6

6. Appendices..... 8

Appendix 1: Quality First Teaching Guide for Teachers

Approved by: Governors and Staff

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1. RATIONAL

At North Heath Community Primary School, we believe that teaching and learning is a collaborative process built on strong relationships between teachers, pupils, parents/carers, governors, and the wider community. We aim to create a purposeful, inclusive learning environment that nurtures kind hearts, creative minds and courageous spirits. Through empowering every child to discover their unique talents and embrace opportunities, we empower them to grow into confident, ambitious and responsible members of the community. This policy outlines expectations and approaches that ensure Quality First Teaching (QFT) for every child, every day.

Our values guide behaviour, relationships and learning: *Be Kind, Be Creative, Be Courageous*. These values are embedded throughout teaching, curriculum design, pastoral care and community engagement.

2. INTENT

Through our values-led approach and commitment to Quality First Teaching, we aim to:

- Deliver a broad and balanced curriculum enriched with meaningful and practical experiences
- Develop every child's intellectual, social, emotional and physical potential
- Create a safe, inclusive environment where pupils feel valued and confident to take risks
- Equip pupils with the skills, knowledge and attitudes needed to thrive as responsible citizens
- Encourage curiosity, independence, collaboration and reflective learning
- Ensure strong progress and high outcomes regardless of starting points

Our curriculum incorporates SMSC, British Values, PSHE and opportunities for outdoor learning, physical activity and active learning breaks.

3. IMPLEMENTATION

Teaching and learning at North Heath is a shared responsibility, and everyone in our school community has an important role to play. Our Home-School Agreement outlines the shared expectations and commitments between pupils, parents/carers and staff that support this partnership.

3.1 Teachers

Quality First Teaching is the foundation of all provision at North Heath. Teachers use a consistent repertoire of strategies to ensure that every child, regardless of need or background, can access learning, make strong progress and experience success.

Teachers will:

- Set high expectations that motivate, inspire and challenge learners
- Model kindness, creativity and courage in their practice
- Provide a stimulating curriculum that promotes deep thinking and engagement
- Plan carefully sequenced lessons with clear learning objectives and success criteria
- Use our Progression in Skills documents to support planning and assessment
- Promote and model high standards of numeracy, literacy, oracy and the use of Standard English

QFT Strategies

The following core QFT strategies are embedded and used flexibly during teaching:



Adaptation - Teaching is adapted to ensure all pupils can succeed. Examples include simplifying tasks, using visual aids, adjusting teaching styles and making environmental adaptations.



Chunking & Small Steps - New learning is introduced in small steps with advice and practise at each step, as well as in future opportunities.



Explicit Instructions - Instructions are clear, direct and broken into steps. Teachers ensure the class is ready to listen and model expectations.



Feedback & Pupil Talk – Regular assessment for learning informs next steps. Misconceptions are address promptly, and feedback supports pupils to improve. Teachers promote structured pupil talk through partner and group work.



Flexible Grouping – Pupils may be grouped temporarily based on specific learning objective or level of understanding. Triage trays support responsive grouping.



Modelling – Teachers use modelling and worked examples to guide pupils from supported practice to independence (I do→ We do → You do) Technology can be used, including IWB and visualisers, to enhance learning



Questioning – Effective questioning draws out understanding and encourages pupils to articulate their thinking. Teachers ask more questions to more pupils in more depth.



Retrieval – Teachers plan opportunities for pupils to revisit prior learning to strengthen memory and deepen understanding



Scaffolding – Support is provided when new skills or concepts are introduced and gradually removed as pupils gain confidence. Examples include, word banks, sentence stems, writing frames and manipulatives.



Vocabulary – Key vocabulary is explicitly taught, modelled and revisited. Pupils explore meaning, pronunciation, origins and usage.

Assessment and Feedback

Effective assessment is integral to QFT. Teachers will:

- Use summative assessment at key points to evaluate attainment and progress, and share pupils' progress and attainment with the Senior Leadership Team during termly Progress Meetings
- Enter assessment information onto 'Insight' accurately and in a timely manner
- Use formative assessment continuously to inform next steps and personalise learning
- Provide timely, purposeful feedback that identifies successes as well as moving learning forward
- Use the school's marking code consistently to ensure clarity, promote high expectations and support pupils in understanding how to improve (see also Marking Policy).
- Celebrate achievement through praise, feedback , displays and communication with home
- Work collaboratively with colleagues within school, the locality and county moderations

In addition, statutory national assessments form part of our whole-school assessment profile:

- Reception pupils complete the statutory Reception Baseline Assessment at the start of the year

- Year 1 pupils undertake the Phonics Screening Check
- Year 4 pupils complete the Multiplication Tables Check
- Year 6 pupils take the statutory KS2 SATs in reading, writing (teacher assessment), maths and grammar, punctuation and spelling.

3.2 Teaching Assistants

Teaching Assistants will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- 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

3.3 Subject leaders

Subject leaders will:

- Lead subject development and model high-quality pedagogy
- Support colleagues to plan well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Encourage teacher to share ideas, resources and good practice
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Monitor standards and progress in their subject

3.4 Leadership

The leadership team 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 account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Support staff to collaborate to develop and refine policies and approaches
- Carry out regular monitoring (learning walks, book looks, pupil conferencing) to inform improvement
- Provide training and professional development opportunities that are aligned to school priorities and improve staff's practice and subject knowledge
- Model high-quality pedagogy
- Monitor impact on pupil outcomes

3.5 Pupils

Pupils thrive when they are motivated, supported and challenged. We expect pupils to: Check against the Home-School agreement

- Show kindness towards others and take responsibility for their behaviour and learning
- Use creativity to explore ideas, solve problems and make connections

- Demonstrate courage by having a go, embracing challenge, learning from mistakes and developing resilience
- Attend on time and be ready to learn
- Take pride in their work and contribute to discussions and peer/self-assessment
- Follow routines that promote independence and organisation
- Behave well at all times, respecting the rights of others to learn

Inclusion

Inclusion is at the heart of our practice. We follow the SEND Code of Practice (2015) and ensure a graduated response beginning with Quality First Teaching. We will adapt learning to cater to the needs of all our pupils, including SEND, EAL, Disadvantaged and our Most Able pupils. Strategies we will use are:

- Adapt teaching to meet additional needs
- Use appropriate resources, strategies and environmental adjustments
- Deploy support staff effectively to provide additional support
- Develop ILP, EHCP and other support plans to include SMART targets that are reviewed regularly
- Work with external agencies where necessary
- Plan opportunities beyond the curriculum
- Ensure strong communication with parents/carers
- Ensure continued professional development for all staff is relevant and up-to-date

Transitions

We support transitions through:

- Planning meetings between teachers
- Sharing assessments and information during termly Progress Meetings
- In-school transition sessions
- Liaison with early years settings and secondary schools

3.6 Parents and Carers

We value strong partnerships with Parents/Carers. We will:

- Communicate regularly through informal conversations, meetings and formal reports
- Encourage parental involvement in learning and school life
- Provide opportunities for parents to discuss progress with staff
- Offer workshops and information sessions

Parents/Carers support learning by: Check against the Home-School agreement

- Ensuring regular attendance and punctuality
- Supporting school expectations, routines and policies
- Engaging in discussion about their child's progress
- Communicating with the school to share information promptly
- Promoting reading, homework and independent learning habits

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 leaders accountable for its implementation

4. THE LEARNING ENVIRONMENT

We ensure learning spaces within North Heath are:

- Safe, clean, accessible, calm and well organised
- Inclusive, stimulating and reflective of our school values
- Rich with high-quality displays celebrating learning and providing scaffolds
- Stocked with resources that promote independence and curiosity
- Equipped with Smart Screens and technology to support learning

4.1 Active Learning Breaks

Active learning breaks are incorporated into the school day to improve focus, well-being and academic performance. They support pupils to regulate energy levels and emotions and reduce disruptive behaviours. Active Learning Breaks may include movement breaks, brain gym activities, mini-mindfulness moments or outdoor resets.

4.2 Outdoor Learning

Our outdoor facilities enrich learning across the curriculum. These include a cross-curricular orienteering course, an outdoor classroom, three large playgrounds, a spacious field, Reception garden and climbing equipment. These spaces provide an opportunities for exploration, physical activity, teamwork and real-world application of knowledge across subjects. Outdoor learning:

- Promotes creativity, enquiry and problem-solving
- Supports physical and mental health
- Connects pupils with nature and real-world contexts

5. IMPACT

Impact is measured using:

- Assessment outcomes and progress data
- SDP success criteria
- Monitoring and moderation outcomes
- Pupil voice and engagement
- Parental feedback
- External evaluations (e.g. SIP, LA, Ofsted)

We expect to see:

- Strong progress across all year groups
- High levels of engagement, independence and resilience
- Pupils demonstrating kindness, creativity and courage in their learning and behaviour
- High-quality teaching in all classrooms, every day

6. APPENDICES