

CAVERSHAM PRIMARY SCHOOL



TEACHING & LEARNING POLICY

Date: November 2025

To be reviewed: November 2027

Caversham Primary School is a Rights Respecting School

Article 28- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 13- You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

1. Aims

This policy aims:

- › To create an environment at our school where pupils learn best and love to do so
- › To ensure that everyone is committed to achieving a consistent approach to teaching and learning across our school
- › To promote high expectations and raising standards of achievement for all pupils in our school
- › To involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

The school's motto '**Learning for Life**' is at the heart of all that we do. A key part of our vision is '**Educating children to become successful, confident, responsible and caring citizens**'. Our core school values of **Respect, Enthusiasm, Co-operation, Compassion and Determination** are a thread that runs throughout our school. We are a Gold Rights Respecting School, recognised by UNICEF for the work that we do around the UN Convention on the Rights of the Child and teaching our pupils about their rights.

At Caversham Primary School we believe that 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 needed
- › Have access to the necessary materials
- › 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 to 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 Caversham Primary 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 weekly newsletter updates, class Google classroom pages, letters and open classroom visits, including clearly communicating the purpose of any homework set
- › Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress
- › Meet the expectations set out in all of our school policies including the safeguarding, therapeutic behaviour policy. marking policy and curriculum policies.

3.2 Support staff

Support staff at Caversham Primary 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 all of our school policies including the safeguarding, therapeutic behaviour policy. marking policy and curriculum policies.

3.3 Subject leaders -

Subject leaders at Caversham Primary School will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows all 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, working with teachers to identify any challenges, through the creation, implementation and review of a subject action plan
- › Ensure that their subject is given sufficient curriculum time across the school for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- › Monitor 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 a clear curriculum intent for their subject
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in all of our school policies including the safeguarding, therapeutic behaviour policy, marking policy and curriculum policies.

3.4 Senior leaders

Senior leaders at Caversham Primary 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
- › Meet the expectations set out in all of our school policies including the safeguarding, therapeutic behaviour policy, marking policy and curriculum policies.

3.5 Pupils

Pupils at our school are expected to:

- › 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 homework activities as required
- › Meet the expectations set out in our school behaviour policy

3.6 Parents and carers

Parents and carers of pupils at Caversham Primary School are expected to:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance and punctuality
- › 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 homework set by the school

3.7 Governors

Governors at Caversham Primary 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 curriculum for each subject has been chosen and designed to give pupils a high quality, broad and balanced curriculum offer based on the requirements of the National curriculum. All national curriculum requirements are covered for every subject and leaders have

chosen and implemented schemes of work that are based on the principles of instruction and strong pedagogical thinking. Our curriculum gives pupils the opportunity to read around the subject, have exciting and engaging first hand experiences, study the same topics from a number of different angles and perspectives allowing for revisiting and consolidating knowledge. Our curriculum has been designed to help our pupils to develop a range of skills in each subject.

- Each subject curriculum clearly maps progression in skills and knowledge through the school
- Sequencing of lessons supports children's learning and is planned to give opportunities for rehearsal and retrieval
- Lessons are carefully planned to ensure good attainment and progress for all pupils
- Each subject curriculum has opportunities for assessment built in

We use the following schemes of work at Caversham Primary School:

- Phonics- Rocket Phonics by Rising Stars
- English- Read into Writing by Rising Stars
- Maths- White Rose
- Science- Snap Science
- PE- Getset4PE
- History- School designed scheme
- Geography- Kapow
- Art- Kapow
- DT- Kapow
- Computing- Kapow
- Music- Kapow
- RE- Kapow
- PSHE- Jigsaw
- French- Rigolo

Curriculum design, planning and teaching at Caversham Primary School uses Principles of Instruction techniques as an effective pedagogy via the Tom Sherrington Walkthrus project. Caversham Primary School is committed to ensuring that research based best practice is used consistently across the school to enable all pupils to learn effectively.

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 learning environments including classrooms, outdoor spaces, the quiet room, the hall, music room, computing suite, library and library bus.

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

They will be arranged to promote learning through:

- › Calm, well organised, clutter free, comfortable and attractive learning spaces
- › Accessible resources for learning such as books, worksheets and other equipment
- › A flexible seating layout that allows everyone to see the board and participate effectively in lessons
- › Displays that celebrate and support pupils' learning, giving opportunities to revisit previously learned material
- › Regard for best practice in making classrooms effective learning environments for all pupils

6. Access to the curriculum

Teaching and learning at Caversham Primary School will take the prior experiences, needs and abilities of all pupils into account. We will scaffold 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 more able

In order to facilitate this, we will ensure that we are:

- › Using support staff effectively to provide extra support to allow pupils to 'keep up'
- › Working with our SEND Co-ordinator (SENDCo), our pupils with SEND, and their parents to establish the appropriate level of support needed to make good progress
- › Providing additional scaffolding resources such as writing frames and word banks PI

See also our SEND policy for more details on our school's teaching and learning policy for pupils with SEND.

7. Home learning

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.

Homework will be made available on Google Classroom (or sent home as a physical copy where this is a barrier to learning).

Homework will be reasonable in challenge and length, and its purpose will be clear to parents and pupils.

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.

Feedback will be shared with pupils regularly using a variety of strategies including written, feedback, peer or self- assessment or pupil conferencing.

See also our marking policy for more details on how marking and feedback contributes to the teaching and learning at Caversham Primary School.

9. Assessment, recording and reporting

At Caversham Primary School we understand that assessment is a crucial element of teaching and learning. Teachers use ongoing formative assessment throughout lessons to inform teaching and planning. We track pupils' progress and attainment using a combination of formative and summative assessment. Teachers record teacher assessments (informed by standardised tests alongside formative assessments in class) on our school tracking system (ITrack) once a term.

We will provide regular feedback to pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually detailing attainment in all National Curriculum areas. See also our assessment policy for more details on how assessment contributes to the teaching and learning at Caversham Primary School.

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 and/ or curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks and lesson observations
- › Reviewing marking and feedback
- › Having termly pupil progress meetings
- › Listening to pupil voice through the school council and focus groups
- › Carrying out planning scrutinies
- › Conducting book scrutinies

11. Review

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the Curriculum and Standards committee on behalf of the Governing Body.

12. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Curriculum policy
- › Early Years Foundation Stage (EYFS) policy
- › SEND policy
- › Marking and feedback policy
- › Home-school agreement
- › Assessment policy
- › Equality information and objectives