Wheldrake with Thorganby CE Primary School

Teaching and Learning Policy

Introduction

At Wheldrake with Thorganby CE Primary School, we are dedicated to creating a vibrant and inspiring environment where every child can achieve their full potential. Rooted deeply in our Christian vision and values, this policy ensures a consistent and exceptional approach to teaching and learning across our school. We believe that education is a shared journey, and this framework is designed to promote high standards while actively involving parents, carers, and the wider community in our pupils' growth and development. Central to everything we do is our Christian vision to:

Love and encourage others.

Our vision is to nurture a community where we love and encourage each other as we would ourselves, leading to a safe and inspiring environment where every person can thrive academically, socially, and spiritually. This is rooted theologically in the teachings of Jesus and first Christian leaders in the New Testament:

'Love your neighbour as yourselves.' Matthew 22:39

'Let us encourage one another.' Hebrews 10:25

The values which help us to achieve our vision are:

Empathy, which deepens our understanding

Kindness, which guides our relationships

Forgiveness, which helps us grow

Honesty, which builds trust

Our Guiding Principles:

At Wheldrake with Thorganby CE Primary School, children learn best when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging within a 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 resources
- 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
- Have opportunities to practise what they are learning
- Can apply the learning in both familiar and unfamiliar 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 in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and learning as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, the school website, letters home, enrichment sessions and clearly communicating the purpose of any home learning/homework
- Update parents/carers on pupils' progress at least termly and produce an annual written report on their child's progress. If there are any concerns about a child's progress, these updates will be more frequent.
- Meet the expectations set out in our curriculum policy, behaviour policy, marking and feedback policy, assessment policy, special educational needs and disability report, accessibility plan and SMSC policy.

Teachers and Support Staff

Teachers and support staff at our school will:

- Know pupils well and adapt 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 strategies as required
- Engage in providing inspiring lessons and opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have 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 our curriculum policy, behaviour policy, marking and feedback policy, assessment policy, special educational needs and disability report, accessibility plan and SMSC policy.

Subject Leaders

Subject leaders at our school will:

- 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
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate 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 clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum policy, behaviour policy, marking and feedback policy, assessment policy, special educational needs and disability report, accessibility plan and SMSC policy.

Senior Leaders

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 accountable 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 professional learning 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 our curriculum policy, behaviour policy, marking and feedback policy, assessment policy, special educational needs and disability report, accessibility plan and SMSC policy.

Pupils

Pupils at our school 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, with any equipment necessary for the lesson
- Live out our school Christian vision of **"Love and encourage others"**
- Be curious, ambitious, engaged and confident learners
- Know what they need to do to improve
- Put maximum effort and focus into their work
- Complete home learning / homework activities as required
- Meet the expectations set out in our behaviour policy

Parents and Carers

Parents and carers of pupils at our school will:

- 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 / homework

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

Our Curriculum

We aim to celebrate the individuals within the community we serve. It is important to us that the children at our school appreciate their role in the community and understand their role in modern Britain today. We provide opportunities for the children to experience other cultures and locations, be these locally, nationally and internationally. We prioritise global understanding and how the children can look after the world for themselves and future generations.

Our intention is to nurture all children and adults to become lifelong learners, building a thirst for knowledge, encouraging excellence and fostering creativity through an engaging, exciting and empowering curriculum that equips them for today and tomorrow. We ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

At the heart of our curriculum lies a commitment to spiritual development, inviting children to pause, reflect, and explore the deeper meaning of life, faith, and their connection to the world around them. Through

collective worship, quiet moments of wonder, and rich exploration within Religious Education, pupils are encouraged to ask big questions, nurture inner peace, and develop a profound sense of awe and reverence for creation. This spiritual foundation empowers children to understand their own beliefs and values while showing genuine empathy, open-mindedness, and deep respect for the diverse faiths and worldviews of others.

We deliver an inspiring curriculum that makes learning memorable, engaging and fun. By fostering a deep love of learning, we empower children to extend their skills, vocabulary, subject knowledge, and personal achievements.

Our coherently planned curriculum delivers the full breadth of the National Curriculum 2014, strategically sequenced to build both substantive and disciplinary knowledge. By making explicit links across subjects and year groups, we ensure pupils successfully acquire and retain key skills as they progress through the school.

This school follows the Diocese of York and Leeds RE syllabus supplemented with the Jigsaw Curriculum for PSHE and Relationships and Sex Education, ensuring breadth, cultural awareness and ambition for all.

During lessons across the curriculum, and also in Collective Worship, the school explores a range of Chrisitan values and aspects of personal, social and health education (PSHE) to enhance personal development and to ensure the curriculum being delivered is bespoke and relevant to the children of Wheldrake, Thorganby and our surrounding villages.

The fundamental human values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are also integrated into our curriculum.
Teaching is organised by discrete subjects to ensure deep, subject-specific rigour.

High expectations are set for all pupils and plans are carefully adapted to meet the needs of all groups including more able pupils, pupils with low prior attainment, pupils with SEND, pupils with EAL, disadvantaged pupils and other vulnerable pupils.

In the Early Years, we create a joyful, language-rich environment where every child is known, valued, inspired to explore the world around them and able to flourish. Our aim is to nurture curious, confident and resilient learners who develop a deep love of learning from the start of their school journey.

We believe that language unlocks learning, which is why we surround our children with a rich world of talk, stories, and vocabulary. Books sit at the very heart of our curriculum—building knowledge, sparking imagination, and opening doors to exciting new ideas. We offer an ambitious, beautifully sequenced curriculum shaped by the children's own interests, their community, and the wider world. Through this approach, our Reception children don't just meet their Early Learning Goals; they develop a deep foundation of knowledge that prepares them perfectly for the Key Stage One Curriculum.

The Learning Environment

When pupils are at school, learning will take place in classrooms, the school playgrounds and field, the school hall, the library / learning hub and sensory spaces.
These spaces will be kept safe, clean and ready for pupils to use them.
They will be arranged to promote learning through:

- Providing a calm, language-rich classroom environment
- Clearly labelled, comfortable and attractive zones such as book corners, sensory spaces and reflection areas
- Working walls supporting children's learning in English and maths
- Accessible resources for learning such as scaffolds, models and word banks, concrete resources and sensory tools
- A flexible seating layout that allows everyone to see the board and participate
- Neutral displays that celebrate and support children's learning without becoming visually overwhelming
- Bespoke spaces supporting individual needs
- Clear visuals supporting understanding and reducing cognitive load

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 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 most able

All learners access the full curriculum. Quality first teaching underpins all learning so that all children, including our most vulnerable, are supported effectively to make progress against their individual targets. Teachers and support staff use a range of teaching styles and approaches to ensure that all children are able to make progress and that individual needs are met.

During lessons, children have access to various types of support such as: additional support in class from a member of staff, adapted work tailored to their individual needs, appropriate scaffolds and prompts to support independence, working in a small group or intervention, preferably in class but sometimes out of class, access to specific resources such as a Chromebook, workstation or visual supports and access to sensory supports.

Please see our SEND Information Report and the Trust Special Educational Needs and Disability Policy for more information on how the needs of SEN learners are met.

Home Learning

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 focussed time set aside. All home learning will be made available on Google Classroom or sent home as a physical copy. Home learning will be reasonable in challenge and length, linked to learning in the classroom, and its purpose will be clearly outlined alongside each task.

Marking and Feedback

At Wheldrake with Thorganby CE School we understand that children's motivation and self-esteem are central considerations when providing them with feedback. We aim to maintain a positive ethos, underpinned by the school's Christian vision, where all children are helped to understand that making mistakes is a natural part of the learning process. We believe that the key purpose of feedback is to help children to move on in their learning and celebrate their achievements.

We seek to use marking as a tool to gain evidence about individual children, which informs the teacher and the child of strengths and next steps in learning. We believe the most effective feedback is that given 'in the moment'. We actively promote 'Assessment for Learning' philosophies and procedures in all areas of the curriculum.

Assessment, Recording and Reporting

We will track pupils' progress using a combination of formative and summative assessments through ongoing formative assessment and formal summative assessment in the Autumn and Summer terms for children in Key Stage Two.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive an annual written report.

Please see our Assessment Policy for further information.

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 leaders, subject leaders, governors and Trust staff will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from pupil, parent and staff voice
- Book looks
- Peer review

Review

This policy will be reviewed at least every three years by the headteacher and SLT. At every review, the policy will be shared with the full governing board.