

Emmaville Primary School

**Teaching and
Learning
Policy**

2026-2028





Together we grow



Teaching and Learning Policy

At Emmaville we have developed this whole school policy as a commitment to providing all children with the opportunity to succeed. A child's achievement at school is the result of effective teaching and appropriate learning, whatever the result.

Introduction

At Emmaville Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Aims

We believe that people learn in different ways through the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

Effective teaching will:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Nurture 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 and their possessions.
- 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.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We take into account these different forms of intelligence when planning teaching and learning styles in order that Pupils learn to:

- ◆ Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- ◆ Show maximum engagement, concentration, application and productivity.
- ◆ Develop skills and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Talking partners/teams
- Mixed ability seating
- ICT as a tool for learning
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the computer;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio-visual resources
- Participation in athletic or physical activity

Effective Teaching

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity
- Ensuring continuity and progression by carrying out collaborative planning, using a structured framework

- Involving children in the learning process
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies
- Building on their skills, knowledge and understanding of the curriculum
- Ensuring that all lessons have clear learning outcomes
- Creating a wide variety of learning situations which encourage children to develop thinking skills
- Making appropriate responses to children's work, both verbally and in written feedback
- Having clear guidance for the presentation and organisation of children's work
- Making effective use of time and by insisting on high standards of behaviour
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils
- Making sure ICT is a tool for learning
- Using interesting and good quality resources and visual aides to aide effective learning
- Use homework effectively to reinforce and extend what is learned in school.
- Establishing and maintaining links between home and school

We use our knowledge of the children's level of attainment to enhance our teaching. This knowledge is gained by:

- Continually monitoring and assessing pupil progress to ensure that all tasks set are appropriate to each child's level of ability
- Setting appropriate targets for all pupils and supporting them to achieve these targets
- Planning work for all children including those with special educational needs, giving due regard to information and targets contained in the children's Support Plans
- Close liaison with parents and all members of staff who are partners in the learning process.

Curriculum

We believe it is important to have a coherent and continuous curriculum for all children throughout the school. In planning the curriculum, we will provide structure to the content and guidance in teaching the key experiences and skills which all children need in order to develop, make progress and meet standards. The curriculum will be creative and there will be opportunities for

enrichment activities throughout the course of a child's education at Emmaville.

Our approach involves:

- Regular discussions between the teaching staff to create a curriculum that is varied and relevant
- Collaborative planning by each phase team to ensure that continuity, progression and a balanced curriculum are maintained throughout
- Ensuring that the curriculum is skills based and not content driven

Ensuring children's work is of a consistently high standard

We believe that the key to all children producing a consistently high standard of work is the setting of realistic and appropriate targets for progress and achievement. We recognise that all children make progress in different ways and that within any age group there will be a range of abilities. However, by developing agreed targets in English and Maths, we aim to ensure a consistency of approach and to create a structure through which high standards are promoted by all staff.

An effective learning environment

It is important that there is a consistent approach to the organisation of the learning environment for the following reasons:

- It helps children, particularly when they move classes, to be independent and confident because all learning environments have features which are familiar to them
- It improves the management of resources by clearly identifying the resources which should be found in each classroom and which should be stored centrally
- It ensures that there is access to the whole curriculum
- It enables children to learn in an interesting, stimulating environment

Our approach involves:

- The use of furniture and storage units appropriate to the curriculum and the age of the children

- All areas are labelled clearly and provision made for learning in all curriculum areas
- Resources stored in appropriate areas and accessible to the children, who should be encouraged to take responsibility for taking care of them
- Displays to reflect the variety of the curriculum and including a mixture of 2D and 3D work, children's work and stimulus material, static and changing display, displays which support and extend learning, adult and child led display

Responding to children's work

In responding to children's work our intention is to accomplish the following:

- Celebrate achievement
- Record assessment and give an indication of progress made
- Motivate children to work
- Stimulate progression of thought and encourage self-reflection
- Understand the children's feeling towards a task

Our approach involves:

- Appropriate responses to children's work and making written comments whilst the child is present whenever possible
- Using a range of strategies such as visiting other staff, adults, headteacher to celebrate achievement
- Making positive oral and written comments which will encourage the child to think reflect and set targets for future work