

Emmaville Primary School

**Teaching and
Learning
Policy**

2026 - 2028





Together we grow



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. Teaching and learning are at the very heart of Emmaville's vision. Everything we offer both inside and outside of the classroom are the most important factors determining pupils' achievement.

Introduction

At Emmaville 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 aim to provide a purposeful and empowering climate for learning, a curriculum that focuses upon the key concepts of influence, belonging and choice. The key concepts, supported by the study of significant people and rich stories, will fully empower our pupils to develop their sense of self-worth and their aspirations for the future. We offer a thoughtful range of experiences that allow children to ask key questions, develop big ideas, and to demonstrate how all their learning is linked. Our curriculum provides an excellent mix of academic and personal development. We offer the children a range of cultural activities that not only enrich their lives but also provide them with the confidence and skills for a fulfilled and happy life.

This policy will ensure:

- High quality teaching, learning and pupil achievement
- Establish an agreed range of 'good practices' in respect of teaching and learning
- Consistency and progression across the school

This statement of agreed school practices will provide staff with a clear indication of expectations.

Effective teaching will:

- Enable children to become confident, resilient, 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, promote positive attitudes and to have an open-minded approach towards other people
- Enable children to understand their community and help them feel valued as part of their community
- Help children grow into reliable, independent and positive citizens.

An effective learning environment

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence is fundamental to learning and therefore to our school.

We aim to create classrooms which will benefit all learners. Teachers should aim for a clutter-free environment that is well-organised.

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

- It should support and enhance the children's learning
- It enables children to learn in an interesting and stimulating place that encourages and engages pupils
- It should benefit all learners
- 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.

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
- Learning walls that not only support learning but also promote independence
- Displays to reflect the variety of the curriculum and to remind of the Voice 21 approach.

Expectations for learning

The adults are the role models for the children. We should therefore have high expectations not only for the children, but also for ourselves.

Expectations of behaviour for the classroom, and when moving round school, will be explicitly taught by teachers and regularly reinforced.

Teaching staff should be consistent and continually remind children of the following expectations:

- Teaching staff will use 1, 2 and 3 (silent signals) for moving around the room e.g. travelling from the carpet to chairs in an orderly manner. 1-Stand up, 2-Move to the carpet/chair, 3-Sit down
- Teaching staff will use non-verbal cues for transitions
- Teach children how you want them to stop and listen
- To be active listeners
- To use acceptable voice levels both in the classroom and throughout school
- Children should be trained not to wander around the classroom
- Children should be encouraged to use break times to go to the toilet.

Expectations of children:

- Children will be engaged in creating their class charter of expectations for learning
- Children will follow school expectations of being Ready, Respectful and Safe in class, and when moving around the school
- They will be given roles and responsibilities within their class
- Children will take care of their resources and have pride in their classroom environment
- At the end of the school day, children will be encouraged to tidy their tables, putting away resources and making sure there is nothing left on the floor.

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
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies
- Building on the children's 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
- Making sure ICT is a tool for learning
- Using interesting and good quality resources and visual aides to aide effective learning
- Use homework 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 Individual 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 knowledge, 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.

The school has a curriculum map that breaks up the curriculum areas into year groups and manageable termly themes. This ensures breadth and balance in curriculum provision and progression from term-to-term and year-to-year. All curriculum maps can be found on the school's website under curriculum. Knowledge and skills are woven throughout the curriculum. Progression documents for year groups inform teachers of children's prior learning.

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 we aim to ensure a consistency of approach and to create a structure through which high standards are promoted by all staff.

Presentation guidelines are in all children's books and children should regularly be reminded to follow the guidelines.

Responding to children's work

Feedback

Feedback plays a crucial role in supporting the learning and development of pupils. Research shows that effective feedback, when delivered in a timely, clear and constructive manner, enhances student motivation, engagement and academic achievement.

At Emmaville, we believe the most impactful feedback happens live, during learning. Immediate verbal feedback from teachers, TAs, or peers allows pupils to respond and improve in the moment. In every lesson, adults support pupils in seeking, understanding and applying feedback by guiding them to check their work against success criteria and refer to exemplars shared at the start.

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

- To show the children that their work has been reviewed and assessed to indicate progress made
- Tick to show work has been looked at
- Knowing what type of feedback will motivate them

- Give feedback which is just right for each pupil (not too easy, not too challenging)
- Clear up misconceptions and use them as opportunities for self-correction
- Encourage self-reflection
- Understand the children's feeling towards a task
- Encourage high standards of presentation in books
- Children to take pride in their work
- Celebrate achievement.

Our approach involves:

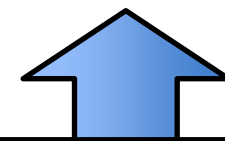
- Encouraging challenge and resilience as the norm during the learning process
- Live marking whilst the child is present whenever possible to motivate and advance learning
- Making positive oral and written comments which will encourage the child to think and reflect
- Referring back to subsequent marking to measure the impact marking is having on pupils
- Using a range of strategies such as visiting the headteacher, other members of the SLT, teaching and non-teaching staff to celebrate and share success.

At Emmaville we identify feedback as one of the most powerful tools a teacher has with research suggesting it can add +8 months to a child's learning.

In the moment feedback is recognised as most powerful. Highlighting and corrections in books indicate a learning dialogue has taken place. If the learning objective has been achieved it will be highlighted in blue

Clear **models of excellence** are shared with learners, left on display and referenced when providing feedback.

Successes are ticked in black, and attention drawn to errors will be written in green.

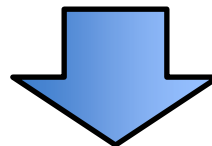


Effective Feedback

Whole class feedback is given at the beginning of a lesson in light of the teacher's findings from looking at work in books.

Visualiser stops are used when needed and a child's learning is chosen at random to be discussed against the learning outcome.

Pupils are **given time** to respond to feedback. In KS2, they use a purple pen to make changes.



Misconceptions in books are always addressed this could be through comments, lesson starters, individual feedback, or adapting lesson plans.

The **misconceptions board** is used to address whole class misconceptions. Teachers will revisit these misconceptions regularly.

1:1 conferencing is used to move children forward. This could take place during the lesson or post lesson.