



**WARREN
WOOD**
PRIMARY SCHOOL

Teaching and Learning Policy

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A **Beyond** ACADEMY
SCHOOLS TRUST

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

This policy provides procedures aimed towards ensuring high quality learning and teaching throughout the school.

It aims to:

- Embed an agreed range of good practice across the school
- Ensure consistency throughout the school
- Inform staff of the school's expectations
- Provide a unified focus for supporting and developing learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving an ambitious and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately adapted for all pupils.
- Enhance the professional development of staff.
- Ensure the curriculum is ambitious and therefore has a positive impact on attendance

Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'



- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- SEND Policy
- Feedback Policy
- Behaviour Policy

Roles and responsibilities*

*This is not a substantive list of responsibilities and individuals should refer to their job descriptions for clarity around their specific roles and responsibilities.

The local governing board is responsible for:

- Ensuring reports are provided by the headteacher, curriculum lead and Subject Leaders, where requested, and that action is taken where areas are identified as requiring improvement.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Informal walk arounds of the classrooms
 - Viewing samples of pupils' work
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the full governing board

The Director of Primary Education is responsible for:

- Providing inspirational, strategic and professional leadership.
- The continuous improvement of educational standards.
- The effective use of resources across the Trust.



- Overseeing recruitment.
- Providing leadership in building relationships with external stakeholders that will enable the development of the Trust.
- Holding headteachers to account for the achievement and well-being of pupils and the opportunities offered to them.

The SLT, including the Headteacher, is responsible for:

- The outcomes within the schools.
- Developing a School Improvement Plan, recognising how the school is going to improve.
- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out focussed classroom-based drop-ins.
- Where appropriate, viewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of learning and teaching in the governors' report.
- Acting as role models for teaching staff.
- Identifying subjects and/or Year groups where specialist teaching would raise standards.
- Taking action where practice is not meeting the relevant standards.
- Ensuring the curriculum is designed in a way that ensures pupils want to come to school.

Curriculum Leaders are responsible for:

- Developing and reviewing Subject specific policies and schemes of work in collaboration with colleagues.
- Holding Subject Leaders to account for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.



Subject Leaders are responsible for:

- Working alongside SLT in driving standards in their subject.
- Developing a Subject Action/Improvement Plan.
- Leading, supporting and challenging colleagues around standards and practice in their subject.
- Keeping abreast of national and local initiatives around their subject.
- Collaborating with colleagues from across the Trust to ensure all pupils receive a high-quality education.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from others with responsibility for specific areas.
- Reviewing and evaluating their planning regularly.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual report assessing the progress of their pupils.

Learning environment

Setting the tone

The teacher will set the tone for the learning environment by having high expectations including having a well prepared, organised and stimulating environment. This includes following expectations for displays and specific areas within the classroom, such as book corners etc.

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently and/or collaboratively depending on the situation, activity or task.

The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a relevant basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-



ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers will remain up to date with current educational thinking including focusing on the below;





The teacher will manage disruptive behaviour by:

- Following the school behaviour policy.
- Using non-verbal cues which they know with their specific cohort.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In specific circumstances, calling for support from another member of staff.



To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are positive role models for all pupils.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.
- Consider the involvement of technology when it will have a positive impact on learning.

Teaching strategies

The curriculum

Nursery and Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through appropriate adaption and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning also form a significant part of pupils' education.

Planning and preparation

Lessons are clearly linked to the national curriculum. The needs of the pupils are considered and adaptations are made to clearly show how pupils of all abilities are catered for.

Lessons have clearly identified Learning Objectives/Intentions, showing progression from one lesson to the next.



Consideration for how teaching assistants are used to enhance learning.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. Resources are shared between teachers, year groups and where possible other Trust schools in order to facilitate good practice and collaboration.

In-class support

TAs are actively involved in the lesson to aid pupils' learning. Where possible, they are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' feedback. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The Learning Objective/Intention of each lesson is explained at the start and displayed throughout.

High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

StepLab

StepLab will be our core platform for providing feedback and personalised professional development relating to Teaching and Learning from September 2025.

Purpose

To ensure high-quality teaching and learning: the school is committed to providing structured, personalised professional development for all staff. From September 2025, StepLab will be the core platform for observations, feedback, and continuous professional development (CPD).

Rationale

StepLab has been chosen because it:

- Supports personalised growth for every teacher through clear, actionable goals.



- Provides consistent, evidence-based feedback, aligned with school priorities.
- Creates a shared language for coaching and development, improving collaboration.
- Centralises CPD processes, making progress tracking and resource access simple and transparent.

Implementation

- All lesson observations and feedback will be recorded on StepLab.
- Teachers will engage in CPD cycles through StepLab, including goal setting, reflection, and access to research-informed strategies.
- Training will be provided to ensure staff are confident in using the platform effectively.

Monitoring and Review

- Senior Leaders will discuss observations and Teaching and Learning at weekly SLT meetings
- Senior Leaders will review StepLab data termly to monitor engagement and impact.
- Policy effectiveness will be evaluated annually as part of the school's CPD review process

Support Structures for Ineffective Teaching

- Initial conversation with Middle Leader.
- Departmental monitoring with SLT oversight.
- Coaching with SLT/Lead Practitioner partner.
- Informal support plan.
- Formal support plan where needed.

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed in a timely manner with the school's SENCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

Homework

Within our Trust schools we recognise the importance of engaging with parents to ensure their children read regularly at home.

We also see the importance of pupils practicing the basic skills for English and Maths and use online 'apps' to engage the pupil, using Accelerated Reader, Timetable Rock Stars etc.



Assessment

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Following the introduction of the Reception baseline assessment in 2020, the school uses an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade.

Summative assessment (assessment of learning)

As a Trust we have adopted PiXL tests as our Summative Assessment

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.



- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to monitor the progress of individuals and groups of pupils.

Data Management:

- Data from tests will be uploaded to Arbor
- The Trust Data Manager will produce analysis reports in a timely manner for all year groups

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two-parent consultation evenings, so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress, by appointment.

We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths



- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

We will provide a link to our performance tables on our school website.

We also provide reports for pupils at the end of EYFS, KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.

Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups, including across the Trust, to analyse pupils' work against national



curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.



Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |

