



# Teaching and Learning Policy

Policy date: Sept 25



Updated 17/07/2025

### Our Curriculum

At Ingol Community Primary School we believe that learning is a lifelong process that should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners and to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners who lead rewarding lives as responsible citizens. We aim to ensure all children are provided with high quality learning experiences that lead to consistently high level of pupils' achievement and attitude.

#### **Intent**

Our Curriculum has been designed so that each and every child can learn about a width range of topics and themes by offering stimulating and awe-inspiring learning experiences. We believe that an ambitious, innovative and inspirational curriculum, will lead to a love of learning and exceptional pupil outcomes. We aim to provide a broad and engaging curriculum based around rich experiential opportunities that promote deeper learning. Our curriculum develops knowledge and skills that have clear end points. We understand the importance of reading as a key to unlocking other areas of the curriculum, therefore developing a love for reading from the earliest stage is crucial.

It is designed to meet the needs of the pupils at Ingol Community Primary School, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by including the interests of our children and the local area whenever possible. Our curriculum intends to develop individual and collaborative learning experiences; a positive growth mind set; a sense of responsibility and provide challenges that take learning beyond the classroom.

Our intention is that every child will be a reader. Quality texts are at the core of our curriculum with our aim being to create a reading culture in which children thrive academically and become lifelong readers. Teachers read to their children every day from carefully chosen books that we believe will bring the curriculum to life and expose our children to the richest vocabulary.

Our curriculum is broad and ambitious, valuing all subjects, and provides a wide range of opportunities for our children to become the best people they can be. We look to reflect their interests by listening to the voice of all pupils and enhancing learning experiences from local to national. We intend our curriculum to be engaging and help to develop our pupils to have a fuller understanding of the wider world.

#### **Implementation**

At Ingol School we work alongside our local community and ensure our curriculum is implemented by staff with established and growing strong pedagogy and subject knowledge.

Subject leaders collaborate effectively to provide our children with coherently planned, sequential learning opportunities to develop knowledge that children can retain. Planning is carefully considered along with assessment practices informing teachers of necessary next steps. Vocabulary is modelled, explicitly taught and is visible throughout the environment; we believe this is critical in unlocking deep understanding and knowledge.



Through quality first teaching strategies we stimulate learning within our children so they can acquire, build on and retain knowledge. Throughout their time at our school, children are given the opportunity to revisit learning in different contexts which we believe is a key component in ensuring children retain knowledge.

We commit to presenting a stimulating, pupil-focused learning environment to aid developing independent learners and one which provides a safe space for all children to make mistakes, celebrate and learn from them.

CPD for staff at all levels is important in our school so that teachers are well-equipped to implement our curriculum effectively and children make great progress as a result.

### **Behaviour for Learning**

We believe that having good behaviour for learning is important and helps the children develop further with understanding and skills.

Where learning is effective, pupils are motivated to:

- Actively participate in their learning and ask questions that further deeper their understanding
- Persist when challenge occurs and learn through their mistakes
- Care about the presentation of their work and look after resources.
- Develop independence.
- Collaborate with their peers demonstrating excellent communication skills.
- Evaluate their own work and suggest ways to improve it.
- Decide the best approach to a task and the resources/support needed.
- Communicate information and ideas, offering comments and explanations.
- become confident, resourceful, enquiring and independent learners;
- develop a high level of self-esteem and build positive relationships with their peers and other adults;
- show respect for all races and cultures and, in doing so, promote positive attitudes towards other people;
- enable children to understand their community and help them to feel valued as part of this community;

Pupils feel that they are valued by the school community and that their achievements are being recognised.

Through our teaching we aim to:

- enable children to become independent and confident learners;
- help children to develop positive relationships with others and work collaboratively in a variety of situations;
- show respect for all races and cultures and, in doing so, to promote positive attitudes towards other people.

We believe that individuals learn best in different ways. We therefore provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

### **Effective Learning**

Individuals learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways suited to their preferred learning styles. When planning, teachers consider these learning styles to incorporate the following learning opportunities:

- investigation and problem solving;



- research and finding out;
- whole-class work;
- group, paired and individual work;
- child-directed independent work;
- indoor and outdoor learning;
- selecting and using relevant resources to support learning;
- asking and answering questions;
- use of ICT, including visual images, film, interactive teaching resources;
- fieldwork and educational visits;
- guest visitors and performances;
- creative activities;
- watching, listening and responding to a range of sounds, images and film;
- debates, discussions, role-plays and oral presentations;
- designing and making;
- personal challenges.

Children are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, identifying what helps them learn and how to overcome challenges in their learning.

Teaching styles focus on motivating the children to develop and apply their skills, knowledge and understanding across the curriculum to enable them to reach the highest levels of personal achievement.

Policy documents and curriculum coverage maps are developed by Subject Coordinators in collaboration with the whole-staff. These are subject to regular review. Meeting time is allocated to discuss aspects of teaching and learning and to ensure a consistency in approach and standards.

Lessons are planned with clear learning objectives identified from the National Curriculum. Lesson planning outlines teaching and independent activities, use of ICT, additional adult support, as well as Assessment for Learning opportunities. Lessons are evaluated, identifying pupil's next steps, in order to modify and improve teaching in subsequent lessons.

### **Learning Environment**

At Ingol we recognise the importance of a safe, stimulating and inviting learning environment which allows the children to thrive with their learning.. Resources are of the highest quality and pupils are encouraged to take care of their classroom as well as the wider school space. Classrooms are tidy and organised with resources labelled and easily accessible for pupils to make choices independently. Displays and 'Working Walls' support pupils in their learning by providing modelled examples and key vocabulary. Pupils are encouraged to present their work neatly and to the highest standard in all curriculum areas. All staff at Ingol strive to praise pupils for their effort and achievements.

### **Role of the Adult**

Subject Leaders take the lead in policy development for their subjects. They lead by example and offer support to colleagues, informing them of curriculum developments, monitoring standards and progress, managing resources and attending relevant resources.

Teachers plan lessons that are inspiring and enjoyable. Teaching assistants often provide group and one to one support in class or in a quieter working environment, away from distractions in the classroom if this is for the best needs of the pupil (s). Teaching assistants work under the direction of class teachers and subject leaders, who brief them on activities and expectations before the start of a lesson or series of lessons.



### **Special Educational Needs (SEND)**

High quality teaching adapted for individual pupils is the first step in responding to pupils who have or may have SEND. Provision will be adapted to allow children to access the National Curriculum within the class to allow children to access lessons alongside their peers and to be challenged at a level conducive to their ability.

When children need additional support, we will contact the appropriate external agencies and work with them to create an action plan designed to meet specific needs. This might result in additional intervention external to the classroom.

### **Assessment**

Our children's progress and achievement is regularly monitored to ensure they are learning what is expected. High quality teaching, repetition of key vocabulary and subject specific knowledge provides a structure for future learning, ensuring that our children are ready for the next stage of their education. Effective assessment provides information to improve teaching and learning. We use a combination of formal and informal assessments. Both play an intrinsic part in establishing what a pupil knows and remembers and informs future planning for classes, groups and individuals.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Behaviour policy

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