



Teaching and Learning Policy

Date reviewed by School	Autumn 2020
Date ratified by FGB	N/A
Date for next review	Autumn 2023

1 Introduction

- 1.1 The aim of this policy is to provide a clear statement of the principles and practice of teaching and learning at Uplands Primary School and Nursery.
- 1.2 Our vision is 'for all to be inspired to achieve', and we are committed to providing the best possible learning experience for all pupils regardless of personal circumstances, gender, age, ethnicity or ability.

2 The curriculum

- 2.1 We follow the Early Years Foundation Stage and National Curriculum from Nursery to Year 6. In addition, we follow our own 'PRIME' curriculum, which is the driving force behind all of our planning, teaching and learning.
- 2.2 The PRIME curriculum can be explained as follows:
 - Purpose (why we learn things and know things)
 - Relationships (the relationships within learning, such as the links between the British Empire and certain trade routes and also links between different subjects, such as knowing what period of history an artist lived in and where, which may have impacted their paintings)
 - Impact (the impact of what we study on the pupils, us as a school, our families, our community, our country and the world)
 - Metacognition (understanding more about how we learn and how we process information)
 - Experiences (developing our experiences and getting to build our cultural capital – the skills, knowledge and connections acquired from a range of different experiences that allow pupils depth of understanding in a variety of areas).

3 The learning environment

- 3.1 At Uplands Primary School and Nursery, we believe a positive classroom environment sets the right climate for learning and enables all children to access the curriculum. It should:
 - be welcoming and inviting to children and adults



- encourage interaction and provide opportunities for effective communication between home and school
- support and challenge learning by ensuring appropriate resources are accessible for the children
- encourage children to be independent in different areas of learning and work towards their own individual targets as well as class goals
- celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum
- be stimulating and thought-provoking, through the use of, for example, interactive displays, resources and different zones within each classroom, which encourage children to explore, investigate and play
- be warm, comfortable and clean, with suitable, functional furniture and fittings
- create an atmosphere where children feel they belong and can foster a sense of pride for their environment
- be safe and hazard free, with regard to both emotional and physical safety
- encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- promote the school's vision and behaviours throughout
- be well-organised and uncluttered, using available space to best advantage.

4 Effective teaching

4.1 Through our teaching, we aim to enable children to:

- access a broad and balanced curriculum
- acquire the necessary skills for self-directed learning
- become independent and confident learners who take responsibility for their own learning
- develop resilience when facing challenging situations
- recognise and develop their own personal skills, interests and talents.

4.2 At Uplands, we believe that effective teaching can be characterised by the following:

- Teachers demonstrate and advocate the school behaviours.
- Provision is made for all groups of learners, including, but not limited to PPG and SEND.
- A consistent approach is seen for teaching and learning, in line with whole-school policies and procedures.
- Lessons follow one of the following formats: whole class teaching, small group teaching or 'split input' teaching.
- Lessons are planned so there is support and challenge for all.
- Lessons are carefully sequenced, with time built in for practice and consolidation.
- Teaching is personalised for individual learners or groups of learners.
- There are challenging but achievable expectations, clear explanations and an appropriate pace in lessons.



- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learners.
- A range of questioning is used, and pupils are encouraged to generate their own questions.
- Progress is clearly evident over time for all pupils, through observations, discussions, book work and formative assessment.
- Clear progression of skills and learning can be seen and is used to build on prior learning and to enable children to move onto their next stages of their learning.
- Topics are revisited a number of times throughout a learner's journey through primary school.
- Opportunities for self-evaluation and reflection are built in throughout the lesson.
- Timely feedback is provided to all children and opportunities to respond to this feedback are given.
- There is positive interaction and communication between all class groups (adults and children).
- There are opportunities for learning beyond the curriculum provided, which will enrich children's learning.
- Teachers demonstrate secure subject knowledge.
- Teachers have an exciting, enthusiastic approach to learning which helps inspire, motivate and engage children.
- Teachers are the facilitators of children's learning, and promote the voice of the child throughout the lesson.
- There is effective and strategic use of teaching assistants and resources to support the children's learning and maximise support and challenge available in all aspects of learning.
- Positive behaviour management strategies are employed, which are used to motivate and encourage children to respond appropriately and help create a positive environment for learning.
- Effective use of displays and learning lines/walls engages children in their learning.

5 Effective learning

5.1 At Uplands, we believe that effective learning can be characterised by the following:

- Children display and show awareness of the school behaviours.
- Children feel safe at school.
- Children are active, engaged and enthusiastic.
- There is challenge and support for all.
- Children have the opportunity to develop their own personal learning style.
- Children can recall and articulate what they have learnt, over a period of time.
- A culture of feedback is supported, where children respond to comments (written, symbolic or verbal).
- Children are able to articulate their next steps in learning and take an active role in planning these. Children may have individual targets to work on, where appropriate.
- Children take responsibility for their learning, and ask questions as well as answer them.



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- Children are not afraid to take risks with their learning, and display resilience when facing challenging situations.
- Children work collaboratively, using and providing peer-to-peer support, both in class and across year groups.
- Children are able to access resources independently.
- Children play a part in creating and interacting with their learning environment.