




# Nutley CE Primary School

## Teaching and Learning Policy

**'Believe and Achieve'**

<b>Review cycle</b>	1 / 2 / 3 years	<b>Date:</b> 9.12.24
<b>Approved by</b>	Full Governing Body / Headteacher	
<b>Changes made in this review cycle</b>		
<b>Linked policies</b>	Child Protection and Safeguarding Policy First Aid Policy Health and Safety Policy	
<b>Signed</b>		<b>Date:</b> 9.12.24
<b>Position</b>	Headteacher and Chair of Governors	
<b>Date of next Review</b>	September 2025	

### **Aims of this policy:**

This policy enables all stakeholders at Nutley CE Primary School to have quick access to, and total clarity about, the key information linked to our teaching and learning expectations.

Our vision:

We believe that everyone is an individual, valued for who they are.

We encourage our school community to reach their full potential in a happy, safe and caring environment.

Providing a foundation for lifelong learning, we build resilience and hope for the future, based on Christian values.

A small school, with a big heart – we aim to make a positive impact within our community and in the wider world.

This Bible quote fully explains our Christian ethos and is the essence of our school:

*I have come that they may have life, and have it to the full.*

*John 10:10*

Strong Christian values are at the heart of our work and central to the school's teaching and learning. One of the broad aims of our School is to help children learn that Christian values, such as **Respect, Compassion, Perseverance, Friendship, Forgiveness** and **Trust** are essential qualities.

We are all focused on providing equal opportunities for all our children and believing that anything is possible. For this reason, our attitude is to 'aim high' for all children and use adaptive teaching methods to ensure all children reach their potential.

Our shared vision and set of values that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole school community wellbeing. We see all our teachers as SEND teachers, putting a significant emphasis on our quality first teaching placing universal provision of the most effective adaptive strategies at its heart. (Please see our SEND policy for more information and our approach to meeting the graduated approach in accordance with the SEND code of Practice 2014).

We believe that positive attitudes, a strong sense of self, a clear sense of purpose and, importantly, a sense of belonging, are prerequisites to effective learning, meaning pupil voice is central to the ongoing evolution of the planning process.

### **The process - planning what we teach:**

Our teachers design lessons and activities that engage children in meaningful experiences. Our teachers are also working in a Partnership year with The Pioneer Federation, 2023-2024, and beginning to benefit from their collaborative approach to planning, as well as sharing of expertise and resources across the federation. Our Church Schools work closely with the Diocese of Chichester, under God's rule and following the example of Jesus.

When planning, our teachers aim to ensure that all children, no matter their ability, background or starting point, are provided with the opportunities to build on learning term-on-term, year-on-year. Each term has a focussed topic theme in which the National Curriculum skills and knowledge from the different subjects are carefully aligned to ensure a correlated cross-curricular approach to children's learning.

The well-sequenced and progressive curriculum created by the team is available for all teachers, which allows each class teacher to focus time and energy in adapting the curriculum to their specific class. We believe that in all classes

teachers demonstrate that they 'know their children' in the adaptations they make, to meet their class's specific needs.

### **Our focus on Adaption:**

We believe that effective teaching and learning requires teachers to provide an adaptive curriculum through a range of adaptive teaching strategies.

In a good lesson, we would expect to see:

*All children absorbed and engaged in learning, all working towards the same learning objective with adaptations in place to scaffold, support, and extend. Teachers will have proactively anticipated barriers to learning before the lesson as well as respond flexibly in real time to evolving needs.*

### **Core techniques and strategies include (but are not limited to):**

- Reconnects to start each new lesson
- Carefully planned questioning, teachers are able to skilfully guide children through a journey of learning that culminates in a secure understanding of a given concept.
- Use of Assessment for Learning strategies to provide formative assessment at all stages of the teaching and learning process (use of mini white boards to gain all children's answers and contributions, low stakes quizzes, hands down techniques)
- Carefully chosen seating and pairing
- Flexible grouping/splinter grouping

### **Core resources include (but are not limited to):**

- Concrete resources in all age group classes
- Knowledge Organisers (for key vocab, concepts and knowledge to be taught)
- Adjusted print size
- Technological support, for example visualisers, touch typing.

### **The learning environment** (please see Learning Environment policy).

At Nutley, we are committed to establishing learning environments that not only stimulate and engage, but also engender a sense of purpose and identity.

Our classrooms have working walls that all include key vocabulary to ensure all children can access the learning.

