

Teaching and Learning Policy



Pendragon Community Primary School

Version 1.1

Reviewed by The Full Governing Body

Date of Review January 2026

Date of next Review January 2027

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1. Aims

At Pendragon we aim to provide the highest possible standards of education for all our children within a caring, happy and safe environment.

As a staff, we have agreed a set of statements that reflect our expectations with regard to learning and teaching in our school. For the purpose of this policy, 'teachers' includes all adults involved in supporting our children's learning.

2. Roles and responsibilities

2.1 Deputy Head Teacher

The deputy head teacher will work with the head teacher and governors to determine the strategic development of the Teaching and Learning policy and provision in the school.

2.2 The Governor/s

The governors will work with the head teacher and deputy head teacher to determine the strategic development of the Teaching and Learning policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at FGB.

2.3 The Head Teacher

The head will work with staff, parents and governors to determine the strategic development of the Teaching and Learning policy and provision in the school.

Have overall responsibility for the provision and progress of learners.

3. We believe that 'Good Learning at Pendragon' takes place when:

3.1 Teachers plan work effectively

- Teachers set challenging learning objectives that are relevant to all pupils in their classes. These objectives are based on pupils' past and current achievement and the expected standards for the relevant age range.
- Teachers have high expectations of all children in their care and take account of and support pupils' varying needs so all can make good progress.
- Teachers provide opportunities for a variety of learning experiences to cater for all learning styles.
- Teachers select and prepare resources taking account of pupils' interests to actively engage pupils in their learning.

3.2 A stimulating and informative environment is provided

- Teachers organise and manage the classroom effectively to ensure all children have access to and can safely use resources appropriate to their age.
- Teachers have high expectations of classroom organisation and model this by maintaining a high standard of tidiness with their own possessions and working areas.
- Children's work is valued and celebrated and displayed in the classroom and in the whole school community.
- Children are encouraged to be independent and use all resources available to them.
- Teachers strive to provide a variety of areas for children to learn ensuring classrooms are bright, comfortable and stimulating.

3.3 Teachers teach effectively and have good class management skills

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers have a secure knowledge and understanding of the subjects they teach.
- Teachers explain work in a way that children can understand and ensure they are given long enough to complete work and have opportunities for working for sustained periods of time.
- Teachers start with a clear learning objective and have a defined set of criteria for success understood by all pupils.
- Teachers employ interactive teaching methods and encourage collaborative work.
- Teachers promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
- Teachers set high expectations for pupils' behaviour referring to **Reach ethos (Respect, effort, achieve and challenge)** and establish a clear framework for classroom discipline based on the **Cambridgeshire Therapeutic Thinking** approach and a shared set of values and beliefs.
- Teachers encourage children to be confident about making mistakes and to learn from them.
- Teachers adapt children's learning in order to meet individual needs of every pupil.

3.4 Teachers accurately monitor and assess pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress and use this information to improve own planning and teaching.
- Teachers monitor and assess as they teach, where possible, giving **immediate** and constructive feedback to support pupils as they learn.
- Teachers encourage pupils to reflect on, evaluate and improve their own performance.
- Teachers identify, support and challenge more able pupils, those who are working below age related expectations, those who are failing to achieve their full potential and those who experience behavioural, social and emotional difficulties. They seek guidance from other staff where appropriate.

- Teachers are rigorous in keeping tracking in pupil progress up to date and use this data to provide evidence of progress and attainment over time.
- Teachers input data on to Insight and use this information to identify gaps in learning.
- Teachers are able to use records as a basis for reporting on pupil progress and attainment concisely, informatively and accurately for parents and other professionals.

3.5 All staff establish positive relationships with pupils and other adults

- Teachers use **Reach** approach at all times.
- Teachers greet their children at the beginning of the day and at the end of break and lunch times.
- Teachers always listen to children, although this may not always happen immediately.
- Positive encouragement is given to all pupils at all times.
- Teachers consistently model and promote high expectations of social interaction by their own attitude and behaviour.
- Teachers respond promptly (within two working days, although we always aim for a shorter time frame) to requests from parents to resolve any issues and contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers approach parents sensitively and considerately.
- Teachers ensure parents are told about the positive aspects of their child's day and encouraged to celebrate this with them.
- Parents are welcomed into classrooms to share and engage with their children's learning.

4. Monitoring arrangements

This policy will be reviewed by the Deputy Head annually. It will also be updated if any changes to the information are made during the year.

It will be approved by FGB annually.