



# FCVS

## Teaching and Learning Policy

<b>Scheme of Delegation</b>	
<b>Approval By:</b>	<b>Education Committee</b>
<b>Staff Lead Reviewer:</b>	<b>SLT</b>
<b>Assigned Governor:</b>	
<b>Dates</b>	
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## 1. Aims

This policy aims to explain how we'll create an environment at our schools where pupils learn best and love to do so.

## 2. Our Vision:

Working together to be a caring, creative learning environment, enabling all to be excellent.

## 3. Ethos:

We believe that building a safe nurturing environment, where all of our learning community can flourish, involves a child-centred approach to education. We provide an inspiring, challenging curriculum, based on creative learning and rich first-hand experiences both inside and outside the classroom that sparks enquiring minds and develops resourcefulness. Our inclusive approach promotes community values, builds resilience and consideration for those around us and enables all of our learners to reach their full potential.

## 4. Values:

- **Respect** - we are inclusive to all within our community and understanding of different beliefs, values and faiths.
- **Resilience** – we maintain our positive attitude when facing challenges.
- **Innovation** – we find better solutions by using our imagination and creativity.
- **Empathy** – we show understanding for other people's feelings and views.
- **Integrity** – we are always honest and remain true to our principles.

## 5. Learning Behaviours:

- **Independence**
- **Collaboration**
- **Challenge**
- **Determination**
- **Curiosity**
- **Pride**

## 6. FCVS Curriculum Intent

Our curriculum is designed to be skills based and knowledge rich, providing a variety of engaging, ambitious and diverse learning opportunities to meet the needs of all individuals. Plans are sequenced so that pupils build on what they have learned before. They will benefit from a range of first hand learning experiences, both indoors and out. Our local community and environment play an important role in our curriculum.

As a result, pupils will be creative, critical thinkers who demonstrate a positive attitude towards their learning. Showing independence and resilience, they will become caring and effective communicators, collaborators and leaders who are able to interact successfully and respectfully with everyone. By the end of each year we aim to ensure that all pupils are ready for the next stage of their education and development.

## 7. Curriculum Drivers

We use the following to drive our planning of the curriculum and the way we teach lessons:

- **Knowledge and Skills** - teaching and revisiting knowledge so pupils remember their learning over time and building on the core skills they need for the next phase of their education.
- **Quality Experiences** - children learning through engaging and diverse experiences whether in or out of the classroom.

- **Making Connections** - linking learning within subjects, across the curriculum or throughout their time in school so that children can put what they learn into context.
- **Challenge for all** - we are ambitious in what we teach and we make sure all children can access the curriculum and are driven to achieve to the best of their ability.

## 8. Pupil Entitlement

- Committed and invested practitioners with excellent subject knowledge
- Supported and well organised learning environment
- Diverse learning
- High quality visits
- Expert visitors
- Relevant and real purpose for learning
- Practical opportunities
- Learning outside the classroom
- Quality opportunities to learn across the curriculum
- Constructive and timely feedback
- Weekly PSHE
- Element of choice

## 9. Roles and responsibilities

Teaching and learning in our school/trust is a shared responsibility, and everyone in the FCVS community has an important role to play. Home – school agreements are in place for each school.

This is how we will create the above conditions for pupils' learning at all times:

### 9.1 Teachers

Teachers at our school/trust will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Know pupils well and differentiate appropriately.
- Plan and deliver teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Have high expectations and celebrate achievement.
- Actively engage parents/carers in their child's learning – for example, via newsletters, meetings, ClassDojo communications, parent consultation evenings.
- Update parents/carers on pupils' progress.
- Meet the expectations set out in the curriculum intents, behaviour policy, marking and feedback policy and SEND policy.

### 9.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Meet the expectations set out in the curriculum intents, behaviour policy, marking and feedback policy and SEND policy.

### 9.3 Subject leaders

Subject leaders at FCVS will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Use available budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Moderate progress and achievement across their subject
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

#### **9.4 Senior leaders**

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

#### **9.5 Pupils**

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious and engaged learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

#### **9.6 Parents and carers**

Parents and carers of pupils at our school/trust will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

#### **9.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school/trust policies promote high-quality teaching, and that these are being implemented

## 10. Planning

Lessons will be planned well to ensure good short, medium and long-term progress. The Curriculum Intent for each subject plots the knowledge and skills covered from Foundation to Year 6 for each individual year group. These are based on the skills and knowledge outlined in the 2015 National Curriculum and the EYFS framework. It enables us to ensure balance and progression across the schools and to identify cross-curricular links. The Creative Curriculum has a Discovery Autumn term which follows a history focus, an Explore Spring term which has a geography focus and a Create Summer term.

Programmes and resources used include:

- White Rose Maths
- Little Wandle Phonics
- Power of Reading – for English
- Clickview for Science
- PE Hub
- Kapow for Design and Technology
- Music Express

Topic Knowledge Organisers are used to outline key learning. These are shared and revisited with pupils, as well as shared with parents / carers.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

## 11. Learning Environment and Organisation

When pupils are at school, learning will take place in:

- classrooms
- outdoor spaces
  - field
  - playground
  - outdoor classroom
  - quiet area
  - forest school area
  - local area
- hall
- library
- music room
- drama studio
- ICT suite
- curriculum kitchen
- intervention rooms

Classrooms will include a reading / book area to promote independent reading and displays that celebrate and support pupils' learning. There will be accessible resources for learning such as books, dictionaries, thesauri, maths resources, stationery and other equipment.

Seating layouts will allow everyone to see the board and participate in lessons.

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities are made for:

- whole class teaching
- group work, organised according to appropriate criteria (ability, mixed ability, friendship)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning
- use of ICT

## 12. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Higher ability pupils

Teachers use support staff effectively to provide extra support within and outside lessons. Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress.

Pupils are also supported through:

- providing writing frames
- scaffolding
- word banks
- ability groupings
- differentiated resources
- pre-learning
- reading buddies
- online based programs

See SEND Offer for further details.

## 13. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. Homework includes reading, spellings, maths and Creative Curriculum and work set varies according to the age of the pupil. All home learning will be made available on ClassDojo or sent home as a physical copy. Online maths tasks may be set. Home learning will be reasonable in challenge and length. Creative Curriculum homework will often include an element of choice to promote pupil-led learning, creativity and independence.

## 14. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. See the Marking and Feedback Policy.

## 15. Assessment, recording and reporting

At FCVS, assessment is used as a tool to improve learning.

We use five simple key factors for effective assessment

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessment
- Recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
- The need for pupils to be able to assess themselves and understand how to improve.

### FCVS assessment practices

#### Early Years Assessment

In the Early Years we continually assess children to find out how well they are learning. We assess the children on entry and then half termly. Children are assessed on the seven areas of learning and development which include the three prime areas of Communication and Language, Physical

Development and Personal, Social and Emotional Development as well as the four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The assessments are made through observing and working with the children through play activities. We monitor their rates of progress and share them with you at parent consultation evenings and in the end of term report.

### **Key Stage One and Two Assessment**

Staff use a combination of ongoing formative and summative assessment methods which are dependent on the age and ability of the child and the subject being assessed. These vary from observation to questions and answers using whiteboards within a lesson to end of unit assessments to the use of formal tests. The range of assessment methods inform planning and inform feedback given to pupils and parents. Outcomes of formal summative assessments are recorded on INSIGHT, as are teacher judgements based on formative and summative assessments. This is done termly.

### **Pupil progress meetings**

The information gathered from assessment methods is used to identify how well teaching is meeting the needs of the learners and to identify any groups of children that are at risk of falling behind. Intervention and strategies are then put in place to support pupil progress. School leaders will review the progress of groups termly. This information will be presented to Governors termly. It will help to inform the schools judgement on the quality of teaching, learning and pupil outcomes. Pupil progress is measured both from baseline and within year. There will also be termly book scrutinies to ensure progress data matches the progress made in books.

### **Moderation**

Moderation will be carried out to check the evidence base available both internally and with other settings.

In KS2 formative assessment is matched with summative assessment to ensure robust and reliable data. Summative assessment is gathered from NFER optional tests for years 3,4 and 5 and previous SATs papers for year 6.

### **Annually**

Progress of all groups and cohorts are reviewed and summative data is analysed to identify how effective the school is at meeting the needs of all learners. Any areas of development are identified and inform the School Development Plan.

### **Keeping Parents Informed**

We hold regular communications with parents / carers to keep them up to date with how their child is doing at school. There is a weekly newsletter as well as curriculum knowledge organisers each half term. More informal communication with teachers can happen daily as teachers will be available on the gate for discussions.

### **Consultation Evenings**

These are held in the middle of the first term and then in the middle of the second term and will include details of how pupils have settled into the new class, performance and target setting for the year, specific discussions regarding curriculum areas, general pastoral and behaviour.

### **Reports**

Parents receive a target setting report at each at the Spring term parent consultation, as well as an end of year report.

### **One to one meetings**

In addition to the timetabled consultation evenings, one to one discussions can be held with staff members at any time.

## **16. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. School leaders, phase leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil feedback
- Planning scrutinies
- Book scrutinies

## **17. Links with other policies**

This policy links with the following policies and procedures:

- Curriculum Intents
- RSE Policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives