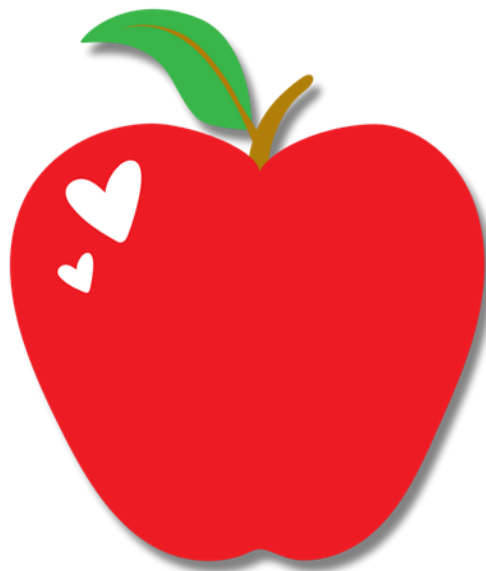


Cheddington Combined School

Teaching & Learning Policy

(draft to be approved at Governor Meeting March 2025)



Approved by:	Governing Body
Date of Issue:	January 2025
Next review:	January 2026

Intent

At Cheddington Combined School we aim to instil a joy in learning. We create a safe, inclusive and nurturing environment for children and staff, with our values at our HEART. We foster a sense of pride and belonging providing all our children with a solid base for lifelong learning and success.

We aim to:

- Provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enable children to become active, responsible and caring members of the school and wider community.

The school works towards these aims in the context of our school vision and by:

- Promoting high quality learning and attainment.
- Providing a high-quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.



We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Teaching and Learning policy introduction

- a) Learning and teaching are the key functions of our School.

- b) At Cheddington Combined School we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom or just in school.

- c) We believe that:
 1. Learning should be an enjoyable experience for everyone;
 2. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
 3. High expectations of learning behaviours allow children to reach their potential.

Intent

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, nurturing environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Cheddington Families

To support the aims of the School through:

- Promoting positive relationships between all members of the School community
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to Parents Evening appointments;
- To support their children with their homework activities including daily reading, mental maths skills and homework projects;
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint a designated link governor who will meet with the Head Teacher to find out about:
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and appropriateness of resources;
 - how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Teaching and Learning Policy annually.

Implementation

What is effective teaching at Cheddington?

We believe it is when all class-based staff:

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
- Maintain high expectations of learning and social behaviours;
- Ensure misconceptions are addressed in the moment, allowing children to progress in their learning;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Effectively follow our key teaching and learning principles (see below);
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the school offers.
- Ensuring that teachers and support staff are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

What is effective learning at Cheddington?

We believe that our children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They understand their learning journeys
- All their successes are celebrated;
- They are encouraged to become increasingly ambitious learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and nurturing;
- Their learning delivered in a clear, progressive way with a clear structure ;
- Their learning is scaffolded effectively to meet the needs of all children;
- Their learning promotes our school values at all times;
- Their learning environments provide sensory security, allowing individual needs to be met;
- They behave with consistently high levels of respect for others and play a positive role in creating a safe school environment.

Our key teaching and learning principles at Cheddington are:

- **Connect**

The aim of this principle is to ensure children revisit previous learning. Children bring previous learning to the front of their memory so links can be made ensuring schema occurs as new information is presented to the children. Schema is the process of creating links from previous learning to new learning resulting in a greater understanding.

- **Explain and model**

This principle ensures children receive clear, concise explanations of key concepts with tier 3 vocabulary explicitly being taught. Tier 3 vocabulary is considered low frequency words which are only used in specific subject areas. Models are used to aid explanation. Questions are used to assess understanding and to ensure children are still active in the lesson as they are answering questions demonstrating their understanding of key concepts.

- **Attempt**

This principle allows misconceptions to be identified through creating deliberate practice of skills or retrieving key information. Tasks are individual or collaborative resulting in key discussions occurring which help consolidate children's learning. Feedback is given in the moment and, if needed, the class can return to the explain phase to re-teach concepts.

- **Apply**

Children independently complete a task to show their understanding of their new learning. These activities are scaffolded to ensure every child can access the learning.

- **Take it further**

Children answer more in-depth questions, showing they are able to use their understanding of a concept to explain their reasoning.

The Role of Support Staff at Cheddington

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To hold the role of 'Champion' in a specific area of the school. Our Champions lead improvement in the standards across the school, e.g phonics champion, reading champion, Eco champion
- To support the teaching; either through direct delivery or by helping to adapt and scaffold for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- At Cheddington Combined School we aim to provide every possible opportunity to develop pupils' full potential. This is achieved through providing an inclusive and ambitious curriculum that is broad and balanced together with appropriate resources and support. Ensuring that all children make their expected or accelerated process in all areas of the curriculum.
- Children who receive additional or extra support, including those with EHCP, have support plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Successful inclusive provision at Cheddington Combined School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

Impact

We believe by following the guidance of this policy we will have the following impact on our children:

- Have an increased vocabulary they can use confidently.
- Ensure they are efficient when faced with problem solving and reasoning activities.
- Able to confidently recall previous learning and link this to new learning.
- Recognise cross curricular links helping develop greater understanding.
- They will be able to process information from working memory to long term memory.

Monitoring and Review

The Headteacher and Deputy Headteacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.