

GREAT CHART PRIMARY SCHOOL

Teaching and Learning Policy

September 2026



Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core value is Respect and forms part of our school rules. We also have termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

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At Great Chart School, we believe that children learn best when they are happy, valued and secure. We maintain high expectations across a wide and varied curriculum that inspires and challenges all of our pupils. We want our pupils to be motivated, independent and aspire to be the best they can be. We believe that quality teaching leads to effective learning and know that the most important factor in which to influence a child's learning lies within their classroom. We strive to promote our core values from the very beginning as we believe these will prepare the children to become valued members of modern Britain.

High Quality, Inclusive Teaching

We believe that good teaching results in effective learning for all pupils, therefore it is our expectation that the quality of our provision is good or better. Our children deserve the very best and it is our intention to encourage our children to become successful learners who have every opportunity to reach their potential from their personal starting points.

An effective teacher:

- Has high expectations of all learners
- Excites, inspires and generates a love of learning
- Promotes independence, confidence and raises self-esteem
- Is well prepared and organised
- Values contributions of all learners
- Plans effectively and inclusively for the needs of all learners
- Employs a wide variety of teaching styles and approaches to meet the needs of all learners
- Practices excellent time management, ensuring no learning time is wasted.
- Gives regular feedback to all pupils to support their learning.
- Marks work in order to identify next steps in learning.
- Deploys resources, in order to maximise support for all learners
- Forms good relationships with parents in order to establish a positive learning experience
- Is open to new developments and ideas in education.
- Knows, understands and reaches individual targets set for all children
- Ensures teaching is progressive and has good subject knowledge
- Displays a welcoming, calm and safe learning environment in which all children can learn

Effective learning happens when:

- Children feel safe
- Children know what they are learning and why
- Children know what they have succeeded in
- Children know what they need to do to improve
- Children celebrate the success of others
- Children want to come to school and have a thirst for learning
- Children are confident to explain their learning
- Children can recall knowledge previously learnt and apply to different situations.

Behaviour and relationships

At Great Chart School, we have high expectations for our pupils' behaviour. We follow the school respect rules and use the Empowerment Approach to support pupils to be at their best in work and play. We expect our pupils to be courteous, respectful and understand the importance of our school values.

We aim to build good relationships with all our pupils as we believe this to be the most successful way to maintain excellent behaviour within our school. Our behaviour expectations are consistent throughout the school and we encourage positive behaviour in all areas of the school building. Children are expected to demonstrate good manners and greet staff as they walk around school, together with being polite at all times.

We use the Empowerment Approach throughout the school. All staff are consistent with this and children are reminded of this at the beginning of each term. Children learn about their brain and learn to identify their needs. They are supported to find helpful strategies to regulate themselves in a way that is 'Good for me, good for you and Good for everyone'. They identify their strengths and are supported to build executive function skills that will help them to learn.

As a staff we have a responsibility towards all our pupils and we know it is vital that staff model high expectations of behaviour. Staff are expected to use manners around our children and each other to ensure they are acting as role-models.

Children with behavioural needs are identified and individual strategies are implemented to support those children.

Zones of Regulation are also used to help children regulate their behaviour and emotions. This is used consistently throughout the school.

The learning environment

At Great Chart, we pride ourselves on the fact that our learning environment is bright, engaging and shares the success of our pupils. We believe the surroundings in which children learn should be an extension of the curriculum. We want our pupils to be proud of what they have achieved and know that their work is valued and has purpose. All areas within the school are organised learning spaces that are neat, tidy and with a bank of resources.

Classrooms should have a variety of displays that both celebrate children's work and inform the children's learning. They should reflect the current topics and celebrate a wide and varied curriculum. We value a language rich curriculum, so it is expected that key vocabulary will be displayed to support the children's work. This vocabulary may include "suave" words. Some displays may form a "working wall" and be interactive, whereupon work may be added to at any time. Work is expected to be mounted with the names of the pupils attached. The Zones of Regulation and the Empowerment Approach prompts should be displayed so that these can be referred to at any time. All trays and learning resources should be accessible and clearly labelled. All classrooms should have a set of mathematical manipulatives together with dictionaries and thesauruses to support written work. The learning environment should support independent learning so that children use a range of strategies to support them. We promote resilience and see mistakes as part of the learning journey.

Planning

We pride ourselves on a wide and varied curriculum and want our children to experience a range of skills and develop their own interests. Over the past few years the curriculum at Great Chart has been adapted and changed to suit the needs of our children, together with the ever-changing world. Each subject area has been looked at to ensure progression of skills and knowledge across all year groups. Subject leaders have a secure knowledge of their own subjects and monitor the planning and execution of their subject area on a regular basis.

Planning at Great Chart is dynamic. Topics are carefully chosen to benefit and excite our children. We understand that the primary curriculum is busy and covers a multitude of skills and knowledge, therefore we employ a flexible approach to our timetable. This flexibility ensures that our children gain a deeper understanding of subject areas in a way that is beneficial to their learning. It all ensures a wide and varied coverage that results in all children being given time to explore their interests and talents.

Teachers are given a planning morning each term with their year group partners. This ensures valuable time is spent on exploring the progression of skills for each subject area. It further develops continuity across classes and gives teachers time to ensure their curriculum is adapted to meet the needs of their cohort. Teachers are also encouraged to hold weekly meetings to discuss the plans for the following weeks.

All planning is held in a central location on our school shared drive and staff are expected to upload their planning on a weekly basis. This enables subject leaders, phase leaders and management to access planning at any time. Planning is in the form of both medium and long term planning for each subject area. Plans are kept from the previous two years to enable new members of staff or staff with a change of year group to access what has been taught previously.

Recording learning

At Great Chart, we take pride in all we do and children are expected to present all of their work to the best of their ability. All staff follow our presentation policy and children are expected to work neatly, with cursive script.

Throughout the school books are presented slightly differently in KS1 and KS2. Learning objectives are clear and the date will be written for each piece of work. Children begin with mark making in EYFS and move on to learning cursive script once they have a secure pencil grip. Handwriting is a foundational skill that is practised daily until Year 3 and this continues in years 4-6 as necessary. In Year 5, pen licences will be awarded to those children we believe to meet our handwriting expectations. Black pens will then be used for recording work into Year 5 and 6.

Sometimes excellent work is displayed in the classroom and rewards may be given for this. We have clear marking guidelines which are followed by all adults across all year groups. Marking symbols are used slightly differently in KS1 and KS2 but should be consistent across each phase. Learning objectives will be highlighted on each piece of work using green, yellow and pink. Any corrections made by the children will be done using a green pen or pencil. Marking should be purposeful and inform the next steps for learning. Any misconceptions should be addressed and shared with the children. We are continuing to develop our use of "live marking" as this is something that staff have found to be effective in ensuring children's learning and progress is maximised.

Assessment for learning

At Great Chart we know the importance of assessing each child's needs. We recognise the importance of sharing learning objectives and ensuring that the children understand what they are learning. We have worked hard on ensuring there is a progression of skills for each subject area and that it is accessible to all members of staff to enable them to prepare children for their next steps. We assess through a range of methods, including teacher assessment, peer assessment, self assessment, questioning, feedback and memory retrieval.

Target Memory slides are used at the beginning of lessons for the Foundation subjects. These encourage retrieval of the learning from last term and last week, before introducing the learning objective. Children are encouraged to articulate the learning intention and record this in their book. During planning, the progression of skills documentation is referred to (across all subject areas), in order to provide progressive steps and ensure all aims are met.

Assessment within the lesson takes place in many forms. We value the children's contributions and value their opinions and ideas. We often use revision at the start of every lesson which may come in the form of entrance/exit tickets, a quiz, or an odd one out activity. Although we use hands up in many classes, other strategies are employed to allow their voices to be heard. This may

include partner work, small group work and through the children becoming the teacher to explain their understanding.

We believe self- assessment to be an important part of children's learning. This supports our school ethos of resilience and a healthy growth mindset. We aim for the children to identify their strengths and to think about what they need to do to improve further. All children's marking (peer or self) will be done using a green pen.

The role of parents and carers

At Great Chart, we value the importance of good relationships with our parents. We know that both parents and staff have a responsibility to allow children to be the very best they can be. We endeavour to share information with parents in the best way that we possibly can to enable their time at Great Chart to be both informed and memorable.

We do this by:

- Holding parent's evening twice a year to discuss each child's progress and next steps.
- Holding open classroom sessions to enable the children to share their work with their parents.
- Sending termly reports outlining the child's progress and effort across the curriculum.
- Sending termly letters to parents to inform them of upcoming topics and areas for learning.
- Weekly bulletins go home, outlining the week ahead.
- Setting clear guidelines and expectations for how to support their child with homework.
- Using Class Dojo to celebrate good work, share information and provide a platform for messaging class teachers.
- SLT and classroom assistants welcome the parents and the children at the gate each morning. This enables parents to talk through any issue or gives them a platform to share messages with the class teachers.
- Providing support to families when it is needed through our Family Liaison Officer, who will guide them to external agencies when further support is needed.

How teaching will be monitored and evaluated

We value all staff at our school and it is our expectation that all teaching should be good or outstanding. Furthermore, we understand the importance of consistency throughout the school. It is our expectation that lessons should be planned across the year group and learning objectives should be identical.

Teaching is monitored through the following ways;

- Learning walks are carried out by SLT and Phase Leaders on a regular basis.
- Lessons are observed through "drop in" sessions. Various areas are highlighted each term as areas to develop and monitor. Teachers receive feedback for these and given areas to improve if deemed necessary.
- Subject leaders monitor the teaching of their subject. This is done through evaluating the teachers' planning and through looking at the children's books. They may also carry out pupil voice with the children to ascertain how the children feel about the subject and what can be done to improve the learning in this subject area. Occasionally, they may carry out lesson observations to provide opportunities to identify the strengths, together with areas to improve in their subject area.
- Phase leaders carry out monitoring of teaching, together with monitoring books across their phase. They may also carry out a pupil voice with the children.
- Regular staff meetings are held, which provide staff with the opportunity to share good practice about their subject area. They will share expectations with staff and offer support to those who need it.

SEN

It is our expectation that all children, regardless of their needs will be cared for and supported throughout their time at Great Chart. We are committed to creating a caring, supportive and stimulating learning curriculum for all children, regardless of their needs. We believe ourselves to be an inclusive school who have ambitious expectations for all our pupils.

We achieve this through:

- A dedicated SEN team who work closely alongside teachers and pupils to support them wherever this may be needed.
- A dedicated FLO who can support children and their families where it is needed.
- Emotional support through the use of Zones of Regulation. These are displayed in all classrooms and accessible to all.
- Regular meetings are held with parents of children with SEN. These meetings may be held by the CT or the SEN team.
- Close relationships with external agencies, who we can call upon to support us where we need additional support.
- Continuous training provided by our SEN team or outside agencies with reference to the mainstream core standards.
- Teacher's planning will take account of children who have additional needs. Differentiated tasks will be provided if it supports the needs of the children.
- A bank of resources to support children with sensory, emotional and behavioural needs.
- A SALT that provided early intervention for the children who need further support in this area.
- Staff have regular pupil progress meetings to discuss any children that require additional support.

Links to other school policies

Next Review Date

July 2026