

# South Avenue Primary School



## Teaching and Learning Policy

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### 1. Aims

This policy has been created by and agreed upon by the staff and governing body of South Avenue Primary School.

Teaching and learning is a co-operative process involving staff, pupils and their parents, governors and others in the community. At South Avenue Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. We will ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to access secondary education and beyond. This policy reflects our high expectations of all staff and children who work across our school.

#### Equal Opportunities

In accordance with the school's Equality and Diversity Policy, all pupils at South Avenue Primary School are given full access to the National Curriculum. Staff endeavor to support all pupils to reach their full potential irrespective of race, gender, faith, disability, age or ability.

#### This policy aims to:

- Ensure that high quality learning takes place in every lesson, which results in a high standard of pupil achievement for all children
- Provide a safe, secure and stimulating environment which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- Value each child as an individual and respect their individual rights, values and beliefs
- Provide a creative, inspiring and engaging curriculum, with both challenge and support, in and beyond the classroom
- Work as a team with parents/carers and members of our school community to maintain and develop a school of which we can all be proud of
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.

## 2. Our Guiding Principles

At South Avenue Primary School, we believe that children have a right to:

- Have their basic physical needs met through having nurturing adults who support and care for their well-being
- Have their mental health needs met through the use of THRIVE and other nurture provision
- Feel secure, safe, confident and valued in an environment that is clean, lively and stimulating
- Have structure and routine to their school day
- Are engaged, motivated and make choices to develop their independence
- Can understand the relevance of what they are learning and know what the intended outcome is
- Can link what they are learning to other experiences
- Have access to the necessary space, resources, materials and tools to develop their learning
- Are guided, taught or supported in appropriate ways at appropriate times by adults who care for them
- Have time to practice what they are learning and try new things
- Have their successes celebrated

## 3. Roles and Responsibilities

Learning is the purpose of the whole school and is a shared commitment. At South Avenue Primary School, we recognise that education involves children, parents/carers, staff, governors, the community and The Fulston Academy Trust, and that for optimum benefit, all should work closely together to support the process of learning.

### 3.1 Pupils

Children are at the centre of everything we do at South Avenue Primary School; therefore, their contribution to all parts of school life is integral. Providing them with a voice helps to develop their self-worth, helps them understand democracy and encourages them to be independent thinkers. Children are encouraged to offer ideas and take responsibility for shaping learning in our school; providing them with ownership and dedication of their learning journey and education.

Pupils are encouraged to support the school's aims by:

- Attending school punctually and regularly
- Being ready through being organised, taking letters home promptly, returning homework and books, regularly and on time
- Being curious, ambitious, engaged and confident learners
- Working co-operatively in pairs or groups
- Taking responsibility for their learning
- Understand their next steps in their learning journey
- Conducting themselves in an orderly manner in line with the behaviour expectations agreed and known throughout the school, and acting as ambassadors representing South Avenue Primary School when they are off the school site

Our pupils are successful because they:

- Understand the difference between appropriate and inappropriate behaviour
- Use the 'Zones of Regulation' to discuss how they are feeling
- Take responsibility for their learning and are self-motivated
- Enjoy coming to school and feel safe
- Have opportunities to develop confidence through enrichment opportunities
- Have parents and carers who work in partnership with the school to ensure that they are prepared, alert and appropriately equipped
- Are punctual with good attendance

### 3.2 All Staff

The staff at South Avenue Primary School are effective because they:

- Are sympathetic to the needs of all pupils
- Have high expectations of all pupils
- Urge and support every pupil to fulfil their individual potential
- Are able to engage and inspire pupils with their own enthusiasm
- Make learning enjoyable and recognise the value of humour and fun
- Promote positive behaviour's for learning
- Are trauma informed and use nurturing approaches across the school

### 3.3 Teachers

Teachers endeavor to:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Ensure that learning is progressive and continuous and understood by all children
- Ensure learning opportunities to enable knowledge to be transferred from children's working memory to long-term memory
- Provide a challenging and stimulating curriculum designed to enable all pupils to reach the highest standards of personal achievement
- Have the highest expectations of self and pupils
- Maintain a secure knowledge of the National Curriculum and Early Years Framework through research
- Have a positive attitude to planned change and the development of their expertise through regularly CPD opportunities
- Ensure support staff are deployed effectively to scaffold and support children's learning
- Work collaboratively through participating in the monitoring, review and evaluation of teaching practice to ensure consistency across the curriculum
- Actively engage parents/carers in their child's learning through Whatsaps, newsletters, website, class assemblies, parent consultation meetings and end of year reports
- Update parents/carers on pupils' progress regularly and produce an annual end of year written report on their child's progress
- Meet the expectations set out in equality and diversity policy, behavior policy, curriculum policy and marking and feedback policy

### 3.4 Support Staff

Support staff endeavor to:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Access and read the lesson plans provided by the class teacher
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Develop their role by carrying out relevant CPD
- Maintain high expectations and celebrating achievements
- Demonstrate and model themselves as learners
- Meet the expectations set out in equality and diversity policy, behavior policy, curriculum policy and marking and feedback policy

### **3.5 Parents and Carers**

We acknowledge that good links with parents and carers are necessary for effective teaching and learning to take place.

Parents and carers are encouraged to support their child's learning by:

- Valuing learning and education
- Encouraging their child as a learner
- Allowing their children to take increasing responsibility as they progress through the school
- Ensuring that pupils attend school every day and on time
- Ensuring that children get plenty of sleep so that they are ready to learn effectively at school
- Providing support for our behaviour management systems within school
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with school to discuss matters which may affect their child's progress and attainments
- Support and give importance to home learning (e.g. reading, times tables, spellings)
- Attending their child's class assemblies, school play's and class exhibitions
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Informing the school of reasons for their child's absence

### **3.6 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 Head of School to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

### **3.7 Subject Teams**

Subject leaders endeavor to:

- 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
- Ensure children's new knowledge is built upon prior learning and experiences
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth
- Understand and review the topics taught in their subject areas and support class teachers in delivering the skills and knowledge effectively to children
- Demonstrate excellence
- Moderate progress across their subject by reviewing progress
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intent, implementation and impact for their subject
- Encourage teachers to share ideas, resources and good practice

## 4. Planning

South Avenue Primary School offers a curriculum which is balanced and broadly based \* and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

\* See Section 78 of the 2002 Education Act which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the Academies Act.

South Avenue Primary School, as part of the Fulston Manor Academy Trust, has chosen to use the National Curriculum and Early Years Foundation Stage Framework as the basis for its curriculum. We also use Understanding Christianity and the Kent Agreed Syllabus for Religious Education. In addition to this, the school seeks to use innovative and inspiring opportunities to enhance the learning of the children.

- The School Improvement Plan and individual subject Action Plans are reviewed by staff termly and reports are provided to governors so all stakeholders are involved in the formulation of subsequent plans
- Our planning is carefully balanced to ensure full coverage of key skills in the EYFS and National Curriculum
- The progression of skills and knowledge from one year group to the next is provided through subject yearly end points
- Year Termly end points shows the coverage of skills and knowledge for each term in every subject
- Previous skills and knowledge are considered during the planning process to ensure regular revisiting throughout all subjects
- At the beginning of every new topic, children are encouraged to consider skills taught previously that link to their new learning
- Retrieval practice exercises are planned for to ensure children are provided with opportunities to revisit previous learning and support knowledge being transferred from working to long-term memory
- All groups of children, especially the disadvantaged, vulnerable and more able, are carefully considered when planning and the curriculum is adapted where necessary
- Teachers plan to ensure equality of coverage across each year group and that the learning tasks and activities are matched to the needs of each class, group or, when necessary, individual pupil and that the planning is in line with the various school policies
- Long, medium and short term plans are prepared by teachers and are monitored, as appropriate, by Subject Leaders and the Senior Leadership Team
- Planning should include:
  - sequence of learning
  - pre-empted misconceptions
  - previous learning
  - starter activity
  - LO and coloured steps
  - deployment of adult
  - key questions
  - resources in notes section
  - plenary/mini-plenaries
- Teaching is monitored and evaluated, as appropriate by Subject Leaders and the Senior Leadership Team
- Learning tasks and activities are linked to topics to promote cross curricular learning
- Regular staff meetings take place where we discuss various aspects of the curriculum and the teaching and learning process to ensure consistency of approach and standards

- Curricucolour, a child friendly assessment tool, is used to enable children to track their progress within the lesson and understand their next steps in learning
  - Purple: Challenge
  - Green: Apply
  - Orange: New learning
  - Red: Previous Learning
- Pupils are given feedback on their learning and progress through discussion with the class teacher and by the marking of their work
- Positive and constructive comments are used to assist our pupils to attain the next target

## 5. Learning Environment

We acknowledge that pupils learn best in an environment in which:

- There is a strong sense of community within the school that promotes excellent relationships between pupils and adults with mutual respect
- Pupils and adults have the courage to take risks in their learning, using the environment to good effect to ensure independent learning
- Resources are used creatively in order to make the curriculum engaging and exciting and pupils are encouraged to act independently in choosing, collecting and using resources.
- Collaboration is promoted to ensure that pupils and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect and care for the environment
- Displays are utilised to support children's learning and praise children's work
- All members of the school community are committed to promoting attitudes of tolerance, consideration, responsibility and self-discipline.

## 6. Inclusion

At South Avenue Primary School, teaching and learning are designed to be ambitious and inclusive, ensuring that the backgrounds, needs, and abilities of every pupil are taken into account. We are committed to removing barriers to learning so that all children, including those with SEND and other additional needs, can thrive and make strong progress from their individual starting points.

All staff work collectively to support every pupil by:

- Using support staff effectively to target additional needs while fostering independence.
- Collaborating with the SENCO, pupils, and their parents/carers to tailor provision and establish clear, ambitious next steps.
- Employing flexible groupings and adaptive teaching strategies so pupils can access the full curriculum and achieve well.
- Scaffolding learning in multiple ways (modelling, structured resources, visual supports, questioning) to enable all pupils to succeed.
- Adapting the curriculum where necessary while maintaining breadth, depth, and high expectations for all.
- Promoting equality and respect by valuing pupils' lived experiences, cultural capital, and diversity within the curriculum and school community.
- Providing nurture support and emotional regulation strategies for pupils who require additional social and emotional support.
- Using CurricuColour and other tools to promote independence, ownership, and self-regulation in learning.
- Delivering targeted interventions that are evidence-based, regularly reviewed, and designed to help pupils catch up and keep up.
- Working with external agencies and specialists to ensure pupils benefit from the most effective strategies and resources.

Through this inclusive approach, South Avenue Primary School ensures that all children are fully prepared for their next stage of education and equipped with the skills, knowledge, and confidence they need to succeed.

## 7. 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.

Home learning for Key Stage 2 pupils will be made available on Atom. Children in Year 1 and 2 are provided with English and maths revisiting grids to consolidate what they have learnt within school. The Early Years Foundation Stage use Class Dojo to record observations, share learning and communicate with parents.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## 8. Feedback

Feedback is an integral part of our teaching and learning approach. It ensures that pupils understand what they are doing well and provides clear guidance on their next steps, enabling them to make strong progress and achieve their full potential.

Children's work is reviewed daily in line with our Feedback Policy, and teachers provide regular verbal feedback to give pupils timely and constructive support in their learning journey. This approach helps pupils take ownership of their progress and builds their confidence as learners.

For further details, please see our **separate Feedback Policy**.

## 9. Assessment, Recording and Reporting

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

Retrieval practice exercises are carried out at South Avenue Primary School which provide frequent opportunities for children to remember what they've learned. Examples of these are through low-stake quizzes, revisiting grids, quizzes on knowledge organisers and visuals.

At South Avenue Primary School, we track pupils' progress using a combination of formative and summative assessment. Formative assessment occurs daily to inform teacher judgement. Summative assessments take place three times a year in line with pupil progress meetings. Formal summative assessments occur for EYFS through their baseline assessment in Term 1 and in Term 5 for Year 6 for their end of Key Stage 2 SATs. Although, End of Key Stage 1 SATs are no longer compulsory, as a school we have decided that children will still be accessing these assessments in the summer term to inform future planning for children's learning.

Parents evening occur twice annually where parents are informed of their child's academic progress and targets they are working towards. Additionally, pupils receive a written report at the end of the academic year to review their progress and achievements from the year.

## 10. Monitoring and Evaluation

At South Avenue Primary School we follow a monitoring timetable that is shared with all staff to ensure that the quality of teaching and learning in our school is reviewed frequently to ensure pupils make the best possible progress from their starting points.

The Senior Leadership Team and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Listening to pupil voice
- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from the school council
- Book looks
- Staff surveys and staff voice
- Parent surveys and parent voice
- Moderating opportunities with other schools
- Subject team meetings
- Subject leaders to provide subject reports to governors (this may be presented in person)

## **11. Transition into Secondary Education**

When the children leave South Avenue Primary School we want them to:

- Be able to read with enjoyment, fluency, feeling, reflecting satisfaction in their choice of books
- Be able to communicate effectively with peers and adults
- Be able to write for a variety of purposes that reflect accurate grammatical usage
- Be confident in the use and application of basic numeracy skills
- Be able to reason and problem-solve in maths
- Be able to apply investigative techniques
- Be computer literate
- Have an understanding and appreciation of the Arts
- Be independent learners
- Show a caring attitude and able to form sound relationships
- Respect other's values, beliefs, feelings and points of view
- Be optimistic
- Believe in themselves

## 12. Non-negotiables for Teaching and Learning at South Avenue Primary School:

- Pupils are greeted positively as they enter the classroom
- Children learn in a calm and engaging atmosphere where they are treated with respect
- A visual timetable is displayed in all classrooms
- Teachers share planning with year group teams to promote consistency and ensure quality first teaching occurs. Planning for the week must be uploaded by Monday at 8am.
- Yearly and termly end points are well-sequenced to ensure children receive a broad and balanced curriculum
- Learning involves links between current teaching and previous learning
- Subjects are structured and timetabled to meet the needs of the children in the cohort
- English and maths is taught daily (in EYFS this will be reflected in practical activities carried out)
- Work is scaffolded so there is challenge and support for all children including good quality visual aids
- Learning objectives are shared and explained in all lessons with use of the words 'I am learning to...'
- Coloured steps to success are shared with the children at the beginning and end of the session
- A wide range of questioning is used which focuses pupils on their learning
- Children are encouraged to be active learners with high levels of participation
- High expectations with regard to presentation of work
- All staff have mitigated the risks around online safety and have safeguarding at the forefront of their minds when planning lessons
- Knowledge organisers are displayed in books and used as a tool for retrieval practice in foundation subjects
- All teachers to teach PSHE/RSE
- British Values and cultural capital are meaningfully referenced and embedded across the curriculum.
- Additional adults' expertise is effectively deployed to maximise learning, independence, and progress.
- Marking and feedback meet the expectations outlined in the Feedback Policy, providing clear next steps and ensuring pupils act on feedback.
- Plenaries and reflections are used at the end of sessions to consolidate learning and reinforce key knowledge and skills.

### Focus area 1 – Previous Learning

Children can draw upon their previous learning and experiences to make links to their new learning content

**Might look like:** Children engage with the red activity at the beginning of the lesson. Children use retrieval practice exercises such as knowledge organizer activities, entrance and exit quizzes, low stake quizzes and

### Focus area 2 – Adapt learning for all including our disadvantaged/vulnerable/SEND

Support, scaffolding and adaptations to the curriculum are made for our disadvantaged pupils to minimise the attainment gap between our disadvantaged and non-disadvantaged.

**Might look like:** Appropriate scaffolding is used enabling children to be taught effectively and access the learning objective. Staff are utilised to support groups of children.

### **13. Review**

This policy will be reviewed every year by the Vice Head of School. At every review, the policy will be shared with the full governing board.

### **12. Links with other Policies**

This policy links with the following policies and procedures:

- Early Years Foundation Stage (EYFS) policy
- Curriculum policy
- Homework Policy
- Marking, Feedback and Assessment policy
- Behaviour policy
- SEND and Inclusion policy
- Equality and Diversity Policy