



Teaching and Learning Policy

GEORGE STREET PRIMARY SCHOOL

"Believing in Every Child"

Approved by

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George Street Primary School Teaching and Learning Policy

1. Mission Statement

“Believing in Every Child’

At George Street Nursery and Primary School, we believe in every child’s unique potential. We strive to create a nurturing and inspiring environment where every learner feels valued, supported, and empowered to grow academically, socially, and emotionally. Together, we build confident, curious, and compassionate individuals prepared to thrive in a changing world.

2. Purpose

This policy is designed to set out guidelines for the agreed principles and approaches which underpin teaching and learning in our school. Its aim is to promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching and learning. It sets out to recognise, acknowledge and implement the most effective classroom practices in order to further children’s learning intellectually, socially, emotionally and physically taking into account: the nature of the school community; our unique context; drawing on collective experience and expertise; lead and validated by quality educational research.

This policy should be read alongside, equal opportunities policy, SEND policy, assessment policy, home learning agreement and the remote learning policy when and if need arises.

3. General Principles

Teaching and learning are the key functions of our school. We at George Street provide high quality teaching and learning experiences within all we do, not simply those activities that take place in the classroom. Teaching and learning is embedded in the policies we develop and implement, systems and practices that determine the day, the interactions that take place between all members of our school community as well as the curriculum designed for the children of George Street.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be engaging and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary so they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

4. Aims

To ensure all staff, children, parents/carers and governors are aware of the aims for Teaching and Learning at George Street and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and governors.

4.1. 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, stimulating 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 and 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.

4.2. Children

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;
- 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.

4.3. Parents and Carers

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;
- To be understanding and supportive of our aims in teaching and learning and sign the School's Home-School Agreement;
- To attend and contribute to Parent/Teacher Meetings;
- To support their children with their homework activities including remote learning when applicable (please refer to Homework Policy, Home School Agreement and Remote learning policy);
- To praise their children for their school achievements;
- 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.

4.4. 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;
- Meeting with the Head Teacher and other staff regularly to find out about:
 - the school's systems for planning and delivering the curriculum and monitoring progress;
 - the allocation, use and appropriateness of resources;

how the standards of achievement are changing over time;
how staff are being supported;

- 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;
- Work with Senior Leaders to review school policies

5.0 Implementation of the Teaching and Learning Policy

What is effective Teaching and Learning?

Our George Street curriculum has been developed from a desire to set our children on a pathway which will help them to achieve the best outcomes in life. Putting our children at the centre of our curriculum design, we offer a broad and balanced range of learning opportunities that are cumulatively sequenced so children know more and remember more.

We plan to create learning opportunities that ignite children's curiosity, helping secure acquisition of knowledge and skills. We know our children learn best when they see a purpose to their learning. We know from research that using first hand experiences to immerse children in their learning has many positive outcomes.

5.1 At George Street we believe children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, aspiring, motivating and engaging;
- They work in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills that aid their development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Children are intelligently critical of their own work and that of others;
- Children are able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children have clear steps to success in order to support themselves to achieve the lesson's learning intention
- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children learn from 'hands on' experiences; practical and appropriate activities;
- Children engage in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children take pride in their work and want to succeed in it;
- Children make good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and are able to apply them in different contexts;
- Children are able to use oral and written feedback effectively, age appropriately, in order to see gaps in their learning and what they need to do next to make further progress.

5.2 At George Street we believe the environment is conducive to effective learning when:

- Children are secure and happy in a safe, purposeful environment;
- Children have access to clearly labelled resources and are able to select and use them with increasing independence.

- Children feel they are able to explore their own ideas and feelings and respect the views of others;
- Children observe the class and school rules;
- Children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children show care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children are aware of how to keep themselves and others safe around the school and in the wider community;
- Children model the Values of the school independently;
- Use of indoor and outdoor space is used effectively.

5.3 At George Street we believe good teaching occurs when teachers (and other staff where appropriate):

- 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 differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching pedagogies which appropriately match the children's learning responses in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- 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 Assessment for Learning, including 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;
- 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;
- Staff are supported to develop their experience and expertise;
- Staff work in a positive, purposeful environment and are valued for their contributions.

5.4 At George Street we believe that in order for staff to be continuously good at their job we must support targeted CPD. This works best when:

- Staff are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school lead CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertake collaborative peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school;
- Keep abreast of the latest education research applicable to their role.

5.5 At George Street we believe that good teaching is when school staff develop and sustain good links with parents/carers in order to support the children's learning:

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;

- i. Formal opportunities such as parents/carers evenings, termly and annual reports and meetings organised at the request of either School or parents/carers;
- ii. Informal opportunities such as at the beginning and end of each school day, via emails, on educational visits and through extended schools opportunities;
- iii. Inviting parents into School so that they can share their expertise in order to support children with their learning;
- iv. Parents/carers, children and the headteacher all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

6.0 George Street School Curriculum

6.1 George Street Curriculum Rationale

Our aspirational curriculum, built on the EYFS Framework and National Curriculum (2014), has been developed from a desire to set our children on a path which will help them to achieve the best outcomes in life.

Putting our children at the centre of our curriculum design, we offer a broad and balanced range of learning opportunities that are cumulatively sequenced so children know more and remember more.

We plan to create learning opportunities that ignite children's curiosity, helping secure acquisition of knowledge and skills. We know from research that using first hand experiences to immerse children in their learning has many positive outcomes. Themed weeks in Art and Design Technology are organised to provide children with the opportunity to further develop skills and showcase their final outcomes and products.

It is widely accepted that reading has multiple benefits upon children's education and development and as such reading and books are at the core of our George Street Curriculum. Not only do we focus our efforts on the teaching of reading skills, we also enhance our children's learning through carefully selecting rich texts across the curriculum.

Our love of the outdoors is entwined with our curriculum design; using our extensive grounds, as well as local facilities, plays a significant part in delivering experiential learning where these authentic experiences help children to draw meaning and realise purpose.

We want our children to be fully rounded individuals with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these values mean will our children be equipped to contribute meaningfully to our community and wider society. As such we would expect the behaviours displayed in both learning and play to exemplify these values.

We strive to ensure that our children's attainment and progress in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We review attainment and progress termly to ensure that we are tracking each child so that we can take swift action where needed and prepare children for the next stage of their education.

Ultimately our curriculum, focused on attainment and character building, will set our children up to succeed in this ever evolving world.

6.2 The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and information and computing;
- To enable children to be creative and to develop their own thinking; to teach children about their developing world, including how their environment and society have changed over time
- To enable children to be positive citizens in society;

- To fulfil all the requirements of the EYFS curriculum, National Curriculum (2014), the Locally Agreed Syllabus for Religious Education and the PSHE association programme of study;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

6.3 Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress through the provision of a wide and varied curriculum. George Street school has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. We believe in 'valuing what the child brings to school' and recognise the importance of this in helping to foster self-esteem and sense of belonging. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum is designed to utilise a wide range of texts, planned discussions, carefully crafted questioning and other resources which represent the diversity and backgrounds of all our children. Of equal importance is that our curriculum is the vehicle in which children can deepen their understanding of cultural diversity beyond the immediate experiences of our school community.

6.4 Monitoring, evaluation and involvement of the George Street curriculum

The Headteacher, supported by the SLT, is responsible for ensuring the legal obligation of the EYFS and National Curriculum are being taught and that the development of the George Street curriculum meet the needs of all pupils attending George Street. It is the role of the Head teacher and SLT to ensure that these judgements are made from robust monitoring and evaluation procedures ensuring the George Street curriculum evolves in line with the needs of our pupils.

The Subject Leader is responsible for monitoring their area of the curriculum the lead. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms
- Planned monitoring p
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Learning walks
- Pupil discussions
- Staff meetings
- CPD

The Subject Leader is responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of the Head teacher, and feeding these developments back to staff, governors (on a yearly basis) and other stake holders.

6.5 Expectations of delivering the curriculum at George Street

6.5.1 Planning

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Off the shelf lessons are never used without being tailored and adapted to meet the class needs.

Planning for teaching includes:

- Planning - before the lesson
- Clear understanding of the needs of the class /child needs to be the point from which planning emerges
- Clear learning opportunities taken from the George Street School curriculum that is developed from the National Curriculum 2014 and the EYFS Framework
- Appropriate subject related vocabulary taught and used
- Activities differentiated/scaffolded for groups of pupils or individuals
- Assessment opportunities which feed into future plans
- Appropriate key questions to develop learning, teacher:pupil, pupil:teacher and pupil:pupil
- Resources to support and reinforce learning, explore, investigate and research
- Effective use of Assessment for Learning (AfL) to assess children's learnings to reshape tasks
- Opportunities to deepen understanding
- Challenging stereotypes
- Homework that reinforces/extends what has been learned in the lesson.

Planning for learning includes:

- Varied and rich contexts
- Resources that offer children opportunities to learn about many cultures and diversity
- Opportunity to work co-operatively in pairs or groups
- Opportunities for independence
- Making links between lessons and building on prior learning
- Opportunities for pupils to ask questions and contribute to whole class discussion
- Opportunities to explore, investigate and research
- Learning outside the classroom using our own grounds and planned education visits
- Downloaded plans are never used without being targeted or adapted to meet the need of the class.

Plans available:

- all planning is stored on the school's shared planning drive – this can be in the form of word/PP/note book
- long term plans identify topics and texts to be covered by each year group are saved on the shared drive
- short term plans are uploaded by class teachers at least weekly

6.5.2 Lesson structure

Lessons include:

- a clear structure which may have a beginning, middle and end, including many AfL opportunities
- an appropriate amount of time and number of lessons to cover a wide and varied curriculum
- most lessons will include the children producing something in response to the lesson
- lesson objectives must be derived from the National Curriculum 2014, RE scheme of work, PSHE association curriculum or the EYFS framework.

In the Foundation Stage, children learn through planned independent activities through: child initiated learning; enhanced provisions; targeted questioning and discussion and focussed teaching sessions both in group and whole class teaching.

6.5.3 Grouping of Children:

Lessons are taught in a range of formats:

Whole mixed ability classes

Mixed ability class groups

Paired work

Ability groups
Smaller Intervention groups
1:1 when applicable

Boys and girls participate in the same curriculum. Specific gender groupings may be used in order to promote fair opportunities e.g. male role models to raise the profile of boys reading or girls' maths booster sessions in a boy-heavy class where the girls appear to lack confidence. Special consideration will be given to such a grouping.

6.5.4 Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences. These should be delivered through an understanding of the George Street curriculum and should be factored in at least once a term. This might include clubs, visits, visiting speakers, sporting events etc. As part of the George Street curriculum children will have the opportunity to partake in themed weeks that allow subjects to be engaged with at a deeper level by offering learning on the subject every afternoon for a week culminating in a piece of work that can be celebrated with other classes and parents by the end of the week.

7.0 Assessment

(See Assessment Policy for further information)

Formative assessment, 'Assessment for learning' is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has already learned and what the next stages of learning should be. Formative assessments are used to recorded attainment, using Arbor and tracked as part of Pupil Attainment and Progress meetings each term. Pupils are made aware of their next steps for learning through effective marking and verbal feedback which is given instantly, or as close to completing the work as possible. Children are expected to edit and improve their work following such feedback. Assessment is a continuous process, carried out by teachers in the normal course of their teaching.

Summative assessment is carried out according to an Assessment Timetable agreed at the beginning of each school year. This includes published assessments used by George Street School including Reading age tests as well as statutory assessments including end of Key Stage SATS, phonics check, Year 4 timetable checks and Early Learning Goals as well as a Good Level of Development in EYFS.

Assessment is used to:

- Inform the short term planning cycle (lesson plans)
- Inform teachers about the progress of pupils
- Inform pupils how well they are doing and what they need to do to improve
- Enable pupils to undergo self-assessment
- Provide information for the next teacher and parents
- In order to track progress and attainment across classes, key stages and the school
- In order to identify focus groups or individuals in order to ensure maximum progress and attainment potential reached.

In the Foundation Stage, and as appropriate in Key Stage 1, staff make informal daily observations in addition to planned focussed observations. These are used to inform planning and enhance provision. Enhanced provision plans are made each week by the Early Years team when resources and learning opportunities are changed according to children's interests and needs.

The Early Years Foundation Stage class teachers conclude a 'baseline' assessment taking place before the October half term and then steps of progress using Development Matters are recorded each term until the Profile (end of Key Stage assessment) is submitted by the end of June.

Past/practice papers are used by teachers to support mid-year formative assessments with no more than one practice paper each term. The statutory national curriculum tests and teacher assessments take place towards the end of Year 6. The Y4 times table check takes place in May. Year 1 Phonics Check takes place in June, and children who do not reach the expected level re-take the test in Year 2.

8.0 Homework

Homework is given in line with our school policy in English, maths and reading and is age appropriate. Homework is set to enhance a child's understanding of the curriculum.

Frequency:

- Homework will be given every Friday and should be returned by the following Thursday.
- All students will receive 1 piece of English and 1 piece of Maths to recap and reinforce prior learning.
- Children are expected to read at home at least 4 times a week and have their reading record signed.

Platform & Format:

- Homework will be set and accessed through Google Drive for all students.
- Year 1 students will receive paper copies of homework until the Spring Term. After that, they will switch to Google Drive.

Year 6 Focus:

- Year 6 students will have homework aligned with their SATs preparation and will receive weekly homework in the following subjects:
 - Reading
 - Maths
 - Grammar
- From Spring term, homework will be completed in CGP books to mirror the style of SATs questions

Support:

- Parents are encouraged to help their children with understanding the homework, but children should do the majority of the work themselves.
- If there are any issues or questions regarding the homework, children should speak to the teacher before hand in day (Thursday)