



Teaching and Learning Policy

Poulton-le-Sands C.E. Primary School



As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

The intent of our curriculum is to open children's minds to the wonder and possibilities of the world around them. Experiences, enjoyment, endurance, knowledge and transferable skills drive our learning. Praise and celebration, along with parental engagement and making best use of the local area, are also vital components. It gives children the necessary breadth of skills and experiences in order to succeed and move onto the next stage of their lives with confidence in their abilities. They should be able to appreciate and understand where they are from, including their local history and culture and also be aware of the world, including their responsibilities towards it.

At Poulton-le-Sands Church of England Primary School, we believe all children learn best when:

- Teaching and learning aims to be focused, challenging with the intention of children knowing more and remembering more.
- Teachers monitor progress, adapt their teaching accordingly and assessment and feedback are used effectively.
- We love learning – it's enjoyable, engaging and meaningful. Guided by our Lifeboat List, we create learning experiences that are rich in purpose and full of practical skills. Our aim is to nurture children's spiritual, emotional, social and creative growth through inspiring visits, engaging visitors, strong links with our local community and hands-on, active learning opportunities.
- There are strong links between home and school.

At Poulton-le-Sands C.E. Primary School we all agree that the following are non-negotiable:

- There will be one session of English and Maths per day.
- An adult will read to the children daily.
- There will be a Collaborative Reading each day.
- Standard English will be spoken by all staff.
- There will be 10 minutes of Arithmetic each day.
- Staff will praise the learning process rather than just the result.

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc.
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children
- Children are treated fairly, with kindness and respect with encouragement, praise and rewards for all

Effective Learning

We deliver the National Curriculum as the foundation of our teaching, but we have also designed our own bespoke *Poulton Curriculum*, rooted in our local area and community. While we draw on carefully chosen schemes to support some subjects, we continually seek opportunities to make the most of local resources and developments, such as the Eden Project.

Alongside this, we enrich our curriculum through our *Lifeboat List* – a collection of meaningful experiences and practical skills that help children grow spiritually, emotionally, socially, and creatively. This includes essential life skills, such as tying shoelaces and learning basic first aid, as well as moments of awe, wonder, and adventure – from visiting castles and playing in the rain to making music and planting something that grows.

Some of these experiences link to our school's *Spirituality Track*, encouraging children to develop their faith and spirituality in everyday moments, whether through prayer, visiting places of worship, or participating in collective worship within school. Others simply embrace the joy of childhood – building sandcastles, enjoying a picnic, preparing a meal for someone they love, or creating art to share with others.

How do we engage all children in learning?

Topics for each class are carefully chosen using our knowledge of the cohort and how best to engage the majority, while also drawing in those who may be harder to engage. Our approach is both adaptive and reactive: by varying strategies and methods within each topic, we sustain momentum and maintain interest. We make the most of our local area to bring learning to life and provide meaningful context. Children's ideas and suggestions are valued and incorporated, while ensuring that essential skills and knowledge are delivered with a strong emphasis on experiential learning.

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Teaching and Learning - learn more and remember more

Our teaching and learning approach is designed to help children learn more and remember more over time.

- Lessons are carefully structured so that content is always geared towards, at least, the expectations of the year group, with challenge and support where needed.
- Teachers use effective exposition, modelling, and worked examples to make learning clear, while new content is introduced in small, manageable steps.

- Metacognitive strategies are embedded, encouraging children to reflect on how they learn and to develop independence.
- Assessment for learning guides teaching at every stage, ensuring misconceptions are addressed quickly.
- Revision and recap are part of daily practice, supported by tools such as *Knowledge Boxes* to strengthen memory and recall.
- Children are given a clear understanding of both the methods and the purpose behind activities, fostering ownership of their learning.
- Progress is celebrated and made visible through their books, displays, conversations and learning behaviour, which reflect the journey of learning as well as the outcomes achieved.
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Teachers Ensure that:

- All lessons are well planned and prepared
- Planning meets the requirements of the curriculum and ensures the progression of knowledge and skills.
- Lessons build on children's knowledge and skills.
- Revision and recap is used every day to ensure the children retain knowledge and secure skills.
- All children's work is read and teacher conduct analysis in order to plan future learning

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Learning Environment

At Poulton-le-Sands Church of England Primary School,, we believe that a positive learning environment is the foundation for successful teaching and learning. Every classroom is a safe, welcoming space where children are encouraged to grow in confidence, develop resilience and achieve their full potential. We aim to create an atmosphere where every child feels safe, valued, respected and inspired to take pride in their learning.

There will be evidence in our learning environment of:

- An atmosphere of mutual respect between adults and children.
- A culture where all children feel secure to speak and act freely, enjoying freedom from bullying and harassment, including prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment, or disability.
- High self-esteem among pupils, with every child feeling valued and supported.
- A willingness among children to take risks in their learning, and the confidence to learn from mistakes.
- Children's achievements proudly displayed around classrooms and the wider school, for others to appreciate and admire.
- Well-organised routines and resources that optimise learning and encourage independence.

The Role of Subject Leaders

Subject leaders play a vital role in driving forward the quality of education across our school. They are champions for their subject, ensuring that it is delivered with consistency, high expectations, and a clear vision for progression. By modelling best practice and supporting colleagues, subject leaders help to create a curriculum that enables all children to learn more and remember more.

The role of a subject leader includes:

- Providing a clear vision and direction for the subject, ensuring it aligns with the school's overall curriculum intent.
- Monitoring and evaluating the quality of teaching, learning, and outcomes in their subject through activities such as book looks, learning walks, pupil voice and data analysis.
- Supporting colleagues by offering guidance, sharing resources and leading professional development where needed.
- Ensuring lesson content meets at least the expectations of the year group, while also providing appropriate challenge and support.
- Keeping up to date with current research and national developments to ensure the subject remains relevant and ambitious.
- Celebrating and showcasing pupils' achievements through displays, events and sharing good work across the school community.
- Maintaining and managing subject-specific resources so that they are well organised and used effectively to support learning.
- Acting as an advocate for their subject, ensuring it contributes to children's spiritual, moral, social, and cultural development.

Links Between Home and School

Role of Parents

We believe that strong, positive partnerships between home and school are essential for every child's success. When parents and teachers work together, children feel supported, valued, and motivated to achieve their best. Our aim is to build open, trusting relationships with families, ensuring they are well informed, actively involved, and confident in supporting their child's learning journey.

There will be evidence in the learning environment of:

- Children's home learning being valued – both from tasks and activities set by teachers and from independent learning that takes place outside school.

Teachers will make sure that:

- Useful feedback about children's learning is given to parents regularly – informally where appropriate, and formally through termly parent-teacher meetings and an annual written report.
- Parents know how to support their child's learning both at home and in school.
- They are approachable, available, and responsive to parents' questions or concerns.
- Information about trips, events, and other relevant matters is communicated efficiently and well in advance.
- Systems and expectations are in place to ensure every child consistently takes home their reading book and homework.
- Any interventions beyond normal classroom practice are clearly communicated to parents – in advance, during (if required), and after, with outcomes shared.
- Parents of children working beyond age-related expectations, or those with SEND, are informed and reassured that the teacher is working hard to secure progress.
- Any issues or concerns raised by parents are addressed quickly and effectively.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;

- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.
- The monitoring committee conducts learning walks, book checks and pupil interviews to ensure policy is applied.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Appendix A - Teaching and Learning Non-Negotiables

Subject	Planning	Assessment	Teaching and Learning
English	Planning following the I Am A Clever Writer Approach Focus on Gross Motor Skills Phonics and Spellings using 'Super Sonic Phonics'. Daily Collaborative Reading. Daily exposure to high quality texts through adult led reading.	Lancashire KLIPS completed at least termly and used for planning. Children who are outside the age-related expectations to have the relevant assessment sheet. Standardised assessments used in Years 2 -6. Reading Fluency - 3 times a year. Pira Reading age assessments Data analysis with SLT	Children experience a 'Star Write' once a week to develop a love of writing. Children to be given the opportunity to write an extended piece of writing each week (English or other subjects) Children to be heard read daily Children to listen to an adult read daily
Maths	Short term planning following 'White Rose'. Daily arithmetics Daily reasoning - problem solving. Year 4 - high focus on Timetable knowledge Use of STEM sentences.	Lancashire KLIPS completed at least termly. Teachers to have a firm understanding of next steps for children who are outside age-related expectations. Standardised assessments used in Years 2 -6. Data analysis with SLT	Arithmetic (10 minutes daily) to inform future planning Reasoning/problem solving (10 minutes daily) to inform future planning. Vocabulary displayed. Manipulatives used.
RE	RE Medium term plans using 'Questful'.	End of unit assessments recorded	Text, impact and connection
Science	Medium term plans using 'White Rose'. Use of STEM sentences.	End of term tests	Key scientific vocabulary used Investigation focus every unit

History	Medium term plans through the Poulton Curriculum. Use of STEM sentences.	Learning Map	Teach chronology at the beginning of each unit. Use of 'knowledge boxes' to practice recall.
Geography	Medium term plans through the Poulton Curriculum. Use of STEM sentences.	Learning Map	Teach countries of the world. Use of 'knowledge boxes' to practice recall.
Computing	Medium term plans through 'NCCE - teaching computing'. Use of STEM sentences.	Learning Map	E-safety to be recapped termly
Art	Medium term plan through 'Access Art'. Use of STEM sentences.	Learning Map	Link to locality
DT	Medium term plans through the Poulton Curriculum. Use of STEM sentences.	Learning Map	Reference skills in MTP Link to locality
Music	Medium term plans through 'Charanga'. Use of STEM sentences. Frequent exposure to music - including sing worship	Charanga music assessment	Genre of the term
PE	Medium term plans through 'PE Passport'. Use of STEM sentences.	PE Passport	2 hours of PE
MFL	Medium term plans through 'Classroom Secrets'. Use of STEM sentences.	Termly assessment sheets	
PSHE	Medium term plans through 'Coram - SCARF'.	Coram SCARF	Weekly and responsive delivery responding to pupils' needs

	One day - Life Education visit Use of STEM sentences.		
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Date reviewed: January 2025

Signed:

Mrs Laura T. Gardner
Acting Headteacher

Next review date: September 2026