



Love, Courage, Respect

Teaching and Learning Policy

Introduction At Andrews' Endowed Primary School, we are committed to high-quality teaching and learning to raise standards of achievement for all children. Our intent is to build a community of learners with high aspirations and expectations for the present and the future. We aim to develop lifelong learning behaviours through an ambitious curriculum that provides our pupils with skills and knowledge to successfully achieve in an ever-changing world. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We encourage our children to explore and widen their own interests, generating curiosity. We ensure that all our pupils have equality of access and opportunities to rich and varied learning experiences. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims & Objectives

- Define and promote high-quality teaching, learning, and feedback.
- Guide teachers and support staff to plan and teach effective lessons.
- Ensure consistency across the school in the principles of effective teaching, learning, and feedback.
- Foster a child-centred approach that tailors instruction to individual learning needs.
- Embed technology and innovative teaching strategies to enhance learning.
- Provide ongoing professional development for teachers to refine their pedagogical skills.

Core Values Our Core School Values help embed the curriculum and support a culture of lifelong learning. Our vision of **High Aspirations, Moral Strength, and Spiritual Depth** is central to our ongoing commitment to creating a learning environment that nurtures the curiosity of our pupils and provides them with opportunities to be challenged.

- **Love:** Our pupils love learning, and they love their friends. Our children love good books and the things in life that bring them joy. These can be people, places, or experiences. Children show love in many different ways, through words and actions.
- **Courage:** Pupils have the self-belief to embrace new challenges and stand up for what is right. They seek challenges and choose options that offer personal growth, understanding that achievements require effort and perseverance.
- **Respect:** Pupils are respectful of others and themselves, regardless of differences. They understand their own uniqueness and value the uniqueness of others.

These values are taught through whole school and class worships, PSHE lessons, and the modelling of behaviours by adults across the school.

Aspirations for Our Children By the time our children are ready to move onto secondary school, we believe they should:

- Respect and have a positive impact on the environment.
- Achieve their full potential both emotionally and academically.
- Work determinedly at developing their talents.



- Celebrate their uniqueness and understand the strengths they bring to their communities.
- Build strong relationships.
- Be resilient learners who strive to be the best they can be.
- Have the necessary skills in reading, writing, and maths to be fully equipped for the next stage of their learning.
- Be independent thinkers.
- Articulate their own opinions and show respect for the opinions of others.
- Be tolerant, kind, and compassionate.
- Look for ways to make the world better.

Curriculum Intent

At Andrews' Endowed CE Primary School, subjects are taught through overarching and varied topics designed to inspire children's interests and develop their understanding of the world around them. Unique experiences engage pupils and provide real-life contexts where skills and knowledge can be applied. The curriculum is purposely planned as a spiral curriculum to ensure pupils can build on previous learning. Practical, fun, and active lessons help children create memorable learning experiences that they retain in the long term.

Our curriculum content, which includes both skills and knowledge, is derived from the 2014 National Curriculum. This underpins the learning that occurs at Andrews' Endowed CE Primary School, but teachers also develop links to local, national, and world events that directly impact the children and their community.

Curriculum Implementation Ensuring that our curriculum is implemented consistently across the school is essential for all pupils to achieve in their learning. Our teaching pedagogy includes:

- Promoting a Growth Mindset.
- Identifying mistakes and misconceptions as opportunities for high-quality teaching.
- Encouraging children to respond to each other during discussions using ABCQ (Agree, Build, Challenge, and Question).
- Establishing clear progressive learning journeys.
- Ensuring teachers understand previous and next steps to adapt lessons as needed.
- Providing 'live' feedback through thoughtful Assessment for Learning (AFL).
- Using modeling to deepen language and broaden vocabulary.
- Incorporating metacognitive processes into learning.
- Offering challenge and support for all.
- Utilizing targeted inputs and flexible groupings.
- Establishing clear, focused learning objectives in 'child-speak.'
- Using success criteria in English and foundation subjects to create different layers of challenge.
- Providing accessible resources and varied learning materials.
- Encouraging independent practice of acquired skills.
- Teaching and demonstrating positive learning behaviors (independence, perseverance, resilience, collaboration, resourcefulness, reciprocity, reflectiveness).
- Maintaining high expectations for all learners.
- Planning a variety of questioning techniques to extend and challenge thinking.



- Revisiting and reviewing prior learning to build new skills and knowledge.
- Integrating technology effectively to support and enhance learning experiences.

These strategies are monitored by Subject Leaders and Senior Leadership to ensure consistency. Regular staff meetings support teachers in implementing these principles effectively.

Assessment & Feedback Feedback is essential for learning, providing pupils with opportunities to reflect, correct errors, and develop deeper understanding. Effective feedback:

- Is timely, relevant, and involves the child directly.
- Can be immediate, group-based, or whole-class.
- Relates directly to the lesson objective.
- Focuses on one or two key areas for improvement at a time.
- Supports children in responding and making progress.
- Encourages self-assessment and ownership of learning.
- Utilizes formative assessments to inform instruction and track child progress.

Professional Development Commitment

- Staff engage in regular training and CPD to ensure they remain up to date with research-based best practices.
- Collaboration is encouraged among staff to share strategies and improve teaching approaches.
- Reflection and peer observations are used to enhance professional growth.

Role of Governors Governors monitor and support the implementation of this policy by:

- Allocating resources effectively.
- Ensuring school buildings and premises support high-quality learning.
- Evaluating teaching strategies and their impact on pupil attainment.
- Reviewing school policies to promote outstanding teaching and learning.

Conclusion At Andrews' Endowed CE Primary School, we believe that a high-quality teaching and learning approach, built on the values of **Love, Courage, and Respect**, ensures that every child develops into a confident, capable, and compassionate learner, ready to make a positive impact in their communities and beyond.



Control Box

Version	1	Date/Effective from	Spring 2025
Author	Gemma Gundry Acting Headteacher	Review Date	Spring 2026
		Responsibility	Senior Leadership Team
Associated Policies, Documents, Agencies: Assessment Policy Feedback and Marking Policy Behaviour Policy Display Policy Early Years Foundation Stage Policy Equal Opportunities Policy Special Educational Needs Policy			

Andrews' Endowed Church of England Primary School

Teaching, Learning and Curriculum Policy

Policy Reviewed: Spring 2025





A learner at Andrews' Endowed CE Primary School should be.....

a risk-taker

a good listener

co-operative

cooperative

self-motivated

enthusiastic

independent

fun loving

able to persevere

a problem solver

creative

reflective

a good communicator

focused

responsible (for their own learning)

motivated

enquiring

a team player

honest/truthful

confident

respectful

open-minded (receptive)

