

Sandbrook Community Primary School



Teaching and Learning Policy

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What has been learned is more important than what has been taught

1. INTRODUCTION

1.1 At Sandbrook Community Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

1.2 We seek to develop the full potential of each learner in our school. We also recognise and acknowledge the hugely important role that all adults in our school play in the learning process and we value the contribution of parents in this process because they are the primary educators of their children.

2. WHO IS THIS POLICY FOR?

2.1 This policy is primarily designed for any new teaching or support staff joining our school who will need to know about 'the way we do things' in classroom lessons and our learning culture in general at Sandbrook Community Primary School. This Teaching and Learning Policy aims to capture all the hard work of the teaching and support staff to improve teaching and learning by consistently applying what works well in lessons to both engage pupils and improve attainment. This policy also acts as an aide memoir and point of easy reference for existing staff. The policy encapsulates for parents/carers and the wider community what we feel are the key ingredients to effective teaching and learning.

3. AIMS AND OBJECTIVES

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

3.1 As a school we aim to:

- Clearly establish an agreed range of best practice in Learning and Teaching;
- Raise standards of quality teaching and the provision of learning experiences;

- Raise standards of achievement by improving the quality of learning experiences offered to pupils;
- Encourage continuous improvement in the quality of teaching by frequent self-evaluation against the defined elements below and with regard to the performance of their pupils;
- Retain and enhance the best features of current educational practice when seeking to implement the school curriculum;
- Contribute to meeting the overall aims of Sandbrook Community Primary School.

3.3 As educators, our aims are:

- To value and respect each individual pupil acknowledging the importance of the experiences they bring with them;
- To take into account the cultural, spiritual and emotional background of the children in order to engage children on their own level;
- To provide a broad and balanced curriculum delivered using a range of mediums;
- To provide informal learning – ensuring the environment facilitates the learning;
- To enable children to take responsibility for their own learning and provide them with the guidance and opportunities to do so;
- To meet individual needs through different learning styles;
- To differentiate work in order to meet the needs of individuals and groups;
- To encourage children to have high expectations and aspirations;
- To help everyone in the school community to reach their full potential;
- To reach out to all stakeholders in the wider community, build up relationships and create links in order to prepare children for the future;
- To encourage children to develop a wide range of skills which will, in the future, enable them to make informed choices.

4. ETHOS AND EQUAL OPPORTUNITIES

4.1 The Ethos and atmosphere underpin the school aims and statement of intent:

Teachers will provide a broad, balanced and exciting curriculum, which will develop the skills, concepts and knowledge necessary for future learning.

4.2 In the course of their daily work the staff will contribute to the development of this ethos through:

- Establishing well managed, exciting and an effective working environment at all times, in which each child can achieve to its maximum potential;
- Build successful relationships with pupils, parents, staff and other professionals.
- Leading and taking responsibility for the success of their pupils;
- Providing positive role models;
- Providing a fair and disciplined environment, in line with the schools behaviour policy;
- Valuing and celebrating pupils' successes and achievements;
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals;
- Maintain purposeful and informative, planning, record keeping and assessment documents, in line with school policies;
- Developing links with the wider community;
- Reviewing personal and professional development by engaging in Staff, Year, and Unit meetings and providing feedback, Inset and support. We are a learning establishment where we all contribute to the high professional standard we achieve.

4.3 Equal Opportunities

In accordance with the Equal Opportunities Policy, all children at Sandbrook Community Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

4.4 Gender differences

We recognise that boys and girls bring different interests and styles to their learning. Boys can often be more forthcoming in discussions. Research suggests that whilst girls often perform better than boys on sustained, open ended, process based tasks that are clearly relevant and based on realistic situations, boys can do better with traditional approaches to learning which require quick acquisition by memory of abstract, unambiguous facts and rules – preferring speed to sustained effort.

To utilise these strengths and address weaknesses, it is helpful to:

- use mixed pairs;
- make sure that questioning involves boys and girls equally;
- set short, sharply focused tasks with tight deadlines and maintain a brisk pace;
- use a variety of activities in lessons, particularly lively interactive activities;
- encourage boys to engage in reflection and analysis;
- make sure that a good programme of reading recovery is available for boys, selecting texts that appeal to boys and including a strong focus on literacy across the curriculum;
- devise contexts of learning which involve real purposes and audiences

5. PRINCIPLES FOR TEACHING AND LEARNING

5.1 We believe that all children learn best when:

- They are happy, safe and secure;
- They are stimulated, motivated, challenged and engaged in their learning;
- They achieve success which is recognised and celebrated;
- They are encouraged to love learning and develop a life-long relationship with it;
- They are helped to develop an open mind-set and a 'can do' attitude;
- They understand the boundaries of acceptable behaviour;
- They understand that mistakes can be made and that these are an opportunity for growth;
- They receive support and encouragement from home.

6. EFFECTIVE LEARNING

6.1 Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other.

6.2 In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computers and iPads;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

6.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

6.4 Learning beyond the classroom. We value learning beyond the classroom to embrace the spiritual/intellectual/emotional/social and cultural aspects of our pupils. We are not solely confined by the National Curriculum. We aim to provide new experiences and broaden horizons. We want to nurture a thirst for knowledge, independent thinking and lifelong learning. A wide range of curriculum trips and visits enrich our curriculum. Children regularly take part in inter-school tournaments and competitions. We welcome many visitors throughout the year who enrich our curriculum. Activities to support various charity groups and community projects also offer valuable experiences.

7 EFFECTIVE TEACHING

7.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

7.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Sandbrook Primary School must be of the highest

possible standard.

7.3 We set academic targets for the children in each academic year and we share these targets with children and their parents through Assertive Mentoring meetings, Parents' Evenings and annual reports. We review the progress of each child at the end of the academic year and set revised targets.

7.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the Early Learning Goals. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

7.5 All of our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

7.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

7.8 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

7.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

7.10 We conduct all our teaching in an atmosphere of trust and respect for all.

8. PLANNING

8.1 Detailed planning is an essential part of our Teaching and Learning process. Teachers are expected to produce yearly, termly and weekly plans. All planning is stored and regularly updated on our network.

8.2 Key Stages 1 and 2. There is a medium term plan for each topic/curriculum area, covering Literacy Numeracy, R.E., Science, History/Geography, P.E., P.S.H.C.E., Technology and I.C.T. Where possible, curricular links are made. Modern Foreign Languages (French) and Music are taught by teachers from our link High Schools and a peripatetic teacher.

8.3 Weekly Planning

EYFS : There are two plans each week:

1. Direct Teaching and Focus Activities

2. Indoor and Outdoor Learning Environment Plans showing the independent activities for each of the seven areas of learning.

Key Stages 1 and 2

A weekly plan is produced for English, Guided Reading, Read Write Inc, Maths and Skills School.

Each plan should include:

- Learning Objectives;
- Success Criteria;
- Introduction (oral/ Mental starters);
- Differentiated Activities;
- Learning Outcomes;
- Plenary;
- Evaluations.

9. THE WEEKLY TIMETABLE

9.1 In Early Years Foundation Stage, activities relating to the seven areas of learning are carefully planned but delivered flexibly, depending on the topic at the time.

9.2 In Key Stages 1 and 2, English and Mathematics are generally taught in the morning, though some sessions happen in the afternoon due to other essential activities in the morning (e.g. swimming lessons in Year 4). Skills Schools is taught daily in all classes to allow us to focus on areas of Literacy and Numeracy which require further direct teaching and support.

9.3 There are set times for assemblies, P.E. and Music as they use specific shared teaching areas, such as the hall. French teaching is delivered across the 7-11 age range. At times, the normal timetable is suspended because of topic days or weeks, when special activities planned as a whole staff team are delivered e.g. writing weeks.

9.3 There are games and other activities timetabled in both departments of the school, to enable further learning and enrichment to take place.

10 LEARNING ENVIRONMENT

10.1 We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children.

10.2 At Sandbrook Community Primary School, we work hard to ensure our classrooms are attractive learning environments. As we value the contributions made by all learners, displays are bright, eye-catching and representative of a cross-section of all children. The process of teaching that has taken place can be displayed along with a celebration of the final pieces of work produced by the children. There are visual aids for teaching and learning. All classrooms have Literacy and Numeracy Working Walls, as well as displays relating to the foundation subjects, academic and social targets are clearly displayed. There is a book / library area.

10.3 Year groups are responsible for display in the general areas outside their classrooms or along corridors.

11 CHILDREN REQUIRING SPECIAL PROVISION

11.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language of children who are gifted or talented in some way.

11.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, his/her teacher consults with the school's Inclusion Manager who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support form special need assistants or a modified curriculum. (For more information see the school's Special Needs Policy)

11.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

11.4 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children have skills and knowledge about language similar to monolingual English-speaking children and their ability to participate in the full curriculum may be in advance of their

communicative skills in English. We ensure as full access as possible to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;

11.5 Within our school we recognise that we have children who could be termed 'gifted' or 'talented'. The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our planning, however, we use the terms 'some' for children who, at a national level, are referred to as 'gifted' and 'talented'. In terms of provision for more able pupils, we give all children the opportunity to show what they know, understand and can do, and we achieve this by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- withdrawing children to work with specialist teachers or on specialist programmes
- a range of extra-curricular activities which offer more able children the opportunity to further extend their learning in a range of activities.

12 INTERVENTIONS TO SUPPORT PROGRESS

12.1 At Sandbrook Community Primary School we aim for every child to achieve age related expectations. There may be times when individual children struggle to stay on track for a variety of reasons. As a staff team, we are pro-active in responding to the changing needs of our pupils intellectually, emotionally, physically and socially. Normally, these are identified at the termly progress meetings, however, concerns are discussed and support is actioned, where possible at other times.

12.2 The skills of our support staff are used flexibly and creatively, to meet the diverse needs across the school. A wide range of special interventions can be utilised (depending on staff resources available):

- Catch-up Maths/Reading/Writing programmes;
- SEALS;

- Webster Stratton;
- Mentoring groups;
- Additional Lunchtime Support for vulnerable children;
- One to One Tuition;
- EAL Support.

13 ASSESSMENT – AN INTEGRAL PART IN TEACHING AND LEARNING

13.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. Teachers must become assessment specialists, knowing each child well, matching the learner with the curriculum.

We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the learning objectives for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

13.2 Procedures used by the school:

- **National statutory tasks and tests:** These are externally produced and are taken at the end of the Key Stages 1 and 2. They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement.
- **National non-statutory tasks and tests (optional SATS):** These are externally produced and we administer them at the beginning, middle and end of Years 2, 3, 4, 5 and 6 to enable us to keep track of children's progress and to set targets for improvement.
- **Foundation Stage Profile:** In the Early Years Foundation Stage (EYFS) assessment is based on observations and the use of 'Learning Journeys'.
- **Pupil Progress Meetings:** All data is entered in an online assessment package, SIMS, called then discussed at termly pupil progress meetings which take place between teachers and the SLT. These meetings are used to identify individuals and groups of pupils who are making good or accelerated progress, are 'on track' or causing concern. Termly Assertive Mentoring Meetings enable Key Stage 1 and 2 staff to celebrate achievement with pupils and set targets for the term ahead.
- **SEN children:** Children on the SEN register are assessed each term against the individual targets on their IEPs (see SEN policy)
- **Marking:** This concentrates on learning objectives and focuses on how well the learning objective has been achieved as well as giving guidance for future

improvement. Marking and Feedback can be oral and/or written. Teachers use colours (Pink/Red – Think; Green – Got it).

- **Teacher assessment:** This is used to provide ongoing information about how well children are achieving in each subject. In English, Maths and Science it supports information gathered from formal tests. In all other subjects it is the main way in which judgments about children's attainment are made.
- **Peer / Self Assessment:** Teachers provide regular opportunities for children to self and peer assess in order for them to have ownership of their learning.
- **Annual reports:** These show assessment in all curriculum areas for all pupils. These are written by class teachers with contributions from support teachers as well as learning assistants. National Curriculum levels and attainment of expectations are noted in all curriculum areas. The school has a statutory responsibility to inform parents of their children's progress in all subjects every year.

14 ROLES AND RESPONSIBILITIES

14.1 The Role of Governors

Our governors determine, 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 self-review processes. These include reports from subject leaders and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Governors at Sandbrook Community Primary School are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. The Curriculum Committee monitors implementation of the school improvement plan, evaluates and advises on schemes of work and reviews policies. The full Governing Body receives a termly Headteacher's report. Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning

14.2 The Role of the Headteacher/Senior Management Team

- Effectively plan and manage a common approach towards organisational excellence i.e. to ensure that identified objectives are met against agreed quality,

timescale and cost parameters. These objectives should address both individual and school needs through setting and achieving specified targets;

- Define the schools staffing requirements and implement the strategy to achieve that staffing model;
- Lead and motivate the school's staff and initiate whole school activities;
- Help teachers at different points in their career to plan, train and monitor their development and to set clear relevant targets for the future;
- To assist in the mapping and audit of skills and roles in the school and then to deliver appropriate staff training and to monitor performance;
- Take account of the outcomes of performance management in making recommendations to the governing body about teachers' pay;
- Ensure team leaders carry out their responsibilities including monitoring of teaching, and team members the right to feedback which allows reflection and participation in discussion;
- To have a strategic role in promoting co-operation and collaboration across the whole curriculum.

14.3 The Role of the Subject Leader/Unit Leader

Teaching

- Provide the learning/development tools in consultation with senior managers and other team members;
- To help staff within the team to plan and build on existing skills and to form clear, relevant and attainable targets setting a clear timetable and guidance for the annual review;
- Implement best practice educational techniques in the team and bridge gap between educational requirements and technical capabilities;
- Work in tandem with individuals to enhance performance of our most important and valuable asset and build up a shared understanding of teaching skills;
- Provide a strategic input to the school's future success as part of a team partnership, ensuring that individual teacher objectives relate to the School Development Plan;
- Offer guidance and encouragement to NQTs to engender a high quality educational environment.

Learning

- To plan progressive delivery of the Curriculum;
- To ensure pupils have a right to effective learning in subject skills and that they understand and feel confident in their present experience of learning;

- To plan policies incorporating action for reading for meaning, handling and organising ideas, writing for different purposes, opportunities to discuss ideas and present work in an appropriate manner;
- To encourage pupils, through policies, to review their learning, explore thinking and problem solving and foster success;
- To plan when learners need support for skills in the context and course of study;
- To evaluate learning in the School in the annual planning and development cycle;
- To use outcomes of evaluation of learning for professional development of staff.

14.4 The Role of the Teacher

All staff must be involved and committed to an agreed action plan to improve teaching and learning – above all teaching staff must support each other and in turn be supported by the SMT.

Teaching

- To assist in the mapping and audit of personal skills;
- To assess personal development needs in relation to their professional development;
- To draw up an individual learning plan and map career progression;
- To participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupils' learning.

Learning

- To facilitate learning using a variety of activities;
- To ensure the learner is highly involved in the learning process and ensure tasks are meaningful;
- To encourage pupils to be active in the learning process;
- To help the pupil make sense, and interpret, information and events in order to process the experience, and create knowledge;
- To set clear goals and communicate them to all pupils at the beginning of the lesson;
- To develop activities which allow for reflection, application and future use of learning;
- To provide the necessary structures which facilitate learning;
- To display skill in processing the learning process;
- To encourage the pupils to assist in displaying their own work;
- To plan a variety of structured activities for successful outcomes to topics;

- To integrate previous class learning experiences to allow pupils to draw together and make sense of present learning;
- To ensure that pupils with special educational needs have access to the curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning and alternative, differentiated materials and learning strategies are employed.

14.5 The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further; explaining to parents how they can support their children with home/school learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

15 MONITORING AND REVIEW

15.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

15.2 The monitoring of teaching and learning in school is an important part of ensuring that we give the best quality of provision to our children, in order for them to make the best progress. Various monitoring activities go on throughout the year in order for staff to gain feedback to celebrate their strengths and develop further their practice. We aim that all our teaching is of a high quality.

15.3 Monitoring of Planning

In line with Government guidance, Senior and Middle leaders will look at sample plans at certain times in the year, depending on the development focus at the time. Usually this will be done termly. Planning is also monitored when lesson observations take place. Newly qualified and recently qualified teachers will have their planning monitored more regularly than experienced teachers as part of their training, usually by their induction mentor.

15.4 Monitoring of Teaching

Observations will be carried out typically biannually to monitor teaching standards. Newly qualified and recently qualified teachers will be observed more frequently, as part of their initial training.

There will be an identified focus for all observations, linked to School Improvement Priorities or the performance management objectives of individual teachers. Observations are carried out by members of the Senior Leadership Team members, unit leaders or subject leaders, depending on the purpose of the observations. Teachers who are observed will have a feedback report and the opportunity to discuss their strengths and areas for development with the observer. Teaching Assistants are regularly observed.

15.5 Monitoring of 'learning' in books

Book scrutinies will be carried out during each academic year. Again, the focus for the scrutiny will be informed by School Improvement Priorities. These monitoring activities will help to ensure sufficient coverage of the curriculum, the consistency of marking and feedback standards and the accuracy of assessment levels across the school.

Sometimes this will be done as a whole staff team activity, by a small group of co-ordinators or the Leadership Team. Normally these activities take place twice a year on a rolling programme of different subjects and aspects. Individual Education Plans for SEN children are monitored termly

20. CONCLUSION

This policy was discussed, drafted and agreed by the whole teaching staff of Sandbrook Community Primary School in the Summer Term of 2016. The aim of the policy is to capture and reflect what we believe to be our current good practice. We accept that, as research into teaching and learning moves ahead and as new strategies are developed at national, local and school level, we will need to revisit the policy on a regular basis.

This policy will be reviewed in September 2017