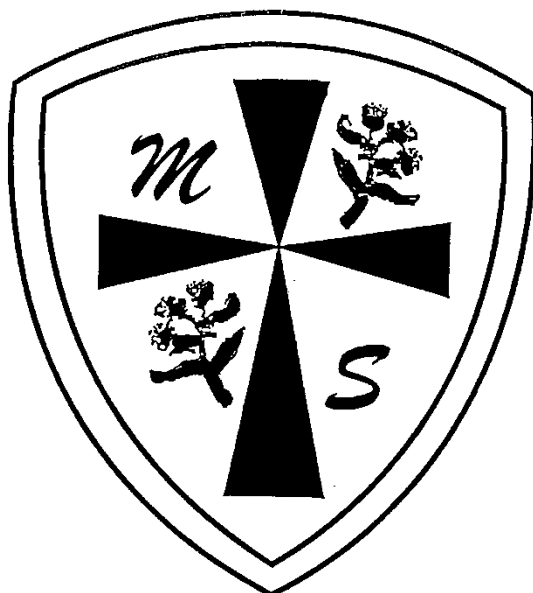




“Living and Learning with Faith, Community and Hope”

Marcham CE Primary School



Teaching and Learning Policy

Date Agreed with Governing Body: 24th February 2026

Date of next review: January 2028

Signed.....Chair of Governors/Chair of Committee

Signed..... Headteacher



Marcham CE Primary School Teaching and Learning Policy

Our purpose

At Marcham CE Primary School, our aim and purpose is summed up in our mission statement: “to achieve excellence in education in a safe, caring, collaborative community where Christian values are integral and learning is fun”. We are a caring and happy school that encourages everyone, both children and staff, to give their best.

We seek to create and support a culture where everyone is a learner and lifelong learning is a feature of the school. We aim to deliver high quality first, inclusive teaching, where all children can access and engage with a broad, balanced and creative curriculum that addresses their interests, provides appropriate challenges and meets their needs. Staff also participate in and are committed to the process of continuing professional development.

All learning and teaching at Marcham CE Primary School is an expression of our vision, encapsulated by the words, *“Living and learning with Faith, Community and Hope”*. From this comes our grounding in Christian values and principles which include friendship (Community), respect, compassion, responsibility, courage and perseverance. They form the basis of the spiritual, social, intellectual, emotional and moral development of our children. We believe that all our pupils have enormous capacity for growth, development and achievement. To this end, we adopt a growth mindset towards them and encourage them to do the same, seeing their learning as a journey, along which mistakes and intelligent practice are key features.

Therefore, we believe that the measure of a well-educated child is not only academic success. We are eager to equip our pupils with a range of skills, qualities, attitudes and abilities which develop learning behaviours, habits and character for lifelong learning. And so, we provide them with opportunities to:

- be enthusiastic and positive learners;
- try new things; actively look for challenges and responsibilities;
- be confident and not afraid to be wrong - learning from their mistakes and setbacks;
- communicate ideas;
- ask relevant questions;
- make connections between knowledge and new information and transfer skills to unfamiliar contexts;
- work considerately and constructively as part of a range of groups and communities;
- develop resilience
- consider the views and opinions of others;
- develop strategies and attitudes to deal with praise, and cope with failure or criticism;
- work independently;
- evaluate their own progress and learning.

In order for these skills and attitudes to be developed, establishing and supporting the right environment for effective learning and teaching is crucial.



The learning environment

A positive learning environment is one that is safe, orderly, organised, attractive, supportive and purposeful. It should inspire a love of learning, creativity, co-operation, risk-taking, concentrated effort, perseverance in the face of difficulties and a commitment to achievement. It needs to:

- be a place where there are sound relationships between pupils and staff;
- have an atmosphere that is not pre-judgmental;
- be a space where risks can be taken and discovery is fun;
- be a place where all children’s contributions are valued;
- have stimulating resources and displays which support pupils’ independence;
- have a comfortable physical environment;
- be marked by consistent and fairly applied rules;
- have exciting and enthusiastic teaching;
- be safe and secure;
- promote behaviour in which children can work without being distracted;
- have a variety of teaching strategies and learning techniques;
- provide a variety of spaces within which to work.

We believe that whatever happens during the school day as part of play or leisure is an opportunity for learning. This may include collaboration, observation, reflection or dealing with conflict or disappointment. However, we also understand that learning is not limited to what happens within a classroom or school environment. We encourage the participation of parents, carers, other adults and the wider community and exploit opportunities off-site to enhance children’s learning.

Focus on teaching

High quality teaching lies at the heart of effective learning and makes a significant difference to the lives of children in school and beyond. What is taught at Marcham CE Primary school can be found in our Curriculum document and on the school website at <https://www.marcham.oxon.sch.uk/curriculum/>. It explains how the National Curriculum requirements are broadened by our own ‘intentional’ learning.

The features of effective teaching are well researched and we acknowledge the importance of research (EEF) in helping us make decisions about plans for improvements. To deliver Quality First teaching, we have embraced the principles of Rosenshine for Instructional Teaching as a way to increase knowledge and have a Mastery approach in order to deepen understanding. We promote reflection and the exploration of ideas and aim to structure lesson so that, crucially, each child’s needs are met. When embedded within the context of an enabling learning environment, effective and deep learning takes place.

The features of excellent teaching, then, will include the following:

- good subject knowledge and understanding;
- clear learning intentions;
- well planned tasks which meet the needs of all children



- effective retrieval practices - activities which link prior and existing knowledge with what is being taught;
- models and scaffolds to support children to take responsibility for their own learning;
- appropriate resources;
- time not wasted: appropriate pace with realistic time given for concepts to be understood and tasks completed;
- skilful questioning which stimulates curiosity and discovery, and activates hard thinking
- skilful questioning which checks for understanding (teacher to pupil; pupil to pupil; pupil to teacher);
- encouragement and a clear sense of challenge;
- opportunities for variations in group organisation and adaptive teaching so that all children’s needs are met;
- opportunities for assessment and feedback provided by the teacher and /or other pupils;
- opportunities for reflection on the progress of learning;
- evidence of progress by the children;
- clear and high expectations of behaviour, application, standards and work habits;
- teaching assistants who are supporting independence and challenging learning;
- children purposefully engaged: being interactive, displaying enjoyment and showing interest;
- evidence of positive learning behaviours in action.

It is against these criteria that lessons are reflected upon, monitored and evaluated.

We asked pupils from Marcham School about what they thought helped them to learn well. Their answers included these comments:

- Teachers need to know about what they are teaching so that we know what we are learning and it can be understood by everyone;
- Being creative;
- Not wasting time;
- Sometimes working together and sometimes working individually;
- Fun
- If you think you have something to contribute;
- Learning unusual things;
- Not being distracted;
- Enthusiastic teachers;
- Work that is enjoyable but hard.

It is clear that what children see as helpful to their learning is mirrored in the elements of good teaching. We also stress the importance of children taking responsibility for their learning and encourage them to take seriously the role they play in enabling good learning to take place. Our REACH learning behaviours are a mode through which this can be done.



Learning Behaviours

At Marcham CE Primary School we have developed our **REACH** learning behaviours to instil life-long learners.

In teaching our children to be **resilient, enthusiastic, ambitious, curious** and **hard-working**, we encourage them to develop as learners, using metacognitive strategies to challenge themselves and to grow.

R		Ravi Resilient Rhino
E		Ellie Enthusiastic Elephant
A		Anthony Ambitious Ant
C		Corey Curious Crocodile
H		Hetty Hard-working Hedgehog

Assessment

Assessment gives staff the evidence they need to see what progress children are making and provides teachers with information which assists them to plan how to help pupils make further progress.

Assessment can be *of* learning, *for* learning and reflected on *as* learning.

- Assessment *of* learning are those formal assessments which measure how much children have learnt, usually at the end of a task or unit of work.
- Assessment *for* learning happens continuously as children are learning. It is evident in the types of interactions and feedback which direct children to improve, seen in every lesson, every day. This is not just from teacher to pupil: the feedback from pupil to teacher, in its various forms, is most powerful.
- Assessment *as* learning is a way of promoting pupils' self-assessment which enables them to make judgements about their learning and take responsibility for it. It is a process for making their thinking visible.

We continue to refine our practice towards motivating children to evaluate what they know and how they learn, so they can deal positively with the uncertainty and discomfort which may come with learning new things.

Marcham CE Primary School uses Point In Time Assessment. Pupils learning is therefore assessed against the criteria taught to date, taking into consideration their starting points, and shows how on track they are to meet the expected standards at the end of the year. Pupil's achievements are compared against the expected levels of understanding and competencies relative to that 'point in time.'

We use 3 stages for recording attainment:

- Working below expected levels,
- Working within expected levels,
- Working above expected levels.

Recording Assessment

- All staff record their assessments on 'Insight' termly.

Analysis

Whole school data is analysed on a termly basis by the Deputy Headteacher and Headteacher and the outcomes are discussed with the whole staff as we take shared responsibility for any outcomes. Staff and SLT then ensure that any specific classes/groups of children who need extra support are identified and supported.



Reporting to parents

- In the Autumn and Spring terms, the parents are invited to attend a parent teacher meeting where they can discuss their child’s progress and areas for development.
- Parents of children on the school’s Special Educational Needs register have an additional meeting every term (3 times a year) where their SEN pupil profile and documents are reviewed.
- Parents receive a written annual report from the class teacher at the end of the school year. The reports inform parents as to whether their child is working below, within or above age related expectations. The report also discusses attitudes to learning, conduct, motivation and wider contributions to school life.
- At the end of each key stage, formal teacher assessment and SATs results (KS2) are reported.

This policy should be read alongside:

Marcham CE Primary School’s aims, ethos and philosophy

Curriculum documentation - <https://www.marcham.oxon.sch.uk/curriculum/>