



GRANGE SCHOOL
A Culture of Continuous Improvement

Teaching and Learning Policy (Primary)

2025 - 2026 Academic year

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Designation: Head of School	Designation: Head of School
Signature: 	
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OUR MISSION STATEMENT:-

“To provide an excellent English curriculum education whilst embracing Nigerian history and culture within a creative and motivating environment, developing life-long learners who will become global leaders.”

This policy for effective teaching and learning, results from the school’s need to impact positively upon all elements of classroom practice.

At Grange School we believe that effective teaching will lead to effective learning. This policy outlines what effective teaching and learning looks like in practice. 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.

AIMS

- To promote quality teaching and learning in all subjects and areas of the curriculum throughout all classes;
- To encourage a commonality of approach, appropriate to children’s ages, to all lessons taught, but not at the expense of the originality/flexibility of the teacher;
- To enable children to become confident, resourceful, enquiring and independent learners;
- To foster children’s self-esteem and help them build positive relationships with other people;
- To develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- To enable children to understand their community and help them feel valued as part of this community;
- To help children grow into reliable, independent and positive citizens.
- To ensure equality of opportunity
- To raise standards of achievement and attainment of all the children in our school.

EFFECTIVE LEARNING

We acknowledge that people 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. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working,

and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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.

EFFECTIVE TEACHING

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.

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 and learning outcomes are differentiated to enable all learners to make progress.

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 Grange School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives and differentiated Learning Outcomes. 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.

Each of our teachers makes 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.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children and work which they have completed. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to the wider curriculum. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

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.

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

The rest of this policy is divided into four sections:

- The learning environment
- Experiences/Strategies
- Resources
- Relationships

Each section is broken down into key statements that it is felt are crucial to the promotion of effective teaching and learning, and when utilised, the vehicles by which the standards and achievements of the children at Grange School can be raised.

It is our intention to utilise all of the sections outlined to inform all that we do, to ensure our standards are always high and that we are continually aiming to raise standards of achievement.

LEARNING ENVIRONMENT

Quality Teaching Will Be Promoted By:	Quality Learning Is Achieved When:
Furniture layout and classroom organisation taking into account issues of safety. Furniture and classroom layout promoting independence. Resources labelled and organised and easily accessible by pupils.	School strategies are designed and developed to respect the environment. Children access resources independently for their learning.
Furniture that is suitable for tasks	Children contribute towards an orderly learning environment, they understand and know the need for tidiness and show both individual and collective responsibility
Work areas for key curriculum areas where appropriate	
Classroom organisation and groupings reflecting purpose and showing flexibility.	Children act in an appropriate manner within the learning environment.
Displays that are varied in terms of materials used: 2D/3D; board; table displays; tactile and pure observation.	Planned tasks utilise displays appropriately to enhance learning opportunities
Displays that are interactive and presenting children with challenges.	An aesthetic environment prevails, which reflects experiences and work undertaken.
Displays that are colourful, that informs and stimulate.	Children talk about and discuss displays/ work exhibited and understand their importance and value.
Displays in the learning environment that represents a range of curriculum areas/ Early Learning areas.	Children show competencies and skills in the presentation of their work.
Displays that contain children's work	Children respect each other's space, belongings and those of the class/ school.
Displays where children's work is attractively mounted and clearly labelled with child's/ children's names.	

The availability of private/ personal space, which is respected. Interactive whiteboard is used for a range of purposes and is integral to teaching and learning Clear differentiated learning outcomes are shared with the students at the start of lesson and are in the unit trackers.	Children having ownership of their learning environment. Children refer to the learning trackers to monitor their own learning.
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EXPERIENCES (STRATEGIES)

Quality Teaching Will Be Promoted By:	Quality Learning Is Achieved When:
Effective planning, showing clear learning objectives, differentiation through Learning Outcome (All, Most, Some), challenging activities and resources. Utilisation of team planning and teaching where appropriate Organisation that is varied and appropriate to planned tasks Ranges of teaching styles are used to engage all learners. Children being given opportunities to participate in whole class, small group, paired and individual learning situations where appropriate.	Children respond to, and are able to work in the variety of organisations offered to them. Children display confidence within a range of teaching situations, and can adapt to them with ease. Children demonstrate their knowledge, skills and understanding in a variety of ways. Children have the opportunity to work in their preferred learning style. Children repeatedly accept challenges and respond positively to them. Children know what is expected of them.

There is a range of interactive strategies used to ensure all children engage in learning. IT embedded within lessons to enhance learning Children being involved in selecting tasks. Tasks planned are challenging Teacher sharing a high, yet realistic, level of expectancy. Lessons/ tasks that are set in context, where previous work is reviewed, what is expected is reinforced, and the next stages are outlined. Pace of lessons is rigorous Experiences that are stimulating, exciting, creative, interactive and relevant, and relate directly to individual needs. Experiences that build upon and consolidate previous learning. Children being encouraged to take risks. Questioning that is direct, and varied, according to the ability of the individual. Range of questions used to promote learning. Range of talk used to promote learning process.	Children can state how, why and what they are doing and talk about their learning confidently Children are interested and involved in what they are doing. Children exhibit enthusiasm, determination and concentration Children can confidently explain what they have done, what they are assigned, and what the next stages of work they need to do. Children are not afraid to take risks, or get things wrong. Children recognise that the process is as important as the end result. Children are enthusiastic and engaged as a result of experiences Children display confidence in answering questions, and are not afraid to attempt new things. Children can reflect on how and why they are learning. Children engage in range of talk (talking to groups/ adults etc) to secure their learning.
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The use of appropriate vocabulary Questioning that involves all children. Introduction part of lesson, main teaching activity and plenary time is all used to good effect engaging learning and giving opportunities for talk Children given opportunities to learn which are not always dependent on language. Children experience range of visits/ visitors to extend their learning	Relevant terminology All children actively take part in all parts of the lesson. Children are given opportunity to demonstrate their ability through practical tasks Children's learning takes place in broad range of contexts.
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RELATIONSHIPS

Quality Teaching Will Be Promoted By:	Quality Learning Is Achieved When:
Effective lines of communication. Regular praise and encouragement for student effort and attainment. Positive, professional relationships between school based staff. Positive relationships: pupil-pupil; pupil-teacher; pupil-other adult; teacher-other adult/parents; group-group; individual-group. A fair and consistent classroom regime. A secure environment promoting confidence. Whole school rules that are relevant, known and understood, consistently and constantly reinforced, and are for the benefit of both the individual and the group, and are supported by an effective discipline policy Positive attitudes Valuing individuals Children feel able to support each other, respecting all people, their cultures, all resources and the learning environment. Encouraging self-criticism and positive criticism. Children have an understanding of differing relationships. Utilising a variety of assessment and marking strategies in line with a school policy	School management and organisation is directly related to pupil learning. Children feel valued and trusted. Strategies for relationships are evident in the learning environment. Strategies promote equality of opportunity Children exhibit confidence in what they are doing. Children have positive attitudes to rules and know and understand what is expected of them. Pupils display a sense of importance and react enthusiastically to their tasks. Children contribute to discussions and support each other. Children respect each other and their environment. There is constructive criticism Children adapt their behaviour responses and actions according to the different situations Children are involved in self-assessment

RESOURCES

Quality Teaching Will Be Promoted By:	Quality Learning Is Achieved When:
An awareness of all available resources human and other. Range of resources used appropriate to lesson and to promote range of learning styles. Resources that are clearly labelled, accessible and appropriately/ safely stored. The quantity of resources being appropriate to the planned tasks and meets the students learning needs. Resources are fit for purpose and of high quality. Resources being utilised to the full to make learning more engaging Children respecting and taking responsibility for selection of, and upkeep of resources. Teaching assistants are deployed effectively in all parts of the lesson to target learners and move learning on. Teachers use all parts of lesson to continue to move learning on.	Children recognise human/ other resources and show they value their importance. The school has recognised systems for the ordering, utilising, monitoring and replacement of resources. Children independently access resources to support their learning. Children show confidence in justifying their choice of resources. Children make informed choices as to the resources they need to undertake tasks. Resources are fully utilised to enhance the learning situation. Responsibility for resources is shared by all, and accountability is understood. Children are able to access and return own resources within their classroom. Children interact throughout lesson with other pupils and staff taking about their learning

Lesson Structure

Whilst acknowledging that no one lesson is identical to another it is agreed that every lesson contains key elements that are vital to children's learning. It is our intention to ensure all of our lessons include these key elements.

These key elements are:

- Well defined key learning objectives, differentiated learning outcomes (All, Most, Some).
- Key Words are shared with the students.
- Whole class direct teaching that is interactive and involves all children, where a range of interactive strategies are used to ensure high levels of pupil involvement.
- Range of opportunities planned into learning for children to talk about their learning.
- Differentiated group work making learning objectives clear to the pupils enabling them to fully understand what is expected of them during the activity stage of the lesson (tasks set to abilities) by:
 - Matching printed resources to pupils reading levels in the class.
 - Setting different tasks for different ability groups, differing in length and nature.
 - Differentiating resources for tasks e.g. non-standard measures /standard measures for science investigation.
 - Differentiating by support.
 - Differentiating by outcome, setting targets for children to achieve in a lesson when working from the same starting point.
- Differentiated tasks that provide children with stimulating, challenging and creative activities that promote core skills where possible. Activities where children's responses are expected in a variety of ways and there is no over reliance on worksheets.
- Plenary sessions that reinforces learning objectives that is interactive and involves all pupils.
- Effective planning (reflected in the delivery of the lesson) showing key learning objectives, classroom organisation, activities, tasks, homework where appropriate, resources, methods of assessment.
- Well-paced lessons.
- Effective marking and the ongoing assessment of children's work that directly informs future planning to ensure progression. Assessment that links to individual

target setting to move children onto next steps for learning and these next steps are clearly communicated to pupils, parents and anyone supporting children in classrooms.

MONITORING AND REVIEW

The Head of School will be responsible for monitoring the implementation and effectiveness of this policy/procedure. The policy/procedure will be reviewed by the Governing Council as necessary.