



Intack Community Primary School: Teaching and Learning Policy

Date of Implementation: September 2025

Date of Review: October 2026

Policy Author: Craig Taylor

Approved by: Fiona Salisbury

1. Introduction and Purpose

This policy outlines the principles, practises, and expectations for teaching and learning at Intack Community Primary School. It is designed to ensure high-quality education for all pupils, reflecting our commitment to creating a warm, caring, and inclusive learning environment where everyone feels safe, valued, and respected. This policy is underpinned by our school vision of happy and successful learners who are 'Proud to Belong.'

2. Aims and Objectives

This policy aims to:

- Provide a broad, balanced, and ambitious curriculum that meets the needs of all pupils, including those with SEND and EAL.
- Promote high expectations for pupil achievement and progress.
- Foster a love of learning and develop pupils' confidence, resilience, and independence.
- Ensure consistency in teaching and learning practises across all subject areas and phases.
- Prioritise language development and writing skills across the curriculum.
- Promote equality of opportunity and celebrate diversity.
- Equip pupils with the skills and knowledge they need to succeed in the 21st century.
- Reflect British Values, including democracy, rule of law, mutual tolerance and respect.

School Mission Statement

We are a warm and caring school community. Everyone within our school must feel safe, valued, be treated fairly with dignity and respect in order to achieve their full potential.

- **We value all and celebrate diversity within our school, the community, the UK and the wider world.**

- We offer a broad and balanced curriculum, encompassing life skills, outdoor education, real-life engaging opportunities and first-hand experience. We prepare children for the experiences, opportunities, responsibilities and challenges of life.
- We encourage everyone within our community to work and learn together to achieve their full potential.
- We promote the behaviour that underpins the British Values, including democracy, rule of law, mutual tolerance and respect for those with different faiths and beliefs.

As a community school, we strive daily to achieve our vision of happy and successful learners who are 'Proud to Belong.'

3. Legal Framework and Guidance

This policy is informed by and compliant with the following legislation and guidance:

- The Education Act 2002
- The Equality Act 2010
- The Children and Families Act 2014 (SEND Code of Practice)
- Keeping Children Safe in Education (latest version)
- National Curriculum (latest version)
- OFSTED Inspection Framework (2025)
- EEF guidance on effective teaching and learning strategies

4. Roles and Responsibilities

- **Governing Body:** Responsible for ensuring the school has a clear vision for teaching and learning and that resources are allocated effectively to support it.
- **Headteacher:** Responsible for the overall implementation of the policy and for ensuring that it is reviewed and updated regularly.
- **Senior Leadership Team (SLT):** Responsible for monitoring the quality of teaching and learning across the school and for providing support and guidance to staff.
- **Subject Leaders:** Responsible for developing and implementing the curriculum in their subject area and for ensuring that teaching and learning are of high quality.
- **Teachers:** Responsible for planning and delivering engaging and effective lessons that meet the needs of all pupils.
- **Teaching Assistants (TAs):** Responsible for supporting teachers in the classroom and for providing targeted support to pupils who need it.
- **Parents/Carers:** Responsible for supporting their child's learning at home and for working in partnership with the school.
- **Pupils:** Responsible for engaging in their learning and for following the school's behaviour policy.

5. Curriculum and Teaching

5.1 Curriculum Design and Implementation

- The curriculum at Intack Community Primary School is broad, balanced, and ambitious, designed to meet the needs of all pupils.
- The curriculum is carefully sequenced to ensure that pupils build knowledge and skills in a logical way.
- Subject leaders have identified the essential knowledge that pupils need to learn in each subject from Early Years to Year 6.
- The curriculum is enriched with opportunities for outdoor learning, real-life experiences, and visits to places of interest.
- The curriculum promotes pupils' personal development, well-being, and prepares them for the experiences, opportunities, responsibilities, and challenges of life.
- The curriculum reflects the diversity of the school community and promotes equality of opportunity.
- Writing is a priority across all curriculum subjects.
- Language development is a priority across all subjects and all opportunities in teaching and learning.

5.2 Teaching and Learning Strategies

- Teachers use a range of teaching strategies to engage pupils and meet their individual needs.
- Lessons are well-planned and adapted to ensure that all pupils can access the curriculum.
- Teachers use assessment for learning strategies to check pupils' understanding and provide feedback.
- Pupils are encouraged to be active participants in their learning.
- Teachers create a positive and supportive classroom environment where pupils feel safe to take risks and make mistakes.
- Technology is used effectively to enhance teaching and learning.
- Teachers promote critical thinking, problem-solving, and creativity.
- Consistent approaches to calculation and presentation are in place across all phases in mathematics.
- The Arts are developed across the school, with a focus on Music.

5.3 Early Years Foundation Stage (EYFS)

- The EYFS curriculum is ambitious and provides all children with the opportunity to succeed.
- Children learn through play and exploration in a stimulating and supportive environment.
- There is a sharp focus on early reading and phonics.
- Children are supported to develop their communication and language skills.

6. Assessment, Recording, and Reporting



- Assessment is an integral part of teaching and learning at Intack Community Primary School.
- Teachers use a range of assessment methods to monitor pupils' progress and identify areas for improvement.
- Assessment information is used to inform planning and teaching.
- Pupils are given regular feedback on their work, both written and verbal.
- Parents/carers are kept informed of their child's progress through regular reports and parent-teacher meetings.
- The school uses SONAR to monitor pupils' progress and identify any pupils who are at risk of underachieving.
- Assessment systems are flexible enough to meet the needs of learning in languages.

7. Inclusion and SEND

- Intack Community Primary School is committed to providing an inclusive education for all pupils, regardless of their background or ability.
- The school has a Special Educational Needs Coordinator (SENCO) who is responsible for coordinating support for pupils with SEND.
- Pupils with SEND are supported through a range of interventions and strategies, including differentiated instruction, small group work, and one-to-one support.
- The school works closely with parents/carers and external agencies to support pupils with SEND.
- The school's SEND policy is reviewed regularly and updated in line with the SEND Code of Practice.
- Policies relating to support for pupils with SEND take particular account of specific barriers relating to the subject, such as the impact of communication and interactive needs on pupils' progress in English.

8. Behaviour and Safety

- Intack Community Primary School has high expectations for pupils' behaviour.
- The school has a clear behaviour policy that is consistently applied.
- Pupils are taught about the importance of respect, responsibility, and self-control.
- The school promotes a positive and supportive learning environment where pupils feel safe and valued.
- The school has a nurture team and a safe space for pupils who are not ready to learn.
- The school is committed to safeguarding and promoting the welfare of children.

9. Professional Development

- Intack Community Primary School is committed to providing high-quality professional development for all staff.
- Teachers are given opportunities to develop their subject knowledge and expertise.



- The school supports teachers to attend relevant training courses and conferences.
- Teachers are encouraged to share best practice with each other.
- Subject-specific CPD needs are identified and supported.
- The school facilitates opportunities for cross-departmental collaboration.

10. Parental Engagement

- Intack Community Primary School recognises the importance of working in partnership with parents/carers.
- Parents/carers are kept informed of their child's progress through regular reports and parent-teacher meetings.
- Parents/carers are encouraged to support their child's learning at home.
- The school provides opportunities for parents/carers to get involved in school life.
- Intack Primary School celebrates children's work and achievements via social media.
- Parents are encouraged to visit the school website to see what their children are doing in school. There are year group pages that give parents all the information they need to support their child(ren)

11. Monitoring and Evaluation

- The implementation of this policy will be monitored and evaluated regularly by the SLT.
- The policy will be reviewed annually and updated as necessary.
- Pupil progress data will be used to evaluate the impact of the policy on pupil outcomes.
- Feedback from staff, pupils, and parents/carers will be used to inform the review process.

12. Policy Review

This policy will be reviewed annually by the [Craig Taylor, Deputy Head Teacher]. The next review date is October 2026.



Appendix

Intack Learning Environment Checklist

December 2025

Focus areas	Desirable elements	Evidence/comment
First impression?	Layout of classroom, tables/chairs, movement. EYFS include outdoor. Bright, stimulating. Resources accessible, labelled. Clear class identity, welcomes, rules, celebrations including House points/rewards. Clear of any unnecessary clutter?	Can children move freely around the room?
Class and lesson management	<ul style="list-style-type: none"> ● Class management area displaying supply teacher's checklist. ● Visual timetable. ● Expectation posters/signs. ● Behaviour traffic lights/ Go Green ● Plans displayed. ● Marking policy ● Behaviour Graduated Response ● Prompts. 	
Displays in class/ Resources	<ul style="list-style-type: none"> ● Literacy/Maths/Creative working walls – up to date? ● Handwriting examples. ● Children's work – not too much Twinkl! ● Evidence of assessment for learning – KWL grids/ key questions/ knowledge organisers ● Table top displays ● Table resources including number lines and squares, word lists/banks, dictionaries. 	
Teaching and learning support areas	<ul style="list-style-type: none"> ● Objectives area/display. ● Oracy including STEM sentences ● Key questions. ● Vocab for lesson(s) ● Promotion curiosity and questioning? ● Reading area/corner – is it inviting? ● Time out/quiet area? ● Map - poster and/ or globe. ● 100 square. ● Time line - history 	

Key Questions for School Leaders:



- How does this policy align with our school's overall strategic plan and improvement priorities?
- How will we communicate this policy effectively to all stakeholders?

Key Questions for School Leaders:

- How will we measure the success of this policy in achieving its aims and objectives?
- How will we ensure that the curriculum is relevant and engaging for our diverse pupil population?

Key Questions for School Leaders:

- How do we ensure that all staff are aware of their legal responsibilities related to teaching and learning?
- How do we stay up-to-date with changes in legislation and guidance?

Key Questions for School Leaders:

- Are roles and responsibilities clearly defined and understood by all stakeholders?
- How do we ensure that all staff have the necessary training and support to fulfil their responsibilities?

Key Questions for School Leaders:

- How do we ensure that the curriculum is challenging and engaging for all pupils, including those with SEND and EAL?
- How do we monitor the implementation of the curriculum and ensure that it is being taught effectively?
- How do we provide teachers with the training and resources they need to deliver the curriculum?
- How do we ensure that assessment is used effectively to inform teaching and learning?

Key Questions for School Leaders:

- How do we ensure that assessment is fair, reliable, and valid?
- How do we use assessment data to improve teaching and learning across the school?
- How do we communicate assessment information effectively to parents/carers and pupils?

Key Questions for School Leaders:

- How do we ensure that all pupils have equal access to the curriculum?
- How do we identify and support pupils with SEND effectively?
- How do we work in partnership with parents/carers and external agencies to support pupils with SEND?



Key Questions for School Leaders:

- How do we ensure that the behaviour policy is consistently applied across the school?
- How do we promote positive behaviour and prevent bullying?
- How do we ensure that all staff are trained in safeguarding procedures?

Key Questions for School Leaders:

- How do we identify the professional development needs of our staff?
- How do we evaluate the impact of professional development on teaching and learning?

Key Questions for School Leaders:

- How do we communicate effectively with parents/carers?
- How do we encourage parents/carers to get involved in school life?

Key Questions for School Leaders:

- How do we ensure that the policy is being implemented effectively?
- How do we measure the impact of the policy on pupil outcomes?

Key Questions for School Leaders:

- How do we ensure that the feedback policy is implemented effectively?
- How do we measure the impact of the feedback policy on pupil outcomes?