



Mayfield

Primary School

TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING POLICY

‘If a child can’t learn the way we teach; maybe we should teach the way they learn’

‘Let’s make sure we do not write the story for our children before they have lived it’.

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Statement of Intent

At Mayfield Primary School we believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world.

Teaching and learning is central to our work as educators, and it stems from the school's aims, ethos and vision. We expect all our staff to deliver high quality, stimulating and dynamic lessons, where every teacher is an effective teacher. We expect all pupils to be supported and challenged to make strong progress in their learning. Pupils of all ability levels will be given equal opportunities to learn to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. Knowledge is at the heart of what we do. We aim to empower our pupils to understand how to learn as well as striving to teach them what to learn.

This policy sets out its aims, principles, our approach to teaching and learning, and how we will monitor implementation across EYFS, KS1 and KS2. It also takes account of:

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education
- Our Curriculum policy, Marking and Feedback policy and Assessment policy.

Aims

- To provide a learning experience for every child that takes full account of their individual needs, starting points and aspirations.
- To ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that pupils do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment.

Our guiding principles

We know pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task

- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

It is crucial that all colleagues understand how our guiding principles impact on teaching and learning in our school – so that everyone is working towards these same principles.

Curriculum Planning – the 3 I’s

Our Curriculum is underpinned by the 3 I’s – Intent, Implementation and Impact.

Intent is “The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent).” - Ofsted Education Inspection Framework 2019. Our Curriculum Intent identifies what Mayfield pupils need to learn in that setting, i.e. a knowledge-rich and varied curriculum with a focus on learning skills that prepare pupils for the future.

Implementation is “The translation of that framework over time into a structure and narrative, within an institutional context (implementation)” Ofsted Education Inspection Framework 2019. Implementation refers to how the curriculum is delivered. We assess the tasks and activities used to teach the curriculum, along with the support teachers and staff receive from senior or middle leaders.

Impact is “The evaluation of what knowledge and skills learners have gained against expectations.” Ofsted Education Inspection Framework 2019. The impact element of the intent, implementation and impact is linked to the impact of teaching, learning and the curriculum on pupil outcomes. In order to assess impact, we evaluate whether children know and remember more across the whole curriculum, drawing on evidence from interviews with children, book scrutiny, observations, assessments and curriculum review.

A Spiral Curriculum

Mayfield’s Curriculum is designed to be a Spiral curriculum linked to an approach by Psychologist and Cognitive Theorist, Jerome Bruner.

The spiral curriculum encourages:

- the revisiting of units and key concepts,
- building on previous material in a cyclical and spiralling manner.

Teachers can support better learning outcomes by enabling pupils to gradually build on their knowledge and understanding over time, rather than just focusing on the memorisation of isolated facts.

The spiral curriculum approach is effective when attempting to teach complex or abstract concepts.

By revisiting these units repeatedly, pupils gain a greater understanding of the underlying principles and can apply this knowledge more effectively in practical or real-world situations.

This Teaching and Learning policy aims to support staff in gradually building on pupil knowledge and understanding over time, across the full curriculum, including those vulnerable or with disadvantage and SEND.

Our approach – Rosenshine’s Principles

Teaching and Learning at Mayfield is underpinned by ‘Rosenshine’s Principles of Instruction’. Barak Rosenshine (1930 – 2017) was a professor in the Department of Educational Psychology at the University of Illinois. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers’ practice. His 2010 ‘Principles of Instruction’ are grounded in a varied range of evidence from three sources:

- **Cognitive science research** focusing on how the human brain acquires and uses new information. This provided insights into how to overcome the limitations of working memory when attempting to learn new things.
- **Direct observation of ‘master teachers’**, those whose pupils made the most academic progress as measured by attainment tests. These focused on aspects such as how they presented new information and made explicit links to prior learning, how they monitored and assess the understanding of their pupils, how they provided opportunities for rehearsal and practice, and the types of support used to scaffold the development of understanding and retention of knowledge.
- **Research on cognitive supports and scaffolds**, such as the use of models and instructional procedures, that helped pupils to learn complex tasks.

From these sources, Rosenshine identified seventeen ‘instructional procedures’, the actions which ‘master’ teachers regularly employed within their lessons to enable learning to occur.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material pupils receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all pupils.
- Guide pupils as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask pupils to explain what they had learned.
- Check the responses of all pupils.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare pupils for independent practice.
- Monitor pupils when they begin independent practice.

From these procedures, Rosenshine formulated ten key principles, which he argued underpin any effective approach to instruction in lessons:

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.

5. Guide Student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.

Teaching and Learning at Mayfield is fundamentally underpinned by Rosenshine's ten key principles and we recognize that practice is most effective when pupils are supported in mastering a body of knowledge or key skill, involving clearly laid out steps which the children are expected to apply later.

These principles provide a framework for staff to utilize and use as reference points when planning and delivering the Mayfield Curriculum. These principles are carefully considered when planning units or work and when delivering sessions. We also recognize that teachers are, to an extent, required to have a degree of agency and apply professional judgement when determining when and how to apply them within their classroom.

Rosenshine principles and the Curriculum

The foundation for curriculum development is identified with the school's Curriculum policy, with specific developments prioritized within the School Improvement Plan.

At Mayfield Primary School we are committed to following the National Curriculum as a minimum. Curriculum plans for each subject are based on research or programmes which have been carefully researched and selected to ensure quality and to meet the needs of our children and our context. Subjects are taught as discrete subjects and subject-specific component knowledge is carefully sequenced to ensure progression across subjects, units and Key Stages.

Rosenshine principles provide a framework for effective curriculum delivery at Mayfield, provide a structure to help children learn and remember more, and act as a model for staff to secure quality and consistency of approach.

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Staff are supported in ensuring that learning across the curriculum begins with an initial review. Prior knowledge, vocabulary and understanding is activated and provides an initial recap of what children know and remember from previous units.

Staff are supported to understand the new learning within each unit for each subject across the curriculum. Staff look at engaging ways to present new learning using small steps. Staff ask a wide range of questions across the curriculum and provide models to support children's understanding.

Pupils are given opportunities to take part in Guided Practice to deepen understanding, address misconceptions, consolidate learning and check for pupil understanding. Staff are conscious that pupils need to feel success and build in a high success rate where there is a balance of children being able to complete a task and proportionate additional challenge. Scaffolds are provided for more challenging tasks where pupils may benefit from additional structure, although this is reduced as children move through school.

Pupils are given regular independent practice where they are required to independently practise what they have learnt. Adults formatively assess what children have learnt close to the point of learning and where misconceptions arise. Adults provide a wide range of opportunities for weekly and monthly review where learning is revisited a period of time after the point of learning to gauge whether children know and remember more, in terms of whether knowledge has been converted to children's long-term memory.

Adaptive teaching

At Mayfield, we have moved to an adaptive teaching model as a natural evolution from differentiation, where colleagues focus on the entire class while responding to individual pupil needs. It involves staff knowing pupils' prior levels of attainment and providing targeted support.

Adaptive teaching is a hallmark of effective teaching and learning and is proven to raise pupil outcomes because, done well, it responds to the strengths and needs of all pupils.

We ensure adaptive teaching is used to support all pupils in accessing the full curriculum, rather than reducing the curriculum and therefore outcomes for certain groups of pupils. We ensure that teachers focus on how children learn and how they need to be supported, rather than debunked educational theories such as learning styles or children's stages of development.

We ensure that adults work with the vast majority of a cohort rather than splinter classes into too many different groups, creating an impossible workload.

Adaptive teachers:

- Know when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

Adaptive teaching involves teaching the same lesson objectives to all pupils whilst providing scaffolds to support all pupils in making progress. Adaptive teachers will have a deep understanding of the needs of their pupils. They will have a range of strategies at their disposal that can be used in a range of ways throughout a single lesson, including:

- Questioning, purposeful interventions, fostering quality discussions
- Planned learning activities that are appropriate for the whole class
- The ability to learn from and collaborate with other educators

Teaching assistants at Mayfield are an invaluable asset in the classroom when it comes to effective adaptive teaching. By using their knowledge of pupils' existing knowledge, they assist teachers in adapting lessons to meet each pupil's individual needs. This involves maintaining high expectations while using appropriate teaching strategies, such as formative assessment and targeted support, to enable all pupils to experience success.

Teaching assistants in our school provide additional pre-teaching to different groups based on their prior knowledge, which can lead to high-quality teaching and improved pupil outcomes. By adapting lessons and providing focused support, teaching assistants help pupils master important concepts and achieve their full potential.

British Values

Mayfield promotes fundamental British Values through our curriculum, extra-curricular activities and approach to teaching and learning. By doing so, we ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values promotes cohesiveness within our school and community. We prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins,

beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

We aim to:

- ensure that all develop an understanding of the values which underpin life in Britain
- teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today
- ensure that all learn to uphold the rule of law and support freedom, justice and equality
- help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society
- value people's differences and respect them
- develop pupils' awareness and tolerance of communities different to their own
- value democracy and to stand up for right against wrong
- care for the sick, the poor, the weak and the old and treat them as valued members of our society
- ensure that learners become loyal and patriotic citizens of the United Kingdom.

Our approach:

- The school promotes British values through its teaching, learning across the subjects of the curriculum to help all understand how the values have underpinned life in Britain throughout its history, geography, language, literature, sport and games, personal and social education and religions.
- Mayfield teaches children about the growth and development of our parliamentary democracy and its key institutions including the constitutional monarchy.
- Learners are taught about democracy and universal suffrage and the duty of citizens to participate in and contribute to life in Britain.
- We develop the skills of participation and responsible action necessary for living together in harmony as citizens of the United Kingdom.
- Pupils learn about the democratic structures of our national government, and we promote civic pride by helping them learn and understand about local government.
- Across the curriculum we teach the importance of duty, loyalty and patriotism.

Through our work and partnerships, pupils gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We develop responsible young people who support and positively value community cohesion. This policy makes a key contribution to the school's positive ethos. The Headteacher and Local Committee of Governors, assess the impact of this policy and monitor its operation. It should be viewed in conjunction with the school's other policies, including the Single Equality Scheme and Behaviour Policy.

Roles and responsibilities

Ensuring that Mayfield's Curriculum and Rosenshine Principles are implemented effectively through high-quality teaching and learning, and a consistent approach, is a shared responsibility and all members of the school community have an important part to play.

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

- Actively engage parents / carers in their child's learning, for example via newsletters, website, letters, open days / mornings, social media, including clearly communicating the purpose of home learning
- Update parents / carers on pupils' progress, including twice per year at face-to-face Parents' Evenings and within an annual written report on their child's progress and achievements.
- Meet the expectations set out with school's Curriculum policy, Behaviour Policy, Marking and Feedback policy and Assessment policy.
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- help all children to access the full curriculum for their year group
- ensure that learning is progressive and continuous
- ensure that essential knowledge is effectively sequenced to help children know and remember more
- be good role models, punctual, well prepared and organized
- keep up to date with educational issues
- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Support staff will:

- Know pupils well and adjust support to meet individual learning needs, where appropriate
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback, as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out with school's Curriculum policy, Behaviour Policy, Marking and Feedback policy and Assessment policy.

Subject leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence

- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out with school's Curriculum policy, Behaviour Policy, Marking and Feedback policy and Assessment policy.

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out with school's Curriculum policy, Behaviour Policy, Marking and Feedback policy and Assessment policy.

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out with school's Behaviour Policy and Marking and Feedback policy, for example.

Parents and carers will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors and the Trust will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

Organisation

Opportunities will be made for:

- whole class teaching
- group work
- one to one teaching
- collaborative learning in pairs or groups
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms are organised to facilitate learning and the development of independence. For example:

- resources in each area are grouped according to curriculum subject
- Reading Areas are comfortable, attractive and encourage a love of books / Reading
- labels and posters are used wherever possible/appropriate to reflect the language diversity in the school
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms and other learning spaces provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of Teaching Assistants, Pastoral Support, trainees (teachers / college) and volunteers. Colleagues are directed by the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and assisting with school visits. School is willing to support the development of trainees / pupils where appropriate and believes that pupils benefit from being at Mayfield, and we benefit from the skills they bring.

Excellence is celebrated in display and performance. All children are given opportunities to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. 'Headteacher Awards' are awarded to pupils where appropriate, particularly for achieving their personal best in an area of learning.

Home learning

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. (See Homework Policy)

At Mayfield Primary School, we use Reading Records to encourage parents / carers to read with their children at home. The Reading Records are an individual way to monitor Reading and provide the children with an opportunity to reflect on their learning and to develop their independent thinking skills.

Children are expected to take pride in their Homework and keep their Homework books / activities neat.

A range of both formal and informal home learning activities are set across the curriculum and suited to the age and / or ability of the child.

We believe that home learning should be set:

- to involve parents / carers in their children's learning
- to help parents / carers keep abreast of what their child can and cannot do
- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents / carers and explain what they are doing and how
- to extend the time for learning, thus enabling children to practise and consolidate their knowledge, skills and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a life-long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework may sometimes involve the participation of the parents
- children who have made insufficient effort during class time may occasionally be asked to complete a task at home.

Assessment, Recording and Reporting

Assessment is a crucial component of the teaching and learning process. We evaluate what children know and remember as they progress within units across the curriculum close to the point of learning, and we evaluate what has been converted to children's long-term memory beyond the point of learning.

Formative, on-going, assessment takes place within lessons and units of study, to identify strengths, gaps and misconceptions. Summative assessments are completed towards the end of a unit of study.

Examples of our assessment approach includes:

- 1). 'Make It Stick' documents identify the component knowledge of subjects across the curriculum from EYFS to Yr6.
- 2). Teachers use these documents to plan and to challenge children to know more and remember more. This is achieved through a variety of Assessment for Learning sources- including quizzing.
- 3). Teachers are clear on what will be assessed, when it will be assessed and how it will be assessed.
- 4). Teachers are developed during professional development time to ensure that they understand component knowledge in the curriculum.
- 5). Summative assessments are end of unit, end of half-term or end of year assessments and are quality assured in teaching and learning reviews led by leaders.
- 6). Data is collected and quality assured by leaders throughout the year. Gaps and misconceptions are identified and

fed back into the learning process.

Suitable tasks for assessment include:

- group discussions
- short tests in which pupils write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- SATs.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school meetings
- cross-phase meetings
- in-school meetings between staff
- meetings between Year 6 teachers and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results.

Reporting to parents is done twice a year through Parents' / Carers' Evening consultations and once through a written report. Results of individual pupils' assessments are made available to the parents / carers concerned and the overall statistical profile (but not individual results) is made available to parents / carers, governors, Cranmer Education Trust and DfE.

Marking and feedback

Feedback to pupils about their own progress is achieved mainly through verbal feedback / discussion and the marking of work through written comments where it is appropriate. (See Marking and Feedback policy)

Feedback:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

Monitoring and Evaluation

We monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points and to ensure key aspects of our teaching and learning policy are embedded in practice, such as Rosenshine's principles.

For example:

- Pupils' work is monitored and moderated regularly in each of the core curriculum areas by the subject leaders and / or members of the Senior Leadership Team.
- A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of teaching and learning, and interventions that are used.
- Subject leaders regularly monitor children's books.

- Senior leaders carry out Teaching and Learning reviews with each class teacher in a specified curriculum area on a termly basis. This may include observation of lessons, discussions with pupils, books looks and review of the learning environment.
- Performance Management and Appraisal cycles inform learning and teaching. (See Performance Management / Appraisal Policy).