

Learning and Teaching Policy

John Blow Primary School



Approved by:	Sue LePance (CoG)	Date: July 2025
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Teaching and Learning Policy

John Blow Primary School

1. Aims

This policy sets out our shared vision for high-quality teaching and learning at John Blow Primary School. It aims to:

- Create a school environment where pupils love learning and thrive
- Ensure consistency in teaching and learning across the school
- Promote high expectations and raise standards of achievement for all pupils
- Involve pupils, parents, and the wider community in supporting pupils' learning

2. Guiding Principles

We believe pupils learn best when they:

- Have their physical and emotional needs met (Maslow's Hierarchy of Needs)
- Feel safe, valued, and part of a supportive community
- Are engaged and motivated by relevant, purposeful learning
- Understand the learning intention and what success looks like
- Can connect learning to their own experiences and the wider world
- Can work independently or collaboratively as appropriate
- Have access to well-organised, inclusive learning environments and appropriate resources
- Receive the right support at the right time
- Have time to practise and apply learning
- Persevere through challenges and see mistakes as learning opportunities

Our curriculum drivers—**Curiosity, Purpose, Collaboration, Resilience, Being Prepared**—underpin everything we do.

Our vision

At John Blow Primary School, we strive to provide an environment where children can be the best they can be. Through the delivery of a collaborative, engaging and purposeful curriculum, children will become prepared for the challenges that they face as they grow and develop. This is underpinned by opportunities to enhance pupils' cultural capital. By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development.



Our motto

"Be the best you can be"

Our School Values



We are kind and thoughtful

We show respect

We are focused and prepared to learn

We keep our school attractive and safe

We strive to be the best we can be

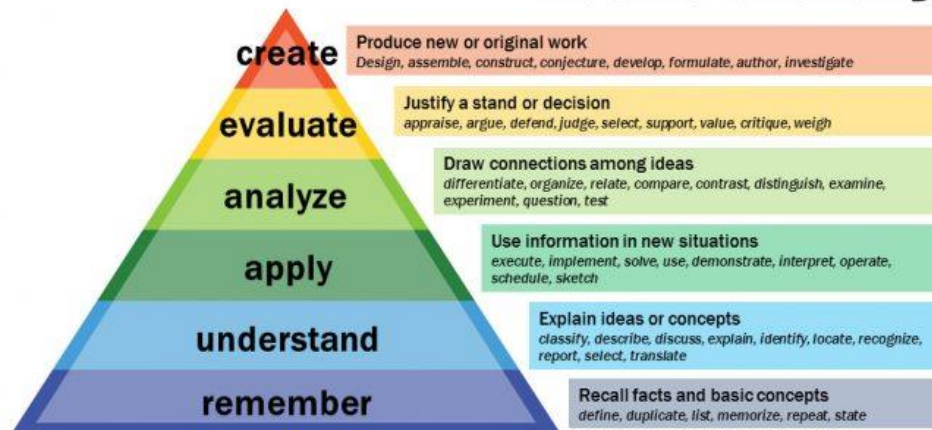


Our Curriculum Drivers

Resilience
Collaboration
Curiosity
Empathy
Purpose
Being Prepared



Bloom's Taxonomy



Vanderbilt University Center for Teaching

3. Roles and Responsibilities

3.1 Teachers

Teachers will:

- Meet the Teachers' Standards and uphold high professional expectations
- Plan using medium-term plans to ensure progression across all subjects
- Work collaboratively with assistant teachers to implement the curriculum
- Foster reading for pleasure through regular checks, rewards, and reading with priority pupils
- Deliver daily fluency and number sessions
- Engage families through updates, home-school communication, and events
- Celebrate achievements using rewards including stickers, Dojo points, and praise
- Use Tapestry in EYFS and the school's website to celebrate learning
- Provide family updates on progress (October and March), termly data (December and April), and an end-of-year report
- Participate in CPD linked to performance management and the School Improvement Plan (SIP)

3.2 Assistant Teachers

Assistant teachers will:

- Support curriculum delivery using teacher-created planning
- Know pupils well and differentiate support as needed
- Use marking and feedback strategies as directed
- Observe and record pupil progress (e.g. AfL sheets)
- Engage in relevant CPD

3.3 Subject Leaders

Subject leaders will:

- Ensure sequencing and progression through monitoring long- and medium-term plans
- Evaluate curriculum impact through data, planning, and evidence reviews
- Develop action plans and identify resource needs

3.4 Senior Leaders

Senior leaders will:

- Champion high-quality, inclusive education for all
- Monitor and evaluate curriculum implementation and impact
- Lead performance management, coaching, and mentoring
- Review and update the SIP and SEF to inform priorities

- Promote collaboration and ensure staff access relevant CPD
- Use data to identify opportunities for development and support

3.5 Pupils

Pupils will:

- Take responsibility for their learning and support others
- Follow school values and act as positive role models
- Be punctual and ready to learn
- Be curious, motivated, and aware of their learning targets
- Complete home learning activities and seek to do their best

3.6 Parents and Carers

Parents and carers will:

- Support the school's vision and home-school agreement
- Promote regular attendance and readiness to learn
- Support reading and numeracy practice at home
- Engage in school communication and learning events
- Encourage home learning and celebrate their child's achievements

3.7 Governors

Governors will:

- Ensure effective use of resources to support teaching and learning
- Monitor the impact of strategies on pupil progress
- Hold leaders to account for policy implementation and effectiveness
- Ensure alignment with other school policies and priorities

4. Planning

Our planning is based on Maslow's and Bloom's principles and informed by our curriculum drivers. Teachers use medium-term plans to ensure progression across the curriculum, which includes:

- English (SPaG, reading, writing)
- Maths (White Rose Maths)
- Science (Grammarsaurus)
- History, Geography
- Art, DT
- Computing (KAPOW)
- Spanish (MFL)
- RE (Notts Agreed Syllabus)

- PSHE/RSE (Talking Points)
- Grammar (Grammarsaurus)
- Spelling (Spelling Shed)
- Phonics (Little Wandle)

Planning includes:

- Clear, age-appropriate learning objectives and success criteria
- Scaffolding and differentiation
- Links to prior learning and curriculum drivers
- Identification of supplementary opportunities and interventions
- Class information folders with SEND and intervention records

5. Learning Environment

We are committed to providing learning spaces that are:

- Clean, safe, organised, and inclusive
- Clearly labelled and accessible to all pupils
- Equipped with supportive displays (e.g. working walls, vocabulary prompts)
- Enriched with engaging reading corners and regulation stations
- Set up to allow all pupils to fully access learning opportunities

See our **Classroom Environment and Displays Policy** for further detail.

6. Scaffolding

We ensure all pupils can access learning by:

- Knowing and planning for individual needs (SEND, PP, more able)
- Using assistant teachers to provide intervention and support
- Applying the Plan-Do-Review model for pupils on the SEND register
- Planning for pre-learning and developing independence
- Creating collaborative opportunities (e.g. talk partners)

See our **SEND Policy** for full details.

7. Home Learning

Home learning extends and reinforces school-based learning.

- EYFS: Home learning shared via Tapestry
- Children in Years 1-6 will be provided with a White Rose Home Learning Journal
- Children in KS2 will be provided with a Reading Comprehension Journal to support learning at home across the year

- All homework is issued during the first week of each half term
- Teachers monitor engagement and discuss at family updates

Parents are expected to:

- Read with their child at least three times a week
- Support number fluency and home learning
- Use digital platforms:
 - Y1–6: Spelling Shed and Sumdog
 - Y3 – 6 – Times Table Rock Stars (TTRS)
- Communicate any concerns with the class teacher

8. Marking and Feedback

Feedback is specific, timely, and helps pupils understand next steps.

- Given verbally or in writing, as appropriate
- Celebrates learning and effort using stickers, team points, and recognition
- Follows the school’s marking code (see Appendix 1)

Class Dojo

Class Dojo will be used school-wide to:

- Promote positive learning behaviours
- Reinforce our school values and curriculum drivers
- Celebrate individual, group, and class achievements
- Improve parent engagement through regular updates
- Provide a consistent, visible reward system across the school Dojo points will complement existing reward systems and form part of our school’s behaviour and celebration culture.

9. Assessment, Recording and Reporting

Assessment combines formative and summative approaches:

- EYFS: Foundation Stage Profile and Tapestry
- Phonics: Little Wandle tracking
- KS1/KS2: SATs and Arbor assessments (Reading, GPS, Maths)
- Foundation Subjects: Entry/exit tasks and quizzes
- End-of-unit tests used to inform planning and interventions

Pupils in Years 1–6 will:

- Receive learning targets shared via bookmarks
- Participate in mentoring sessions to reflect, set goals, and celebrate success

10. Monitoring and Evaluation

Monitoring is conducted by SLT and subject leaders following the Monitoring & Evaluation (M&E) Plan. It includes:

- Learning walks and lesson observations (termly)
- Book and planning scrutinies
- Pupil progress meetings and data reviews
- Pupil voice and informal discussions

See the **Appraisal Policy** and **M&E Plan** for further guidance.

11. Review


This policy is reviewed annually by the Headteacher, SLT, and staff, and approved by the Governing Board before implementation.

12. Linked Policies

This policy should be read alongside:

- Behaviour and Relationships Policy
- Behaviour and Relationships Procedure
- SEND Policy
- Equality Policy
- Equality Objectives

Appendix 1

Marking code	Interpretation
Tick	You have achieved the Learning Objective or Success Criteria
Double tick	You have evidenced learning from the curriculum.
	Next step.
Arrow head	You have left out a letter or word.
'Sp' and squiggle	You have spelt a word wrong. Write out 3x's.
○	Capital letter or punctuation missing.
?	Part of your writing does not make sense.
G	Grammatical error
Vertical wiggle	Finger space.
//	A new paragraph is needed.
Pupil self-assessment- 'Traffic light' (next to L.O.) – KS2 children may write a reasoning statement for their assessment.	Red - I do not understand/struggled. I need help. Amber - I understand, but need more practice. Green - I understand fully and achieve the LO.
DP	You have achieved a Dojo point.
Ⓟ	Your teacher has discussed your work with you.
DHT / HT	Go and visit Mr Barnard / Mr Carver to celebrate your learning.
ⓂGrp	Guided, group work or collaborative learning.
ⓈC	Challenge work
Above and Beyond	You have gone 'Above and Beyond' with your learning; let's celebrate in assembly on Friday!