



Building a future for young people

Teaching and learning policy

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarize expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Meadows school are building a future for your pupils by ensuring that we constantly strive to ensure our teaching and learning across the school consistently meets the following principles:

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
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice 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
- Recognize that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school 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 by providing daily feedback through ClassDojo and other systems, including offering training in the purpose of home learning. (See Meadows school policy, procedure and training resources on ensuring care staff support pupils in the home)
- Update parents/carers on pupils' progress daily and produce a termly written report on their child's progress and attend PEP meetings termly.
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- 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've 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 in our curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Curriculum leaders

Curriculum leaders at our school 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
- Drive improvement in their subjects, 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 subjects 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 subjects
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.4 Senior leader/Headteacher

Senior leader/Headteacher at our school 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 in our curriculum policy, behaviour policy, and marking and feedback policy.

3.5 Pupils

Pupils at our school 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 in our policies and procedures.

3.6 Parents, Registered Managers and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their young person/people as a learner
- Make sure their young person/people is ready and able to learn every day.
- Provide transport to/from school every day and to other alternative provisions as required.
- Ensure pupils wear correct uniform, clothing to school and alternative provisions.
- Ensure pupils attend school on time every day.
- 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, including packed lunches.
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school 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

4. Planning

The curriculum is to be planned in accordance with our curriculum policy and curriculum plan. Lessons will be planned well to ensure good short-, medium- and long-term progress. Lessons will be planned in accordance with Blooms Taxonomy system this will be designed as bronze, silver, gold and platinum tasks which are appropriately differentiated.

5. Learning environment

When pupils are at school, learning will take place at the hub and at other venues across Greater Manchester, including The Agricultural and Rural Centre CIC, Mahdlo, Links4life and other venues.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through thorough risk assessments in line with Meadowscore company Health and Safety standards and Rochdale Authority Evolve (For off-site trips/visits)

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

Meadows school ensure this by:

- Ensuring all pupils take part in our School Assessment and Reintegration Programme (SARP) on arrival at the school.
- Support staff are used effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), therapy team and Educational Psychologist, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing writing frames and word banks
- Providing appropriate scaffolding to support pupils learning.

7. Home learning

Home learning, or homework, 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.

All home learning will be made available on our school website and Virtual Learning Platform.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given weekly and will include What has gone well (www) and Even better if (EBI). Marking will include examples for practice at the beginning of the next lesson to ensure learning is embedded. See marking policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment termly.

We will provide regular targets for pupils, and provide termly reports against these at parents' evenings and/or PEP meetings.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders/ curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Gathering input from pupil voice/PEP's
- Planning scrutinies
- Book scrutinies
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11. Review

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives