



Greenmount Primary School  
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Ryde  
Isle of Wight  
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# Teaching & Learning Policy

March 2026

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Signed:

Headteacher: Mrs Rebecca Day

Date: 26/03/26

Signed:

Chair of Governors: Mr Dave Smithers

Date: 26/03/26

Review Date: March 2027

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## Statement of intent

Every child has the right to the best possible education. Greenmount Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead full and successful lives.

This policy explains the ways in which we aim to deliver high-quality teaching and learning throughout the school.

## Our Vision and Values

The learning community at Greenmount has a clear set of values:

In all that we do in this learning community, we work to ensure the enthusiasm and enjoyment of all learners, from the youngest to the oldest; children and their families, staff and governors.

We seek to develop each individual's –

**confidence** in themselves and their abilities

**desire to learn** and **achieve** their potential

**resilience** – ability to persevere and practice

growing **sense of aspiration** and **passion for challenge**

**understanding of spirituality** – their own feelings, philosophies and beliefs, and those of others

**respect** – for themselves, for their community and for the wider world.

These values are promoted through a curriculum founded on developing creativity, curiosity and independence, an ability to collaborate, to think flexibly and coherently and to building strong skills and life-long knowledge.

We firmly believe in enabling all children to achieve, regardless of any barriers to learning. Governors both challenge and support school leaders and their staff to develop, implement and measure the impact of an inclusive curriculum which leads to success for all.

Our curriculum encourages research, collaboration and links between areas of learning and knowledge. Skills are developed which underpin the learning of essential knowledge. We aim to develop exciting and stimulating lessons to ensure that learning 'sticks' and children leave our school having made good or better progress.

# 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

## **Statutory Policies:**

- Accessibility Plan
- Child Protection Policy
- Equality Information and Objectives
- Equality Policy
- Early Years Foundation Stage Policy
- Keeping Children Safe in Education (2025) – updated September 2025
- Personal, Social and Health Education (PSHE) & Relationships Education (RSE) Policy (currently under review)
- Safeguarding Policy
- Special Educational Needs Provision Policy
- Supporting Children with Medical Conditions Policy

## **Non-Statutory Policies:**

- Educational Visits Policy
- Homework Policy
- Phonics Policy
- Remote Learning Policy
- Respect Policy
- Staff-Parent Policy
- Teaching & Learning Policy

# 2. Roles and Responsibilities

At Greenmount it is everyone's responsibility to ensure that our pupils are enabled to learn in a safe, happy and appropriately challenging environment.

## **The governing board will be responsible for:**

- Ensuring that an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

## **The headteacher will be responsible for:**

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

**Teachers are responsible for:**

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Ensuring that other adults are effectively deployed and managed to support the learning of all pupils.

**Leaders are responsible for:**

- Developing, implementing and monitoring a broad and balanced thoughtfully sequenced curriculum which is accessible to all.
- Ensuring that progress of pupils is monitored and analysed regularly and that strengths and barriers to progress are addressed as a priority.
- Planning and evaluating strategies to secure consistent, high-quality teaching and learning.
- Providing support and guidance to other staff through ongoing Continuous Professional Development.
- Developing and promoting a positive and supportive climate in school where everyone strives to be their best.

**Pupils:**

Pupils at our school will:

- Work hard and try their best.
- Be kind and supportive to others.
- Be respectful and responsible
- Persevere and develop resilience.

**Parents and carers:**

We will encourage parents and carers at our school to:

- Be supportive and respectful
- Value learning
- Support good attendance

- Attend meetings to discuss their child's progress.
- Communicate concerns promptly and appropriately via the School Office or Class Dojo.

### **3. Learning Environments**

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning. Interior environments will be clean and safe with thought given to the creation of a calm, trauma informed approach. Exterior environments will be safe and well maintained.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be geared towards aiding learning, not providing distraction. Resources will be provided to promote and develop independence, ensuring that an adaptive approach is followed to allow success and belonging for all.

### **4. The Curriculum**

Our curriculum encourages research, collaboration and links between areas of learning and knowledge.. We aim to develop exciting and stimulating lessons to ensure that learning 'sticks' and children leave our school having made good or better progress. The curriculum has opportunities to develop vocabulary and oracy built into every lesson. Lesson sequences are carefully planned to ensure that essential knowledge is built up over time.

Our curriculum is broad and balanced with links made to our unique setting wherever appropriate, for example learning about the impact of the Battle of Britain on the Isle of Wight and the unique geology of our coastline. Opportunities to expand our children's horizons and cultural capital are thoughtfully included and supported by the educational trips provided.

We ensure coverage of all areas of the national curriculum and our own wider curriculum through careful planning of timetables, ensuring that there is no wasted learning time. Lessons are adapted to ensure that all children are able to succeed and make progress. Resources are provided to make learning of new skills concrete wherever appropriate and to enable access.

We hold the development of social skills and self-esteem as a key priority for our pupils and follow the SCARF curriculum for PHSE. Our assemblies and class discussions ensure that the development of these core principles are a fundamental part of each and every day.

## 5. Planning and Preparation

At Greenmount, our teachers are expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers are provided with appropriate preparation, planning and assessment (PPA) time. Leaders of different subjects are provided with time to monitor and evaluate the delivery of the curriculum and to ensure that teachers are aware of the most effective evidence-driven ways to teach.

In line with expectations set across the whole school, sequences of learning will:

- Be clearly linked to the curriculum.
- Show how lessons are adapted to meet the needs of all pupils.
- Have clearly identified learning objectives showing a progression of skills over time and a clear example of how children will be successful.
- Clearly state the activities that will be undertaken.
- Show how LSAs will be utilised to enhance learning.
- Highlight any opportunities for assessment and evaluation.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

## 6. Lesson Delivery

A range of lesson types will be used including practical, visual, dramatic, investigative and group work. Planned in time for pre-teaching and over-learning will ensure children are enabled to catch up and keep up.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

LSAs will be actively involved in the lesson to aid pupils' learning. They will possess a good knowledge of the needs of individual pupils and the best ways to support them. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils) to ensure that our

teachers work with all pupils in the class. In some circumstances, LSAs will be utilised on a one-to-one basis with a child in need of additional help or a bespoke curriculum.

## **7. Supporting Pupils**

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adaptive to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans (Pupil Passports) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. Pupil Passports are reviewed regularly to ensure that they are still effective and linked to progress.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

## **8. Marking and Assessment**

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy. Feedback will be timely and ensure that it addresses misconceptions and moves learning on.

High quality assessment for learning will maximise learning for all pupils and lead teacher's planning and teaching in the moment. Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our [Primary Assessment Policy](#).

Assessment outcomes will be utilised to inform teaching and learning strategies.

## **9. Working with Pupils and Parents**

At Greenmount, we aim to work in partnership with our pupils and parents. Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school through activities such as our School Council. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Class Dojo
- Annual reports
- Parent Information Meetings

- Weekly Newsletters

## 10. Behaviour and Attitudes

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times. Our child friendly policies ensure that children clearly understand the expectations, rewards and consequences of their behaviour helping them to develop ownership.

Pupils will be encouraged to:

- Be kind and helpful.
- Work hard and try your best.
- Look after everything.
- Listen to people.
- Be honest.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Class Dojo points
- Stickers
- Calling the pupil's parents praising the pupil
- Sending a letter home praising the pupil
- Inviting the pupil to see the headteacher
- Personalised rewards – for example Lego time.

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.

- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.

Understand and implement effective behaviour management strategies.

#### 11. Monitoring and reporting

This policy will be reviewed annually by the headteacher and governing board.

The next scheduled review date for this policy is **March 2026**.

## **Appendix March 2026**

### **Our Teaching Principles**

#### **1. Know the curriculum that you are teaching**

Have knowledge of the EYFS statutory framework, the National Curriculum and the school curriculum being delivered.

#### **2. Know the knowledge and skills sequence fo learning**

Know and understand the knowledge being taught and the skills being developed, including the steps before and after.

#### **3. Consider individual needs**

Know each child really well, understanding different starting points and what groups each child sits within.

#### **4. Accurately assess children**

Use formative and summative assessment systems to ensure you accurately know where and use AFL to prepare appropriate feedback.

#### **5. Prioritise feedback**

Give appropriate timely feedback within the lesson and ensure children have time to respond to misconceptions and practice skills.

#### **6. Plan in retrieval practice and assessment.**

Ensure learning sticks and all learning is embedded to avoid gaps.

#### **7. Evidence of learning**

What does the evidence of learning look like for individual children? How does it vary from child to child? Is there a balance of evidence for everyone? Is it individualised?

#### **8. Is it fun?**

Is the school day exciting and fun? Do children want to be in class and in school? Do they feel the fear of missing out if they are absent?

#### **9. Create a classroom environment that supports learning**

How does your classroom appear for the children? Does it support teaching and learning? Is it updated regularly?