

Teaching and Learning Policy

Meanwood CE Primary School



Adopted by the governing body on: Dec 2024

To be reviewed on: September 2026

Signed on behalf of the governing body: Verity Stewart

Forward

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Vision

Open hearts

Open Minds

Open Arms

Our vision is to enrich the lives of our children emotionally, physically, spiritually and academically, where every person is valued, nurtured and empowered.

Our vision is underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

1. Introduction

At Meanwood CE Primary School, we believe that high-quality teaching and learning are grounded in the development of positive, trusting, and supportive relationships. We are committed to providing an inclusive, nurturing, and engaging environment where all children are encouraged to thrive academically, socially, and emotionally. Our approach centres around the idea that students learn best when they feel valued, safe, and connected to their teachers and peers.

2. Teaching Philosophy

We believe that effective teaching is relational. Teachers act as facilitators of learning, fostering an environment where students feel comfortable to explore, ask questions, and make mistakes. Our teaching strategies include:

- Personalised Learning: Tailoring lessons to meet the needs of all learners, recognizing different learning styles and paces.
- Active Learning: Encouraging student engagement through hands-on, experiential, and inquiry-based learning activities.
- Emotional Intelligence: Promoting self-awareness, empathy, and emotional regulation through the curriculum and day-to-day interactions.
- Collaborative Learning: Fostering group work, peer teaching, and cooperative problem-solving to build relationships and develop social skills.

3. Curriculum Design

The curriculum at Meanwood CE Primary School is designed to be flexible, holistic, and responsive to the needs of our students. All subjects have been created to be progressive and build on children's previous knowledge and understanding. It is based on the following principles:

Engagement: Lessons are designed to be engaging, stimulating curiosity, and encouraging a love of learning.

Real-world Connections: We ensure that learning connects to real-life experiences, helping students make sense of the world around them.

Social-Emotional Learning: We incorporate SEL principles into the curriculum, helping students to develop resilience, manage emotions, and build healthy relationships.

Cultural Relevance: We recognise and celebrate the diverse backgrounds of our students, ensuring that the curriculum reflects a variety of perspectives and experiences.

4. Assessment for Learning

Assessment at Meanwood CE Primary School is ongoing and forms a key part of the learning process. We use a range of assessment methods to support and guide student development, ensuring that assessment is meaningful, relevant, and focused on individual progress:

- Formative Assessment: Teachers use observations, feedback, and questioning to continuously assess student understanding and provide support.
- Student Involvement: Students are encouraged to reflect on their own learning, set goals, and self-assess in a supportive, non-judgmental manner.
- Inclusive Assessment: We ensure that all students, regardless of their abilities or needs, have access to fair and appropriate assessment opportunities.

5. Learning Environment

The learning environment plays a crucial role in fostering positive relationships. Our classroom environments are designed to:

- Be Safe and Inclusive: Every student feels welcome, valued, and safe to express themselves.
- Encourage Collaboration: Classrooms are organized to facilitate group work, discussion, and peer interactions.
- Support Emotional Well-being: Spaces within the school reflect a positive, calming atmosphere, with a focus on mental health and well-being.
- Use Technology: Where appropriate, technology is integrated to enhance learning and encourage creative expression.

6. Role of Teachers and staff

Teachers and staff at Meanwood CE Primary school are our greatest asset. They are role models who:

- Build strong, trusting relationships with students and their families.
- Demonstrate a commitment to the personal, social, and academic growth of each child.
- Actively engage in professional development to improve teaching practice and stay informed about the latest research in education and child development.
- Provide consistent feedback to students, guiding them in their learning and supporting them in overcoming challenges.

7. Role of Students

Students are encouraged to take an active role in their learning by:

- Participating actively in class discussions, group work, and hands-on activities.
- Taking responsibility for their behaviour and learning progress.
- Respecting the opinions and perspectives of others, embracing the diversity within their school community.
- Developing self-regulation skills and the ability to work independently, as well as collaboratively.

8. Role of Parents and Community

We believe in the importance of a strong partnership between the school, parents, and the wider community:

- Parent Involvement: Parents are encouraged to engage in their child's learning journey, attending parent-teacher meetings, volunteering (when possible), and supporting home learning activities.
- Community Partnerships: We collaborate with local organizations, businesses, and experts to enrich the learning experiences of our students.

9. Inclusion and Support

We are committed to ensuring that every student, regardless of their background or abilities, receives the support they need to succeed:

- Adaptation: Teachers tailor their teaching to accommodate the diverse needs of learners, offering both challenge and support as required.

- Additional Support: We provide additional learning support for students with special educational needs, ensuring they have access to the resources and guidance they need.
- Well-being Support: Our school has a dedicated team of staff to support students' emotional and mental well-being.

10. Monitoring and Review

This policy will be reviewed regularly by the school leadership team in consultation with staff, students, and parents. Feedback from all stakeholders will be considered to ensure continuous improvement in our approach to teaching and learning.