

RAVENSCOTE JUNIOR SCHOOL

TEACHING AND LEARNING POLICY

2026 - 2028



Date of Approval		Date of Review	
July 2026		July 2028	
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Ravenscote Junior School

Teaching and Learning Policy

This policy provides a framework for teaching and learning at Ravenscote. The policy works alongside our Connected Curriculum policy, Live Marking and Assessment policy and individual subject policies.

As a learning community, we agree on 14 'Agreed Principles' for teaching and learning which enable children to have the very best opportunities for learning success at school.

This policy describes each of our 'Agreed Principles' and describes what each principle looks like in practice in the learning environment, within lessons and across the whole school.

Our Agreed Principles for teaching and learning are monitored through our quality assurance systems, which include lesson observations and whole school environment walks. See Appendix 1 and 2 for whole school expectations and lesson and environment expectations.

Ravenscote's Agreed Principles for Teaching and Learning

Children learn best when:

- They feel a sense of happiness, security, motivation and stimulation. They feel valued as an individual in the family ethos of the school.
- They are encouraged to develop their own ideas and independence by selecting learning materials and tools appropriate to the task.
- They participate in a variety of learning situations – groups, pairs, whole class and individuals – these develop the independent and co-operative worker.
- They have an opportunity to learn through first-hand experience, such as investigating, exploring, experimenting, questioning, collaborating and listening.
- They form appropriate relationships and partnerships with their peers and adults.
- There is a solid foundation built on a partnership between home and school.
- Their physical, spiritual, moral, social and emotional needs are considered in the school environment.
- The learning environment is attractive, stimulating and positive.
- They have a positive and confident attitude towards learning and socialising. They are taught to value and respect fellow classmates, adults and others in the wider community.
- There is an awareness of the protected characteristics and these form the school's equality objectives.
- There is appropriate provision for those with Special Educational Needs and Disabilities and those on the inclusion register (vulnerable learners).
- The learning is matched to their ability and there is provision for adaptations including challenge, repetition and extension.
- Teachers plan, record and assess every child's learning progress.



- There are policies for teaching and learning within every subject area which ensure continuity and progression of skills and knowledge throughout the school.

Agreed Principle 1: Children learn best when they feel a sense of happiness, security, motivation and stimulation. They feel valued as an individual within the family ethos of the school.

There is evidence in the learning environment of:

- Smiles, enthusiasm and engagement
- Children busy and “on task”
- Accessible resources and approachable adults
- Good ambience in class and school and good relationships with adults/peers
- Children sharing their home life at school
- Celebrating success of child’s life/work in all areas
- Knowing the procedure of day to day class/school running
- Opportunities for independent learning and children going happily beyond what is expected
- Plenty of praise, encouragement and acceptance

Teachers ensure:

- Well-organised classroom, activities and resources
- Agreed rules of the class, in line with the three school rules of ‘ready, respectful and safe’
- They act as a role model and value all contributions of work
- Each child knows that they are valued and cared for
- Each child feels secure, happy, motivated and stimulated
- Children understand procedures
- Each child is encouraged to be an independent learner

Consistencies across the school:

- Recognised awareness of class/ school rules and organisation
- Appropriate resourcing
- Good communication between home and school
- Staff consistently referring to the school rules (ready, respectful and safe), the six school values (respect, responsibility, honesty, teamwork, excellence and happiness) and British Values (democracy, rule of law, tolerance of those of different faiths and beliefs, mutual respect and individual liberty)
- The 6 Principles of Nurture are embedded: nurture practice helps children meet key social and emotional developmental stages, building up their self-esteem and ensuring they can engage effectively with their learning.

Agreed Principle 2: Children learn best when they are encouraged to develop their own ideas and independence by selecting learning materials and tools appropriate to the task.

There is evidence in the learning environment of:

- Well-labelled, organised and designed resource areas
- Purposeful movement around the classroom
- A variety of resources used with guidance and appropriate limits of choice
- Resources suitable for differing adaptations
- Concrete resources are always available to support mathematics

Teachers ensure:



- Each child knows which skills they are learning and can explain the different times they have used the skills before
- They value, allow and encourage children's independence
- The children are given opportunities to listen and be listened to
- They question and guide appropriately
- They are available to the children

Consistencies across the school:

- A common approach to resource organisation
- A common understanding of use of resources
- Children learn to value, care for and respect supportive resources and are given responsibility throughout the school

Agreed Principle 3: Children learn best when they participate in a variety of learning situations – groups, pairs, whole class and individuals, all of which helps develop an independent and co-operative learner.

There is evidence in the learning environment of:

- Working areas arranged to encourage children to work in different ways
- Children working as a class
- Children working independently
- Children sitting with a talk partner
- Children working with the teacher in a group

Teachers ensure:

- Each child knows which skills they are learning and can explain the different times they have used the skills before
- The child knows that the teacher is accessible
- The child knows that the teacher is sensitive and aware of their needs and feelings
- Adaptation is taken into consideration
- They adapt planning to the needs of their learners

Consistencies across the school:

- Appropriate resources are provided
- All adults value children's efforts and contributions
- All lessons demonstrate partner talk as well as teacher talk and independent learning

Agreed Principle 4: Children learn best when they have an opportunity to learn through first-hand experience, through investigating, exploring, experimenting, questioning, collaborating and listening.

There is evidence in the learning environment of:

- Classroom displays which support learning
- Use of Now > Press > Play
- Educational visits and residentials
- Investigation lessons in science
- Outdoor learning
- Opportunity to play musical instruments
- Discussing, sharing and valuing each other's work and ideas
- Working on projects together
- Welcoming guest speakers and participating in workshops



- Children working together in teams
- Curriculum days

Teachers ensure:

- There are a variety of accessible resources and materials
- Time is planned for discussion and reflection
- Children are encouraged to answer and ask questions
- Children are asked open-ended questions and are given open-ended tasks to work on
- Children learn to listen and respect what others have to say
- Rewards are given to encourage contribution

Consistencies across the school:

- Relevant resources and materials
- Educational visits and residential trips
- Collaboration between adults and children
- An agreed system for recognition and reward (see Positive Behaviour Policy).

Agreed Principle 5: Children learn best when they form appropriate relationships and partnerships with their peers and adults.

There is evidence in the learning environment of:

- Adults acting as appropriate role models
- Group activities – co-operation, sharing, partners
- Assemblies
- Children interacting with adults in a positive and respectful manner
- Playground activities and games
- Children having classroom responsibilities
- A partnership between home and school

Teachers ensure:

- Children feel confident to speak out and create a caring learning environment
- They are knowledgeable of the protected characteristics and they value all
- Resources reflect the society in which we live
- Relationships are built with parent helpers and visitors to the school
- Children are encouraged to collaborate
- All adults are aware of the class/school rules and organisation

Consistencies across the school:

- Respect for people, property and their environment
- Parents are welcomed into the school
- School and parents are working together
- All cultures and backgrounds are recognised and respected
- Children are made aware of people with disabilities

Agreed Principle 6: Children learn best when there is a good foundation built on a partnership between home and school.



There is evidence in the learning environment of:

- Use of parent helpers for various activities (i.e. reading)
- Notice boards form a recognisable link
- Friendly reception area staff
- Parents used as a respected resource
- Use of parents' expertise (i.e. guest speakers/ sewing costumes)
- Friendly approach by teacher to parents/children

Teachers ensure:

- They are approachable and readily available by appointment
- They always respond to communications within 5 working days
- There is good communication through letters, reports and parents' evenings
- They work in partnership with the parents/carers to benefit child's education
- Means by which a parent can help both at home and school are identified and targeted
- Achievements are shared and celebrated across the school community through certificates, dojos and stickers

Consistencies across the school:

- Regular parents' evenings and events
- Regular newsletters from HT and AHTs
- End of year reports
- Regular updating of school prospectus and flyers for parents

Agreed Principle 7: Children learn best when their physical, social and emotional needs are considered in the school environment.

There is evidence in the learning environment of:

- Work completed at home being valued at school
- Children entering competitions
- Children sharing their out of school experiences, clubs and achievements
- Children being aware of other cultures and world views
- Safety with tools and apparatus is of paramount importance
- Children are seen to be respecting each other
- A range of stimulating equipment and apparatus
- British values are displayed by all
- Children being able to express their feelings and needs
- Outdoor learning

Teachers ensure:

- Children have the opportunity to be involved in community visits
- Parents become involved in school events
- Children are taught the safe and correct use of equipment
- Children learn to respect others and their own property
- Children feel safe and cared for
- They listen to children and give them time to talk
- Children know whom they can talk to, including whom their wellbeing adult is
- All abilities are developed



- They are approachable
- All learning needs are catered for through adaptations
- Children's wellbeing is considered at all times, and proactive action is taken to promote positive wellbeing
- They have a thorough understanding of the school's safeguarding policies and procedures
- Children understand Zones of Regulation

Consistencies across the school:

- Safeguarding is of paramount importance
- Visitors coming into the school wear particular coloured lanyards to demonstrate whether they have a DBS or not (whether they should be accompanied at all times)
- Whole school policy on behaviour
- Clear rules throughout the school
- Teachers' awareness of child's needs
- Consistency of all adults in relation to children
- Children learning to respect adults and each other
- Children feel part of the family ethos of the school
- Regular communication with the parents
- All children to be treated equally regardless of characteristics
- Regular newsletters

Agreed Principle 8: Children learn best when the learning environment is attractive, stimulating and positive. It is easily accessible through clear organisation and labeling of learning materials and effective storage.

There is evidence in the learning environment of:

- Colourful, exciting, useful and interactive displays
- Artefacts and books are displayed to use
- Bright and welcoming environments
- Well-organised classrooms
- Displays and artefacts reflect cultural diversity
- Well-maintained equipment
- Visual printed materials
- ICT and audio equipment
- Use of Now > Press > Play

Teachers ensure:

- Displays are colourful, meaningful and appropriate
- Resources are within children's reach
- Displays are updated to reflect and support the learning
- Children's participation and ideas are valued
- Children respect and tidy their classroom
- Children value the classroom environment
- All children's work is valued

Consistencies across the school:

- Resources are available in central storage spaces



- Staff awareness of shared resources
- Safe and appropriate furniture for storage
- Reporting of faulty equipment and furniture
- Well-maintained building inside and out

Agreed Principle 9: Children learn best when they have a positive and confident attitude toward learning and socialising. They value and respect fellow classmates, adults and others in the wider community.

There is evidence in the learning environment of:

- Children being praised
- Children being recognised for demonstrating the school values
- Children being recognised for demonstrating British Values
- Positive Noticing (giving positive responses to children and recognising positive moments aloud)
- Children being given responsibilities in the classroom
- Children being reminded of being ready, respectful and safe
- Children being encouraged to be confident and considerate to others
- Appropriate adult role models
- Books and resources representing positive gender and cultural images
- Children working well together in the playground and classroom
- Children are well-motivated
- The Positive Behaviour policy being consistently followed

Teachers ensure:

- They consistently use the language of ready, respectful and safe
- They show unconditional positive regard for the children in their care
- Children develop a growth mindset
- Children are encouraged and made aware of making the right choices
- Children are given responsibility in the classroom
- Children are encouraged to feel proud of their work
- Children's responses are listened to

Consistencies across the school:

- Positive Behaviour policy
- Live Marking and Assessment policy
- Children's work is displayed attractively throughout the school
- Children's work efforts are rewarded in assembly and in class
- Teachers praise work through positive comments and rewards e.g. Dojos and stickers
- Children's work is celebrated to the whole class to increase self esteem

Agreed Principle 10: Children learn best when there is an awareness of the protected characteristics and these are recognised in all teaching and learning, and form the school's equality objectives.

There is evidence in the learning environment of:

- Children sharing their own culture with others
- Positive images in books and other resources of cultural backgrounds, gender and SEND
- All children taking responsibilities
- Sharing of different cultures' festivals throughout the year



- Religion and World Views lessons

Teachers ensure:

- Books are not stereotyped
- Groups will be mixed (and not separated by specific characteristics, e.g. boys and girls)
- Children recognise and value the incredible multi-cultural community in which we live
- Children share their cultural and social backgrounds to widen experiences
- They understand unconscious bias and challenge this
- They consider representation when selecting resources, images and inspirational figures

Consistencies across the school:

- Books from various cultures
- Books highlighting social issues
- Non-stereotyped books
- Artefacts, pictures, musical instruments and other resources reflecting different cultures around the world
- Sharing of cultures and an understanding of each other's faiths and beliefs
- Children see themselves in the representation around the school

Agreed Principle 11: Children learn best when there is appropriate provision for those with Special Educational Needs and Disabilities and those on the inclusion register (vulnerable learners).

There is evidence in the learning environment of:

- High Quality / Quality First Teaching strategies
- Actions taken from Pupil Progress meetings
- Actions from Education Health Care Plans
- Independent learning
- Concrete resources for mathematics
- Inclusion targets in action
- Strategies found in our provision map

Teachers ensure:

- They discuss all vulnerable learners with the inclusion AHT at Pupil Progress meetings
- They identify actions for progress for all vulnerable learners, and measure this progress
- Learning has appropriate adaptations
- Resources are readily available
- LSAs are utilised effectively

Consistencies across the school:

- Vulnerable learners learn the same skills as all children, with appropriate adaptations
- Collective resources
- Sharing of case studies
- Detailed end of year handovers
- Collection and sharing of ideas
- Progress within inclusion targets
- High quality outcomes for all children



Agreed Principle 12: Children learn best when the learning is matched to their ability and there is provision for adaptations including challenge, repetition and extension.

There is evidence in the learning environment of:

- Adaptations to support independent learning
- Good organisation
- A variety of reinforcement materials
- Provision of appropriate resources
- Children persevering with their work
- Children helping one another where appropriate

Teachers ensure:

- All children's learning needs are met in all lessons
- Resources are prepared and ready to use
- Mini plenaries are used to scaffold whole class learning
- They lead conference groups to build on prior learning
- The Live Marking and Assessment policy is adhered to
- There are appropriate extension activities

Consistencies across the school:

- Ravenscote Learning Language triangle – 100 skills of a Ravenscote child
- Whole school curriculum overview
- Skills progression documents for all subject areas
- Long- and medium-term plans
- Shared expectations and moderation
- Collection and sharing of ideas

Agreed Principle 13: Children learn best when teachers plan, assess and record every child's learning progress.

There is evidence in the learning environment of:

- Children edit and redraft their work in collaboration with the teacher
- Teachers interacting with the children and discussing their learning
- Children writing reflective statements
- Children's growth mindset
- Adaptations to lessons to meet all learning needs
- Children working collaboratively

Teachers ensure:

- They keep pieces of work to show the child's level of attainment and progress
- They plan lessons for the needs of all learners
- They update ScholarPack with formative assessments
- They update ScholarPack with summative assessment results
- They are constantly assessing the children's work through Assessment for Learning (AfL)
- They keep reading tracker updated, including through tracking reads and benchmarking



- They encourage children to self-assess and write reflective statements
- They write, follow and update Inclusion Targets

Consistencies across the school:

- Good communication and transitions between year groups and schools
- Pupil Progress meetings
- Whole school Live Marking and Assessment policy
- Good interaction between home and school
- Regular year group meetings to make weekly and termly plans and exchanging ideas

Agreed Principle 14: Children learn best when there are policies for teaching and learning within every subject area which ensure continuity and progression of skills and knowledge throughout the school.

There is evidence in the learning environment of:

- The agreed subject policies are being implemented by all staff
- Evidence of planning, recording and evaluating using the policies
- Evidence of subject leaders moderating these policies and sharing colleagues' lessons to ensure policy into practice

Teachers ensure:

- Work reflects the content of subject policies to ensure continuity and progression
- Children are able to identify connections between their skills and knowledge
- They communicate with subject leaders on their subject areas
- They understand prior and future learning, and how what they are teaching fits into this chronology

Consistencies across the school:

- Subject policies which are reviewed and updated annually
- Annual subject reports
- Monitoring of policy implementation by subject leaders
- Skills maps in use
- Continued evaluation of subject areas

Appendix 1 – Whole school expectations

Organisation
Uniform is correct according to the policy: shirts, ties, hair and accessories, earrings, shoes and sleeves.
The classroom conditions for an effective learning environment are safe and organised.
Children close their locker doors once their belongings are inside it.
Cloakrooms are tidy.
Litter and recycling are put in the correct bins.



Misplaced litter is picked up and put in the bin by anyone who sees it.

Water bottles are stored tidily, in the purple caddies, at a point in the classroom where children can access them (not during lesson input).

Fire exits are kept clear at all times.

Adult - Child relationship

In the morning, children are welcomed into the classroom individually by the teacher and/or other adult.

After break and lunch, the teacher welcomes the class back to their learning.

In assembly, teachers stand next to their class(es) until the assembly starts; monitor behaviour throughout and stand up to address poor behaviour.

Adults greet children as they see them around the school.

Staff relationships with children adhere to the Staff Code of Conduct and the Child Protection & Safeguarding policy.

Every new day is a fresh start for all children.

Positive behaviour

The positive behaviour policy is adhered to.

Children are awarded Dojo points for positive behaviour.

Positive Noticing is built into all interactions between adults and children.

A maximum of one boy and one girl from a class may use the toilets at any time.

Children are not out of their seat without permission.

Children walk silently inside the building.

Children are not outside without adult supervision.

Children are not in classrooms without adult supervision.

Children walk to and from breaktime/ lunchtime in a respectful and safe manner.

Displays

Displays are created, maintained and tidy.

The ready, respectful & safe sign is referred to regularly.

The engage, enrich, excel display is visible.

The value of the half term is displayed somewhere clearly at the front of the room and in time for the new half term.

British Values display is referred to within praise and reminders.

The reading and times tables displays are continuously updated, showing the children's progress.

The English display is regularly used in lessons to support learning.

The maths display is regularly used in lessons to support learning.

The safeguarding poster & the online safety officer posters are displayed clearly.

The speed sounds chart is visible and used to support children's reading and writing.

Timings

Children are engaged with their early morning work within 5 minutes of arriving to school.

The register is saved at 08:50 in the morning and by 13:10 (4&5) or 13:30 (3&6) in the afternoon.



Children are in assembly by 08:55 for the 20-minute assembly.

Staff must be on the playground in time for their break duty.

Appendix 2 – Lesson and environment expectations document

	Date:
	Self or peer reflection:
	RAG rate
The conditions for an effective learning environment are safe and organised.	
The tables and seating enable all children to be safe and access the learning.	
The children are ready.	
There is mutual respect between all.	
The children are safe.	
The children do not speak during teacher inputs.	
The children are not out of their seats without permission.	
There are clear, high expectations of behaviour and any disruptions are dealt with in line with the Positive Behaviour policy.	
Positive Noticing throughout (praise in public).	
Dojos are awarded for positive behaviours.	
Reminders are in private.	
Resources are prepared and on tables before the lesson begins.	
The children show active listening skills such as looking at the class teacher and sitting on chairs properly.	
The skills used in the lesson are discussed and children write the code at the top of their work.	
There are opportunities for children to practise knowledge retrieval.	
Dates and titles are underlined with a ruler.	
The learning objective and skills to succeed are discussed and then displayed during the lesson.	
The skills to succeed each contain a skill from the learning language triangle.	
Teacher talk to the whole class, at any one time, should not last for more than 10 minutes.	
LSAs actively enable children they are working with to listen and be a part of whole class input.	
All children have talk partners.	
Assessment of prior learning informs which children begin independent tasks earlier in the lesson and which children remain with the teacher.	
When introducing a task, the teacher will always assess the children's understanding using AFL (initial assessment).	



Before children are set to independent tasks, CT checks children's understanding and any misconceptions are discussed.	
When set a task, all pupils are engrossed in the task within 1-2 minutes.	
AFL techniques are present throughout lessons.	
The use of questioning scaffolds the children's understanding and progresses their thinking and learning.	
The CT uses mini plenaries to check progress and develop thinking.	
Adapted learning is seen in all subjects and enables all children to access the learning.	
Conferencing is used by the CT and LSAs to support children to progress.	
Diagrams are drawn in pencil.	
Sheets are trimmed to smaller than A4 to be stuck in - not folded.	
Where applicable, LSAs use the S1-4 coding to show lesson support.	
Children traffic light their learning in their skills maps book, at the end of the lesson.	
At the end of every lesson, children reflect on their lesson using one of the strategies laid out in the Live Marking and Assessment policy.	
The Live Marking and Assessment policy is adhered to.	

