

East Ayton



Primary  
School

Teaching and Learning Policy:  
A pathway to outstanding  
practice

## East Ayton Primary School Teaching and Learning Policy

### Vision Statement:

We want our children to be happy and confident, to be thoughtful and caring. We have high expectations of learning and behaviour. We aim to provide a curriculum which develops the whole child, which motivates, stimulates and challenges, and we want our children to have the confidence to meet those challenges. Our children are seen as individuals, each with their own strengths and interests; we want them to have opportunities to explore and to realise their potential. We see our school as an important part of the local community, we want our children to value that community and to be valuable members of it. We want to develop a life-long love of learning in all our children.

- Collaboration
- Linking of Learning
- Imagination
- Creativity
- Know yourself as a learner
- Engagement
- Resilience

The following are non-negotiable principles which inform our teaching at East Ayton Primary School:

Pupils' additional educational needs have individualised support in order to allow them to achieve

The learning environment promotes independence and high achievement

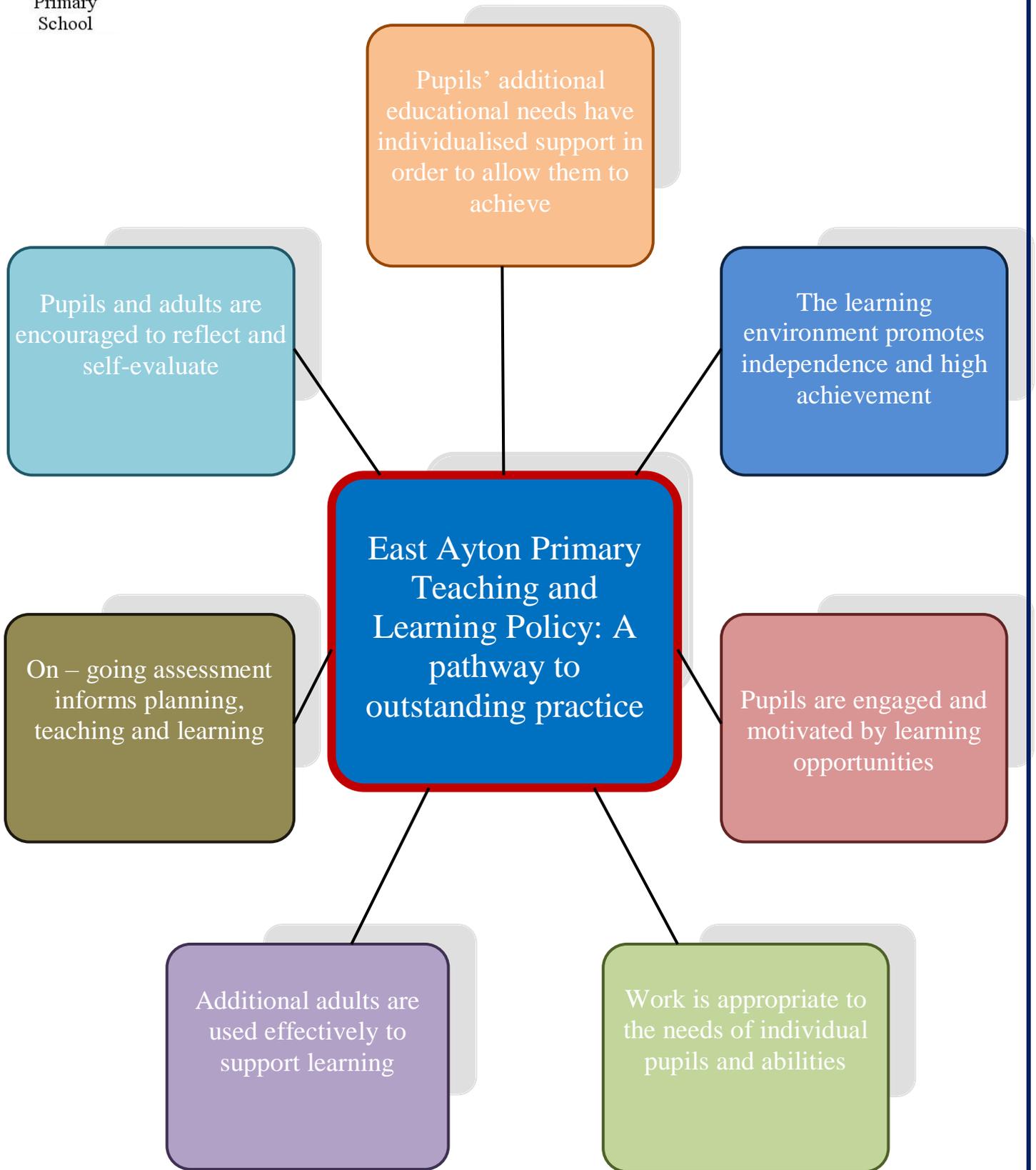
Pupils are engaged and motivated by learning opportunities

Work is appropriate to the needs of individual pupils and abilities

Additional adults are used effectively to support learning

On-going assessment informs planning, teaching and learning

Pupils and adults are encouraged to reflect and self-evaluate





Quality first teaching in all classes includes differentiated learning

Pupils with SEN support have individualised IPMs which identify pupils' strengths, targets and provision. Teachers planning focuses on these targets

Pupils are supported emotionally by our trained staff and external professionals

Pupils' additional educational needs have individualised support in order to allow them to achieve

Parents work in partnership with the inclusion team to bring about the best outcomes for pupils with additional needs

Pupils who require additional support are identified at termly Pupil Progress meetings. A variety of interventions are tailored around the needs of learners

Concrete and visual resources support and scaffold learning for pupils with additional needs

A range of external professionals support the school in meeting pupils' needs

