

Lockington CE VC Primary School



Teaching and Learning Policy

January 2023

Date Policy Formally Agreed By Governors:	January 2023
Date Policy Becomes Effective:	January 2023
Review Date:	January 2026
Person Responsible for Implementation and Monitoring:	Headteacher (Julie Cattle)

1. Introduction

This policy aims to:

- explain how we'll create an environment at our school where pupils learn best and love to do so;
- summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- promote high expectations and raise standards of achievement for all pupils in our school;
- involve pupils, parents and the wider school community in pupils' learning and development.

It is written within the context of our school's mission statement:

Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

Through our teaching, we equip pupils with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. Aims

At Lockington CE VC Primary School, we believe that teaching and learning is part of a lifelong continuum, which begins before a child starts school and continues throughout life. Education involves children, parents, staff, governors and the community.

Working in partnership, we aim to:

- equip pupils with the means of becoming happy, healthy adults and valuable citizens;
- encourage every member of the school community to strive for excellence, be proud of their achievements and value the positive ethos of the school;
- provide high quality, inclusive education, based upon a rich, varied, sequenced curriculum, engaging pupils to become inspired by the diverse world around them;
- ensure pupils are secure in the basic skills and the use of new technologies;
- promote self-confidence by providing a secure environment where all can achieve their full potential through motivation, support and recognition;

- value first hand experiences, promote creativity, and develop pupils' ability to approach problems effectively;
- help children to think and learn independently and co-operatively, developing lively, enquiring minds.
- support personalised learning, giving clear guidance to each individual child;
- promote a culture of care and consideration for all members of the school's community, the wider community and our environment;
- develop our Christian vision and promote our core Christian values of compassion, creativity and perseverance;
- promote spiritual, moral, social and cultural development and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, to prepare pupils for life in modern Britain;
- promote collective worship and maintain strong links with the Christian Church, whilst respecting parents to withdraw their children from collective worship;
- promote outstanding behaviour, good manners, self-discipline and personal responsibility;
- provide extended opportunities and nurture links between school, home, the wider community, including businesses and the Church;
- provide quality resources and ensure best value for money;
- prepare children for a smooth transition to their next steps in education and lay the foundations for life-long learning.

3. Effective Learning

Our guiding principles are that all pupils learn best at our school when they:

- are happy, healthy and alert – receptive and positive;
- are interested and involved – learning is relevant and stimulating;
- feel a sense of belonging to the group;
- understand the task, why they are doing it and the intended outcome;
- feel secure – in terms of environment, relationships and learning;
- feel valued – teachers and other adults care about their development as learners;
- have opportunities to explore and take risks;
- are actively involved, making choices and taking responsibility for their own learning;
- have an element of control and can work with independence;
- receive positive feedback and praise for their achievements;
- have a well-organised learning environment – enough physical space, access to the necessary materials and resources and no disruption or distraction by others;
- experience tasks that are differentiated – matched to the child;
- can link what they are doing to other experiences - learning is built upon existing knowledge and experience;
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas;

- have clearly defined targets which they can successfully achieve e.g. appropriate timescale.
- can work with others or on their own, depending on the task;
- are guided, taught or helped in appropriate ways at suitable 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;
- recognise that all learners make mistakes and mistakes can help us learn.

We believe that learning develops through a variety of processes, and these can be different for different children. These processes include:

- listening, including listening to music and auditory material;
- talking and discussion, including debates and oral presentations;
- asking and answering questions;
- investigation and experimentation;
- problem solving and decision making;
- research and discovery;
- play, including 'small world' play, role play and child initiated play;
- observation and visual strategies;
- practical exploration;
- imagining and creating;
- designing and making;
- retrieving information and researching;
- the use of ICT to support learning;
- repetition and practise;
- athletic or physical activity;
- fieldwork and visits to places of educational interest.

Pupils need opportunities to take part in learning that is organised in a variety of ways, including group work, paired work, independent work and whole-class work.

We ensure the best environment possible for learning by developing a positive atmosphere in which pupils feel safe and have a sense of belonging, in which they enjoy being challenged, but feel they will succeed because the learning challenges will be set at the right level. We want children to feel a sense of ownership of their learning, and not feel that education is something that is 'done' to them.

We encourage children to take responsibility for their own learning, to reflect upon how they learn so they know what helps them to learn and what makes it difficult. We encourage the use of success criteria by pupils.

We help children to understand different types of learning. These include 'new learning' and 'consolidating learning'. Teachers ensure lessons are rich with the former, but the children

have sufficient opportunities to secure previous new learning through practise and improvement. We encourage children to recognise when they are 'treading water' and need to move on, and when they are overloaded and need to consolidate. By encouraging pupils to recognise and talk about their learning in these ways, they become partners in their own learning and teachers will be better able to match their teaching to the needs of the individual.

4. Effective teaching

Teaching is structured to maximise learning opportunities and lessons are planned in accordance with these principles:

- teaching builds upon prior learning to ensure continuity and progression;
- pupils should be made aware of the 'big picture' and understand how lessons fit;
- learning objectives and success criteria should be clear;
- lessons should incorporate opportunities for a range of learning needs;
- children should be given the opportunity to reflect on and review learning;
- there should be opportunities for planned feedback to children, celebrating success, reviewing learning strategies and assessing learning;
- teachers should indicate what the next steps in learning should be.

Successful teaching should be:

- confident – teachers have a clear understanding of subject knowledge and setting objectives;
- well-planned – differentiation, teaching methods and classroom organisation **match** curricular objectives and the needs of **all** pupils;
- interactive – pupils' contributions are encouraged, expected and extended;
- characterised by high quality oral work;
- well-paced – driven by the need to make progress and succeed;
- informed – by assessment outcomes.

Teachers should be optimistic and have high expectations of success. Teachers should focus on motivating all children, building pupils' skills, knowledge and understanding of the curriculum so they reach the highest level of personal achievement.

Teachers should use the school's agreed curriculum plans to guide their teaching.

5. Planning

Lessons are planned to ensure good short-, medium- and long-term progress. They are planned with clear learning objectives, taken from the Early Years Foundation Stage (2021) and the National Curriculum (2014).

Long term planning includes single-year, two-year and four-year rolling programs due to the size of our school.

The following schemes of work support medium and short term planning:

- Art and Design – Twinkl/Hamilton Trust
- Computing – Barefoot Computing & Teach Computing
- Design and Technology – Twinkl/Hamilton Trust
- English – Hamilton Trust, Penpals Handwriting, Nelson Spelling, Literacy Shed
- Geography – Hamilton Trust & Twinkl
- History – Hamilton Trust & Twinkl
- Mathematics - White Rose
- MFL – Language Angels
- Music – Charanga
- PSHE/RSE – Twinkl, School Nurse
- Phonics - Essential Letters and Sounds, Oxford Owl
- RE – Locally Agreed Syllabus including Understanding Christianity
- Science – Hamilton Trust/Twinkl

Individual subject policies provide further details about planning and the resources available to support.

Medium term plans are saved by teachers in the ‘staff shared area’ of the school server so that subject leaders and the Headteacher can have an overview. Weekly plans for English, Mathematics and other subjects should be made available by the class teacher in classrooms at the beginning of each week.

Lessons in English and Mathematics take place daily, PE twice weekly, and all other subjects take place weekly or they can be ‘blocked’ to optimize use of time. History and Geography are taught in alternating half terms, usually in two hour weekly blocks. The same applies to Art and Design and Design and Technology. Subjects can be ‘blocked’ for longer periods, for example, in the case of subject workshops.

Lessons are planned to optimise learning opportunities, in accordance with the following principles:

- Lessons should build upon prior learning.
- Lessons should help to develop core skills.
- Learning objectives and success criteria should be explicit, along with next steps.
- Resources, activities, classroom organisation and assessment should be planned.
- Lessons should provide pupils with opportunities to review and reflect.
- There should be opportunities for feedback and the celebration of success.
- We support the concept of an integrated curriculum and encourage appropriate development of cross-curricular links.
- Lessons can be differentiated according to individual needs in terms of, for example: pace, content, task, relevance, resources, extension, autonomy, outcomes and/or teacher/adult support.

See our EYFS policy for more details on our school’s teaching and learning in the Early Years Foundation Stage.

6. Learning Environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall and the library. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- clearly labelled, comfortable and attractive zones such as reading corners and quiet areas;
- posters of material pupils have previously learned about and can identify;
- accessible resources for learning such as books, worksheets and other equipment;
- a seating layout that allows everyone to see the board and participate;
- displays that reflect the work covered, celebrate and support pupils' learning;
- working walls' to demonstrate effective learning strategies and model good practice.

We work to ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, and in which they can take a pride. Our classrooms and learning spaces aim to be purposeful, organised, attractive, clutter-free learning environments which showcase high standards.

7. Differentiation

Teaching and learning 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;
- more able and talented pupils.

Strategies include, for example:

- using ability groupings for certain subjects where appropriate;
- providing writing frames, word banks and other scaffolds.
- using support staff effectively;
- working with our SENCO, our pupils with SEND, and their parents to establish the appropriate level of support for these pupils, referring to Individual Education Plans;
- seeking advice from external support agencies as appropriate.

We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation, covering, for example, disability, race including colour, nationality, ethnic or national origin, religion or belief and sex.

Reference should be made to our SEND policy and information report, and our statement of equality information and objectives.

8. Resources

Classroom resources are the responsibility of the class teacher. Central resources are overseen by subject leaders. Classroom teachers and subject leaders ensure:

- there is a range of appropriate, accessible, labelled resources available from which pupils can select materials for the task in hand;
- all children know where classroom resources are kept and the rules about their use;
- children are encouraged to act independently when using resources;
- the library is valued and used appropriately;
- pupils and staff work together to establish an attractive, welcoming and organised environment that engenders respect and care;

Each classroom will be equipped with basic resources and age appropriate books. Specialist resources are stored in curriculum resource areas. These should be regularly audited by the subject leaders. Teaching staff and subject leaders may request additional specialist subject materials.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for the environment and health and safety.

Visits and visitors are valuable resources and these are used throughout the school to widen children's experience and support learning across a range of subject areas.

Time is a precious resource, so children are supported to take greater control of their own learning, maximising their use of their time as they progress throughout the school.

Health and safety issues are the responsibility of all who work in the school. The administrative officer and caretaker are nominated Health and Safety representatives, reporting to the Headteacher, and all problems should be reported to them.

9. Home learning

Home learning, or homework:

- supports pupils to make the link between what they have learnt in school and the wider world;
- is most effective when done in a supportive, secure environment, with focused time set aside.

We believe homework should be set to:

- involve parents in their children's learning;
- help parents keep abreast of what their child is doing in school;
- take advantage of the home context to apply learning;
- encourage children to talk about their work to parents and explain what they are doing and how;
- extend the time for learning, thus enabling children to consolidate knowledge, skills and strategies;
- prepare children for the experience of homework at secondary school;
- view learning as a life-long process and not just restricted to school hours.

The schools agreed practice for homework is that:

- Homework is set on a regular basis, for all year groups, in line with our homework policy.

- Homework will generally follow on from work, which has taken place in class and may take many different forms, for example, spelling, reading, multiplication facts, etc.
- Homework may sometimes help to prepare for work yet to be done.
- Children should understand exactly what they are supposed to do, how to do it and how long it should take.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.
- Any necessary equipment or resources will be provided, loaned or made accessible.
- Homework should sometimes involve parent participation.

All home learning will be made available either electronically (through email); via the school website or it will be sent home as a physical copy.

10. Marking and feedback

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

It will be given according to the school marking and feedback policy, both in pupils' books and verbally.

11. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment, in accordance with the school's Assessment Policy.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report biannually.

12. 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 (see Home School Agreement).

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

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 [for example via newsletters, the school website, letters, open days/mornings], including clearly communicating the purpose of home learning;
- update parents/carers on pupils' progress at termly parent/carer consultation meetings and produce an interim and annual written report on their child's progress;
- meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

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 have 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 the school's subject policies, behaviour policy, and marking and feedback policy.

Subject 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 subject, 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 subject 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 subject/phase;
- encourage teachers to share ideas, resources and good practice;
- Meet the expectations set out in subject policies, the Behaviour and Discipline Policy, and the Marking and Feedback Policy.

The 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 subject policies, the Behaviour and Discipline Policy, and the Marking and Feedback Policy.

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 subject policies, the Behaviour and Discipline Policy, and the Marking and Feedback Policy.

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

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.

13. 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 and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- learning walks;
- reviewing marking and feedback;
- termly pupil progress meetings;
- gathering input from the school council;
- planning scrutinies;
- book scrutinies.

This will be carried out in accordance with the school's performance management policy.

14. Review

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: Headteacher (Julie Cattle)

Date policy written: November 2022

Date approved by full Governing Body: January 2023

Date for next review: Spring 2026

Signature (Head)



Julie Cattle (09.01.23.)

Signature (Chair of Governors)



Graham Parr (09.01.23.)