

Lawley Primary School

Teaching and Learning Policy

Our School Vision

The whole school community at Lawley have high expectations for our children, and strive to ensure they leave school as confident, polite and independent young people, with the appropriate skills, values and learning to become successful in whatever their future will be. We aspire to instil in all our children a desire to never stop learning and to have the courage to succeed in whatever they do, across all areas of school life and beyond. At Lawley we are 'Planting the seeds, growing the future.'

We place pupil development, well-being, learning and progress at the heart of our school.

Rationale: This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school is good. Our teaching and learning policy supports the creation of a positive learning environment. Teaching is planned to accelerate learning using theories of **Alastair Smith** and developing pupil behaviour for learning based on the pedagogy of **Guy Claxton's** Building Learning Power. We believe it is essential to develop resilient, resourceful, reflective and reciprocal learners.

Our whole school approach: Consistency, high expectations and strong values owned by the pupils.

At Lawley Primary School we believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

The purpose of our teaching and learning: Pupil Progress

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, and we are vigilant in ensuring that consolidation and practise is at the appropriate level of challenge.

Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable, and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

Subject knowledge:

- ✧ is secure and teachers are confident
- ✧ is used to ensure appropriate challenge
- ✧ ensures that new ideas are explained well
- ✧ underpins a clear understanding of how pupils learn the core subjects
- ✧ builds upon what has been taught in previous years and ensures progression.

Interesting examples of context and first-hand experiences are used to support teaching and learning.

Planning

Our planning is based on carefully structured progression maps which specify the knowledge and skills defined by the National Curriculum for each year group. We plan lessons carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We scaffold tasks to challenge all pupils, whatever the level at which they are working and adapt teaching to suit.

Planning:

- ✧ is based on the requirements of the national curriculum alongside our subject progression documents
- ✧ uses the Accelerated Learning Cycle
- ✧ is based on clear learning objectives and success criteria
- ✧ is cross-curricular where appropriate
- ✧ takes account of learning needs of all pupils
- ✧ indicates the role of the Teaching Assistant
- ✧ indicates opportunities for peer and self-assessment
- ✧ is evaluated

Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

In order to plan effective interventions, we must:

- ✧ understand the importance of high expectations and the use of accurate data.
- ✧ ensure the use of quality resources and effective delivery
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- ⤴
- ⤴ use analysis of progress data to identify the pupils who are falling below expectations and are below national age- related norms.
- ⤴ make judgments on whether some focused support and adaptations to whole class teaching will be sufficient to enable pupils to get back on track.
- ⤴ in EYFS; use the knowledge and skills progression documents (devised using the Birth to Five Matters and Development Matters) to track development, monitor progress and support the early identification of difficulties. Part of this process is gathering information to understand the reasons why the pupil is having difficulty. Identify where interventions will be required for groups of pupils who need additional support.

identify where pupils with significant needs require a more structured and intensive programme that is tailored to their specific difficulties. These are based on Assessment for Learning principles and delivered as a small group or one to one programme by a teacher/teaching assistant who has undertaken some additional training.

- ⤴ ensure that parents and carers are kept informed at all stages and feel that their concerns are taken seriously.
- ⤴ gather quantitative data through standardised tests of maths, reading accuracy, phonological awareness, spelling and comprehension.

Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare resources appropriately to support and address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

Our Assessment for Learning:

- ⤴ makes links to prior learning
- ⤴ is part of effective planning
- ⤴ has a positive impact on learner motivation
- ⤴ promotes commitment to learning objectives and success criteria
- ⤴ is central to classroom practice
- ⤴ helps learners know how to improve
- ⤴ is a key professional skill
- ⤴ encourages peer and self-assessment

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Marking and feedback

We have agreements about our approach to marking and its frequency. Its content and depth are set out in our Marking and Feedback Policy. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give on-going oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Through our feedback we aim for pupils to:

- ✧ be involved in and take responsibility for their own learning using feedback from a teacher, teaching assistant or peer to make improvements in their own work
- ✧ use success criteria to identify successes and next steps in their own work and that of their peers
- ✧ be able to evaluate their own work against the success criteria or learning objective and know how they are making progress
- ✧ improve the quality of their work
- ✧ understand where and how their current learning fits into the bigger picture
- ✧ be proud when objectives have been achieved.

Curriculum

We recognise the centrality to learning of the core basic skills. Our school was awarded the Basic Skills Quality Mark in 2018.

We have developed Progression Documents for all subject areas, so that there are clear lines of progression that constantly build upon prior learning. Our teaching programmes are based on consistent teaching approaches, high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We recognise that connecting learning supports the pupils in embedding knowledge in their long-term memory. Therefore, we design our whole curriculum to afford every opportunity for pupils to connect, apply and so consolidate skills, ensuring that they know more, remember more and can do more.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce learning.



Classroom climate

Through careful and imaginative planning, high quality teaching, good relationships, and our levels of teacher responsibility we generate high levels of enthusiasm from our pupils. The expectations are that pupils are active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Pupil attitudes

We aim to develop the aptitudes of resilience, confidence and independence; particularly through Building Learning Power (BLP). We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance of their own role in learning through the development of Building Learning Power; we notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

Role of the Governors

The Governing Body oversees the writing and implementation of the policy. In particular they:

- ✧ support the use of appropriate teaching strategies by allocating resources effectively monitor how effectively teaching and learning strategies are in terms of raising standards ensure that the school buildings and premises are effective in supporting and monitoring successful teaching and learning
- ✧ monitor teaching strategies in the light of health and safety regulations
- ✧ ensure that the staff development and performance management policies promote good quality teaching
- ✧ monitor the effectiveness of teaching and learning through the school self-review processes.

✧ Teaching & Learning Policy- Document Status

Date of Policy Creation	September 2014	Named Responsibility	Carol McQuiggin
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