



# Lenham Primary School

*Take Pride; Be Proud*

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## Teaching and Learning Policy

April 2020

<b>Document history:</b>  Written by  Reviewed by	   A McCluskey
<b>Agreed by the governing body on:</b>	6/5/2020
<b>Review date:</b>	Sept 2020
<b>Signed:</b>    Chair of Governors	

## Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

(This policy must be read in conjunction with the Marking and Feedback policy and the Monitoring and Evaluation policy)

## KEY PRINCIPLES

At Lenham Primary School we believe children learn best when:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe
5. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

**All staff follow the School Rules and implement the School Behaviour Policy.**

## SCHOOL RULES

At Lenham Primary School, we DO the following...

We respect each other and our environment.

We take PRIDE in our work and behaviour.

### Key Principle 1

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<ul style="list-style-type: none"><li>• Effective exposition and focused learning activities with clear objectives (WALTs) and outcomes (success criteria).</li><li>• A clear understanding by the children of the method and purpose of activities in which they engage.</li><li>• Progress in the children's learning (in their books, on the walls, in conversation, in their behaviour).</li></ul>	<ul style="list-style-type: none"><li>• Work is planned, both termly and weekly.</li><li>• Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map.(Whole school planning format)</li><li>• Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.</li></ul>
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
<ul style="list-style-type: none"><li>• There is a Curriculum Map in place that is broad and balanced.</li></ul>	

- Where there are agreed schemes of work in place, these are known to all and are used effectively in the teaching of specific subjects.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny, Learning Walks.

### Key Principle 2

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<ul style="list-style-type: none"> <li>• Creative teaching and creative learning</li> <li>• Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children.</li> <li>• Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and learn more.</li> <li>• A pace of learning that is optimised for progress and high quality outcomes.</li> <li>• Children’s home-learning being valued.</li> <li>• Children learning independently.</li> <li>• Children collaborating on projects.</li> <li>• Children enjoying their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-judged and effective teaching strategies successfully engage pupils in their learning.</li> <li>• They use their expertise, including their subject knowledge, to develop pupils’ knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.</li> <li>• Well-framed questions, knowledgeable answers and the use of discussion, promotes deep learning- Blooms question boards</li> <li>• They ensure an appropriate ratio of exposition to learning-activity in their teaching.</li> <li>• Appropriate home learning is set to nurture children’s enthusiasm and curiosity, and develop their understanding in areas under study.</li> </ul>
<p>IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:</p>	
<ul style="list-style-type: none"> <li>• Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies and weekly newsletters.</li> </ul>	

### Key Principle 3

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child at each level of attainment**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<ul style="list-style-type: none"> <li>• Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning.</li> <li>• Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level which is achievable</li> </ul>	<ul style="list-style-type: none"> <li>• The pace and depth of learning is maximised as a result of their monitoring learning during lessons and any consequent actions in response to pupils’ feedback.</li> <li>• Marking is frequent and regular according to the agreed Marking and Feedback policy, providing pupils with very clear guidance on</li> </ul>

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<p>when they work hard and try their very best.</p> <ul style="list-style-type: none"> <li>• Children with specific learning needs receiving support at the time and level it is required to optimise their learning.</li> <li>• Pupils supporting one another where appropriate.</li> <li>• Independent learning.</li> </ul>	<p>how learning-outcomes can be improved.</p> <ul style="list-style-type: none"> <li>• They have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all.</li> <li>• They keep agreed assessment records (using TT; including pupil notes to record. assessment data) and submit termly data to enable progress to be tracked.</li> </ul>
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
<ul style="list-style-type: none"> <li>• There is an Assessment timetable which ensures relevant assessment opportunities across all year groups.</li> <li>• There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in termly Pupil Progress Meetings.</li> </ul>	

#### Key Principle 4

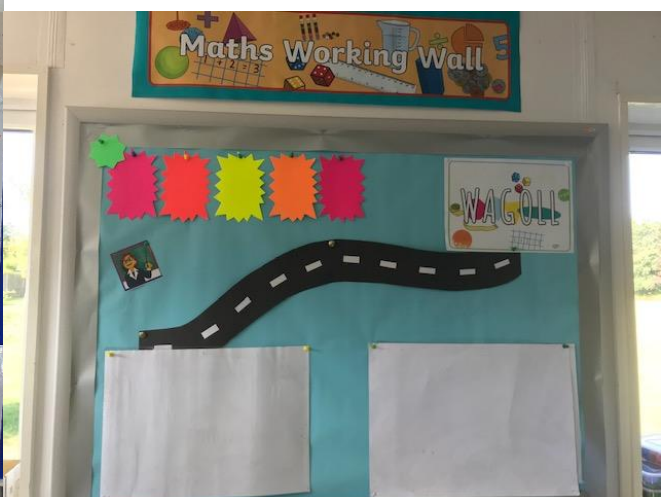
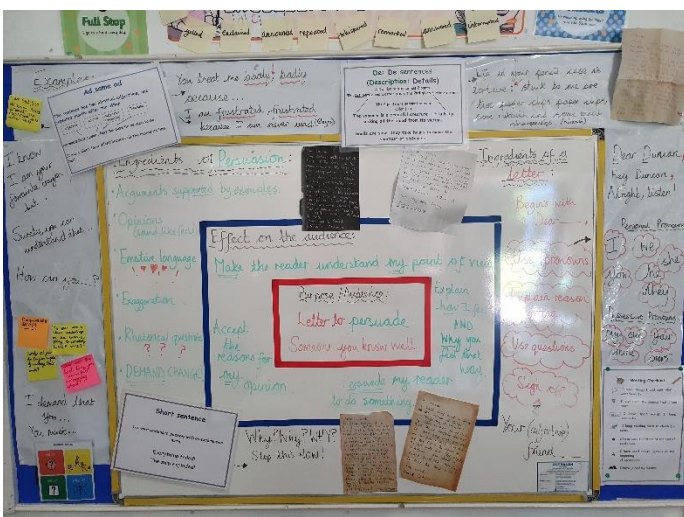
**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<ul style="list-style-type: none"> <li>• An atmosphere of mutual respect between adults and children.</li> <li>• Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race religion and belief, gender reassignment or disability.</li> <li>• Children's high self-esteem, with all children feeling valued and secure.</li> <li>• Children taking risks in their learning, and learning from their mistakes.</li> <li>• Children's learning outcomes displayed around the classroom and school for others to appreciate and admire.</li> <li>• Organisation of classroom routines and resources to optimise learning.</li> </ul>	<ul style="list-style-type: none"> <li>• They teach children to behave well.</li> <li>• They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the schools Behaviour policy.</li> <li>• Good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner.</li> <li>• Children will be encouraged in their learning and learning behaviours and their efforts will be praised both in the classroom, through use of the Learning Ladder, and in assemblies.</li> <li>• Any criticism will be constructive and children's self-esteem will always be maintained.</li> <li>• Working groups will be fluid.</li> </ul>
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
<ul style="list-style-type: none"> <li>• A clear Behaviour and Discipline policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.</li> <li>• High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.</li> <li>• Safeguarding procedures are in place and are adhered to.</li> </ul>	

## Key Principle 5

**Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
<ul style="list-style-type: none"> <li>Children's home-learning being valued both that resulting from tasks and activities set by the teacher and that occurring independently of school.</li> </ul>	<ul style="list-style-type: none"> <li>Useful feedback about their children's learning is given regularly to parents both informally, when appropriate, and formally through parent consultations, mid-year and end of year reports (including regular sharing of Pupil Progress Reports from Target Tracker).</li> <li>Parents know how they can support their child's learning at home or in school.</li> <li>They are approachable and available to parents (by appointment if necessary).</li> <li>Information about class trips, class and school events and other relevant information is communicated efficiently to parents via school letters and the weekly parent contact (available on the website).</li> <li>Parents are welcomed to help in school and on school trips.</li> <li>They set appropriate home-learning activities to develop children's understanding of topics covered in class.</li> </ul>
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
<ul style="list-style-type: none"> <li>Ensure parents are informed about school events and news, specifically related to each class, through regular newsletters (whole school format), weekly parent contact and the school website.</li> <li>Facilitate parental involvement through provision for informal (termly Book Looks) and formal meetings (parent forum, parent consultations) and through the support of an active Parent Teacher Association.</li> </ul>	



Agreed displays	Literacy working wall KS2 Working Wall (see picture above) Maths working wall (see picture above) Wonder wall Learning ladder Celebrate work Corridor displays changed 3 times a year Other walls changed regularly.
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