



# Lenham Primary School

*Take Pride; Be Proud*


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## Teaching and Learning Policy

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## 1. Aims

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 raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

## 2. Our guiding principles

Pupils learn best at Lenham Primary School when they:

- Have their basic physical needs met
  - Feel secure, safe and valued
  - Feel a sense of belonging to the group
  - Are engaged and motivated
  - Can see the relevance of what they are doing
  - Know what outcome is intended
  - Can link what they are doing to other experiences
  - Understand the task
  - Have the physical space and the tools needed
  - Have access to the necessary materials
  - Are not disrupted or distracted by others
  - Can work with others or on their own, depending on the task
  - Are guided, taught or helped in appropriate ways at appropriate times
  - Can practise what they are learning
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- › 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

### 3. Roles and responsibilities

Teaching and learning at Lenham Primary School is a shared responsibility, and everyone in our school community has an important role to play.

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

#### 3.1 Teachers

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 through our open door approach and ensuring that the class page on the website provides up to date information related to the current teaching and learning including clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress thorough the twice yearly Parent Consultations and Mid-Year Report and produce an annual written report on their child's progress
- › Meet the expectations set out in our Curriculum Policy, Assessment Policy and Marking and Feedback Policy

#### 3.2 Support staff

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've 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 our Curriculum Policy, Behaviour Policy, and Marking and Feedback policy

#### 3.3 Subject Leaders

Subject Leaders at our Lenham Primary School will:

- › Use the Cornerstones Maestro platform to ensure that there is a well-sequenced, broad and balanced curriculum plans for their subject, that builds knowledge and skills
- › Interrogate the sequence lessons so that pupils make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

- 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
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Curriculum Policy, Assessment Policy, Behaviour Policy, and Feedback and Marking Policy

### **3.4 Senior leaders**

Senior leaders 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 the Curriculum Policy, Assessment Policy, Behaviour Policy, and Marking and Feedback Policy

### **3.5 Pupils**

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
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Behaviour Policy and Feedback and Marking Policy

### **3.6 Parents and carers**

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

### 3.7 Governors

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

## 4. Planning

At Lenham Primary School we provide a broad and balanced curriculum supported by the Cornerstones Maestro platform; a nationally recognised approach for delivering outstanding learning opportunities for children.

Our Curriculum will give the children the opportunity to:

- develop and demonstrate their creativity
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- understand the purpose and value of their learning and see its relevance to their past, present and future
- explore the breadth and depth of the national curriculum

Our curriculum statement can be read by following the link below

<https://lenham-primary-school.maestro.cornerstoneseducation.co.uk/>

At Lenham Primary School we have individual policies for English, Maths, PSHE and RSE. In addition to these, each subject sets out its Aims and Objectives in a separate document, All of these documents can be found on the subject pages of the school website

<https://lenham.kent.sch.uk/curriculum/teaching-and-learning-at-lenham-primary-school/>

We do not require paper based plans to be produced. We use the Cornerstones Maestro platform as a planning tool. Teachers populate a weekly timetable, which is accessible to all, detailing the lesson content to be covered in subsequent day, week, term. In addition to this Cornerstones Maestro creates a medium and long term plan directly linked to the content covered in each class. Copies of the long term plan are provided on each class page on the school website.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## 5. Learning environment

When pupils are at school, learning will take place in classrooms, school hall, outdoor space and in a range of break out rooms.

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
- Reading corners are present in each class
- 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 celebrate and support pupils' learning

## 6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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
- Pupils that are most able

At Lenham Primary, so that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- ✓ Pace
- ✓ Content
- ✓ Task
- ✓ Relevance
- ✓ Resources
- ✓ Extension
- ✓ Autonomy
- ✓ Outcome

We use the following strategies to support these identified individuals/groups

- Using support staff effectively to provide extra support
- Working with our SENCO, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate

## 7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning tasks will be made available on the individual class pages of the school website

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## 8. Marking and feedback

We encourage 'live marking' during lessons to ensure that children are engaged with their learning through having meaningful discussions about how they are progressing as well as how they feel they can develop.

All work done by the child should be acknowledged by the teacher. Marking should be used to progress learning, therefore, where possible, teachers mark the content of the work and then extend the children further with an action. The school expects that core subjects will be action marked at least once a week and for non-core subjects, every other lesson. Children are given time to address these actions in the following lesson.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the each statutory point in a child's learning journey (EYFS baseline, Phonics Screening, Year 4 MTC and SATs of each Key Stage)

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through regular email communications, the school website (including curriculum long term plans, information relating to current learning, key information on future learning in 'Next week we shall be' and homework tasks)

Parents have regular opportunities to discuss their child's progress with teachers.

Formal parent consultations are held in the autumn and spring terms.

A mid-year report is sent to parents in Term 3.

A full report is sent home to all parents at the end of the academic year. The report will cover the child's performance in all National Curriculum subjects with specific comments written in relation to English – Reading and Writing, Maths and Science.

In addition to the full report, parents of children in Year 1, 2, 4 and 6 will receive additional reports are detailed in our Assessment Policy

## 10. 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/ /subject leader will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly data harvests
- Seasonal pupil progress meetings

- Gathering input from the school council
- Monitoring of both general teaching and that of specific subjects.
- Pupil book studies

## 11. Review

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy
- Marking and feedback policy
- Homework policy
- Assessment policy
- Equality information and objectives