

Lawns Park Primary School

Lawns Park: Learning Positivity, Learning Perseverance, Learning Patience, Learning Politeness.



Teaching and Learning Policy

September 2024
Review September 2025

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

At Lawns Park we aim to provide a caring and nurturing environment, which fosters a love of learning in all our children and provides them with the knowledge and skills needed to learn and discover, enabling them to become life-long learners. We want all our children to become confident individuals and successful learners who can work collaboratively and communicate effectively.

Through responsive and reflective teaching, underpinned by the pedagogy of the Rosenshine Principles, and a curriculum which is knowledge rich, engaging, challenging and fun, our children are able to develop skills of **positivity**, **perseverance**, **patience** and **politeness**, encouraging them to be openly aware of their current strengths and areas for development. Learning is continually revisited through a variety of retrieval strategies to ensure key knowledge 'sticks' and is transferred to long term memory. We promote British values, the importance of respect, diversity and community and aim for our children to become responsible citizens who make a positive contribution to society and show respect towards all others. It is our overarching aim for everyone at Lawns Park to be exposed to a wide variety of experiences in order to widen their perspective of the world and broaden their interests.

Pupils learn best at our 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
- 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 in our 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. This includes, providing timetables and curriculum overviews by adding them to the website to ensure parents know what learning is coming up for their children; adding photographs of events and learning in action to their year group section of the school website on a regular basis; informing parents of school trips with advanced notice and communicating effectively with parents about expectations around home learning including reading, spelling and timestables/number fact practice.
- Update parents/carers on pupils' progress at bi-annual parent consultations, producing a more detailed annual written report on their child's progress following the school format. Teachers will always contact parents outside of these times if there is a concern over progress which needs to be shared.
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support in the moment 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
- Share observations of pupils to teachers – this needs to be part of daily practice in every lesson
- 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 the curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Subject leaders

Subject leaders at our school will:

- Support teachers to create long-term and mid-term, broad and balanced curriculum plans that build knowledge and skills
- Support teachers in sequencing lessons in a topic and topics throughout the school in a way that allows pupils to 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
- Support teachers with organising their subject to allocate enough time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by reviewing progress using a range of evidence
- Recognise and support areas for development through monitoring activities
- Create and share clear intentions and the vision for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback 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 collaborative professional development, drawing upon the experience of more experienced teachers
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum 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
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Be **positive**, **perseverant**, **patient**, and **polite** in their learning
- Know what they are working on and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behavior 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 and punctuality
- 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

Our curriculum is planned in line with the outcomes stated in the National Curriculum and ensures progression throughout school. We teach early reading and phonics through the Little Wandle programme, followed by our bespoke reading curriculum. Our writing curriculum is linked through our reading and other subjects. In maths we follow the White Rose maths mastery scheme throughout school. Our approach to this is rigorous and consistent and teachers have the flexibility to determine the length of time spent on each objective in accordance with the needs of their particular cohort.

In science we follow the White Rose Scheme, PSHE is guided by the Kapow Primary Scheme with other foundation subjects carefully planned and sequenced, using a range of resources and schemes to best aid children's understanding and their ability to connect knowledge and form a wider view of the world around them. For subjects such as Science, History, Geography, Art and DT, medium-term plans clearly state the knowledge end points all children should know and entail a suggested sequence of learning to achieve these. Where we use produced schemes, we tailor these to meet children's needs. Subject leaders have used their own expertise along with that of outside agencies such as Artforms and the Historical Association to ensure our ambitious curriculum is the best it can be and meets the needs of all learners.

As a school we are introducing the Rosenshine Principles of teaching and learning. This pedagogy ensures consistency in our approach in all subjects and lessons, creating a learning environment where teaching staff can facilitate children's prior learning to be reviewed and retrieved; ask questions to check children's understanding; introduce new concepts in carefully scaffolded and modelled small steps and ensure sufficient guided and independent practice takes place to embed the new learning.

EYFS are also beginning to introduce the Rosenshine Principles and work with subject leaders to ensure children are ready to access the National curriculum by the time they leave Early Years. 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 a variety of locations such as classrooms, outdoor spaces, the hall, the library and other breakout spaces.

These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- A seating layout that allows everyone to see the board/member of teaching staff and participate
- Accessible resources for learning such as books, worksheets, phonics resources, mathematical manipulatives and other equipment
- Working walls which detail recently learned concepts relevant to current teaching and learning.
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- 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 for 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 achieving above the standard for their year group.

This is achieved through many strategies such as:

- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using B-Squared to break down objectives further for those children currently working outside their year group's curriculum.

- Using the Developmental Journal to identify small steps in learning for those in the Early Years who are working much lower than their chronological age
- Using support staff effectively to provide extra support
- Using ability groupings for certain subjects where appropriate
- Making tasks accessible to all children using and adapting the activity in a range of ways e.g. verbal responses, pictorial representations and adult support.
- Providing a high level of challenge that broadens and deepens children's learning if they are working above standard for their year group.

Our SEN policy and SEN information report can be found on the school website.

7. Homework

Homework will help 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.

An overview of homework tasks, dates set, and completion dates are available on each class page of the school website. There is a commitment across all classes that children will read at home at least three times a week.

Homework will be reasonable in challenge and length appropriate to the age of the class set for.

8. Feedback and marking

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

It will be given frequently in all lessons through various means of assessment for learning. The majority of feedback will be verbal and immediate to allow children to act on and progress in that instant. Some feedback will be recorded in books where appropriate.

Refer to feedback and marking policy for further detail.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment will be continually ongoing; summative assessments take place termly and are recorded on Sonar, our in-school assessment tracking system. In some key year-groups, summative assessments may be taken half-termly; this is at the discretion of the headteacher.

Parents' evenings provide verbal feedback at two points in the year and pupils will receive a more detailed written report annually.

Please refer to assessment policy for further information.

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.

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

- Conducting learning walks and lesson drop ins
- Planning scrutiny
- Book scrutiny
- Consulting with pupils via pupil voice interviews and surveys
- Termly pupil progress meetings

11. Review

This policy will be reviewed every year by the SLT and reviewed by the governing body. 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 and information report
- Marking and feedback policy
- Assessment policy
- Single equality policy

