

# Lilleshall Primary School



## Teaching and Learning Policy

Presented to parents: Autumn Term 2021  
Presented to Governors: Autumn Term 2021  
Updated: Summer Term 2023

Review Summer Term 2024

# **Teaching and Learning Policy**

## **Intent**

We aim to develop motivated pupils who are able to learn for themselves with a knowledge base to support this, enabling them to positively respond to challenges. This will be achieved by providing:

- Firsthand experiences to enhance the context by which children access and consolidate knowledge
- Longer periods of time to learn in depth and allow for spaced repetition for overlearning
- Opportunities for cross-curricular learning which are harnessed to develop children's working memory through grouping together knowledge and knowledge (chunking)

## **Implementation**

To ensure effective delivery of the curriculum, the statutory requirements for each subject within a key stage are identified and cross-curricular links are harnessed to provide cohesion within units of learning. This is outlined in our curriculum maps. Progression is achieved by identifying the substantive and disciplinary knowledge that children need over time; these are outlined in our progression grids for each subject which contain carefully chosen components crucial for subsequent learning and where key areas for overlearning are highlighted. These elements are delivered through well taught and appropriately sequenced lessons and thoughtfully designed assessments. This provides what we as a school want pupils to know and be able to do by the time that they leave Lilleshall Primary School.

## **Impact**

School evaluates how well our children are learning the content outlined in the curriculum through:

- Summative assessment - school progress data which is analysed by SLT, middle and subject leaders and class teachers
- Book scrutiny
- Lesson observation
- Pupil/parent voice
- Formative assessment

The curriculum that we offer is broad and balanced and aims to not overload pupils with information but enables them to know more and remember more through connecting to prior learning. The impact of the curriculum is that children are well-motivated and engaged in their education with a growing knowledge base which prepares them for effective transition for their next stage in learning and equips them for life.

## **Principles**

Our teaching and learning policy is a statement of our beliefs on:

- How children learn best
- What makes a good lesson
- How learning environments support learning
- How planning and teaching supports learning
- How parents and carers support learning
- The role of governors

Children learn best when:

- They are safe, happy and confident to take risks
- They have opportunities to work independently and collaboratively
- Teaching is engaging, motivating and pitched appropriately
- They are encouraged to link their learning to prior experiences
- Learning is presented in chunks with well planned repetition to embed into long term memory
- There is clearly defined vocabulary, knowledge to develop and knowledge to gain
- Cross curricular links are identified and used purposefully to identify connections and relationships in time and place
- They understand the expectations of the teacher and the desired outcomes
- Adaptive teaching enables the pupils to access and be successful in lessons
- Adults assist them appropriately encouraging excellent attitudes to learning
- The Language of Learning is embedded and applied
- They have high expectations of themselves and are challenged
- They are engaged in a variety of tasks including investigative activities that encourage enquiry and problem solving
- They are encouraged to reflect and plan ahead, building on their strengths and learning from their mistakes
- They are able to draw inspiration from others
- They are encouraged to see their learning as relevant to their everyday lives and futures
- There is a purposeful atmosphere, supported by the school's behaviour systems
- They are supported from home

What makes a good lesson:

- There is experiential learning, where relevant, to engage the children and motivate them
- The lesson is contextualised: reference is made to prior and future learning
- A range of strategies are used to ensure participation by all children during whole class teaching
- There is clear, succinct modelling of how to achieve each of the outcomes
- There is a range of inclusive and incisive questioning
- There is highly effective behaviour management
- The learning opportunities are relevant
- There is a feeling of enthusiasm for the subject area from the teacher
- The resources are well prepared and engaging
- The pupils can be actively engaged in learning experiences and opportunities
- Adaptive teaching is used effectively and appropriately

Learning environments support learning when effectively:

- They are tidy and well-organised with resources accessible and clearly labelled
- Displays are used to support and celebrate learning
- Displays and working walls are relevant to the children's current learning
- Daily routines are made explicit to children and embedded so that time is not wasted

- Children are encouraged to respect each other, school space and resources

Planning and teaching supports learning when:

- Teachers use the school's long-term plans and progression grids to lead the learning
- Subject specific knowledge and vocabulary are taught
- Teachers develop and use robust subject knowledge to inform their planning and feedback
- Teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of the children
- Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning
- Teachers give clear explanation and instructions
- The Lilleshall 'Making our Learning Fly' language of learning is referred to and used regularly to promote positive attitudes towards learning
- British values are promoted
- Teaching is well paced, stimulating and enthusiastic
- Connections are made between different curriculum areas and within the same curriculum area
- Questioning is used effectively to assess learning and develop ideas
- Children are given opportunities to talk about their learning and are taught directly how to collaborate
- High expectations are set
- Rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning
- Praise is used to motivate pupils
- The teacher has the opportunity to plan and teach as part of a team of teachers

### **The role of parents and carers**

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
- Participating in parents' consultations and striving to work positively in partnership with school staff
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour

## **The role of governors**

Our governors support, monitor and review the school's approach to teaching and learning.

In particular they:

- Ensure the school provides a broad and balanced curriculum that motivates and engages the pupils
- Challenge the Headteacher to ensure the curriculum remains broad and balanced at all times
- Monitor the effectiveness of the school's teaching and learning approaches through the school development plan, which include discussions with teachers and subject leaders, the head teacher's report to governors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
- Seek to ensure that our staff development and our performance management promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress
- Ensure that staff performance management is undertaken systematically and according to school policies

## **Foundation Subjects**

The foundation subjects are taught in a way that follows the key principles outlined in this policy. More information on each foundation subject can be found on the school website. Each subject can be found under Curriculum. The subject will then have a general introduction and then three balloons. One balloon will link through to the Intent, Implementation and Impact for statements for that area of study. Another balloon will provide the Curriculum Overview and the final balloon will provide a copy of the progressions grids where chunking and repetition are clearly identified. If you require any further information please contact one of the Senior Leadership Team.

**Making Our Learning Fly**

