

# Luckington Community School

## Teaching and Learning Policy

### 2020



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**Next Review:** July 2022

# 1. Rationale

*"Our mission is to help our children develop a strong sense of self and give them the skills, knowledge and values needed to live happy and prosperous lives in today's world. Our unique school setting, at the heart of the Luckington community, is a safe and friendly environment where children feel a sense of belonging and develop the confidence they need to progress and fulfil their potential."* Luckington Community School Mission Statement 2020

We believe that each member of staff brings a unique approach to teaching and learning. It is important that our children experience a range of different adults with different teaching styles over their time in primary school, mirroring what they will experience in secondary school and in their adult lives. The key is that all school staff are working towards the same objectives within the National Curriculum and have a set of goals and values in common.

The purpose of this policy is to ensure high quality teaching and learning in our school. It outlines the key expectations and core principles of teaching and learning for teachers, support staff, parents, children and governors.

# 2. Our Expectations

At Luckington Community Primary School, we expect that our teachers and other staff:

- meet the teaching standards
- meet the recommendations set out in the Education Endowment Foundation (EEF) Guidance Report 'Making Best Use of Teaching Assistants' (TAs only),
- have high expectations of what every pupil can achieve
- have a secure understanding of the age related expectations for the age group they are working with and have relevant subject knowledge that is applied effectively to their planning and teaching
- have a secure knowledge of who the groups of children in the schools are: for example: disadvantaged, SEND, EAL etc.
- have a secure knowledge of the starting points of all of the children and the related end of Key Stage targets
- ensure that assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- use assessment information to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well,

- ensure that our pupils understand what to do to improve as a result of useful feedback, written or oral
- engage with parents, carers and employers to ensure they understand how children and learners are doing in relation to the standards expected and what they need to do to improve, including homework
- ensure that equality of opportunity and recognition of diversity are promoted through teaching and learning
- actively participate in the appraisal process, listening to advice on areas for development and acting upon them
- Learning should focus on embedding skills and knowledge, then building on this learning from lesson to lesson, week to week and year to year
- actively seek out and participate in professional development
- promote English, mathematics and the communication skills necessary to function as an economically active member of British society.

### 3. Ensuring our expectations are met

The above expectations will not be met on their own and we need to be rigorous in upholding them. Outstanding teaching and learning doesn't just 'happen'; it is the result of a combination of creativity, detailed planning, effective assessment, worthwhile feedback, stimulating and well resourced learning environments, positive relationships and challenge for all.

All children, regardless of their ability, should receive high quality teaching and in every subject area so they can succeed personally and academically. High quality teaching and learning is at the heart of everything we do at Luckington Community Primary School.

To look at how we ensure expectations are met, it is important to look at a few different areas:

#### 3.1 Teaching and Learning Development

- Each week at staff meetings, we share our positive classroom experiences as an opportunity for staff to try out new approaches in their classrooms.
- The main focus of our weekly staff meetings is to provide CPD opportunities; the dissemination of general information comes second to this - unless there are pressing issues to be discussed.
- We have a small staff, which means we develop teaching and learning together, rather than in separate teams.
- All new teachers receive a thorough induction and NQTs have a designated mentor who organises support packages which include a number of sessions with the teaching & learning lead, the SENCO etc.

- We empower our TAs. Our headteacher line manages our TAs and leads workshops to enhance their professional development. Our TAs often work separately to our teaching staff on INSET days on their tailored programme of CPD.
- We provide as many opportunities as we can to observe each other's teaching and learning, in a supportive capacity, and provide peer to peer support, advice and coaching.
- We have a 'learning from each other' culture. Teachers are encouraged to constantly ask themselves 'how can I improve further?'
- If the standard of a teacher's performance is a concern, the Headteacher will act in accordance with the School Staffing Regulations 2009 which requires the Governing Body to have procedures for dealing with any lack of Capability of their Employees. This is linked with the Education (School Teachers' Appraisal) (England) Regulations 2012 which came into force 1st September 2012.

### **3.2 Physical Learning Environment**

For a small school, we have a good amount of space for the children to learn in. Our classrooms are spacious, we have a lovely library, a large school hall, an ELSA room, a small group room and lots of outside space- not to mention our beautiful rural surroundings.

Much of our teaching takes place in the classroom, sitting at tables, but we endeavour to make the best use of our building, grounds and location. The classrooms themselves need to be adapted to meet the needs of the children within; if you want a plant to grow into a beautiful flower, you need to provide the correct conditions for it to grow.

We want our classrooms to help provide a positive learning culture. A teacher's job is to provide this positive culture by setting rules, expectations, engaging lessons etc., but the physical environment can go a long way to creating this culture too. Therefore, we insist that all learning spaces:

- offer support for all learners and are inclusive e.g. they must contain visual timetables
- contain resources to support independent learning
- display exemplary pieces of children's work in a range of subjects
- contain maths resources to support maths mastery
- have bright, stimulating and interactive displays
- contain up to date working walls
- ensure that children have most of the things they need for each lesson on their desk
- are tidy, neat and not cluttered
- provide space on the carpet for 'circle time'.

### **3.3 Learning Culture**

At Luckington we vary our teaching, using different learning styles, to ensure that we engage and enthuse all of our children. Although these approaches can be different, they are underpinned by a set of fundamental principles:

- All children are engaged and working hard
- The learning space is calm. This may not always mean 'quiet', but all of the children are on task and following the school rules
- There is evidence of the children exhibiting our school values in every lesson, for example, a conclusion of science investigation is an example of 'reflection'.
- Learning is planned with engagement in mind - each group is different and may need a different approach
- When asked, the children can explain 'what' they're learning, 'why' they're learning it and what the next steps in their learning are
- The children will show a good degree of independence and not an over reliance on the teacher
- The children show an eagerness to learn and make progress
- The children will be respectful of one another and help each other when they get stuck.

### **3.4 Learning Outside the Classroom**

At Luckington, we recognise and value the impact that learning outside of the classroom has on the overall education of our pupils. Our smaller size does not restrict our ability to give our children these experiences; if anything, the smaller cohorts mean an increased amount of opportunities!

We strive to ensure that every child has access to a range of academic, creative, musical and physical activities beyond what is taught in the classroom. We develop programmes that meet the needs of all pupils, including those with learning and physical disabilities and provide enjoyable experiences, where positive attitudes of teamwork and cooperation, competition and tolerance may develop.

- We consult with our students and provide clubs that they are interested in. Pupil voice is very important at Luckington and is done through the School Council.
- Our clubs often build on talents our pupils already have or help to develop new skills.
- Many of our extra-curricular clubs aim to provide new opportunities for our pupils.

- We organise clubs which target groups of children. For example, we offer an after-school coding club for children who have a particular talent or interest in computing
- Every year, Year 6 visit Stackpole Outdoor Education Centre in South Wales. This residential trip develops the children socially and academically and is focussed on building skills such as teamwork, self-esteem and confidence as well as having clear links to the curriculum. The children aim to earn their John Muir Award - a certificate that acknowledges their experiences and understanding of looking after the environment.

### **3.5 Homework**

At Luckington we use homework to practise specific key skills and knowledge that the children need to embed. We feel that homework needs to be focused, easy for parents and children to follow and most of all, worthwhile. For more detail, please refer to our Homework Policy, but here is an outline:

#### **Weekly**

- 1) Spelling Safari - a systematic approach to learning statutory spellings that runs from Y1 - Y6. The children are tested each time they are ready to move on to the next level.
- 2) Maths Mission - a systematic approach to learning times tables and division facts (beginning with key number facts) from Y1 - Y6. The children are tested each time they are ready to move on to the next level.
- 3) Reading Diaries - completed each week, referring to comprehension questions set by the teacher. It is expected that the children read at least 5 days a week at home.
- 4) EYFS - Weekly letters and sounds and reading activities.

#### **Termly**

- 1) Rainbow Readers (Reading Spine) - a selection of year group specific texts for the children to read at home over the space of a year. When a child completes a book, they write a review. Once they complete all six books for their year group they receive a rainbow reader badge.
- 2) Building on Prior Learning Tasks - In the lead up to a new topic, the teacher will set a homework designed to give the children a chance to review what they have learned in the past. This will also give them the opportunity to do a little bit of pre-learning, ready for the new topic.

#### **Online Learning**

During the COVID-19 school closures we developed our use of Google Classroom to provide home learning for those not in school. Should there be any reason to close school in the future, we would use Google Classroom to provide home learning.

### **3.6 Interventions**

We offer two types of intervention - short and medium term.

Short term interventions focus on those children who struggle to grasp particular concepts taught in class throughout the week. They are informed by formative assessment strategies used in class. These interventions focus on reading, writing and maths support. The short term interventions focus on quick gains. They address immediate issues and gaps in learning identified by the teachers from what has been taught during the week.

Medium term interventions are offered to children who have been identified as 'target pupils' by the Assessment Lead at baseline. These pupils are discussed at pupil progress meetings throughout the year. Interventions for these pupils take place over a longer period of time and are informed by both formative and summative data. Class and cohort interventions are logged on a whole-school provision map.

Children on our SEND register, will usually have individual support plans with specific targets, updated termly.

### **3.7 Feedback**

Our feedback policy outlines our approach to feedback in more detail. We believe that the feedback is one of the most important tools in providing high quality learning. It is a cyclic process that only works if it is timely, engaging and purposeful.

In a classroom setting, feedback can take place in a number of different ways. We do not expect a particular amount of written or verbal feedback, but we do expect that feedback is provided for every piece of work. We do not expect teachers to write comments every time, but it should be clear that the children have responded to the feedback they have been given. For example, there might not be any teacher written feedback, but there is evidence that the child has corrected their spellings.

Therefore for school staff, the most important principles are that:

- no age-related misconception is left unchallenged
- we **expect** the children to know the content of the previous years learning, for example, a Year 3 should not be making spelling mistakes with words they learned in Year 2. This should also be challenged
- learning is always acknowledged - whether verbally or in writing
- the pupils should be able to explain how their teacher provides feedback and how it helps them improve in their learning.

### **3.8 Planning**

Our teachers use assessment information to inform their planning. Teachers are encouraged to plan in a format which is meaningful to them and the needs of their children. Teacher's planning should be a working document which changes day by day to reflect the needs of the pupils and match their abilities. Long-term planning and curriculum mapping is completed at the beginning of the academic year and identifies cross-curricular opportunities across the curriculum. All planning shows evidence of planning for different groups e.g. high ability, disadvantaged pupils, SEND pupils etc.

## **4. Monitoring of teaching and learning**

The headteacher and the subject leaders monitor teaching and learning across the curriculum. Each term we review the core subjects and because we have a small staff, the foundation subjects are reviewed every other year - unless one becomes a priority for a particular reason. When monitoring teaching and learning, we look closely at planning, books, pupil's work and assessment information as well as observing lessons and speaking to children.