

Lea Valley Primary School

Teaching and Learning Policy



Member of Staff Responsible	Headteacher
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1. OUR MISSION STATEMENT

At Lea Valley Primary School, we aim to provide our pupils with the highest quality of education in a positive and stimulating environment so that all our pupils enjoy learning, aspire to achieve excellence, and develop a determination to succeed.

2. SECTION 1: OUR VISION

Two of our school values at Lea Valley are ambition and determination. We aim to establish a caring and cohesive school community where all pupils feel valued and develop a love of learning. We are a school where pupils care about each other, the adults they work with and their school. We encourage self-discipline. We also have exceptionally high expectations of behaviour and we expect each individual to respect others' differences, their families, cultures and beliefs.

We are a values led school and all teaching and learning has our values at the heart. Our school values are

- Kindness
- Respect
- Ambition
- Determination
- Courage
- Honesty

Our pupils, staff and families are expected to show these values at all times.

3. OUR INTENT

At Lea Valley, our children thrive on an ambitious, knowledge rich curriculum with a focus on vocabulary and key skills. It aims to broaden pupils' cultural capital while reflecting their rich heritage.

By the time a child leaves us in year 6 they will ...

- **Be** a responsible, confident citizen who is excited by the world around them
- **Know** all the requirements of the national curriculum as well as a wide range of life skills: how to ride a bike, how to sew, how to win and lose, how to think critically and how to stay healthy and safe
- **Experience** enrichment opportunities across all aspects of the curriculum that bring learning to life and create life-long memories for pupils

4. SECTION 2: 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 achieve our vision:

4.1 Teachers

Teachers at our school will:

- Have high expectations of all pupils
- Provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning.
- Provide a calm, controlled and effective working environment at all times, in which each child can achieve his or her maximum potential;
- Be positive role models;
- Provide a fair and disciplined environment, in line with the school's 'Behaviour Policy';
- Plan lessons carefully in line with the school procedure and ensuring there is appropriate work for all members of the class to succeed:
- Use effective marking and feedback as outline in the school's marking policy
- Value and celebrate pupils' success and achievements;
- Know pupils well and differentiate support to meet their individual learning needs;
- Provide inspiring lessons and learning opportunities
- Identify and use resources to support learning
- Follow the expectations for teaching and professional conduct as set out in the teaching standards
- Actively engage parents/carers in their child's learning and update them on their progress

4.2 Support staff

Support staff at our school will

- Have high expectations for all pupils
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- 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

4.3 Subject leaders

Subject leaders at our school will

- Be a champion for their subject

- Create well-sequences, broad and balanced curriculum plans that build on prior knowledge and skills
- Sequence lessons in a way that allow pupils to make good progress from their starting points
- Drive improvements in their subjects, working with teachers to identify any challenges
- Moderate progress across their subject and improve on any weaknesses identified
- Create and share clear intent for their subject that feeds into the whole school intent
- Encourage teachers to share ideas, resources and good practices.

4.4 **Senior Leaders**

Senior Leaders at our school will

- Have high expectations of all staff and pupils
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- 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
- Provide support and guidance to other staff
- Input and monitor the impact of continued professional development opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly

4.5 **Pupils**

Pupils at our school will:

- Take responsibility for their own learning and support the learning of others
- Follow our school values at all times – be ambitious and determined
- Put maximum effort and focus into their work
- Complete home learning activities as required

4.6 **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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

4.7 **Governors**

Governors at our school will

- Monitor that resources and funding are allocated effectively to support the schools approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy
- Make sure other policies promote high-quality teaching

Anyone who is felt not to be completing all of their responsibilities to a high standard will be supported on an individual basis by the Head Teacher and senior leadership team.

5. SECTION 3: PLANNING

The key to good teaching is preparation. Lessons require careful planning to ensure the maximum impact from every lesson for every pupil. At Lea Valley Primary School, teachers meet weekly to plan in year group teams.

Planning takes place at three levels: -

Long-term Plans: The whole school Schemes of Work map out what will be taught across the school year. These are planned by subject leaders.

Medium-term Plans: A half-term planning grid is completed by each year group. It outlines briefly the objectives and the content which will be covered each subject over the half term.

Short-term Plans: Weekly planning must be completed and saved on Teams by Friday of the previous week. For the core subjects teachers are free to plan as they wish but plans

- Must show progression across the week
- Must clearly explain what all tasks in the lesson require
- Must explain who lessons are to be differentiated for all abilities

The wider curriculum must be planned on the school format.

6. SECTION 4: DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all our pupils including

- Pupils with special educational needs and disabilities
- Pupils with English as an additional language
- More able pupils

Teachers will differentiate the curriculum by, for example:

- Adapting their delivery;
- Questioning;
- Informing pupils in different ways;
- Planning different tasks or activities;
- Having different expectations of outcome;
- Giving extra time;
- Use of support staff;
- Use of additional/different resources;
- Grouping pupils according to ability.

7. SECTION 5: ASSESSMENT, RECORDING AND REPORTING

Regular assessments are made of pupils' work in order to establish their level of attainment and to inform future planning.

During each lesson the teacher will be assessing the pupils' understanding of what has been taught in two main ways, namely through: -

- Pupils' responses to questions and activities.
- Marking the pupils' work.

The school system for tracking pupil attainment and progress is **Target Tracker**. Once assessment data has been collected it is put onto Target Tracker. This is done every term.

The information provided by the assessments allows teachers to see if pupils are making the progress expected. If they are not, then appropriate action must be taken. It also provides information that will help inform future planning.

8. SECTION 6: THE CLASSROOM ENVIRONMENT

At Lea Valley Primary School, the classroom should be well-organised and reflect a broad and balanced curriculum. It must be conducive to effective teaching and learning. It should be attractive, with displays which show that children's work and achievement is valued. Overall, there should be a feeling of order, tidiness and good organisation.

Our classrooms will promote learning through:

- The use of working walls displaying information that pupils can use to help their learning
- Accessible resources
- A seating plan that allows everyone to see the board and participate

- Displays that celebrate and support pupil's learning

9. SECTION7: MONITORING AND EVALUATION

We will monitor the teaching and learning in our school to make sure that all pupils make the best possible progress from their starting points.

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

- Learning walks
- Plan scans and book looks
- Pupil progress meetings
- Lesson observations
- Appraisal meetings

10. SECTION 8: LINKS WITH OTHER POLICIES

This policy links with the following policies:

- Behaviour Policy
- Marking and Feedback Policy
- English Policy
- EYFS Policy
- Handwriting Policy
- Homework Policy
- PSHE