

## Teaching and Learning Policy

Policy approved: October 2024

To be reviewed: October 2025

### School Vision, Values and Aims

Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

*“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31).*

#### **Vision**

Open Hearts, Open Minds, Open Doors

#### **Values**

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

#### **Aims**

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one another

To have confidence

To encourage one another

To support and challenge one other

To believe in one another

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### 1. Supporting Documents

The following key documents have guided the creation of our Teaching & Learning Policy:

- Early Career Framework  
[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Early Years Foundation Stage Framework  
[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Education Endowment Foundation's Metacognition Recommendations  
[Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- Teacher Standards  
[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- OFSTED Handbook  
[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### 2. Teaching & Learning Environment

Our aim is for all classrooms to reflect and affirm our school's vision and values. Class teachers create classroom environments which are safe and secure and promote pupil voice. Lessons are designed to inspire pupils, to arouse curiosity and to encourage reflection and compassion.

Classroom environments are carefully designed to avoid cognitive overload for pupils. Our Display Policy supports teachers in how to use display effectively, without making classrooms over-stimulating.

Classrooms enable pupils to learn independently. High-quality resources are available for pupils to use. Pupils are encouraged to make choices and evaluate the success of their own learning.

### 3. Leadership and Management of Teaching & Learning

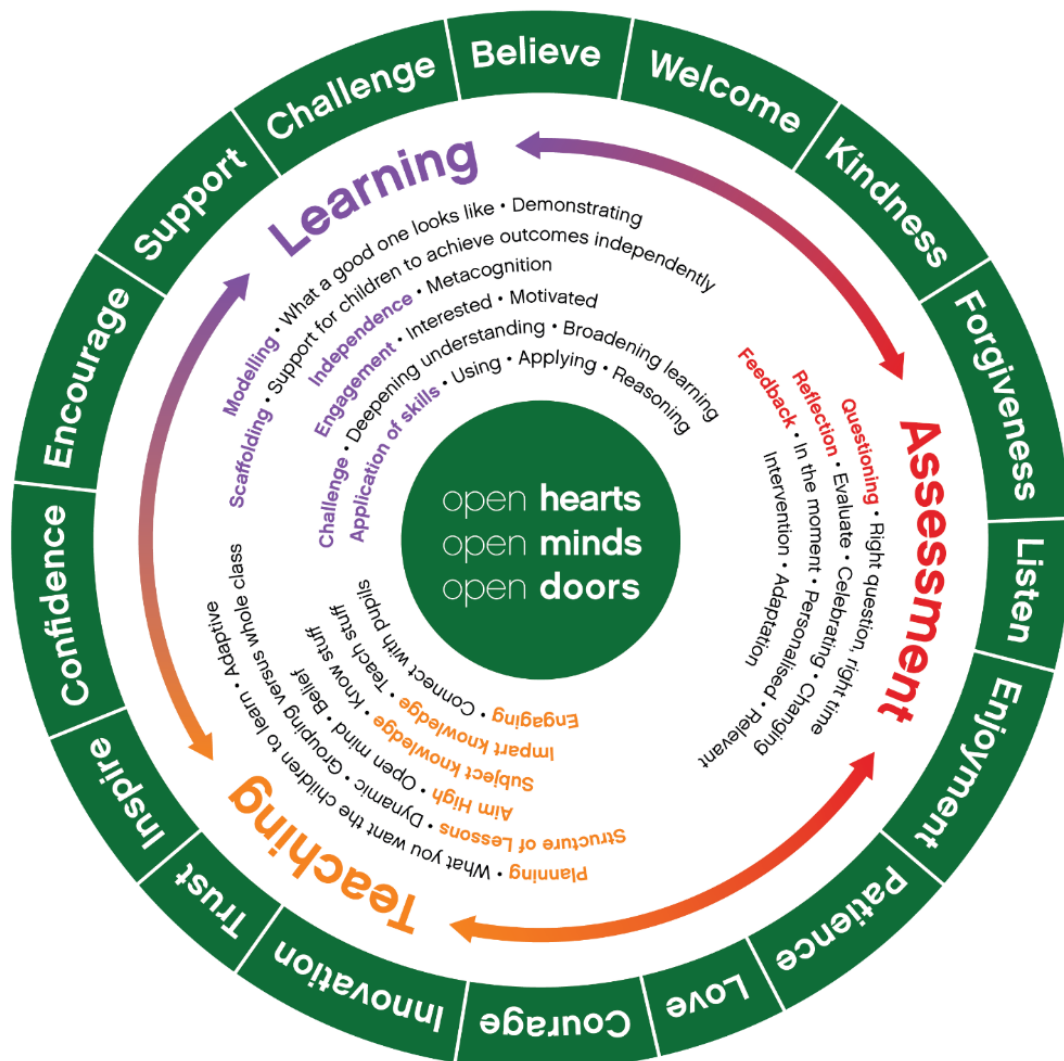
Our Leadership Team are committed to achieving the highest possible standards for the quality of education at Leckhampton. We aim to establish clear and effective systems to enable teachers to be the best that they can be. Our pupils remain at the heart of all decision making.

Our Leadership Team aim to routinely:

- Support and listen to staff, parents and pupils, and actively seek their views about the quality of education.
- Support and work collaboratively with governors to monitor and evaluate the quality of lessons and pupil outcomes.
- Share current educational policy and pedagogy which is communicated, clearly and effectively, to all staff.
- Support staff in their professional development.
- Ensure consistency and continuity for pupils as they progress through the school.
- Monitor the impact of teaching, learning and assessment across the school sharing best practice across the school.
- Collect evidence of best practice and use this to inform self-evaluation and school improvement.
- Share and communicate our successes and achievements with the Leckhampton family.

### 4. Our Teaching, Learning and Assessment Model

This model has been designed as an aide-memoire for all stakeholders to summarise the key principles of our approaches. These approaches are rooted in pedagogy and current educational practice. They also forms the basis for our staff professional development.



## 5. Teachers' Planning

- Teachers know what they need to teach and how to teach it.
- Teachers' plans follow the school's ambitious curriculum and are subject-specific, rather than thematic.
- Teachers plan sequences of lessons that are progressive. The lessons build on previous learning and ensure foundations are secure before moving pupils on.
- Teachers plan opportunities for concepts to be revisited and revised.
- Teachers' lesson plans are bespoke. They take into consideration the individual learning needs of the pupils in the class.
- Teachers provide opportunities for pupils to gain cultural capital through lessons, experiences, educational visits and visitors.
- Planning incorporates assessment at the point of delivery. These regular assessment opportunities allow teachers to gain formative assessment information which informs the pupils' next steps.
- Teachers aim to meet the needs of all pupils; they create lessons that are inclusive. The individual needs of pupils are identified through class action plans, contextual sheets and lesson plans. Teachers make adaptations to their plans before, during and after the lesson to ensure that pupils' My Plan targets, and other additional needs, are considered and actioned.
- Teachers effectively deploy support staff who have a positive impact on pupils' learning.
- Teachers' plans are always available for cover staff, and senior leaders, to access. Daily lesson plans for English and Maths are annotated with evaluations by the teacher to identify changes that are made, in the moment, and how lessons are adapted to further meet the pupils' needs.
- Teachers receive continued professional development sessions on Metacognition. Teachers develop their pupils' metacognitive knowledge.
- Teachers utilise the descriptors from the OFSTED Handbook's Quality of Education section to assure that the quality of education in their classroom meets the highest possible standards.

## 6. High Quality Teaching

*"The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."*

(Education Endowment Foundation)

[High-quality teaching | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

- Teachers have secure subject knowledge. They present concepts and ideas clearly, promoting appropriate discussion about the subject matter being taught.
- Teachers explicitly use age-appropriate terminology from the National Curriculum. For example, children have a good knowledge of what the Common Exception Words are for their age group.
- Teachers impart knowledge to pupils using a variety of strategies. For example, information may be explained verbally, demonstrated practically, delivered through written text or shown in a video or animation.
- Teachers provide opportunities for children to learn through exploration, investigation and discussion. Teachers understand that they can sometimes be facilitators or enablers.
- Teachers use high-quality learning resources to further support their teaching. For example, manipulatives and other 'scaffolds' are used in lessons to help children to meet the learning objectives.
- Teachers have high expectations of pupils and promote positive learning behaviours such as independence, engagement, co-operation and effort.
- Teachers follow the school's Handwriting Guidance and Display Policy to ensure that they model high standards of presentation to the pupils. Teachers ensure that pupils present their work to a high standard.
- Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

- Teachers continually provide live feedback to pupils throughout the lesson by working with individuals, groups or circling the room to monitor how children are progressing.
- During lessons, Teaching Partners offer the least amount of help first to pupils, then intervene when pupils show that they are unable to proceed.
- Teachers follow the school's Feedback & Marking Policy which identifies that 'shape symbols' and 'writing critique' are used by teachers. Pupils edit their work and respond to teacher feedback using purple pen to move their learning forward.
- Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.
- Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills. Teachers set an appropriate level of challenge to develop pupils' self-regulation and promote metacognitive talk in the classroom. Teachers explicitly teach pupils how to organise and effectively manage their learning independently.

## 7. Pupils' Learning

- Pupils are fully engaged in their lessons and show a positive attitude towards gaining knowledge and asking questions.
- Pupils feel secure to make mistakes; all mistakes are considered valuable to the lesson.
- Pupils access lessons using concrete, pictorial or abstract methods.
- All pupils make progress from their starting points. Pupils who are identified as falling behind, make accelerated progress through the high-quality teaching and support available to them.
- Pupils exercise individual liberty by making choices in the classroom.
- The tasks set for pupils have been carefully considered and provide opportunities for children to 'show what they know'.
- Pupils are able to remember the content they have been taught previously and integrate new knowledge into larger concepts.
- Children are praised for their effort and progress, rather than their attainment. Recognition Boards are utilised in lessons.
- Metacognition: Pupils use metacognitive strategies within the classroom to self-regulate their learning. Pupils plan, monitor, and evaluate their learning. They ask themselves questions, such as: 'What do I know about problems like this? What ways of solving them have I used before?'
- Pupils are encouraged to use collaborative learning approaches within their lessons: **Collaborative learning approaches | EEF ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))**

## 8. The Dynamic Teaching Approach

*At Leckhampton, we have developed our Dynamic Teaching Approach. This sophisticated model outlines what we identify are the key features of excellent classroom practice.*

*The Dynamic Teaching Approach identifies a range of strategies and skills which teachers use to ensure that the Quality of Education is the best it can be in each lesson. We believe that these strategies are the fundamental building blocks of excellence in the classroom.*

*Our Early Career Teachers are initially supported to meet the DFE Teachers' Standards. Thereafter, as teachers gain experience and confidence, they are encouraged to adopt this approach in their daily teaching.*

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### Dynamic - Adjective

1. (of a process or system) characterised by constant change, activity, or progress.
2. (of a person) positive in attitude and full of energy and new ideas.

### **Dynamic Teaching – What is it?**

**Passion:** Exceptional teachers are passionate about their subject matter and convey that passion to the pupils. They inspire curiosity and a love of learning, motivating pupils to explore and engage with the material both in and out of the classroom.

**Innovation:** Dynamic teaching involves creativity and innovation in instructional design and delivery. Teachers may incorporate new technologies, teaching tools, and educational resources to enhance learning experiences and meet the evolving needs of pupils.

**Engagement:** Exceptional teachers actively engage their pupils in the learning process. They foster curiosity, enthusiasm, and a desire to learn by creating interactive lessons that capture the pupil's attention and encourage participation. They may incorporate multimedia presentations, demonstrations, case studies, role-playing exercises, debates and simulations to keep lessons interesting and relevant.

**Clarity:** Exceptional teachers communicate clearly and effectively, ensuring that pupils understand the material being taught. They use a variety of instructional methods, such as modelling, examples of expected outcomes and analogies, to convey complex concepts in a way that is accessible and comprehensible to all pupils.

**Adaptability:** Exceptional teachers are flexible and adaptable; able to adjust their teaching approach to meet the diverse needs and learning styles of their pupils. They recognise that every pupil is unique and may require different instructional strategies, scaffolds or support to succeed. They are able to adjust their lesson plans, pacing, and instructional approaches based on pupil feedback, learning outcomes, and unexpected challenges or opportunities that arise during the course of a lesson.

**Active Learning:** Dynamic teaching encourages active participation from pupils rather than passive reception of information. It involves interactive activities, discussions, group work, and hands-on experiences that promote engagement and deeper understanding.

**Pupil - Centred Approach:** Dynamic teaching prioritises the needs and interests of pupils, placing them at the centre of the learning process. Teachers create a supportive and inclusive learning environment where pupils feel empowered to take ownership of their learning and contribute actively to class discussions and activities.

**Feedback:** Exceptional teachers provide timely and constructive feedback to their pupils, helping them understand their strengths and areas for improvement. They use a variety of assessment methods to gauge pupil progress and adjust their teaching accordingly.

**Connection to Real-World Contexts:** Dynamic teaching connects classroom learning to real-world contexts and applications, helping pupils see the relevance and practical implications of what they are learning. This approach fosters critical thinking skills, problem-solving abilities and a deeper understanding of how concepts and theories are applied in different contexts.

**Continual Improvement:** Exceptional teachers are committed to continual improvement and professional development. They seek feedback from pupils and colleagues, reflect on their teaching practices, and engage in ongoing learning opportunities to refine their skills and enhance their effectiveness in the classroom.

*Overall, dynamic teaching involves a combination of enthusiasm, creativity, flexibility, and pupil-centeredness to create engaging and effective learning experiences that inspire curiosity, foster critical thinking, and promote lifelong learning.*

### **How do I know if my teaching is “Dynamic”?**

Self-evaluation for teachers is a critical and continual process for professional development and improvement. The following questions may be useful in supporting teachers to review and reflect on their practice. In turn, teachers should then have clarity in their areas of strength and those which may require further support or intervention.

- What are my pupils' individual strengths and needs, and how can I tailor my instruction to meet them?
- Are my lesson plans engaging, relevant, and scaffolded to accommodate diverse learners?
- Am I fostering a positive and inclusive classroom environment where all pupils feel valued and respected?
- How can I incorporate pupils' interests, experiences and cultural backgrounds into my teaching to enhance relevance and engagement?
- Am I effectively using formative assessment strategies to monitor pupil progress and adjust instruction accordingly?
- What instructional strategies and resources can I use to address challenging concepts and promote deeper understanding?
- How can I provide meaningful feedback to pupils to support their growth and development?
- Am I effectively managing classroom behaviour and promoting positive social interactions among pupils?
- What professional development opportunities can I pursue to enhance my teaching skills and stay current with best practices?
- How can I collaborate with colleagues, parents, and other stakeholders to support pupil learning and well-being?
- What impact is my teaching having on pupil learning outcomes and how can I continuously improve?
- Am I fostering a growth mind-set and promoting resilience and perseverance in my pupils?
- How can I integrate technology effectively to enhance learning experiences and prepare pupils for the future?
- What opportunities am I providing for pupil voice and choice in the learning process?
- Am I promoting critical thinking, problem-solving, creativity, and other 21st-century skills in my lessons?

## **9. Monitoring and Evaluation**

Leaders at all levels, including Governors, monitor the effectiveness of this Teaching & Learning Policy through:

- Planning scrutiny
- Lesson visits
- Work scrutiny
- Pupil voice
- Data analysis