

Teaching and Learning Policy

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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. Introduction

At Leckhampton Church of England Primary School, we are committed to providing an ambitious, inclusive and exceptional education that enables every pupil to flourish academically, socially, emotionally and spiritually. We believe that every child is unique, valued and created in the image of God. Through high quality teaching, strong relationships and evidence informed practice, we seek to ensure that all pupils develop the knowledge, skills, character and confidence they need to fulfil their potential and contribute positively to society. This policy sets out the principles and expectations that underpin teaching, learning and assessment across the school.

2. Our Commitment to Excellent Teaching and Learning

At Leckhampton Church of England Primary School, we believe that every pupil deserves access to excellent teaching that inspires curiosity, develops understanding and promotes a lifelong love of learning.

Our approach is built upon the belief that:

- Every child can succeed.
- High expectations should be maintained for all pupils.
- Inclusion is the responsibility of every member of staff.
- Strong relationships are fundamental to successful learning.
- An ambitious curriculum should be accessible to every learner.
- Teaching should be informed by educational research and evidence.
- Assessment should support learning and inform future teaching.
- Learning should develop both academic achievement and personal growth.

Our approach to teaching and learning is grounded in evidence informed practice. We draw upon educational research, including guidance from the Education Endowment Foundation (EEF), cognitive science and effective professional development research, alongside the expertise of our staff and deep knowledge of our pupils. We recognise that high quality teaching has the greatest impact on pupil outcomes and is particularly important in

improving outcomes for disadvantaged pupils and those with SEND. We therefore seek to implement approaches supported by robust evidence and evaluate their impact carefully within our own context.

3. Linked Policies and Reference Documents

This policy sets out how the school continually develops and improves the quality of teaching and learning so that every pupil, particularly those who are disadvantaged and/or have SEND, achieves ambitious outcomes across the curriculum.

This policy should be read alongside, and is informed by, the following national guidance, frameworks and school policies:

- **Ofsted School Inspection Toolkit**, including evaluation areas, graded descriptors, evidence expectations and proportionality principles.
- **Education Inspection Framework (EIF)** and associated inspection guidance, including the principles of inspection and the relationship between framework expectations and subject toolkits.
- **DfE Writing Framework (2025)**, including guidance for Reception to Key Stage 2 relating to transcription, sentence level instruction, composition and leadership of writing.
- **Ofsted: Strong Foundations in the First Years of School (2024)**, outlining effective practice in the Early Years Foundation Stage and Key Stage 1 to secure strong foundations for future learning.
- **Early Career Framework (ECF)**, supporting the professional development of teachers at the beginning of their careers through evidence informed practice.
- **Five-a-Day Principle**, supporting high quality inclusive teaching and reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND).
- **Education Endowment Foundation (EEF) Guidance Reports**, including evidence informed recommendations relating to high quality teaching, metacognition and self-regulation, feedback, literacy, mathematics, implementation and supporting disadvantaged pupils.

4. Teaching and Learning Environment

We believe that classrooms should reflect our Christian vision and values whilst providing an ambitious and inclusive environment in which all pupils can thrive.

Teachers create learning environments that are safe, welcoming and purposeful. Pupils feel valued, respected and confident to contribute their ideas. Relationships are built upon trust, kindness and high expectations.

Classroom environments are designed carefully to support learning and reduce unnecessary distractions. Displays celebrate learning, provide meaningful support and enhance the curriculum.

Resources are organised to promote independence and enable pupils to access learning successfully. Pupils are encouraged to make choices, reflect on their learning and take increasing ownership of their progress.

As an **ADHD Friendly School**, we recognise and celebrate neurodiversity. Staff use evidence informed strategies, including clear routines, visual supports, structured learning environments, movement opportunities and reasonable adjustments, to ensure pupils with ADHD can fully access learning and achieve their potential. We

work in partnership with families and external agencies where appropriate to remove barriers and promote success for all learners.

All learning environments promote inclusion and ensure that every pupil experiences a strong sense of belonging.

5. Leadership and Management of Teaching and Learning

Leaders are committed to ensuring that every pupil experiences an ambitious, inclusive and exceptional education.

We recognise that high quality teaching has the greatest impact on pupils' achievement and life chances. Leaders therefore work alongside staff to create a culture of continual improvement, collaboration and professional learning.

Leaders will:

- Place pupils at the heart of decision making.
- Promote high expectations for all pupils.
- Champion inclusion and equity.
- Support staff wellbeing and professional growth.
- Seek the views of pupils, parents, staff and governors.
- Share educational research and evidence informed practice.
- Provide high quality professional development.
- Monitor the quality of teaching, learning and assessment.
- Evaluate the impact of teaching on pupil outcomes.
- Celebrate success and share effective practice.
- Promote the effective use of digital technology to improve teaching and learning.

6. What inspectors look for in Curriculum & Teaching (our translation into practice)

Inspectors evaluate whether leaders have ensured:

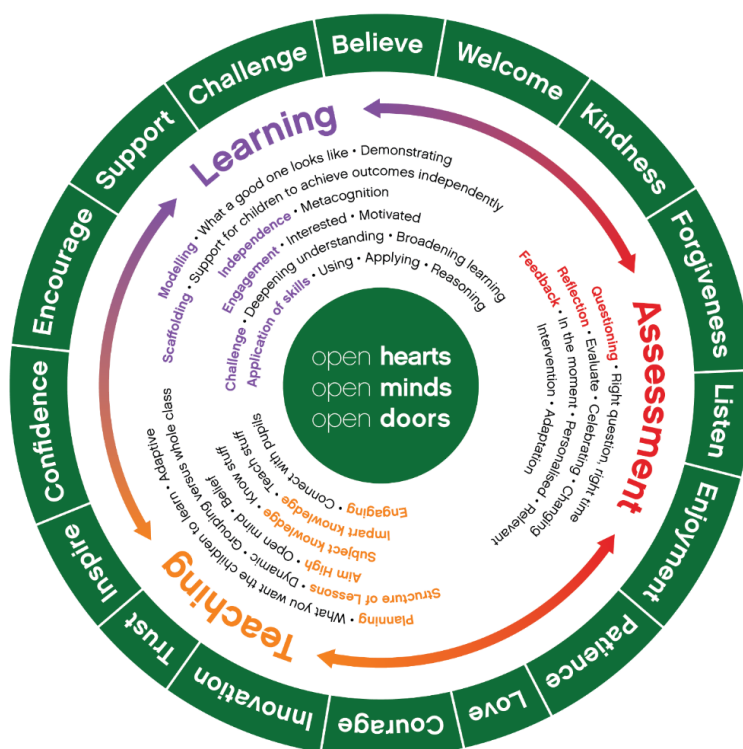
- An ambitious, legally compliant curriculum that is **well-sequenced**, with the **most important knowledge** identified and taught well; teachers present relevant information clearly, check understanding systematically, and demonstrate secure subject knowledge.
- **Adaptive teaching** so all pupils, including those with SEND/disadvantage, access the same curriculum; misconceptions are addressed promptly; practice is purposeful; behaviour enables learning.
- **Proportionate evidence:** leaders focus on first-hand evidence (observing day-to-day work, professional dialogue, pupils' work, pupil attainment and progress data).

How we embed this; dynamic modelling and explanation, planned retrieval, tight success criteria, live feedback, structured practice, and iterative adaptation during the lesson.

7. The Leckhampton Teaching and Learning Model

Our teaching and learning model provides a shared understanding of effective classroom practice.

The model reflects educational research and our commitment to securing the best possible outcomes for every pupil.



8. Planning for Learning

Teachers are responsible for designing learning experiences that enable all pupils to succeed within an ambitious curriculum.

Teachers will:

- Know what they are teaching and why it is being taught.
- Plan progressive sequences of learning.
- Build upon pupils' prior knowledge and experiences.
- Identify the key knowledge, vocabulary and skills to be learned.
- Provide opportunities for retrieval, practice and review.
- Use assessment information to inform future planning.
- Ensure learning is inclusive and accessible.
- Consider the needs of disadvantaged pupils, pupils with SEND and pupils requiring additional support.
- Deploy support staff effectively.
- Develop pupils' metacognitive knowledge and self-regulation.
- Explicitly strengthen executive function skills.
- Make purposeful use of digital technology where it improves learning, accessibility or assessment.
- Enrich learning through wider experiences and meaningful connections beyond the classroom.

9. Expectations for High Quality Teaching

High quality teaching is the foundation of strong outcomes for pupils. Teaching is informed by evidence based practice and reflects the principles outlined in Ofsted's *Strong Foundations*, ensuring that pupils gain secure knowledge, develop understanding over time and are supported through high quality interactions with adults.

Teachers will:

1. Demonstrate secure subject and curriculum knowledge.
2. Present new learning clearly and accurately.
3. Use ambitious vocabulary and subject specific language.
4. Model learning effectively.
5. Use questioning to check understanding and deepen thinking.
6. Address misconceptions promptly.
7. Provide appropriate support that enables pupils to achieve independently.
8. Maintain high expectations for all learners.
9. Develop pupils' speaking and listening skills.
10. Encourage discussion, reasoning and respectful dialogue.
11. Promote resilience, effort and independence.
12. Check understanding frequently.
13. Provide timely and meaningful feedback.
14. Develop pupils' metacognitive skills.
15. Support pupils to plan, monitor and evaluate their learning.
16. Use digital technologies thoughtfully to enhance learning and inclusion.
17. Build on pupils' prior learning through carefully sequenced teaching.
18. Adapt teaching appropriately to meet the needs of all learners while maintaining ambitious expectations.
19. Use high quality interactions to extend thinking, deepen understanding and promote language development.
20. Foster positive relationships that support pupils' confidence, engagement and wellbeing.

10. 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.

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 at Leckhampton

At Leckhampton, dynamic teaching is characterised by high expectations, strong subject knowledge, effective communication and an unwavering commitment to pupil success. Dynamic teaching combines evidence informed practice with creativity, responsiveness and a deep understanding of how children learn.

Dynamic teachers:

- Demonstrate passion and enthusiasm for learning, inspiring curiosity and engagement.
- Present new learning clearly through effective modelling, explanation and guided practice.
- Use ambitious vocabulary and promote high quality speaking and listening across the curriculum.
- Create engaging learning experiences that encourage active participation, discussion, reasoning and critical thinking.
- Adapt teaching in response to assessment, feedback and the needs of individual pupils.
- Provide appropriate scaffolds and support whilst promoting independence and resilience.
- Build strong relationships that promote confidence, wellbeing and a sense of belonging.
- Make meaningful connections between classroom learning and the wider world.
- Use technology thoughtfully to enhance learning and inclusion.
- Reflect on their practice and engage in ongoing professional development to continually improve their effectiveness.

As an ADHD Friendly School, dynamic teaching includes the use of clear routines, visual supports, explicit instruction, movement opportunities and reasonable adjustments that enable pupils with ADHD and other additional needs to access learning successfully. Teachers recognise that pupils learn in different ways and adapt their practice whilst maintaining high expectations for all.

Dynamic teaching reflects the principles of high-quality teaching identified through educational research and Ofsted's *Strong Foundations*, ensuring that learning is carefully sequenced, language rich, inclusive and responsive to pupils' needs. Through high quality interactions and ambitious teaching, pupils develop the knowledge, skills and confidence needed to flourish both academically and personally.

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?

11. Getting Writing Right (DfE Writing Framework)

- **Transcription first:** systematic teaching of **handwriting** and **spelling** (from Reception), building automaticity to free working memory.
- **Sentence instruction every week:** explicit teaching and oral rehearsal of sentences; grammar taught to support fluency, not as isolated knowledge.
- **Composition:** audience, purpose, planning, revising and editing are taught explicitly; feedback targets clarity and effect.
- **Leadership:** we maintain a clear, sequenced writing curriculum and coach staff in the agreed approach; we avoid over-reliance on “writing at length” or test-practice that undermines core skills.

12. Inclusion

Inclusion is central to our teaching and learning approach.

We believe that all pupils should experience an ambitious curriculum and achieve success regardless of their background, starting point or individual needs.

Teachers will:

- Maintain high expectations for all pupils.
- Remove barriers to learning wherever possible.
- Adapt teaching responsively.
- Promote participation and engagement.
- Ensure pupils with SEND can access learning successfully.
- Monitor the progress of disadvantaged pupils carefully.
- Foster a culture of belonging and respect.
- Celebrate diversity and individual strengths.

Every pupil should feel safe, valued and included within our school community.

13. The Role of Pupils

At Leckhampton, pupils are active participants in their learning.

Pupils are encouraged to:

- Demonstrate positive attitudes towards learning.
- Engage actively in lessons.
- Take pride in their work.
- Reflect on their learning.
- Learn from mistakes.
- Participate positively in discussion.
- Communicate confidently and respectfully.
- Work collaboratively when appropriate.
- Show resilience when learning is challenging.
- Use resources independently.
- Apply previously learned knowledge.
- Develop organisation, planning and self regulation skills.
- Take increasing responsibility for their own learning.

14. Assessment

Assessment is used to support learning and improve outcomes.

Teachers use a range of strategies including:

- Questioning
- Observation
- Discussion
- Review of pupils' work
- Pupil self-assessment
- Peer assessment where appropriate
- Formal assessment activities

Assessment information is used to:

- Identify strengths and areas for development.
- Address misconceptions.
- Adapt teaching.
- Inform planning.
- Track progress and attainment.
- Ensure that all groups of pupils achieve well.

15. Professional Learning

We believe that outstanding schools are built upon continual professional growth.

All staff are expected to engage in professional learning that:

- Improves classroom practice.
- Strengthens subject knowledge.
- Supports school improvement priorities.
- Draws upon educational research.
- Encourages reflection and collaboration.
- Evaluates impact on pupil outcomes.

Professional learning is viewed as an ongoing process that contributes to the highest standards of teaching and learning.

16. Early Career Teachers

Introduction

We warmly welcome Early Career Teachers (ECTs) to our school family. We recognise that the first years of teaching are both exciting and challenging, and we are committed to providing a nurturing, structured, and enriching environment that supports professional growth and personal wellbeing.

This policy outlines our approach to supporting ECTs through their statutory Early Career Teacher Entitlement (ECTE) period, in line with the Department for Education's Initial Teacher Training and Early Career Framework (ITTECF). It reflects our belief that every teacher deserves to feel valued, supported, and empowered to thrive.

Our Vision for ECT Support

Foster a culture of encouragement, collaboration, and continuous learning.

- Ensure ECTs feel confident, capable, and connected within the school.
- Provide high-quality mentoring and professional development opportunities.
- Support ECTs in meeting the Teachers' Standards through reflective practice and constructive feedback.
- Celebrate progress and achievements throughout the ECTE journey.

Our school is committed to creating a safe and inclusive environment where ECTs can grow professionally and personally, with access to the resources, relationships, and routines that promote success.

Roles and Responsibilities

Early Career Teacher (ECT)

- Engage actively with all aspects of the ECTE support programme.
- Reflect on their practice and seek feedback openly.
- Communicate regularly with their mentor and ECTE tutor.
- Participate in observations, reviews, and assessments with a growth mindset.
- Share any concerns early so that support can be tailored effectively.
- Maintain a professional portfolio of evidence aligned with the Teachers' Standards.

ECTE Tutor

- Coordinate the ECTE programme and ensure it aligns with the ITTECF.
- Conduct regular progress reviews and formal assessments (at least termly).
- Offer constructive feedback and celebrate successes.
- Liaise with the mentor and appropriate body to ensure consistency and quality.
- Ensure documentation is completed accurately and submitted on time.

Mentor

- Hold weekly mentoring sessions tailored to the ECT's needs.
- Share practical strategies and classroom insights.
- Model effective teaching, planning, and behaviour management.
- Support the ECT in developing confidence and resilience.
- Act as a trusted sounding board and advocate.

Headteacher

- Confirm the ECT's eligibility and QTS status.
- Allocate sufficient time and resources for mentoring and CPD.
- Monitor progress and intervene supportively if challenges arise.
- Make final recommendations to the appropriate body regarding ECTE completion.
- Ensure the school's culture and systems support ECT wellbeing and development.

Governing Body

- Ensure the school meets statutory requirements.
- Review the school's capacity to support ECTs.
- Monitor the effectiveness of the ECTE programme.
- Respond to any formal concerns raised by ECTs.
- Receive termly updates on ECT progress and provision.

ECTE Programme Overview

- A reduced teaching timetable:
 - Year 1: 10% reduction
 - Year 2: 5% reduction
- Weekly mentoring sessions focused on pedagogy, wellbeing, and professional development.
- Termly progress reviews and formal assessments.
- Opportunities to observe experienced colleagues across key stages and subjects.
- Access to high-quality CPD aligned with the ITTECF and school priorities.
- A supportive environment that encourages open dialogue, reflection, and collaboration.

ECTs are also encouraged to participate in wider school life, including staff meetings, INSET days, and enrichment activities, to foster a sense of belonging and professional identity.

Supporting ECT's Experiencing Difficulties

- Concerns will be discussed sensitively and constructively.
- A personalised support plan will be developed, outlining specific targets and strategies.
- Additional mentoring and observation opportunities will be provided.
- Progress will be reviewed regularly, with clear goals and encouragement.
- The ECTE tutor and Headteacher will work closely with the appropriate body to ensure fairness and transparency.

Raising Concerns

ECTs are encouraged to speak openly with their mentor or ECTE tutor if they have any concerns. If needed, they may also approach the Headteacher or contact the appropriate body.

All concerns will be handled with:

- Discretion
- Empathy
- Commitment to resolution

We aim to foster a culture where concerns are addressed early and constructively, ensuring ECTs feel safe and supported.

Documentation and Record Keeping

All ECTE records, including progress reviews, formal assessments, mentoring logs, and support plans (if applicable), will be maintained securely and shared appropriately with the appropriate body. These records will be retained for a minimum of six years, in line with statutory guidance.

Useful Links

- Initial Teacher Training and Early Career Framework (ITTECF) – GOV.UK:
<https://www.gov.uk/government/publications/early-career-framework>
- Teachers' Standards – GOV.UK:
<https://www.gov.uk/government/publications/teachers-standards>
- Appropriate Bodies Guidance – GOV.UK: <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction>

17. Monitoring and Evaluation

Leaders and governors monitor the effectiveness of teaching and learning through:

- Lesson visits
- Learning walks
- Work scrutiny
- Planning reviews
- Pupil voice
- Parent feedback
- Assessment information
- Progress and attainment outcomes
- Professional dialogue with staff
- Evaluation of school improvement priorities
- Monitoring outcomes for disadvantaged pupils and pupils with SEND

Monitoring activities are intended to support professional growth, celebrate strengths and identify areas for further development.

The impact of this policy is evaluated through the quality of education experienced by pupils, pupil achievement, personal development, wellbeing and the extent to which the school's vision and values are evident in everyday practice.

At Leckhampton Church of England Primary School, we are committed to ensuring that every pupil experiences an ambitious, inclusive and exceptional education. Through high quality teaching, strong relationships and evidence informed practice, we seek to open hearts, open minds and open doors, enabling every child to flourish and fulfil their God given potential.

Appendix A: Dual Coding Guidance

1. Purpose

At **Leckhampton**, dual coding is used as part of our evidence-informed approach to teaching and learning. This guidance draws explicitly on the **Education Endowment Foundation (EEF) Cognitive Science Approaches in the Classroom** review, which highlights how understanding memory, cognitive load and the use of multiple representations can support learning when applied carefully and consistently.

2. Evidence Base

The EEF review explains that learning is supported when teaching:

- Takes account of **limited working memory**
- Supports transfer to **long-term memory**
- Avoids unnecessary cognitive load
- Uses representations and strategies that are **clearly linked to learning goals**

Importantly, the EEF notes that **cognitive science is not a single intervention** and that approaches such as dual coding should be understood as **principles that inform high-quality teaching**, not stand-alone techniques or guaranteed solutions.

3. What We Mean by Dual Coding

In line with the EEF's evidence review, dual coding at **Leckhampton** refers to the **purposeful combination of words and visuals** to support pupils in making meaning and recalling key knowledge.

This may include:

- Spoken explanation with diagrams or symbols
- Written text alongside images, symbols or timelines
- Structured visual representations that support understanding

Dual coding is effective **only when visuals are clearly aligned to content** and do not distract or overload pupils' attention.

4. Cognitive Load and Clarity

The EEF highlights **cognitive load theory** as a key principle underpinning effective classroom practice. As a result:

- Visuals should be **simple and focused**
- Irrelevant images should be avoided
- Pupils should be guided in how to interpret visuals
- New content should be broken into manageable steps

Dual coding should **reduce cognitive load**, not add to it.

5. Use of Widgit Symbols

Widgit symbols are used at **Leckhampton** to provide **clear, consistent visual representations of language and ideas**. When used appropriately, they support pupils in connecting language with meaning and reduce barriers to understanding.

The EEF review emphasises the importance of **explicit links between representations** (such as images or symbols) and the concepts they represent. Widgit symbols support this by providing a stable, recognisable visual reference alongside language.

6. Purposeful Use

Widgit symbols may be used to support:

- Understanding of new or abstract vocabulary
- Classroom routines and expectations
- Instructions and task steps
- Learning objectives and success criteria
- Reading comprehension and sequencing
- Communication and independence for pupils with additional needs

Symbols are always used **alongside spoken and/or written language**, not as a replacement for it.

7. Agreed Use of Widgit Symbols at Leckhampton

To ensure Widgit symbols support learning effectively and do not increase cognitive load, staff at **Leckhampton** follow the agreed principles below.

- Widgit symbols are used **selectively and purposefully**, not as a direct one-to-one replacement for all written text.
- **Widgit symbols are used to replace or support key words only**, not every word in a sentence.
 - The key word should be the main concept, action or item the pupil needs to understand or remember.
 - The surrounding sentence structure should remain as text so that pupils continue to develop reading fluency and sentence comprehension.
- Symbols are used to:
 - Highlight **important vocabulary**
 - Support understanding of **new or abstract concepts**
 - Reinforce meaning where language may be a barrier
- Symbols are **never used as decoration** and are not added where they do not directly support understanding.