



Teaching and learning policy

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1. Aims

This policy aims to:

- Explain how we create a learning environment at Padiham St Leonards C of E where all our children can flourish.
- Summarize expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raise standards of achievement for all pupils in our school.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development.

We review this policy regularly to ensure it is up to date with the latest research about effective teaching and refer to various organizations including Chartered College of Teaching (CCT) and Education Endowment Foundation (EEF).

2. Our guiding principles

Our vision at Padiham St Leonard's C of E primary school is to provide a nurturing, Christian environment where pupils develop a passion for learning about the world around them in order for them to become vibrant learners who use their abilities, knowledge and values to grow into faithful stewards of God's Creation. We aim to provide learning and experiences to enable pupils to develop spiritually, intellectually, emotionally, morally and physically. Our vision is that they develop a depth of understanding which is deep rooted and as such provide a 'good soil' so pupils go on to produce a bountiful crop.

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

We want our pupils to flourish so that they can produce **FRUITS**:

- **Faith** – develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. **(John 1:12)**
- **Relationships** – flourish through strong relationships with themselves, each other, creation and God. **(Luke 10:27)**
- **Uniqueness** – have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. **(Matthew 10:30)**
- **Intellect** – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. **(Proverbs 3:13)**
- **Treat themselves and others with dignity and respect maintaining a healthy body and thriving community.** **(1 Peter 2:17)**
- **Salvation** – have a recognition that we need to seek forgiveness through Jesus to become friends with God. **(Ephesians 2: 8-9)**

At Padiham St Leonard's CE our aim is to create a community which aspires to high levels of both intellectual and emotional intelligence. Staff model this for pupils through a view of education as a life-long pursuit of knowledge and skills, alongside relationships modelled on the emotional intelligence of Christ. Building strong relationships with our children where children feel loved, cared for and safe are essential in order for children to reach their full academic potential.

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life.

All staff have a belief that developing positive trusting relationships is at the heart of teaching and key to achieving a positive, calm and happy school environment. Our school approach celebrates diversity, ensuring all are valued for their individual strengths and needs are recognised and supported. Our approach recognises how our individual differences create community strength. Building meaningful relationships where each individual is valued and celebrated is at the very heart of our whole school ethos, creating a family like environment that goes beyond inclusion to belonging.

We aim to create an atmosphere where all children feel valued, cared for and held in mind. This is achieved through the relationships built within the school community. Staff prioritise getting to know each child personally and their individual situation. This information informs everything from planning lessons, using appropriate resources and techniques right through to our daily interactions with each child. A solid understanding of individual need also ensures appropriate planning of the classroom environment, from lighting, seating position to classroom temperature and staff skillfully use tone of voice, facial expression and body language to support each child and maintain a calm environment.

Strong relationships built around mutual respect between staff and children is embedded in our school ethos, helping children feel understood and comfortable to discuss their opinions, feelings or concerns with trusted adults throughout our school community.

We strongly believe that learning is a shared commitment and recognise that education involves parents, staff, governors, the community and the local authority. In order for optimum benefit and for our children to truly flourish all should work closely together.

We aim to:

- Provide a curriculum that is ambitious for all pupils.
- Ensure the curriculum is broad and balanced and that learning opportunities create 'awe and wonder' for our children.
- Provide a curriculum that is coherently planned and sequenced in each key stage throughout school.
- A curriculum that is bespoke to our school and meets the needs of our learners.
- Provide a curriculum where our children are 'curious learners'. We want our children to ask questions, to think critically, collaborate etc
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;

- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society.

We want all children to be fully involved in their learning and leave school with a love for learning and a passion to develop as life-long learners.

As a school we are committed to our mission statement- 'Nurturing hearts, minds and bodies through Christ'.

3. 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 to ensure our children flourish.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning. Teachers will send out a 'knowledge organiser' to parents at the start of each term which will inform parents of the key learning that will take place that half term. This will also include any key texts that will be used in class that term and possible home learning opportunities.
- Teachers will post photographs every Friday on class dojo of any learning that has taken place that week in class.
- Each key stage will have a 'stay and play' or 'showcase' afternoon each half term.
- Each key stage will hold maths and reading workshops that will inform parents about how they can help at home.
- Parents will be invited to parents meetings each term. During the meeting they will be given a set of targets that they can work on with their child at home.
- Staff will send home new reading books once per week in EYFS and KS1. Homework will consist of:
- EYFS: Weekly reading, weekly tricky words from Spring term and weekly Little Wandle activity sheet.
- KS1: Weekly reading, spellings, topic homework sheet.
- KS2: Y6 Weekly spellings, reading, SATS companion
- Year 3-5 Spellings, reading and maths
- Teachers will meet the expectations set out in our school policies including behavior, marking and feedback.

3.2 Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies including ongoing assessment with groups or individuals recorded in day books.
- Use effective marking and feedback as required
- 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
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in school policies.

3.3 Subject leaders

Subject leaders at our school will:

Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

- Provide a clear overview that ensures coverage, progression and build on key concepts.
- Each have a clear progression of skills document identifying substantive and disciplinary knowledge for their subject and declarative and procedural where relevant.
- Monitor medium term plans to ensure the correct key learning is being planned for in each year group and includes, childrens prior knowledge, teacher knowledge to teach the subject, key vocabulary, key components, key learning, main activity, adaptive strategies and link to our school FRUITS.
- Be pro active in keeping up to date with their subject by attending Lancashire termly update meetings and registering with relevant subject associations.
- Provide a clear action plan for their subject.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges that have arisen from discussions or looking at their subject data.
- Timetable their subject to ensure pupils have efficient time to develop a deep and secure understanding of the subject.
- Moderate progress across their subject through collating day books, insight data ,assessment folders and from discussions with pupils and teachers.
- Create and share clear intentions for their subject through their subject policy.
- Encourage teachers to share ideas, resources and good practice
- Meet with governors to talk about their subject through a detailed action plan.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- 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 through monitoring and SLT meetings.
- Oversee resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Provide a half termly monitoring schedule to monitor teaching and learning across school.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Ensure ECTS are well supported.
- Address underachievement and intervene promptly
- Meet the expectations and be role models in living out the school policies and vision.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Adhere to our school mantra of CALM
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.6 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
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

- Actively engage in parent workshops the school provides.

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Challenge the Headteacher and SLT regarding teaching and learning and progress being made at each key stage.
- Monitor the effectiveness of this policy and hold the SLT to account for its implementation.

4. Planning

National Curriculum- Years 1-6

Intent- We have built our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the 21st Century. We are committed to providing a broad and balanced curriculum which inspires and engages- sparking a passion towards learning as well as allowing children to develop socially and emotionally whilst growing in faith. Our school ethos underpins strong teaching and learning in all subject areas. Reading remains a huge focus throughout school and children are encouraged to develop their speaking and listening skills, de-coding, prosody and comprehension ability as well as continuing to develop their love of books through exposure to a range of quality texts.

Implementation-

We plan our lessons with clear learning objectives and key components. We take these objectives from the National Curriculum and key learning from the Lancashire unit of plans. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's progress and understanding. They encourage teachers to think of the prior learning that children should have, teacher knowledge in order to anticipate answers to questions children may have and also adaptive strategies so we can teach to the quality first approach. We evaluate all lessons so that we can modify and improve our teaching in the future. Lessons will be planned well to ensure good short, medium and long-term progress.

To plan teachers will follow the following structure:

Objectives will be taken from the national curriculum and Lancashire units of work. Subjects leaders will create a progression of skills document that will be informed from the Lancashire key learning documents. Teachers will create a medium term plan based on the subject progression of skills.

MTP should include:

- Key concepts
- Learning objectives
- Key components
- Main activity
- Adaptive strategies

FRUITS

Knowledge organisers are then created for each unit of work and shared with the children. The knowledge organisers include:

- Prior learning
- Key vocabulary

- Significant people
- Key learning
- Questions I can answer

FRUITS

We use the following adapted schemes of work throughout school:

Phonics-Little Wandle

Maths-Red rose scheme

Music-Charanga

English and Foundation subjects-Lancashire scheme of work.

Teaching and Learning

We strive for our children to be 'metacognitive' learners. Metacognition is about learning how to be a better learner. Research shows that children who understand how they learn and who can take responsibility for their own learning, have a higher chance of achieving. By allowing children to use a metacognitive approach we are providing them with the opportunity to challenge themselves, increase resilience and therefore raise their aspirations and self-esteem. Metacognition is not additional material but is incorporated within everyday teaching and learning. For our pupils to become metacognitive, self-regulated learners, we must:

- Set clear learning objectives.
- Demonstrate and monitor pupils' metacognitive strategies.
- Continually prompt and encourage our pupils along the way.



Metacognitive skills are developed from an early age, as early as EYFS, and children are encouraged to plan, monitor, evaluate and make changes to their own learning behaviours.

Metacognitive knowledge refers to what pupils know about learning. This includes:

- The pupil's knowledge of their own cognitive abilities (e.g. "I have trouble remembering my eight times tables").
- The pupil's knowledge of particular tasks (e.g. "the spelling of some "-tion" words is difficult").
- The pupil's knowledge of the different strategies that are available to them and when they are appropriate to the task (e.g. "If I create a timeline first, it will help me to understand what happened during the First World War").

Research demonstrates that metacognition must be explicitly taught; at St Leonards, we recognise they are not innate skills – and our children need lots of support from the teacher if they are to develop these skills.

At St Leonards the key ingredients for all of our lessons include:

- Assessing and activating prior knowledge
- Learning objective
- Key components
- Active learning
- Modelling
- Questioning
- Feedback and Outcomes
- Learning environment
- Culture for learning

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in both indoor and outdoor environments. These spaces will be kept safe, clean and ready for pupils to use them. We aim to utilise our forest school area both weekly forest school lessons and cross curricular.

St Leonard's deliver quality first teaching. The classroom environment is vitally important, and is planned carefully for individual needs. Seating arrangements, displays, the temperature, lighting and quality of sound are always considered, and lessons are delivered using multisensory approaches. Each classroom will have a calm reading area where the children can read for pleasure and have exposure to a wide range of books. The school day is structured and teachers in every classroom provide visuals to reinforce this. For example, visual timetables are used in the same way in all classrooms. Additional visual communication aids are used consistently throughout school from nursery through to year 6.

The teacher/pupil relationships are strong each knowing their strengths but also areas for development and interests. The teachers know how each pupil learns best and use a wide range of strategies and resources to enable all children to access and achieve their full potential.

Classrooms are sensory friendly spaces with muted tones and textured fabric backing displays. Staff limit background noise, as well as the amount of clutter and decoration within the classroom at the beginning of the year and add new elements gradually, as they apply to learning. Each classroom should include a working wall for English, Maths and topic.

All classes have regular movement breaks throughout the day: Energizing after longer periods of stillness- assembly, and calming activity e.g. yoga- after busier times of the day. Lower lighting is also used after busier less structured times of the day. E.g. after break times.

We strive for our classrooms to have a 'buzz' to them. A place where children are curious, want to find out more and feel a sense of belonging in. Our children thrive in our classrooms that support their individual and diverse needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.

Time outdoors benefits children by offering unique opportunities. All of our classes across school ensure there is time planned in the curriculum for children to access our forest school area. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

6. Differentiation or adaptive teaching

See our SEND policy

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available either online, a physical activity sheet or a practical task.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

See marking and feedback policy.

9. Assessment, recording and reporting

Summative assessment

We will track pupils' progress using a combination of formative and summative assessment.

EYFS:

Tracking over the 7 areas of learning will take place each half term.

KS1 & KS2

Assessment folders will be updated at the end of each unit of work.

Assessment will be inputted on a termly basis on to INSIGHT for maths and English and in Spring for topic. Staff will use their assessment booklets to inform this.

Pupil progress meetings take place each term for EYFS, KS1 and KS2

Feeding forward meetings take place weekly in EYFS.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings.

Formative assessment

We will ensure that teachers are clear about the learning taking place in each subject and the success criteria/key components for children is evident.

Teachers will use 'adaptive teaching' approach and ensure their feedback moves children's learning forward.

Questioning from teachers is essential in moving children's learning forward.

Teachers will use adaptive teaching throughout the lesson.

10. Monitoring and evaluation

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

SLT and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through the half termly monitoring grid which includes:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Pupil interviews
- Planning scrutinies
- Book scrutinies
- Analysis or assessment and data

We have a half termly monitoring grid which outlines the monitoring of each subject.

11. Review

This policy will be reviewed Summer 2025 by J Blackley

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy