

Lavington Park Federation

*Teaching and Learning  
Policy*



Prepared by

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Signature

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Approved by

Teaching & Learning Committee, March 2017

**Next Review**

January 2018

**Discover Together**  
**Our Forest School nurtures every child**  
**as they imagine, learn and discover together**

Supporting the learning of every child in our schools is explored in this policy.  
Our Christian values underpin all policies in our schools.

**Our core school Christian values are:**

**Kindness**  
**Respect**  
**Hope**  
**Responsibility**  
**Friendship**

Our Learning Values also play a vital role in supporting children in knowing that they have a role in the development of their learning and the behaviour that leads to excellent learning. These have been taken from the research work of Professor Bill Lucas in his book 'Educating Ruby'.

**Our learning values are:**

**confidence**  
**collaboration**  
**communication**  
**creativity**  
**curiosity**  
**craftsmanship**  
**commitment**

**Our key principles for teaching and learning:**

At Lavington Park Federation, we believe children learn best when:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, independence and extension of learning for each child, within each year group against their year end expectations.
4. The learning environment is supportive and child led, the atmosphere is purposeful and children feel safe.
5. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

## **Key Principle 1**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

- Learning activities are focused, with clear objectives and outcomes.
- Children have a clear understanding of the method and purpose of activities in which they engage.
- Progress in the children's learning is evident (in their books, on the walls, in conversation, in their learning behaviour).
- Work is planned, both termly and weekly.
- Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map.
- Planning is holistic, recognising connections between areas of learning and **our learning values** and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development and our **core school Christian values**.
- There is a Curriculum Map in place that is broad and balanced.
- A monitoring cycle is in place so that leaders at all levels - including Governors - support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny, Learning Walks.

## **Key Principle 2**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their **curiosity** and enthusiasm for learning.**

- **Creative teaching and creative learning.**
- Teaching supports skills and knowledge, making learning accessible and motivating for children.
- Learning activities enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- The pace of learning is optimised for progress and high quality outcomes.
- Children's home-learning is valued.
- Children learn independently.
- Children **collaborate** on projects.
- Children enjoy their learning.
- Well judged and effective teaching strategies successfully engage pupils in their learning.
- Well framed questions, knowledgeable answers and the use of discussion promote deep learning.
- Appropriate home-learning is set to nurture children's enthusiasm and **curiosity**, and develop their understanding in all subjects.
- Learning, both within school and at home, is celebrated regularly in Celebration Assemblies, Parish Magazines, the Friday Flyer newsletter and the school website.

### **Key Principle 3**

**Assessment informs teaching so that there is provision for support, independence and extension of learning for each child, within each year group against their year end expectations.**

- Children use frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting, proof reading and editing writing in collaboration with the teacher or teaching assistant.
- Children are motivated to learn through differentiated learning activities that build on their prior attainment, and issue challenge that is pitched at a level that is achievable when they work hard and try their very best.
- Children with specific learning needs receive support at the time and level it is required to optimise their learning based on their Personal Learning Plans (PLPs).
- Pupils support one another where appropriate. Peer review and discussion is very important and used to encourage children to help each other to edit their own work.
- Independent learning in the Hub shows what the children know, linking to the learning leaves based on Assessment trees.
- The pace and depth of learning is maximised as a result of monitoring of learning during lessons, and any consequent actions, in response to pupils' feedback.
- Marking mainly takes place within the lesson according to the agreed marking policy, providing pupils with very clear guidance on how learning outcomes can be improved.
- Teachers have high expectations for all children, and plan, resource and direct differentiated learning activities that support and challenge all learners.
- Teachers keep agreed assessment records on the Assessment trees, appropriate to the year of each child. SEN and Pupil Premium children may have altered Assessment trees based on their specific need and PLPs.
- There is an efficient system of Pupil Data Tracking in place using WSCC Windscreens; data is scrutinised rigorously in Pupil Progress Meetings.

### **Key Principle 4**

**The learning environment is supportive and child led, the atmosphere is purposeful and children feel safe.**

- There is an atmosphere of mutual **respect** between adults and children.
- The core Christian values of **Kindness, Respect, Responsibility, Hope and Friendship** will lead discussions with children about their behaviour and their attitude to learning.
- Children feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Children have high self esteem; all children feel valued and secure.
- Children take risks in their learning, and learn from their mistakes both inside and outside of the classroom and at Forest School.
- Children's learning outcomes are displayed around the classroom and the school for others to appreciate and admire. **Craftsmanship** is emphasised.
- Classroom routines and resources are organized to optimise learning and children's independent choices.
- Teachers employ positive strategies for managing children's behaviour that help pupils understand the school's expectations. These strategies are underpinned by the clear range of

rewards and sanctions set out in the school's behaviour policy, and these are applied fairly and consistently.

- Good behaviour is modelled by staff at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner.
- Children are encouraged in their learning and their efforts are praised both in the classroom and in assemblies.
- Any feedback is constructive and children's self esteem and confidence will always be maintained.
- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content, so that it is applied fairly and consistently across the whole school.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.
- Safe guarding procedures are in place and are adhered to at all times. Any concerns will be brought to the Designated Member of Staff immediately, and shared within weekly 'Child Spot' in briefings and staff meetings.

### **Key Principle 5**

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

- Children's home learning - both that resulting from tasks and activities set by the teacher and that occurring independently of school – is valued.
- Useful feedback about children's learning is given regularly to parents - both informally, when appropriate, and formally, through termly parent / teacher meetings and an annual written report.
- Parents know how they can support their child's learning at home or in school.
- Teachers are approachable and available to parents (by appointment if necessary).
- Information about class trips, class and school events, and other relevant topics is communicated efficiently to parents via text, letter or email.
- Parents are welcomed to help in classrooms and/or around school.
- Teachers set appropriate home-learning activities to develop children's understanding of topics covered in class.
- We ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website.
- We facilitate parental involvement through the provision of dedicated space for formal and informal meetings, and through support for a vibrant parent/teacher association ( Duncton and Graffham PTA).