

# Teaching and Learning Policy

Lark Hill Community Primary School



	<b>Lark Hill</b>
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<b>Designated Governor</b>	<b>R. Byrne</b>
<b>Signature</b>	

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# Lark Hill Community Primary School

## Teaching, Learning & Assessment Policy

### 1. Aims

This policy aims to explain how we'll create an environment at our school where pupils learn best and love to do so, by:

- summarising expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- promoting high expectations and raise standards of achievement for all pupils in our school;
- involving pupils, parents/carers and the wider school community in pupils' learning and development;
- promote consistency across classes in pedagogy and approach.

### 2. Our Mission Statement

At Lark Hill, we aim to ensure every child reaches their potential within a safe, secure and inspiring environment.

We work hard to develop the values of personal responsibility and social awareness. We aim to achieve excellence through enjoyment. At Lark Hill all our work is underpinned by our core values

**Nurture - Achieve - Respect.**

Pupils learn best when they:		
<ul style="list-style-type: none"> <li>• Have their basic physical needs met</li> <li>• Feel secure, safe and valued</li> <li>• Feel a sense of belonging to the group</li> <li>• Have secure and positive relationships in their classroom with both adults and pupils</li> <li>• Have a positive and supportive environment, where peers support and encourage one another</li> </ul>	<ul style="list-style-type: none"> <li>• Are engaged and motivated</li> <li>• Can see the relevance of what they are doing</li> <li>• Know what outcome is intended</li> <li>• Can link what they are doing to other experiences</li> <li>• Understand the task and know what success looks like</li> <li>• Are guided, taught or helped in appropriate ways at appropriate times</li> <li>• Can practise what they are learning</li> <li>• Can revisit learning to ensure it is embedded in long term memory</li> </ul>	<ul style="list-style-type: none"> <li>• Have access to the necessary materials and care for their environment</li> <li>• Have clear routines and boundaries that are understood by all</li> <li>• Are not disrupted or distracted by others</li> <li>• Can work with others or on their own, depending on the task</li> <li>• Can persevere when learning is hard</li> <li>• Can manage their emotions if things are not going well</li> <li>• Recognise that all learners make mistakes and mistakes can help us learn</li> <li>• Are open to feedback and act upon it to develop their understanding and skills</li> </ul>
<b>Nurture</b>	<b>Achieve</b>	<b>Respect</b>

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### 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, as per our home-school agreement.

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

#### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Actively engage parents/carers in their child's learning through an updated class page, which gives clear information about the curriculum and the setting of homework, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress at planned parent/carer evenings, twice a year, and produce an annual written report on their child's progress
- Meet the expectations set out in the relationships and behaviour policy, and marking and feedback policy

#### 3.2 Learning Support Assistants

Learning 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
- 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 pupils have 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 our Relationships and Behaviour policy, and Marking and Feedback Policy

#### 3.3 Leaders

Leaders, including subject leaders, Assistant Head Teachers and the Senior Leadership at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning and manage resources to support high-quality teaching and learning
- Drive improvement, working with teachers to identify any challenges, as well as acting to improve weaknesses identified in their monitoring activities

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- Moderate progress, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Create and share clear intentions for their subject/phase, which celebrate achievements and have high expectations for everyone
- Encourage teachers to share ideas, resources and good practice
- 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
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge and provide support and guidance to other staff through coaching and mentoring
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our Relationships and Behaviour policy, and Marking and Feedback Policy

### 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
- Attend all lessons on time and be ready to learn, remembering PE Kit on PE days
- Be curious, ambitious, engaged and confident learners who know their next steps in learning and how to improve
- Put maximum effort and focus into their work, including completing home learning activities as required
- Meet the expectations set out in the Relationships and Behaviour policy

### 3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day by supporting good attendance
- Participate in discussions about their child's progress and attainment and share information promptly
- Encourage their child to take responsibility for their own learning by supporting home learning
- Ensure children attend school in the agreed school uniform or PE kit on PE days

### 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

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- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Head of School to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Meet the Governors Code of Conduct

### 4. Planning

The teaching of early reading is sequenced through Read, Write Inc. Phonics, and children are frequently assessed to ensure that they are being targeted with the sounds they need. Reading books are carefully matched to their phonetic knowledge, until this is secure, when they will take increasingly ambitious reading books matched to their growing skills and understanding.

Our English curriculum is built around the Literacy Counts scheme of work, which has high-quality texts at the centre, and prioritises the explicit teaching of essential skills to develop a secure foundation to build upon, through a daily sentence accuracy task. Through a dynamic, carefully sequenced and ambitious writing curriculum, children are guided to develop a wide ranging vocabulary and develop their considered use of grammar and the cohesive features of being an effective writer. We take a whole class approach to guided reading, with skills being explicitly modelled and taught, alongside careful vocabulary development and an understanding of authorial voice, in later year groups. Spelling is taught through Ready, Steady Spell to complement the teaching of writing. Personalised reading targets are set through Reading Plus and children access this daily in school to maximise progress for all, especially within fluency.

In Mathematics, First4Maths is used to support the clear sequencing and prioritising of skills and knowledge, through staff CPD, relating to modelling and misconceptions. Using an I Do, We Do, You Do system, pupils are guided through the steps they need to become procedurally fluent, before being exposed to opportunities to reason and problem solving. Staff ensure that pupils have the core number knowledge needed to access more complex problems without cognitive overload, such as number bonds and multiplication facts, through explicit and systematic teaching.

Our aim is to deliver a broad and balanced curriculum through high-quality, carefully sequenced lessons, adapting schemes of work from Kapow, Purple Mash (Computing), Charanga (Music), Jigsaw (PSHE and RSE) and the Salford Agreed Syllabus for Religious Education. Our wider curriculum is designed to be a spiral curriculum, revisiting key areas with increasing complexity to build upon prior learning. Our physical Education is largely taught by dedicated PE coaches, one school based and one through Foundation 92, using Passport to PE to ensure a broad and balanced coverage, as well as opportunities for expert instructors such as a dance teacher and Flag Football coach.

In all subjects, lessons will be planned well to ensure good short, medium and long-term progress, as well as allowing pupils to revisit and secure prior 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 classrooms, outdoor spaces and halls. Staff also actively seek opportunities for offsite learning on planned trips, as well as having expert visitors to deliver curriculum elements in school.

School spaces will be kept safe, clean and tidy, ready for pupils to use them and promote learning through:

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- Dual coded labelling of resources, which pupils can access independently
- A calm and neutral environment which reduces over stimulation and sensory overload - all boards backed in agreed hessian and black border only
- Working walls will include modelling of prior learning to support independence and recall
- New vocabulary that has been explicitly taught, displayed with images to support all learners
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Individual adaptations as needed to ensure all pupils can access the curriculum such as personalised work stations, calm boxes, calm withdrawal spaces and now and next boards.

## **6. Adaptive teaching**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including pupils with special educational needs and/or disabilities (SEND); pupils with English as an additional language (EAL); disadvantaged pupils; pupils that are working at greater depth through:

- Using staff effectively to provide extra support and challenge, where needed
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings or mixed ability partners, where appropriate,
- Providing writing frames and word banks
- Creating dual coded examples using widgets
- Providing opportunities to remodel learning until secure
- Pre-teaching core vocabulary, if needed
- The use of interventions such as precision teaching to support over learning of key facts
- Having planned challenges to meet the needs of all learners, adapted through the use of BAD openers to further develop understanding

Please refer to the SEND policy and the equality objectives.

## **7. Home learning**

See homework policy.

## **8. Marking and feedback**

See marking and feedback policy.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. Assessment for learning will be used throughout each lesson and between lessons to ensure planning meets the needs of the

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pupils. Through questioning, open tasks, whiteboard work and partner talk, teachers will ascertain the level of understanding at each stage of a unit and adjust accordingly. Assessments are undertaken termly in Reading, Mathematics and EGPS to gain a summative outcome for learning through standardised scores, which is recorded alongside teacher assessment. From this, question level analysis is completed to understand gaps in learning for the class, groups of learners or individuals. Through Achievement for All meetings, teachers reflect on progress and adjust planning for the next term, taking into account the outcomes of these tests. Pupils are formally summatively assessed at the end of Reception and Key Stage 2.

We will provide regular targets for pupils, and termly verbal reports against these at parents' evenings, twice a year. Parents will receive a written report annually.

## **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.

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

This will be completed through:

- Conducting learning walks
- Walkthrus and instructional coaching
- Book looks
- Termly Achievement for All meetings
- Gathering input from the school council/pupil voice
- Gathering staff voice

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Relationships and Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives