



Lodge Farm Primary School

Learning and Teaching Policy

Reviewed April 2024



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Teaching and Learning Policy

Intent

Our curriculum ensures learning is engaging, exciting and accessible for all learners at Lodge Farm. It will support our learners in their journey through education, and life, by providing them with a range of experiences that will spark inspiration and provide them with the knowledge, skills and personal qualities to achieve.

The core subjects provide learners with firm foundations within their learning and these underpin the wider curriculum. Our progressive and cohesive curriculum offers learners the opportunity to develop knowledge and skills across a broad range of subjects from Early Years through to Key Stage 2. Learning across the school is creative and we offer many diverse opportunities to develop the whole child.

Roles and Responsibilities

Teaching and learning is seen as a shared responsibility by all school staff that is led by the Headteacher and Senior Leadership team. It is their responsibility to quality assure the standards of teaching across the school.

All teachers are seen as middle leaders and take up responsibility of curriculum leadership once they have completed ECT induction processes.

The responsibilities of curriculum leaders are based on ensuring the effectiveness of the curriculum and learning within their subject area. Their key tasks will include:

- Developing and maintaining curriculum documentation
- Plans for curriculum development
- Evaluating the effectiveness of the curriculum through a range of activities
- Offering support for scaffolding and accessibility across the curriculum
- Supporting others through signposting with the planning and delivery of the curriculum
- Championing their curriculum area
- Providing enrichment opportunities
- Supporting CPD
- Articulating their curriculum to governors and other stakeholders

Early Years Foundation stage has a phase leader who:

- Plans for development across the phase
- Ensures that planning meets EYFS expectations
- To help develop key policies and procedures that relate to EYFS
- Shares the responsibility for the quality and standards of teaching & learning with SLT
- Shares good practise and provides CPD for staff
- Initiates the process of early identification of SEND when necessary
- Provides effective arrangements for assessment and moderation for statutory assessments
- Organises and co-ordinates staff effectively within the phase
- Leading communications with other stakeholders
- Creates, maintains and further develops partnerships with other settings and external agencies

Governors contribute towards the implementation of teaching and learning expectations through regular visits, feeding back at meetings and challenging evidence provided by school leaders.



What is effective teaching at Lodge Farm Primary School?

- Consistent behaviour management
- Effective use of assessment for learning
- Accessibility for all learners- effective scaffolding
- Enthusiasm
- Clear in lesson progress for learners
- Pace of learning is appropriate
- High quality modelling
- Agile/dynamic teaching?
- High expectations of all
- Effective written and non-written feedback
- Challenge for all
- Resources freely available
- Sentence stems
- Word banks
- Use of topical/technical vocabulary
- Well planned lessons- subject knowledge
- Targeted questioning
- No lost learning time
- Challenges to be linked to learning question (not activity led)
- Clear opportunities for learners to articulate their understanding
- Retrieval activities built into learning
- Effective use of additional adults to support/challenge learners
- Promote a growth mindset
- Active learning opportunities
- Misconceptions addressed
- Opportunities to reflect
- Be adaptable/flexible

Curriculum

Our curriculum aims to provide children with diverse, engaging and exciting opportunities for learning.

Our progressive, skills and knowledge led curriculum is planned sequentially to build on children's prior knowledge throughout the school. This enables children to apply skills across different areas of the curriculum.

How is it linked?

We enrich our curriculum in a variety of ways, including:

- WOW days
- Theme days
- House days
- Book weeks
- Theme weeks (Science week, etc.)
- Trips
- Residentials
- Visitors
- Extra-curricular clubs

Reading approach

Our strategy for the teaching of early reading and phonics is to utilise the Monster Phonics scheme. This approach is delivered, predominantly, as whole class sessions on a daily basis.

In addition to this, Reception to Year 6 all have a dedicated guided reading session on a daily basis. In EYFS and KS1 this is based on the pupils stage of the Monster Phonics scheme and books are selected accordingly.

From years 3 to 6, we teach reading comprehension through a school designed programme which incorporates an agreed reading spine relating to the appropriate year groups. These lessons are, predominantly, whole class sessions which focus on the school toolkit.

Writing approach



We utilise the HFL English planning to structure our curriculum. This is built around core texts and developing a wide range of genre writing throughout the course of a pupil's learning journey.

To develop handwriting we use the Pen Pals scheme which is taught discretely on a daily basis.

Maths approach

We use the White Rose maths curriculum to provide the structure for learning. This is implemented through a Concrete, Pictorial and Abstract (CPA) approach, which is promoted throughout all year groups.

In addition to this, each lesson begins with a fluency starter and then builds skills and knowledge over time.

Pupils in Years 3 to 6 have access to Times Tables Rockstars (TTRS), where children are given additional time within the week to complete challenges on the platform.

Planning

Each year group will create a long term yearly overview of topics and themes to be taught throughout the year on a half termly basis. These will all be taken from the curriculum documents from the Lodge Farm curriculum.

Medium term plans for each subject area will be completed on a termly or half termly basis depending on the subject area. These will summarise the key objectives (taken from progression documents) in order that will be taught through the sequence of learning.

Individual lesson plans will be created for all lessons in sequences. These will include:

- Learning question (Can I...?)
- Potential misconceptions
- Key questions
- Assessment for learning (AFL)
- Key vocabulary (newly introduced)
- Additional adults
- Links to prior knowledge
- Scaffolds/adaptations (to include differentiation and challenge)
- I do (model), we do (worked example), you do (tasks)

Learning styles

At Lodge Farm, we offer opportunities for children to learn in a range of ways with a wide range of resources, including those available on interactive whiteboards. We make good use of 'talk partners' and we model, encourage and praise cooperative learning. We recognise the need to develop strategies that allow all children to learn in ways that best suit them including:

- Paired work
- Group work
- Investigative and problem solving tasks
- Asking and answering of questions
- Interactive displays
- Debates
- Role play
- Presentations
- Auditory activities
- Kinaesthetic activities
- Visual activities
- CPA

Inclusive Practice

Inclusive practices enable all learners the opportunity to access their learning at an appropriate level. It is therefore vital that we provide learners with an accessible curriculum that is tailored to the needs of all. There are a range of methods that may be implemented by teaching staff, these may include:

- High quality targeted questioning
- Scaffolded tasks
- Adult support
- Peer working
- Prompts
- Flexible task expectations
- Targeted group work
- Environment adaptations



Feedback & Marking

See separate policy

Assessment

PiRA- termly

White Rose end of unit tasks

Monster Phonics assessments- half termly

Statutory assessments- EYFS, phonics screening, KS1 TA, multiplication checks, KS2 SATs

Pupil progress meetings will happen on a termly basis with the Headteacher, Assistant Heads and the SENCo, during which pupils' attainment, progress and barriers will be discussed and provision planned for the following term.

Pupils in EYFS are assessed for a baseline check within the first 6 weeks of the Autumn term. Termly assessments are made throughout the year and contribute towards pupil progress meetings and subsequent end of year assessments. Pupils in Reception are assessed against the Early Learning Goals.

Inclusion

We value every child as an individual, and acknowledge that every child's needs are different. We are an inclusive school, providing a broad and balanced curriculum that ensures that all pupils make progress academically and in their personal, social and emotional development.

For further information please refer to SEND Policy and SEND Information Report.

Monitoring and Evaluation

The school has a termly monitoring cycle that monitors consistency in the Quality of Education across the curriculum.

The Senior Leadership Team carries out lesson visits across the school, and curriculum leaders triangulate evidence through a range of monitoring tasks.

Curriculum leaders report back to the SLT, and where appropriate next steps and actions in curriculum areas are identified and followed up.

Governors are linked into the monitoring cycle and receive a termly report at their meetings.



How do we create an effective environment for learning at Lodge Farm Primary School?

The following are expected to be found in each learning environment:

- Learning journey displays for each curriculum area including learning questions and work for reference
- Vocabulary
- Visuals/stimulus linked to current learning
- Classroom expectations- clutter free and tidy

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which learners can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children and adults work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Each classroom is well equipped with resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Children will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all learners have equality of access.

We promote the use of visits and visitors to enrich the curriculum throughout the school to widen children's experiences and support learning across a range of subject areas.