



Teaching and Learning Policy

Policy Approved: November 2022

To be reviewed: November 2023

School Vision, Values and Aims

Our school vision, values, aims and motto 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 another

To believe in one another

Our Learning Environment

Our learning environment is at the heart of what we do and reflects and affirms the vision, values and aims of the Leckhampton school family.

Our learning environment:

- Is warm and welcoming.
- Is safe and secure.
- Personifies the school's vision, values and aims.
- Promotes personal development and the core British values.
- Is inspiring, arouses curiosity and encourages reflection and compassion.
- Is flexible and meets the needs of the children.
- Avoids cognitive overload
- Celebrates the achievements and efforts of all of our children.
- Reflects the Leckhampton Curriculum

Leadership and Management at our school

We recognise that everyone is a learner and that all teachers are leaders of learning. In order to support staff in the development of teaching, learning and assessment at our school, the Governors, Headteacher, Senior Leadership Team (SLT), Middle Leadership Team (MLT) and subject leaders play a vital role in promoting and communicating the values, standards and ethos of the school.

The leaders of the school:

- Lead by example.
- Share and demonstrate the inclusive vision, values and aims at the heart of the Leckhampton family.
- Demonstrate a commitment to high standards and a passion for learning.
- Ensure that all children remain at the heart of all decision making..
- Establish and communicate clear and effective systems and practices to help promote the delivery of effective teaching and learning.
- Support and listen to staff, parents and children and actively seeks their views and opinions.
- Support and work collaboratively with governors to provide a rich and balanced curriculum.
- Have a responsibility to know and understand current educational policy and pedagogy and communicate that clearly and effectively to all staff.
- Support staff in their professional development.
- Ensure consistency and continuity across the school and equality of entitlement for all children.
- Monitor the impact of teaching, learning and assessment across the school and share and communicate best practice.
- Collect evidence of best practice and use this to inform self-evaluation and school improvement.
- Share and communicate our successes and achievements with the Leckhampton family.

The teachers of the school:

- Know what they need to teach and how to teach it.
- Plan sequences of lessons which build on previous learning. They ensure the foundations are secure and address any gaps before moving on. Knowledge and concepts are revisited regularly.
- Ensure that teaching is dynamic and responds to the needs of children.
- Ensure that feedback is in the moment and addresses misconceptions or increases challenge for children.
- Have high expectations – this isn't about making work harder, it's about engagement, focus, effort, independence and cooperation.
- Ensure that written work and tasks are well presented and well organised. Content is the best it can be for the individual.
- Create lessons that are inherently inclusive – scaffolding and pre-teaching is in place to enable children to succeed with the learning objective. MyPlan targets and action plans are implemented and reviewed regularly. Cultural Capital opportunities are interwoven into the curriculum.
- Plan lessons that help children to become well rounded individuals – Children talk about things which matter to them and what is happening in the world around them. They challenge stereotypes and inequality and discuss big questions. Teachers skilfully support discussions with our school vision in mind.
- Assess at the end of lessons and make adjustments to planning accordingly. They use our feedback policy to guide children in their next steps.

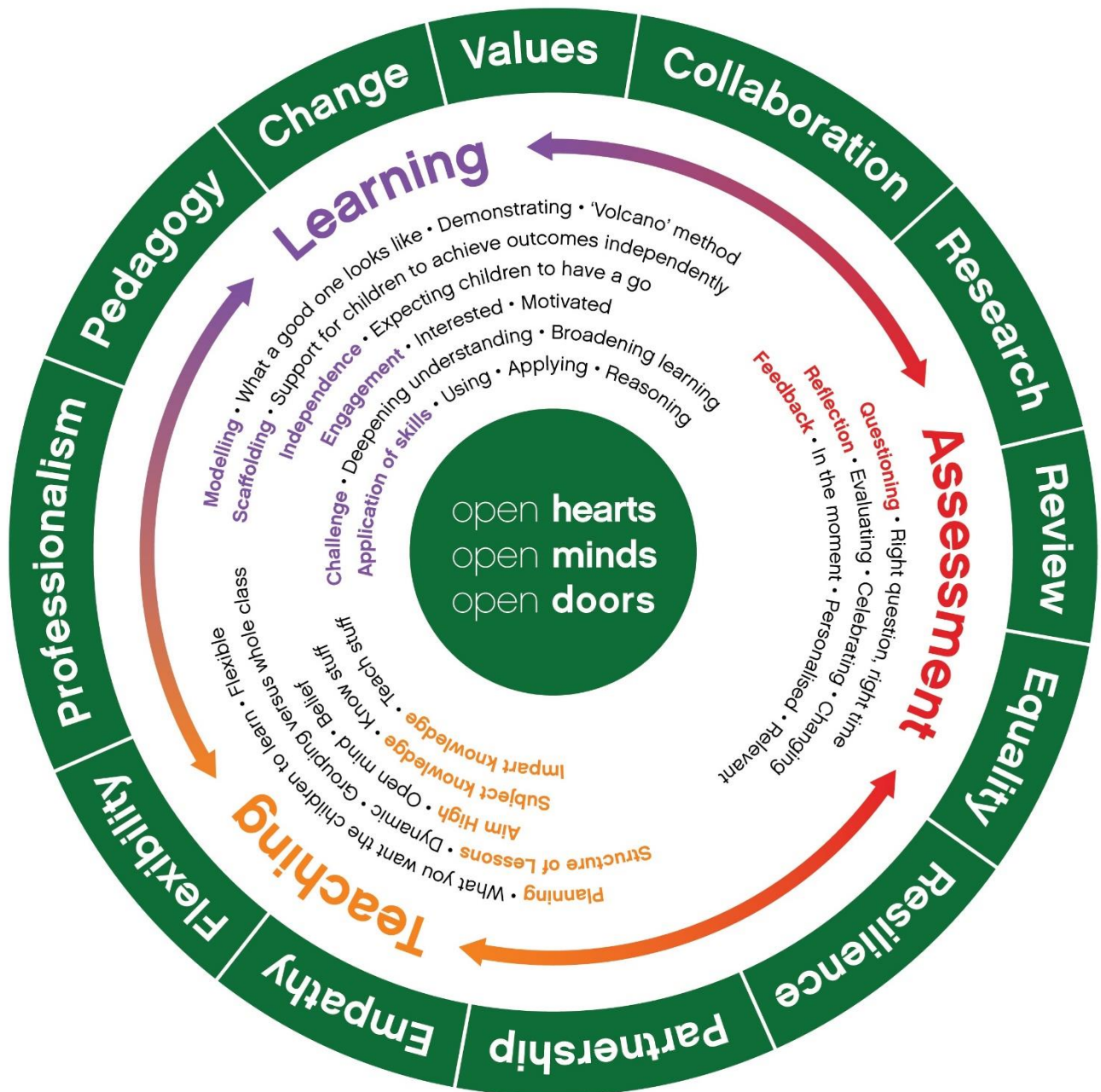
The Teaching, Learning and Assessment Model

We aim to deliver consistently high levels of teaching, learning and assessment that fosters a love of learning and develops curiosity, self-confidence and excellent levels of progress and attainment for all of our children.

This is delivered through our bespoke Teaching, Learning and Assessment Model.

The model has been designed with the following principles in mind;

- Clear and concise strategy.
- Rooted in pedagogy.
- Forms the basis for our professional development.
- It meets the needs of our school family.
- It can be shared with and understood by everyone.



The model refers to the “Volcano Method”. This is a school based term which references a specific teaching strategy. It focusses primarily on the way in which teachers can effectively disseminate subject knowledge or information to children. As a result, children can confidently recall and apply this new knowledge or information in future lessons.

Monitoring and Evaluation

The Governors will monitor and evaluate the T, L and A model through planned focus visits whereas the Leadership Team will do this by walking around (BWA.). This method has been well documented as an effective and supportive way to celebrate what is working well and identifying where development can take place on a daily basis.