



Chess Valley
Primary
Learning
Trust



TEACHING & LEARNING POLICY

Little Chalfont Primary School

Ready. Respectful. Resilient.

1. Aims

This policy aims to provide a comprehensive overview of the teaching and learning processes at Little Chalfont Primary School (LCPS). We believe that high quality teaching improves the standard of achievement for all children and the content of this policy will help to ensure the teaching provision is excellent. This policy will inform all members of our community about the work we do to ensure that every child succeeds. It will provide a common and consistent approach to teaching and learning.

2. Context / Values

LCPS is at the heart of an engaged and supportive community who want their children to be happy and successful. Children at LCPS work hard and are motivated learners; they are academically successful. As a community, we place great emphasis on providing a broad and balanced curriculum experience. We have placed 'Courage, Empathy and Integrity' at the centre of our teaching philosophy to nurture conscientious and active young people who contribute to their community.

Courage – our children will take risks and push themselves; they will be confident to make mistakes and learn from them; they will learn from the examples of others who have been courageous.

Empathy – our children will understand that people view and experience life very differently; they will think of others and work to help those less fortunate; they will understand the power of working with others.

Integrity – our children will develop strong morals and principles; they will develop honesty and respect; they will learn from the examples around them in our community.

3. Roles & Responsibilities

Successful teaching and learning is the responsibility of all members of our school community. All stakeholders can contribute to the provision experienced by the children at LCPS.

Children are expected to be *Ready. Respectful. Resilient.* at school. They must be prepared to work hard and take responsibility for their learning. Children should seek advice when they need it and be prepared to act upon the support given.

Teachers will model and uphold the school values. They will plan, teach and assess sequenced lessons adapting their teaching to the needs of the children. They will provide learning opportunities and an environment which aids the retention of knowledge and skills. They will develop effective, positive relationships with the children to provide a safe and secure learning environment. They will communicate with the senior leadership team (SLT), parents and governors to ensure the community can support and enrich the learning experience. They will organise enrichment tasks and visits to further the children's understanding of the curriculum.

Senior Leadership Team will provide the aims, values and direction of the learning throughout the school. They will develop the curriculum to ensure progression and sequencing has impact. They will provide professional development opportunities for staff to develop the knowledge of pedagogy and curriculum within the teaching team. They will teach weekly to ensure they understand the impact of their decisions. They will monitor the quality of teaching and learning ensuring high standards are achieved and maintained. They will report to the governing body and the relevant external agencies.

Governors will attend regular meetings and be kept informed about the quality of the curriculum and the performance of the children. They will hold the SLT to account and ask challenging questions regarding the teaching and learning. Link governors, with responsibilities connected to teaching and learning, will visit the school and explore the provision for themselves. They will ask teachers to share their experiences with them.

Parents & Carers will provide a secure environment and supportive approach to their children allowing them to come to school prepared to learn and explore. They will attend regular meetings with the class teacher and read progress reports sent home annually. They will notify the school of any concerns or needs that may hinder the learning of their child. They will work with the school to ensure their child follows policies. They will ensure their child is equipped and prepared for school.

4. Behaviour for Learning

Behaviour for learning is an important part of school culture and is at the heart of our school values: Ready. Respectful. Resilient. Within the classroom, successful learners develop a set of behaviours to enable learning. The [EEF guidance](#) names these behaviours as Cognitive, Social and Emotional; they are explained below:

Cognitive (Ready):

- Organises time and space for own learning
- Sets goals and monitors own progress
- Talks purposefully with peers, valuing other opinions

Social (Respectful):

- Focuses on learning in class and can articulate this
- Attentive to directions, listening to the teacher
- Shows empathy and appreciates diversity

Emotional (Resilient):

- Names emotions and expresses them with increasingly accurate vocabulary
- Manages impulses and is able to self-regulate personal behaviour
- Shows pride in successes, developing self-esteem through reflection

5. Learning Environment

Teachers are responsible for creating and maintaining a purposeful learning environment that enables successful learning:

- Calm – the room should be organised to enable children to focus on the learning. Noise levels will be controlled and appropriate to the task at hand. Resources and learning spaces are easily accessible without disrupting learning.
- Engaging – display walls are used to share examples of pupils' learning and to provide 'working wall' modelling to support lessons. A range of curriculum areas should be visible around the room.
- Focused – interactive whiteboards and flipcharts should be located where all children can see them clearly. Distractions and other information surrounding these tools will be kept to a minimum or avoided.

6. Planning

At LCPS we know that children learn best when lessons are sequenced building on and making connections to prior learning. Teachers are trusted to plan sequential lessons for each distinctive subject. Cross-curricular links are encouraged when purposeful and there is a clear benefit to each subject. Planning should include modelling to provide pupils with an understanding of how to be successful. Learning should be planned to happen in small steps ensuring all pupils can make progress and achieve.

Teachers are expected to maintain an online planning folder for all the subjects they teach on the Google Drive to provide oversight for SLT and enable cover teachers to deliver purposeful learning in the teacher's absence.

7. Pedagogy

At LCPS we understand that pedagogy is vital to successful learning for all pupils. Across the curriculum, teachers are expected to include the following strategies:

- Provide resources containing only essential information to ensure pupils are focused and distractions are reduced
- New learning is considered and provided in appropriate volume to avoid overloading pupils' working memory
- New learning is introduced with guided practice and worked examples from the teacher before children are offered independent practice
- For new learning to embed into long term memory, pupils will be provided with opportunities to interact with knowledge and apply it to contexts
- Assessment for learning during lessons to check for misconceptions using hinge questions and mini plenaries
- Make connections to prior knowledge, building new learning onto existing understanding
- Retrieval practice used as 'assessment as learning'; repeated retrieval strengthens long term memory retention. Examples could be low-stakes quizzes, cumulative tests

In Early Years we have a distinctive early year's pedagogy which includes:

- offering choices
- learning together with and from others
- listening
- open-ended experiences and resources
- playfulness and joyfulness
- a generous learning environment with a plethora of meaningful first-hand experiences

We will provide a mixture of direct teaching and child-led, play-based exploration which will be adapted to meet the needs of the unique child. This will be built upon a progressive curriculum informed by ongoing assessment. We value a balanced approach which incorporates open ended play alongside more structured learning and teaching providing reflective and 'in the moment' interaction.

Pupils requiring additional support will receive targeted and specialist support in line with the LCPS SEND Policy. This support works to reduce the pupil's barriers to learning.

8. Assessment

Assessment is a key component to successful teaching and learning and is applied at LCPS in three ways:

Assessment of Learning – summative assessment points where teachers test pupils' understanding of the teaching. Assessment weeks take place termly for reading, writing, grammar and maths. Maths also uses short tests at the end of each unit.

Assessment for Learning – formative assessment is a multi-layered and continuous process within the classroom. Teachers will use a range of activities, pupils' written work and their contributions in class to assess their understanding.

Assessment as Learning – ensures that assessment is a tool to improve and consolidate learning as part of regular retrieval practice across the curriculum. It will also help teachers to make formative assessment decisions.

Both formative and summative assessment of teaching and learning are recorded on Insight tracking software. Teachers are responsible for updating pupil information on Insight in line with the school assessment policy.

On entry to Reception children complete a **Baseline assessment** which helps school understand students' needs. This also provides a measure of each individual's aptitude for learning and potential, as well as measuring the impact on learners as they progress through school.

With the new EYFS reforms there is now an increased school responsibility for moderation as there will be no Local Authority formal moderations. Staff will attend local network meetings and in-house meetings to moderate effectively.

Assessment data is monitored termly by SLT and forms the focus of termly pupil progress meetings, where success and next steps are discussed with the class teacher. Pupils assessed making poor progress on Insight can be signposted to the SENDCo, who will observe and assess pupils' needs using measures and assessments detailed in the LCPS SEND Policy.

9. Monitoring

Monitoring forms an important part of the teaching and learning process. Effective monitoring ensures high standards and provides opportunities for staff development.

Subject leaders are responsible for termly monitoring of their subject using a range of formats including book looks, pupil voice, staff voice, summative assessment data analysis, lesson observations, lesson drop-ins, staff coaching, and staff meetings.

SLT will work with subject leaders and teachers to provide high standards of teaching and learning. They will use a range of monitoring strategies alongside thorough data analysis using information on the Insight tracking software. SLT will provide support and challenge for the teaching team to ensure high standards across the curriculum.

10. Home-School Relationship

Teaching and learning is more successful when LCPS and families work together in support of the pupils:

Teachers will provide termly updates to parents about the learning of each pupil via parents'/carers' evenings (autumn and spring) and the annual written report (summer). Should a pupil have difficulties with an aspect of their learning, the teacher will discuss this with the parents/carers as soon as possible. Teachers will be available daily at the beginning and end of the day should parents/carers have a quick concern to share. Teachers will set homework each week in line with the school homework policy.

SLT will be available daily before and after school to discuss any concerns with parents/carers. They will develop positive relationships with parents/carers to enable open and honest communication. If required, SLT will facilitate meetings between teachers and parents/carers. SLT will engage parents/carers regarding excellent or challenging behaviour or learning from children to ensure they support the actions asked by the teacher.

Parents/Carers will attend parents'/carers' evenings and read written reports from school. They will notify school of any events or concerns that may impact on a pupils' learning. They will support the learning opportunities provided by school, including homework tasks. They will be proactive in raising concerns so that the school can resolve issues promptly.