



LUBBINS PARK PRIMARY ACADEMY TEACHING AND LEARNING POLICY

Approved by: CEO

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Next review due: May 2027

1. Introduction

This policy is central to Lubbins Park's purpose as a place of learning. It reflects our shared values of being ready, respectful and safe, as well as our aspirations for all members of our school community in their capacity as lifelong learners. Our curriculum motto is: Successful, Creative and Kind Learners, For Today, For Tomorrow, For the Future.

2. Definition of Learning

Within the school, we define learning as:

- the process of building and refining new concepts, knowledge, skills and attributes through a variety of experiences;
- the development of personal characteristics (Learning Traits);
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

To ensure that children are challenged, encouraged and supported by peers and adults we will:

- ensure every lesson is adapted based on the outcomes of the previous lesson;
- ensure scaffolding and challenge personalises the learning experience;
- use clear, visual toolkits to model/reinforce teacher input;
- use a range of questioning techniques to challenge pupils;
- communicate regularly with parents about their progress;
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working and peer assessment;
- use target setting information, AfL and other assessment procedures to track their progress and identify their learning needs (*see assessment policy*);
- enable them to share achievements through presentations, displays, awards and weekly celebrations (*See Behaviour policy*);
- provide a range of extra-curricular activities.

3. Effective Planning and Preparation

Teachers plan using a variety of schemes as their guideline, all of which are written using the 2014 National Curriculum and are designed to adopt a spiral of learning, continuously revisiting and building on prior knowledge. Maths is taught through White Rose Maths, English (reading and writing) is taught through Literacy Tree, Phonics is taught through Read, Write, Inc, PE is taught through Get Set 4 PE, all other subjects are taught through Kapow.

Year group overviews should show a long-term plan of topics covered in each subject. Termly overviews should show learning objectives, outcomes and key vocabulary covered in each topic throughout the term.

All schemes provide comprehensive weekly plans for all lessons. Weekly planning should be carried out in detail for all subjects including AfL opportunities and high-quality, engaging outcomes. Teachers will then review planning daily based upon previous lessons and their class' outcomes; this allows for alterations to be made in the pace, direction and challenge of the learning based on the teacher's assessment of each lesson. (*See assessment policy*).

PPA should include time spent on preparing high quality resources for all abilities to enable pupils to progress against the learning objective. With this mind, teachers should ask themselves the following questions:

- Am I crystal clear about what I want the children to do/understand/know at the end of the lesson?

- Is the learning objective in child friendly language?
- Have I thought about the Steps to Success and planned the Success Criteria in advance?
- Have I thought about the questions I will need to ask to deepen children's understanding and assess learning?
- Have I thought about how I am going to engage and motivate the children at the start and during the lesson?
- Have I thought about how I will meet the needs to all learners, including the more able?
- Are activities challenging and designed to deepen understanding?
- How are pupils going to assess their own learning or that of their peers?
- Have I thought about how I will meet the needs of SEN/EAL learners in my class e.g: What visuals will I use in the lesson?
- Am I giving the children thinking time and talking time before answering questions?
- Am I going to be introducing new vocabulary to the children?
- Have I made sure children are not going to be sitting passively for long periods?
- Have I included any time for pupils to respond to marking from the previous lesson?
- How am I going to meet the learning styles of all pupils?
- Have I shared the planning with all supporting adults in the classroom – are they clear on who they are supporting and how?
- Have I got a balance of teacher instruction, intervention and children working independently?
- How am I going to conduct my plenary/check learning?
- Have I planned opportunities for pupils to talk about their learning in pairs and groups?

4. Effective Teaching and Learning

Learning cannot take place without good management of the pupil's behaviour (*see behaviour management policy*).

If necessary, split modelling should be used to accommodate all abilities and to ensure pupils achieve their full potential.

Less than 20% of the lesson should be teacher input – at least 80% of the lesson pupil led.

Recent studies show that an adult's concentration span is no more than 20minutes and for children this is considerably less. A simple formula that can be applied to this rule is: **Concentration span = chronological age + 1 minute.**

With this in mind, it is important that teachers plan accordingly having high but reasonable expectations of the learners within their class.

Effective Use of Learning Support Assistants

Class Teachers have the over-arching responsibility for all pupils in their class. They are therefore responsible for planning and directing the Learning Support Assistants (LSAs) appropriately to build independence for all pupils.

LSAs should always be helping pupils to progress either through intervention or by working with groups and individuals during the lesson.

Effective Target Setting and Tracking

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment (against NC and small step descriptors) and test results.

- Pupil progress is managed through Sonar. Every child is set an achievable target for the end of the academic year.
- Pupil progress meetings are held termly to identify interventions for all pupils who are not on target or who are a school priority.
- Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.
- The SLT monitor pupil progress through regular lesson observations, pupil interviews, book and planning sampling.
- The board of trustees are informed of pupil progress on a termly basis.

Effective Interventions

It is expected that the great majority of pupils across the school will make at least the expected rate of progress through quality, class-based teaching.

However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programme to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. AfL is used to implement and inform intervention programmes as appropriate which are led by teachers, tutors and LSAs. Data is collected on a regular basis and is shared with the staff and pupils.

The Learning Environment

Our learning spaces are neutral, calm and purposeful places. Displays are maintained and kept up to date, including subject specific vocabulary and any necessary definitions/examples, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. For maths, science and writing, working walls are used to engage and challenge pupils and encourage self-help strategies. Flipchart models should be displayed throughout the classroom.

All classrooms are extremely well-resourced (each room containing an interactive whiteboard, access to pupil Chromebooks, maths resources etc.) facilitating a wide range of different teaching and learning strategies.

We believe that a calm and purposeful environment sets the climate for learning, and an organised classroom promotes independent use of resources and high-quality work by the children.

Monitoring and review

Teaching and learning is the core purpose of a school. It will be monitored through observations, work scrutiny, pupil perception studies and data analysis at every level (Subject Leaders, SLT and ELT).

It is the role of the board of trustees to ensure that this takes place and that they themselves have a good understanding of the strengths and weaknesses of teaching and learning at the school. The impact of new initiatives will be carefully evaluated before any changes to the teaching and learning policy are made.

5. Responsibilities

Teaching and learning in our school is a shared responsibility and everyone in our school community has a role to play.

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

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through platforms such as Google Classroom, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly through provision maps and produce a written report on their child's progress at the end of the year
- Meet the expectations set out in the school behaviour policy and the marking and feedback policy.

Support Staff

Support staff will:

- Know pupils well and scaffold 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 they 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 the school behaviour policy and the marking and feedback policy.

Curriculum Leaders

Leaders will:

- Continuously monitor changes made to the scheme of learning linked to their subject(s)
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Ensure their subject is being timetabled adequately in each year group to allow time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by monitoring data on target tracker, conduct book looks and speaking to children
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice.

Senior Leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- 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
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly.

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
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy.

Parents and Carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning.

Trustees

Trustees at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented.