

Teaching and Learning Expectations Policy



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1. Our guiding principles

Our vision is to provide a respectful, collaborative and safe environment where every child feels recognised and valued. Empathy and wellbeing are at the forefront of teaching practice, and we always ensure inspirational, high-quality teaching encourages our children to be enthusiastic learners who celebrate their successes and achievements. Our school community inspires curiosity, awe and wonder and a passion for learning.

2. 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. We use a 'I Do We Do You Do' approach to teaching which is also known as the 'gradual release of responsibility' model. This shows students how to perform a task and gives them a chance to test it out with support, before they embark on the work themselves to develop independent thinkers.

2.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in all areas of the [Teachers' Standards](#) to ensure our school shares our inclusive learning environment.
- › Actively engage parents/carers in their child's learning through the school's newsletter, website, letters home, parent workshops and WEDUC, including clearly communicating the purpose of home learning
- › Update parents/carers on children's progress where necessary, including parents' evenings across the school year, and produce an annual written report on their child's progress at the end of the school year
- › Meet the expectations set out in our behaviour policy and marking and feedback policy

2.2 Support staff

Support staff at our school will:

- › Know children well and differentiate 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 children to teachers
- › Ask questions to make sure they've 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 behaviour policy and marking and feedback policy

2.3 Subject leaders

Subject leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows children to make good progress from their starting points

- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Follow an Action Plan for their subject to drive improvement in their subject, working with teachers and SLT to identify any challenges
- Timetable their subject to allocate time for children to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by systematically reviewing formative and summative assessments using qualitative and quantitative performance data where appropriate
- Ensure areas to develop are identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the behaviour policy and marking and feedback policy

2.4 Senior leaders

Senior leaders at our school 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 children 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 in school and across the Priestley Academy Trust
- Address underachievement and intervene promptly and supportively
- Meet the expectations set out in the behaviour policy and marking and feedback policy

2.5 Children

Children at our school will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations of good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- 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 and marking and feedback policy

2.6 Parents and carers

Parents and carers of children at our school will:

- › Value learning
- › Encourage their child as an independent learner
- › Make sure their child is ready and able to learn every day
- › Support excellent 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

2.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on children's 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

3. Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to deeper thinking. Children must always be given thinking time and a range of strategies to support this approach such as talk partners. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed using the 'I Do We Do You Do'.

4. Learning Styles

We recognise children learn in different ways and at a different pace. We therefore plan and deliver a multi-sensory, differentiated approach to engage all learners including those with SEND and EAL. We include equal opportunities for pupils to communicate ideas through speaking and listening, creative writing, music, role play, ICT, art, investigation and problem solving, research and reasoning as well as opportunities to explore and take risks.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise cooperative learning using our school House Point system and table points for collaboration.

5. Home learning

Home learning, or homework, will support children to make the link between what they have learnt in school and the wider world. Its aim is to help parents keep abreast of what their child can and cannot do. Home learning is most effective when done in a supportive, secure environment, with focused time set aside.

Our 'Lilycroft Experiences Personal Development' booklet also supports the home-school wider learning agreement. All home learning will be sent home on Thursday and returned on Monday.

6. Assessment, recording and reporting

We will track children's progress using a combination of formative and summative assessment. For Reading, Writing and Maths we will track these three times, across the year. Once in Autumn, Spring and Summer. Science will follow formative assessment across the year with one summative data drop at the end of Summer term. Statutory testing will also take place at the end of each National Curriculum Key Stage (Years 2 and 6) with SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. An initial assessment is used in Reception/Early Years within six weeks of starting school and the EYFS Profile is completed at the end of the year. Quizzes and discussions make up formative assessment opportunities in class. Feedback also supports formative assessments and helps children understand how to improve their work. Comments aim to be positive and constructive and are most given verbally. Please see the Marking and Feedback at Lilycroft Policy

We will provide termly verbal reports about progress and wellbeing at parents' evenings. Children will receive a written report annually, at the end of the academic year.

7. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that our children make the best possible progress from their starting points. School leaders, subject leaders and our curriculum lead will monitor and evaluate the impact of teaching on children's' learning through a rigorous CPD and Monitoring calendar that includes - learning walks, review of marking and feedback, book checks, support in PPA, half termly pupil progress meetings and pupil, staff and parent voice including that from our school council.