



Lawn Primary and Nursery School

Teaching and Learning Policy

Policy Owner
Headteacher

Policy History

<i>February 2023</i>	<i>First created and approved</i>
<i>January 2025</i>	<i>Updated</i>

Supporting Polices

Foundation Stage Policy	SEND
Curriculum Policy	Inclusion
Subject Policies	Marking and feedback Policy
Home learning Policy	Relationships and Positive Behaviour Policy

Rationale

At Lawn Primary and Nursery School we believe that effective learning takes place when children are secure in their relationships within school, are motivated, and develop positive independent learning behaviours. Effective learning depends upon effective teaching and the right climate and environment. Effective teaching is provided through:

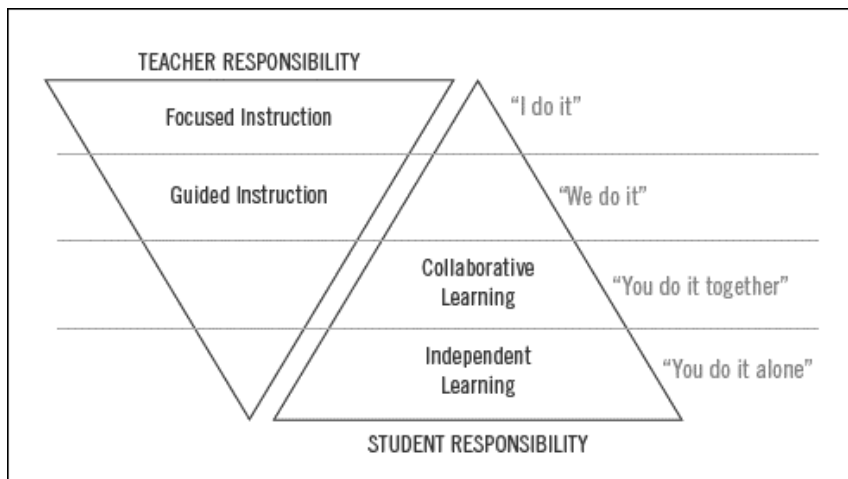
- carefully planned, sequenced, ambitious lessons where pupils know the objective of their learning and how to be successful
- direct instruction, explanation and adult modelling
- tasks which are stimulating and appeal to the pupil's interests
- tasks which are well matched to the abilities of learners and offer suitable scaffold, reasonable adjustments where needed and/or challenge for all
- an ongoing cycle of assessment and feedback

Aims

Through continued professional development and feedback from internal monitoring, it is our aim to equip our teachers with the skills to enable them to become outstanding practitioners.

It is our aim to equip our children with the skills which allow them to become effective and independent learners, and to provide a curriculum which ignites their thirst for knowledge.

We believe that the following graphic supports teachers in recognising the importance of instruction and modelling in effective teaching.



Lawn Primary and Nursery School Vision

At Lawn Primary and Nursery School, our vision is, '**Children to be Proud of**', and this is underpinned by 4 key values:

Excellence, Confidence, Resilience and Respect

We provide a secure happy and active learning environment of the highest quality. We nurture a sense of inclusivity, respect and responsibility, which permeates all that we do. Through positive praise and encouragement children will become confident and resilient lifelong learners.

Where learning is effective, pupils ...

1. Are motivated to

<ul style="list-style-type: none"> Care about the presentation of their work and look after resources. Try their best at all times so that they achieve their full potential. 	Excellence
<ul style="list-style-type: none"> Develop independence and lead their own learning. Enjoy lessons and readily respond to the challenge of the tasks set. 	Confidence
<ul style="list-style-type: none"> Improve their performance and are willing to learn from feedback and misconceptions whilst utilising their strengths. 	Resilience
<ul style="list-style-type: none"> Take an active interest in their learning with support and involvement from their teachers, support staff and parents/carers. 	Respect

2. Take responsibility for:

<ul style="list-style-type: none"> Concentrating on tasks set and listening attentively. 	Excellence
<ul style="list-style-type: none"> Developing the confidence to ask questions, to try to find answers and ask for help when needed. 	Confidence
<ul style="list-style-type: none"> Evaluating their achievement against learning objectives. 	Resilience
<ul style="list-style-type: none"> Their own behaviour and contributions. Helping and learning from each other and working collaboratively, as well as independently. 	Respect

3. Have developed or are developing the following learning behaviours:

<ul style="list-style-type: none"> Being able to adapt easily to different ways of working. Motivation in relation to opportunities to extend their learning and willingness to enter the challenge zone. 	Excellence
<ul style="list-style-type: none"> Ability to draw upon appropriate knowledge and skills and apply them in a range of contexts, making connections where possible. Being able to decide the best approach to a task and the resources/support needed. 	Confidence
<ul style="list-style-type: none"> Perseverance with all tasks. Evaluating their own work and knowing how to improve it. 	Resilience
<ul style="list-style-type: none"> Communicating information and ideas, offering comments and explanations. Feeling pride in their learning progress and knowing that they are valued and recognised by the school community. 	Respect

Where teaching is effective...

1. Staff will provide high quality learning opportunities:

<ul style="list-style-type: none"> Through carefully planned, well-structured, sequenced and well-paced lessons, as well as play opportunities, following Lawn Primary and Nursery School's curriculum plans (see Curriculum Policy and 	Excellence
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subject policies for more information on Intent, Implementation and Impact).	
<ul style="list-style-type: none"> By making objectives, and success criteria explicit to pupils at the beginning of each lesson. 	Confidence
<ul style="list-style-type: none"> By making ongoing reference to behaviours and characteristics of effective learning and growth mindsets. 	Resilience
<ul style="list-style-type: none"> Through engaging and stimulating curriculum content and opportunities. 	Respect

2. Staff will have high lesson expectations by:

<ul style="list-style-type: none"> Making children aware of the quality, volume of work, and presentation expected in each subject every lesson. Offering immediate feedback either verbally or through live marking to ensure misconceptions are addressed. Providing written feedback in line with our marking policy. 	Excellence
<ul style="list-style-type: none"> Being enthusiastic and knowledgeable about the tasks and information that they present. Modelling the learning and expectations. Revisiting prior learning and providing children with clear steps to success. Using Support Staff effectively to work with target groups or individual children, including supporting those with SEND targets. 	Confidence
<ul style="list-style-type: none"> Giving focused and guided instruction to allow children to work collaboratively and/ or independently. Modelling and praising resilience and perseverance and encouraging children to challenge themselves. Modelling the editing and improvement process. Providing quality resources and adaptations to enable pupils to be successful and independent in their learning. 	Resilience
<ul style="list-style-type: none"> Providing pupils with reminders, scaffolding and challenge. Making reasonable adjustments where needed. Celebrating and recognising children's successes throughout lessons. Using flexible grouping in response to pupil's understanding (not limiting or restricting pupils based on assumptions or prior expectations). 	Respect

3. Staff will evaluate their lessons and units of work, and ask...

<ul style="list-style-type: none"> What did the children learn? What refinements are needed moving forward? 	Excellence
<ul style="list-style-type: none"> Did children leave the lesson knowing more and remembering more? Are further curriculum adjustments required? 	Confidence
<ul style="list-style-type: none"> Did the children learn enough? 	Resilience
<ul style="list-style-type: none"> Was the learning worthwhile? 	Respect

Where the learning environment is effective...

In order to provide the right climate for fostering effective teaching and learning all staff at Lawn Primary and Nursery School will:

<ul style="list-style-type: none"> • Create a positive learning environment where children feel valued and inspired to do their best. • Devise imaginative/creative approaches to ensure lessons are interesting and stimulating. • Use ICT effectively to enhance the learning experience, making strong cross-curricular links when appropriate. • Set and achieve high standards of behaviour in their learning. 	<p>Excellence</p>
<ul style="list-style-type: none"> • Use praise and recognition to foster self-esteem, motivation and confidence. E.g. Class Dojos and Golden Book • Ensure that classrooms are safe, productive, calm places. • Ensure classrooms are rich with learning and meet the learning environment expectations of the school. • Regularly display examples of pupils' work, which represents a broad range and best efforts. • Ensure that Working Walls are in place and supporting learners. 	<p>Confidence</p>
<ul style="list-style-type: none"> • Use working walls to promote independence and perseverance. • Use Assessment for Learning (AfL) to make ongoing judgements throughout a lesson and be flexible in response to children's needs. • Explicitly share targets with children, building on prior learning to ensure pupils retain an upward flight path of progress and attainment. 	<p>Resilience</p>
<ul style="list-style-type: none"> • Develop positive relationships between adults and pupils, and pupils and pupils. • Vary teaching styles, learning activities and the learning environment, including role play, to maintain pupils' interests and take account of learning styles. • Use and maintain internal assessment data (current and historic) and target setting to identify required adaptations, e.g., tasks, resources and groupings (see Assessment Policy for further relevant information on assessment). • Engage parents in their child's learning through termly parent curriculum information, contributions to the Website, email, text messaging and information shared at parent evenings (see homework policy for further information). 	<p>Respect</p>