Leesland C of E Federation

Learning & Teaching Policy

"Two Schools, One Vision"

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CHAIR OF GOVERNORS

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*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

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Rationale

"The universal offer for all children begins with great teaching. High-quality teaching is the most important lever schools have for improving pupil attainment."
— Department for Education (DfE), Every Child Achieving and Thriving (2025)

Leesland is committed to high-quality adaptive teaching to ensure all pupils, regardless of need or starting point, can fully access the curriculum. Effective adaptation promotes inclusion, engagement, independence, and achievement by responding to pupils' differing strengths, needs, and prior learning.

High-quality teaching enables pupils to revisit key aspects of learning frequently, strengthening knowledge retention and supporting the secure acquisition of skills over time.

Aims of teaching and learning

- To ensure all pupils receive high-quality, inclusive teaching that enables them to achieve their full potential.
- To promote a love of learning through a broad, balanced, and engaging curriculum.
- To develop pupils' knowledge, skills, and understanding across all subjects.
- To ensure knowledge is retained, built upon over time, and "sticks," enabling pupils to become lifelong learners who can apply their understanding in a range of different contexts.
- To foster independence, curiosity, and critical thinking in all learners.
- To ensure learning is tailored to meet the needs of each individual learner, providing appropriate support and challenge so that all pupils can succeed.
- To ensure teaching is consistently effective, well-planned, and responsive to pupils' progress.
- To use assessment effectively to support learning and inform next steps.
- To create a safe, supportive, and positive learning environment where all pupils can succeed.
- To promote pupils' spiritual, moral, social and cultural development;
- To prepare all pupils for the opportunities, responsibilities and experiences of life
- Retrieval practice is used to strengthen long-term memory by actively recalling knowledge, helping learning to become more secure, identify gaps in understanding, and support application in different contexts.

Our Principles for Learning and Teaching

1. Set high expectations and encourage every learner to be confident that they can succeed.
    - demonstrate a commitment to every learner's success, making them feel included, valued and secure;
    - raise learners' aspirations and the effort they put into learning, engaging the active support of parents or carers.
    - establish what learners already know and build on it;
    - set clear and appropriate learning goals, explaining them, and making every moment count;
    - create secure foundations for subsequent learning.

2. Structure and pace the learning experience to make it challenging and enjoyable.

- establish a clear thread of learning through each unit of work, matching the maturity of the learners and promoting positive learning behaviours, and establish high levels of engagement;
- make creative use of a range of learning opportunities available, within and beyond the classroom.
- retrieval practice is used to strengthen long-term memory by actively recalling knowledge, helping learning to become more secure, identify gaps in understanding, and support application in different contexts.

3. Inspire Learning through passion for the subject:
   - adults to be positive role models for subjects and for the power of learning;
   - make all learning relevant to learners' wider goals and concerns.

4. Make individuals active partners in their learning:
   - build respectful adult/ learner relationships that take learners' views and experience into account
   - use assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.

5. Develop learning skills and personal qualities.
   - develop the ability to think systematically, manage information, learn from others and help others learn;
   - develop self-awareness, thinking skills, independence, resilience, collaboration and positive relationships.
   - develop learners spiritual, moral, social and cultural awareness and skills.

6. Teaching staff take an active role in their own professional development through
   - engaging with planned CPD sessions both externally and within the Federation
   - keeping their professional development log up to date and relevant
   - undertaking their own reading and research in areas of interest that are relevant to their role
   - participating in small-scale research projects
   - high-quality teaching enables pupils to revisit key aspects of learning frequently, strengthening knowledge retention and supporting the secure acquisition of skills over time

Key elements of teaching and learning across our schools – a practical guide

All lessons have clear learning objectives

- Learning objectives pinpoint the drive of every lesson.
- Learning objectives are separated from context of the lesson.
- Children must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have well planned success criteria

- Success criteria provide an anchor for each lesson alongside the learning objective.

- Success criteria are process driven and identify the learning progression or 'keys' to success within the lesson. All pupils are clear about how they will achieve the learning objective.
- Success criteria may be typed onto the sticker alongside the learning objective and stuck into the child's book. When children are able to produce their own success criteria for an objective, they may write their own.
- Children may use the success criteria to self-assess their own or other children's work.
- Teachers will use the success criteria for marking purposes (see marking policy).

All lessons provide challenge for all children

- All learners are challenged appropriately.
- Planning clearly shows how this is to be achieved.

All pupils are actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not passive.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner may be deployed in lessons.
- Visuals, artefacts and auditory input are all used creatively to enhance learning.
- The CPA principle of Concrete, Pictorial then Abstract is used to embed learning across a number of subjects – especially in Maths lessons.
- Children help and encourage each other.
- Everyone participates.
- Children explain their ideas clearly and in full sentences.
- Children's contributions are valued and used to shape planning.

We believe it is important for pupils to talk during lessons.

High-quality classroom talk is central to effective learning. Opportunities for discussion enable pupils to develop language, deepen understanding, articulate ideas, and build confidence. Through purposeful talk, children learn to reason, question, collaborate, and reflect, supporting progress across all areas of the curriculum.

Learning is enhanced through effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), so that children can think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.

All pupils receive regular and clear feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.

- Formative assessment identifies next step prompts -these may be given verbally or in writing depending on the need, age and stage of the children.
- Pupils are given time to respond to feedback and written marking as appropriate.

Learning is enhanced through the use of effective behaviour management
Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Policy.

Learning is enhanced through the effective use of Learning Support Assistants (LSAs) across the school day
• LSAs are clearly directed to support learning.
• LSAs are fully engaged with pupils during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time.
• They are clear about who they are supporting and why.
• Planning is shared in advance with teaching assistants.
• They either sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources to facilitate learning, or they are deployed to lead the learning of a guided group in lessons.
•They may do check-in's, drive by, and / or support behaviour for learning.
• They are involved in assessing pupil's understanding and feeding back to the teacher.
• LSAs provide high quality feedback to pupils (see feedback & marking policy).
• They are trained to deliver high quality interventions to enable children to close their gaps to support learning.

Learning is enhanced through a great classroom environment
Across our Federation we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.
When the environment is orderly and calm, children are less likely to experience cognitive overload, allowing their working memory to focus on learning tasks rather than being distracted by noise, clutter, or uncertainty
All classes across the school should have:

Learning Environment
A positive emotional environment is essential for effective learning, as it helps pupils feel safe, valued, and confident. This supports engagement, resilience, and concentration, while reducing anxiety and behaviour that can hinder progress.

- Clear routines, predictable expectations, and a structured layout helps pupils feel secure, which supports concentration, reduces anxiety, and improves behaviour.

Working walls
Every class has a working wall for English and Maths. This should reflect the work currently being studied in each of the subjects. It should include:
- Outcomes of lessons i.e. modelled writing, story plans, mathematical methods.
- A clear and coherent learning journey.
- Children's questions.

- Key vocabulary.
- Visual work and artefacts to stimulate thinking.
- Static information such as spelling rules and grammar conventions.

Children's work on display
Displaying children's work, both finished and draft versions, fosters a sense of achievement and pride and act as a reminder of success as well as a standard for which to strive.

Well labelled and neatly organised resources
Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Foundations for Learning are displayed
Foundations for Learning underpin the positive learning behaviours, skills and attitudes we expect to see in our learners. These have been developed across our local cluster of schools and this common language for learning, as well as explicit teaching of these attributes, will support children's learning through our Federation and when they move to our feeder secondary school.

Appendix 1:

Our Foundations for Learning:

Self-Awareness
Who are you? What makes you special? Who do you want to be? What are your responsibilities? How do you deal with challenging behaviours?

Collaboration & Relationships
Can you listen thoughtfully? Can you show empathy? Can you work effectively with others and in a group? Can you build positive relationships?











Thinking Skills
Do you have an enquiring mind? Do you let curiosity guide you to new knowledge? Can you reflect on how you are doing at school? Are you able to solve problems in different ways?

Independence & Resilience
Can you think for yourself? Do you find opportunities to challenge your learning? Do you take risks in your learning? Do you know what to do when you fail at something?