GREEN LANES SCHOOL POLICY

Teaching & Learning

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary school we create independent and resilient learners for life.*

Signed by	Green Lanes Governing Body
Signed by	Headteacher
Date Reviewed	Autumn 2026
Due for review	Aut 2027

Aims of the policy

- To ensure effective, consistent and high-quality teaching and learning
- To incorporate the statutory requirements of the national curriculum & EYFS framework
- To incorporate other aspects of the curriculum, including Enrichment benchmarks, British Values, relationships, health and sex education, personal and social education, equality, inclusion and spiritual, moral, social and cultural.

Underlying Principles

The following principles form the basis of this document:

- The needs and progress of the learner are central in the planning, delivery and assessment of the curriculum.
- Learning promotes rapid and sustained progress and achievement for all pupils, including those who have SEND, disadvantaged pupils and EAL.

Aims for the organisation of teaching and learning

- The teacher makes accurate and productive use of both formative and summative assessment
- Teachers demonstrate good subject knowledge and curriculum knowledge.
- Teachers set high expectations for behaviour for learning and outcomes
- Teachers adapt teaching to respond to the learning and development needs of the pupil.
- Learners play an active part in moving their own learning on- supporting the vision statement of **independent and resilient learners**
- Home learning supports parents in consolidating their child's learning and is focused on fluency building.
- Learning experiences are stimulating, challenging, relevant, purposeful and broad and balanced.
- Learning is sequenced and scaffolded effectively to enable pupils to learn independently and meet curriculum outcomes
- Pupils are given direction on how to improve their work as well as time to reflect and apply their learning.
- All pupils have equal access to the curriculum and their varying needs are supported.
- Teaching systems and practices are based on research systems including metacognition & pedagogy.

Long term and medium term planning

These should be in line with the EYFS framework, Primary National Curriculum and statutory requirements. Planning should outline clear sequence of learning for the subjects and identify curriculum experiences to enrich learning. Subject coverage is planned sequentially and with a clear rationale and connections are made, including prior learning. Activities should seek to engage and motivate the learner and relevant learning experiences to enrich the curriculum are offered through enrichment sequenced opportunities in 5 key areas of civic engagement, arts and culture, nature, outdoors and adventure, sports and physical activity, wider life and future skills.

The school uses high quality schemes of work to ensure a sequential approach to learning.
CUSP English- Reading & Spelling Y2-Y6
Little Wandle Spellings R-Y2
Herts for Learning Writing scheme R-Y6
Phonics – Little Wandle
Handwriting- Letterjoin
Maths- Herts Essential planning
CUSP- Science
CUSP- Geography
CUSP- History
CUSP- Music
CUSP- Art & Design
CUSP- Design & Technology
French-Language Angels
PE- Complete PE
RE- Twinkl RE
PSHE- Twinkl
IT- KeyChain Computing
E-safety- Natterhub

Formalised long and medium term plans and available in the school's shared drive. Termly overviews are on the school's website at the start of each term. Plans are shared with children and parents with information of the termly curriculum focuses and how they can support their child.

Lessons

Intended Learning outcomes

These are discussed with the children verbally and children will be able to talk about what they have learned and remembered. Learning outcomes are based on curriculum expectations and scaffolded for all to achieve.

Assistive technology

Use of chromebooks and other technology support equipment will be available in lessons. Teachers will download teaching boards into the Google classroom so that these can be accessed by pupils during the lesson and at home. Assistive technology is also used to scaffold and support learners e.g talk text, widget.

Feedback (see feedback policy for greater detail)

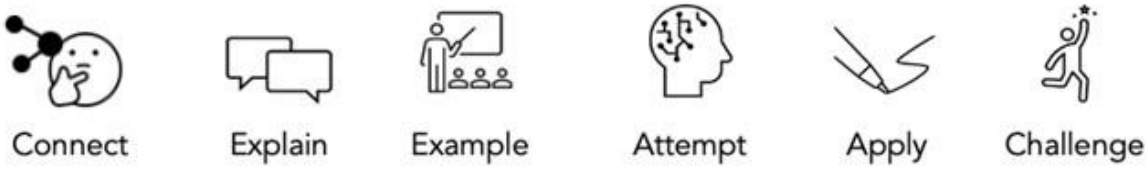
Pupils will be given frequent opportunities to self-check their own learning under the guidance of the teacher or another adult within the classroom – edit and challenge. Children will also take part in specific edit and challenge discussion sessions at least once every two weeks. This will identify next steps and relevant interventions and ways to improve children's learning outcomes. PPG & SEND children are given weekly reviews.

Pedagogy & metacognition

It is recognised that principles of learning should be considered such as Sweller's cognitive load theory, Rosenshine's principles of instruction and Bjork's desirable difficulties theory. The classroom layout and resources should also reflect this. Children will be given opportunities to apply their learning via concrete experiences as much as possible.
It is vital that pupils' learning is supported through modelling and scaffolding, to enable them to work independently. Learning will be scaffolded to meet the range of needs of the children, but should always seek to engage, motivate and challenge the learner.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation

Teaching sequences are displayed on teachers' boards and should follow
I do
We do
You do
Using CUSP sequences of Connect, Explain, Example, Attempt, Apply and Challenge, with dual coding.



Text on boards should not be joined unless demonstrating joins for handwriting
Letter join font or Sassoon
Background colour boards should not be white and should be in a pale pastel, dyslexia friendly colours with contrasting text colour.

Assessment for learning (see assessment policy)
This forms the basis for planning, ensuring that children are making good progress and any underperforming individuals or groups are identified at an early stage and appropriate intervention to meet outcomes.

Monitoring Arrangements
All teachers are monitored under appraisal procedures (see separate policy) and the teachers standards. Further subject monitoring is done weekly for core subjects and fortnightly for foundation subjects. Support and additional training is given to upskill staff including TAs & cover supervisors including weekly lite bite cpd.
The formal monitoring systems in place are:

- Pupil progress and attainment meetings take place termly. SLT & staff work together to identify underperforming individuals and groups of pupils. These are then targeted for specific intervention and its impact closely monitored. This monitoring helps to ensure sustained progress and achievement for all pupils, including those who have SEND, disadvantaged pupils and EAL.

- Each term there are opportunities to ensure consistency and moderation of teacher assessment, through whole school moderation and moderation with other schools.

- The Senior Leadership Team meet weekly and consider the progress of core targets in the School Development Plan, ensuring that underperforming groups or individuals are targeted with measured intervention.

- All subject leaders feedback to SLT termly and through staff meetings to review the outcomes of their subject and priorities.

- The headteacher and SLT conduct weekly monitoring of classes and phases.

- The headteacher and SLT carry out a systematic sampling of pupils' work weekly to look at curriculum, progress and continuity, achievement, consistency between year group classes and feedback.

- Each member of teaching staff including non teaching staff are part of a termly appraisal system. This reviewed termly through supervision.

This policy will be reviewed annually through consultation.

Appendix 1 Scaffold triangle

