



## **Lancaster Lane Primary and Pre-School**

### **Teaching and Learning Policy**

#### Our pedagogy

Quality teaching and learning is at the heart of everything we do, but strong, positive relationships with our children are always our first priority. We know that when children feel safe, valued, and understood, they are far more ready to learn. We believe every child should be challenged, encouraged to ask questions, enjoy their learning, and understand how they learn best. Consistency across our classrooms helps make this a reality for all learners. We're committed to helping our staff be the most effective practitioners they can be, supported through reflection and ongoing development. Everything we do is evidence-informed and rooted in what works best to help children thrive.

#### Who is this policy for?

This policy is primarily designed for all staff to follow, with a particular focus on teachers, while ensuring that teaching assistants are fully aware of and understand the approaches and expectations outlined. It also serves as a guide for senior leadership and subject leaders, supporting them to carry out effective and consistent monitoring of teaching and learning across the school or within their specific subject areas. Additionally, this document is shared with parents to provide a clear insight into what happens in our classrooms and how we support their children's learning. Finally, it offers governors a transparent overview of how our daily teaching practice aligns with and contributes to the wider school strategy and vision.

#### Classroom environments – why and what is in place

Our learning environments may look more muted and less colourful than a typical primary classroom, but this is a deliberate and thoughtful choice. We prioritise calm, clutter-free spaces that support focus and reduce cognitive overload. By using neutral backgrounds and simple, clear text, we ensure that displays are meaningful, accessible, and inclusive for all types of learners. Everything on our walls has a purpose—whether it is supporting current learning or reinforcing routines. Consistent visual timetables across classrooms help children feel secure and confident, as they always know what is happening and what to expect next.

Below, details our expectations of our classroom environments to ensure our children feel safe and our consistent approach is evident across school:

- Teacher on the door each morning
- Morning work on display (relating to prior learning / purposeful tasks to consolidate / revisit)
- “Who’s in our class today?” board
- Visual timetable removed as the day passes in a prominent place
- Little and often board
- Date underlined
- Lancy Lane Learners on display (and on IWBs appropriate to parts of the lesson)
- Semantic maps for display boards (vocabulary / prior learning and relevant new learning)
- Books on classroom doors
- Vocabulary on classroom doors
- Vocabulary / spelling words within phrases (the soldier’s hair was unkempt)
- Regulation station
- Labels on trays (common nouns without capital letters)
- Neutral colours and plain, black lettering
- Tidy, inviting library area with forward facing books and ten class books identified
- “We are caring, We are proud, We are safe” rules on display
- ABCC on display (Agree, Build, Challenge, Change)
- Maths working wall to promote Place Value and number facts as a constant (relevant to the year group) as well as new learning from the unit being taught at the time

### Planning process

Our curriculum is rooted in the National Curriculum but has been carefully adapted to reflect the specific needs of our school and pupils. A long-term overview is in place for every year group, ensuring coverage and progression across all subjects. These are supported by detailed medium-term plans for each subject and half term, which focus on the knowledge and skills to be delivered within each unit. All objectives are aligned with the National Curriculum, with some subjects drawing on Lancashire KLIPs to support progression and assessment. Medium-term plans also outline both pre- and post-unit assessment tasks, clearly identifying what

pupils should know and be able to do. Each lesson within the unit includes a specific objective and a purposeful task or outcome to support learning. Outcomes must be purposeful and not “activity-based”. From these, teachers develop their own weekly plans. While staff have the autonomy to plan in a way that suits their teaching style and class needs, additional support and guidance would be provided where teaching becomes a cause for concern. To ensure clarity and coherence in curriculum delivery, we have also created our own knowledge curriculum—excluding maths and English—which specifies the precise knowledge pupils are expected to learn in each unit. This knowledge builds progressively year on year, ensuring deep and connected learning across the curriculum.

### Lancy Lane Learners

Like many schools and educational professionals, we recognise that children today are finding it increasingly challenging to learn effectively. This is likely due to a range of factors that impact their ability to focus, retain information, and develop independent learning strategies. In response, we have developed a dedicated learning curriculum, which is taught explicitly and also embedded alongside our day-to-day teaching. The aim of this curriculum is to equip pupils with the essential skills they need to become successful learners. It focuses on areas such as resilience, independence, focus, organisation, and strategies for retaining and applying knowledge—skills that underpin academic progress across all subjects. Our Lancy Lane Learners skills are:

- *Active listening*
- *Thinking and linking*
- *Look who’s talking*
- *Support with scaffolds*
- *Show what you know*

These skills are referred to throughout lessons to pinpoint and highlight to children when they need to activate and practise a skill. Teachers also use the associated widget symbols on their IWBs for children to make these connections too.

### Our Lesson Approach

To ensure consistency and high-quality teaching across the school, lessons generally follow a structured format designed to maximise pupil engagement and progress.

- **Discover/Challenge:** Lessons typically begin with a short activity to either reignite prior learning or spark curiosity about the new content. This might take the form of a retrieval task, open-ended question, image prompt, or short challenge.
- **I Do, We Do, You Do:**
  - *I Do:* The teacher models the new concept, strategy, or skill clearly, ensuring children understand the intended learning.

- *We Do*: Pupils then practise with guidance, often working collaboratively with the teacher or peers.
- *You Do*: Finally, children apply their learning independently through a purposeful task or outcome.
- **Hinge Question**: A key question is used at an appropriate point in the lesson to assess understanding before pupils move on. This formative checkpoint helps identify who is ready to progress and who may need further input.
- **Responsive Teaching**: Based on the hinge question and in-lesson assessment, teachers may re-teach to individuals, small groups, or the whole class where learning is not yet secure. Flexibility and professional judgement are key in ensuring all children are supported to meet the learning objective.

### Adaptive Teaching

As a school, we do not differentiate by designing entirely separate tasks for different groups of learners. Instead, we use adaptive teaching to ensure all pupils can access age-appropriate content and make meaningful progress. We believe that with high-quality teaching and appropriate adaptations, the vast majority of pupils can succeed within the same lesson objectives.

Adaptive teaching is part of our everyday practice and includes:

- **High expectations for all learners**, including those who may need additional support.
- **Use of Rosenshine's principles**, particularly *Checking for Understanding* and *questioning*, to assess pupil understanding and respond in the moment.
- **Task-specific scaffolding**, clearly explained and modelled, so that pupils know how and when to use it effectively.
- **Careful use of prior learning**, ensuring teaching builds from what pupils already know and can do.

While we make further, specific adjustments for our pupils with SEND and those learning English as an additional language (EAL), our adaptive teaching approach naturally supports these learners too. By embedding responsive strategies into daily teaching, we reduce the need for separate or parallel lessons, ensuring all pupils are included, challenged, and supported within the classroom environment. All classroom staff should have access to planning before lessons so that any reasonable adjustments can be made for individuals where needed by adults who may need to support them.

### What can you see, hear and feel in our classrooms?

When you walk into our classrooms, you'll see and hear children actively engaged in their learning—talking confidently about what they're doing, asking questions, and thinking critically about the content. Pupils understand how to challenge ideas and explore their thinking because they've been taught how to do so through consistent, high-quality

approaches. You'll notice a calm and purposeful atmosphere, where routines are well established and expectations are clear. This consistency helps children feel safe, valued, and ready to learn. There's a strong sense of collaboration, with pupils supporting one another and teachers using live feedback, questioning, and scaffolding to move learning forward for everyone.

## CPD

We recognise that purposeful, evidence-informed CPD is invaluable in improving outcomes for pupils and supporting staff development. As a school, we are committed to providing meaningful opportunities for all staff to grow professionally. SLT actively supports teachers and teaching assistants in attending external CPD where it aligns with our school priorities and has the potential to make a real impact in the classroom. Our weekly staff meetings are a key part of our professional learning culture, with a strong focus on teaching and learning. These sessions provide regular opportunities for all staff to reflect, share good practice, and continue developing as effective, responsive educators.

## Monitoring of Teaching and Learning

Our approach to monitoring teaching and learning is collaborative, supportive, and focused on maintaining high standards across the school. Senior leaders and subject leaders regularly carry out *learning walks*, during which we observe both the learning taking place and the environment to ensure it is purposeful, consistent, and conducive to success. *Pupil voice* is a key part of our approach—children are invited to talk us through their books and lessons, giving valuable insight into how they view their learning. We also carry out *book looks* across year groups to check for consistency in approach, progression across the curriculum, and the maintenance of high standards. In addition, we analyse pupil *assessment data* to identify how different groups are performing and to inform actions that will support individual children or areas of need. While formal lesson observations are used where appropriate—such as for ECTs or where additional support is required—we also promote *team teaching* as a powerful tool for professional development, encouraging staff to learn from one another and share effective practice.

*This policy was written by Linsey Hankin (HT), Carla Govier (DHT) and Tom Clucas (SENDCo). Related policies include SEND policy and Assessment policy.*

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