



# Lancing Prep Worthing

A Lancing College Preparatory School

## TEACHING AND LEARNING POLICY

### Introduction

**This policy applies to the whole school, including the EYFS**

**Reviewed in September 2025 by Emma Mashford**

**Next review date: September 2026**

This policy should be read in conjunction with:

The Staff Handbook

The Curriculum Overview (which includes The Curriculum Policy, Additional Needs, Assessment, Exams and Reporting to Parents and Homework Information for Parents)

The Curriculum Directories

The Feedback and Marking Policy

The Assessment Policy

Presentation Guidelines

The SEND Policy

The A, G and T Policy

The Whole School Policy for English as an Additional Language Policy

The Fundamental British Values Policy

The Educational Visits Policy

The Staff Cover Policy

The Appraisal Policy (including The DfE Teachers' Standards)

### Aims

Through the operation of this policy we aim to:

Develop Relating, Reflective, Resourceful, Resilient learners who *love learning*.

We aim to:

- Foster engagement, interest, curiosity and passion
- Enable all pupils to make progress in relation to their start points by acquiring new knowledge and skills
- Foster in pupils: self-motivation, the application of intellectual, physical and creative effort and enjoyment and interest in their learning

- Develop in pupils the ability to analyse, recall relevant information and make connections with previous learning
- Provide effective teaching and feedback, which is delivered through a well-planned and structured approach and a shared vision of excellence
- Encourage pupils to ask questions
- Encourage pupils to become self-reflective with an objective awareness of their own strengths and areas for development.
- Encourage pupils to become powerful independent learners showing resilience, resourcefulness, reflection and the ability to relate.
- Foster the ability of pupils to think and learn for themselves.
- Encourage pupils to become life-long, engaged learners.

## **Responsibilities**

The Head has overall responsibility for ensuring high quality teaching and learning in the school. This responsibility is delegated to the Deputy Heads and Assistant Heads in her absence. It is the responsibility of all teachers and assistants to implement the Teaching and Learning Policy throughout the school.

## **Environment**

EYFS Staff provide a stimulating, nurturing environment where each child's needs are catered for through an activity-based curriculum. The ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and enable the child to become an effective and motivated learner.

Teachers and assistants throughout the school must provide a secure and educationally stimulating environment in which a positive attitude to learning is maintained.

## **Expectations**

Teachers are expected to plan high quality lessons, showing consideration to the development of the learning dispositions; use effective teaching methods and activities and show good management of class time.

Teachers should demonstrate good knowledge and understanding of the subject matter being taught.

Teachers and assistants must challenge all pupils, including AG&T, SEND and EAL, to deepen their knowledge and understanding.

Teachers must make use of opportunities to contribute to the quality of the pupils' wider educational development, including their personal, spiritual, moral, social and cultural development.

Teaching must never undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Teaching must not discriminate against pupils' contrary to the protective characteristics in Part 6 of the Equality Act 2010.

Teachers must evaluate their own teaching critically and use this to improve their effectiveness.

Positive relationships and good communication must be fostered between home, school and community.

## **Planning**

Teachers must plan to ensure continuity and progression within the curriculum, considering the ages, aptitudes, needs and prior attainment of all pupils including those with SEND or an EHC plan.

Activities should be purposefully planned in the context of a broad, balanced curriculum through continuous, linked modules of work. These activities should be engaging and reflect nationally accepted current good practice.

Teaching should effectively use classroom resources of a good quality and range.

In the EYFS, children should learn through a wide and varied range of play activities, which stem from the children's interests. This approach should also provide a basic grounding in numeracy and literacy, thereby enabling children to progress into the next stage of their education with a sense of achievement and confidence.

The Curriculum Directories and Medium-Term plans should provide clear guidance and structure as to which knowledge and concepts are taught, and which outcomes, dispositions and skills pupils can be expected to show at different stages of development.

Planning should reference effective resources to be used, these should be of a good quality and range. They should also outline adaptive teaching strategies and tasks which will enable named individuals or named groups of pupils to learn and make progress, including those with SEND, EAL or those who are Keen, Able, Gifted and Talented. Plans must consider the aptitudes, needs and prior attainment of the pupils

as outlined in the PIP for each class. Planned tasks and activities should show understanding of these.

Subsequent, regular assessment of pupils' understanding, and misunderstandings should be used to inform future planning to support pupil progress.

### **Teaching Methods**

Teachers should display the desirable learning dispositions of 'Relating', 'Reflection', 'Resourcefulness' and 'Resilience' in our 'Learning Power Wall'(KS3) or the Powerful Learning Characters Reflective Robot, Relating Red Fox, Resourceful Ranger, Resilient Ruler (KS1 and KS2) and use these to highlight which dispositions are needed or possible for a particular activity. Teachers should then celebrate when pupils exhibit or make effort towards exhibiting these characteristics.

All teachers and assistants must set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, which encourage pupils to behave responsibly.

Pupils should have frequent opportunities to achieve success, and both their efforts and achievements should be valued and praised, encouraging them to love learning.

Teachers should ensure that the pace of lessons is sufficiently challenging and that pupils' time is used effectively.

It is good practice to outline the content and aims of a lesson: providing outcomes to which pupils can refer, to signal transitions and to summarise key points as the lesson progresses, allowing for moments of reflection.

Teachers are expected to present content clearly around a set of key ideas, using appropriate subject-specific vocabulary and well-chosen illustrations and examples.

Teachers should regularly employ a range of successful teaching strategies within a lesson which are appropriate to the subject matter, which take into account all pupils and their starting points, and which sustain the momentum of pupil enthusiasm and work.

Teaching should provide opportunities across the curriculum for pupils to improve their skills in literacy, numeracy and IT.

Teachers should use the school's Presentation Guidelines' to ensure pupils' written work is presented to high standards

Teachers should enable pupils to work regularly as individuals, in groups and as a whole class to develop the individual and collaborative study skills necessary for effective learning.

Pupils should be encouraged to ask intellectually curious questions to clarify, deepen and further their understanding. Teaching should aim for pupils to become increasingly independent in planning, organising, selecting resources and evaluating their own work. Encouraging and allowing time for drafting, searching for known errors and gathering the opinions of others is important.

Opportunities should exist for pupils to consolidate and further their knowledge both in the classroom and through setting well-focused homework to reinforce and develop learning.