Lancing Prep Worthing

A Lancing College Preparatory School

TEACHING AND LEARNING POLICY

Introduction

This policy applies to the whole school, including the EYFS

Reviewed: September 2026 by Emma Mashford
Next Review Date: September 2027

This policy should be read in conjunction with:

- The Staff Handbook
- The Curriculum Overview (including Curriculum Policy, Additional Needs, Assessment, Exams and Reporting to Parents, and Homework Information)
- The Curriculum Directories
- The Feedback and Marking Policy
- The Assessment Policy
- Presentation Guidelines
- The SEND Policy
- The AG&T Policy
- The Whole School 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

At the heart of our school is a commitment to developing pupils who are:

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

Through high-quality, evidence-informed teaching and an ambitious curriculum, we aim to:

- Foster engagement, interest, curiosity and a passion for learning.

- Enable all pupils to make progress from their individual starting points by acquiring secure knowledge, understanding and skills.
- Develop pupils' confidence, motivation and enjoyment in learning.
- Foster intellectual, physical and creative effort.
- Develop pupils' ability to recall, apply and connect knowledge over time.
- Promote deep understanding through thoughtful questioning, discussion and reflection.
- Provide high-quality teaching, feedback and assessment through a well-planned and coherent approach.
- Develop independence alongside effective collaboration.
- Encourage pupils to become self-reflective learners who understand their strengths and areas for development.
- Support pupils in becoming resilient, resourceful and adaptable learners.
- Develop pupils' ability to think critically and solve problems independently.
- Encourage pupils to become lifelong, engaged learners who are ready for future learning and life beyond school.

Principles of Effective Teaching

Effective teaching at our school is characterised by:

- High expectations for all pupils.
- An ambitious, coherently sequenced curriculum.
- Strong subject knowledge.
- Clear explanations and explicit instruction.
- Effective modelling and worked examples.
- Retrieval and review of previously taught content.
- Adaptive teaching that enables all pupils to access ambitious learning.
- Effective questioning and formative assessment.
- Appropriate opportunities for guided practice and independent application.
- Positive relationships and high expectations for behaviour.
- A commitment to inclusion and pupil wellbeing.

Responsibilities

The Head has overall responsibility for ensuring high-quality teaching and learning throughout the school. This responsibility may be delegated to Deputy Heads and Assistant Heads.

All teachers and teaching assistants are responsible for implementing this policy consistently and contributing to a culture of continual improvement in teaching and learning.

All staff are expected to engage in professional reflection and development, using evidence-informed practice to improve outcomes for pupils.

Learning Environment

EYFS

Staff provide a stimulating, nurturing and inclusive environment where children learn through a balance of child-initiated and adult-guided experiences.

The Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

underpin learning across all areas of the EYFS curriculum and support children in becoming effective and motivated learners.

Whole School

Teachers and assistants must provide a safe, inclusive and educationally stimulating environment in which:

- pupils feel valued and respected;
- positive attitudes to learning are promoted;
- learning is celebrated;
- mistakes are viewed as an important part of the learning process;
- pupils are encouraged to participate, contribute and take intellectual risks.

Expectations

Teachers are expected to:

- Plan and deliver high-quality learning experiences.
- Demonstrate strong subject and curriculum knowledge.
- Maintain consistently high expectations of all pupils.

- Promote the development of the school's learning dispositions.
- Use evidence-informed teaching approaches.
- Use assessment effectively to identify strengths, gaps and misconceptions.
- Adapt teaching appropriately to meet the needs of all learners, including SEND, EAL and AG&T pupils.
- Contribute to pupils' wider personal, spiritual, moral, social and cultural development.
- Promote Fundamental British Values.
- Uphold equality, diversity and inclusion in accordance with the Equality Act 2010.
- Reflect upon and continually improve their practice.
- Foster positive relationships between home, school and the wider community.

Teaching assistants should work collaboratively with teachers to support pupil learning, independence and inclusion.

Planning

Teachers must plan to ensure continuity, progression and coherence within the curriculum, taking account of:

- age;
- aptitude;
- prior attainment;
- SEND needs;
- EAL needs;
- AG&T provision;
- PIPs
- Assessment information.

Planning should:

- be informed by Curriculum Directories and Medium-Term Plans;
- identify core knowledge, concepts and vocabulary;
- sequence learning carefully so that new learning builds upon prior learning;
- include opportunities for retrieval and review of previously taught content;
- identify common misconceptions and plan strategies to address them;
- incorporate appropriate formative assessment opportunities;
- include adaptive teaching strategies to enable all pupils to access ambitious learning.

Teachers should maintain high expectations for all pupils using principles of adaptive teaching. Adaptations may include:

- scaffolding;
- modelling;
- questioning;
- guided practice;
- support materials;
- additional explanation;
- alternative methods of recording where appropriate.

Resources should be purposeful, of high quality and selected to support learning effectively.

EYFS Planning

In the EYFS, learning should be carefully planned through a broad and balanced curriculum that combines purposeful play, exploration and direct teaching.

Provision should be responsive to children's interests whilst ensuring secure foundations in communication and language, personal development, literacy, mathematics and wider curriculum areas.

Teaching Methods

Teachers should actively promote the learning dispositions of:

- Relating
- Reflecting
- Resourcefulness
- Resilience

through the Learning Power Wall (KS3) and the Powerful Learning Characters (KS1 and KS2). These dispositions should enrich learning and support pupil development alongside high-quality curriculum teaching.

Teaching should support the development of literacy, numeracy and digital literacy skills in all subjects.

Explicit Teaching and Modelling

Teachers should:

- introduce new learning through clear explanations;
- break complex learning into manageable steps;
- use high-quality modelling and worked examples;
- ensure pupils understand key concepts before moving on;
- gradually transfer responsibility from teacher to pupil.

Managing Cognitive Load

Teachers should present information clearly and avoid unnecessary complexity that may overload working memory.

Learning should be carefully sequenced so that pupils can focus their attention on the most important content.

Questioning and Classroom Dialogue

Teachers should:

- use questioning to assess understanding;
- encourage deeper thinking;
- identify misconceptions;
- promote discussion and reasoning.

Pupils should be encouraged to ask thoughtful and intellectually curious questions that deepen their understanding.

Metacognition and Independence

Teachers should help pupils become increasingly independent by supporting them to:

- plan their learning;
- monitor their progress;
- evaluate their success;
- reflect on strategies that help them learn effectively.

Pupils should be encouraged to draft, edit, review and improve their work.

Collaborative and Independent Learning

Pupils should regularly work:

- independently;
- in pairs;
- in groups;
- as part of whole-class learning.

This helps develop both independence and effective collaboration skills.

Behaviour and Climate for Learning

Teachers and assistants must establish and maintain high standards of behaviour through:

- positive relationships;
- clear routines;
- consistent expectations;
- well-planned learning.

Pupils should experience success regularly, and effort, improvement and achievement should be recognised and celebrated.

Presentation

Teachers should apply the school's Presentation Guidelines consistently and support pupils in producing work that reflects pride, care and accuracy.

Assessment for Learning

Assessment is an integral part of effective teaching and learning.

Teachers should routinely check for understanding through:

- questioning;
- observation;
- discussion;
- low-stakes quizzes;
- retrieval activities;
- review of pupils' work.

Assessment information should be used to:

- identify misconceptions;
- adapt teaching;

- provide appropriate support and challenge;
- inform future planning.

Feedback should be given in accordance with the school's Feedback and Marking Policy and should help pupils understand how to improve.

Homework and Consolidation

Homework should be purposeful and designed to:

- reinforce key learning;
- promote retrieval and practice;
- develop independent study habits;
- extend learning where appropriate.

Opportunities should be provided both in and beyond the classroom for pupils to consolidate and apply learning over time.