

Teaching & Learning Policy

March 2026



1 Aims and Objectives

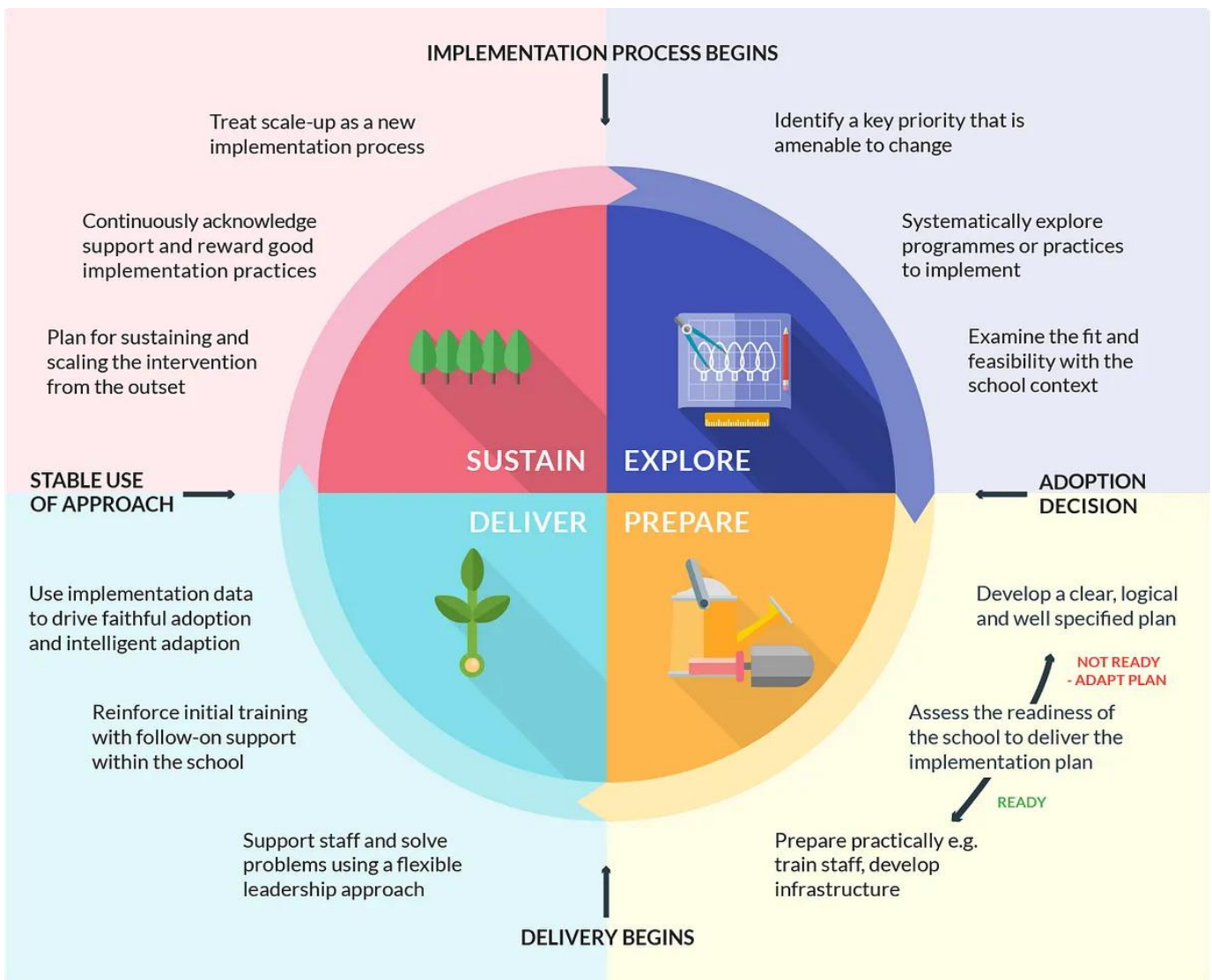
The aim of this policy is to guide effective teaching and learning across the school. Teaching and learning are deemed to be effective when the outcomes for children in our care are improving consistently over time and that we ensure all children thrive setting them up to become successful future citizens.

At Langford Village Academy, teaching and learning are secured through these important principles:

1. No matter what the background, all can achieve.
2. All staff will have the highest expectations of the children.
3. Children will have the ability to develop their higher order thinking skills: to reason, to problem solve, to evaluate and to think about the way in which they have learned.
4. All children should know their targets and what they need to do to progress.
5. Every child, regardless of ability or Special Education needs will be motivated and challenged.
6. Adaptive teaching is key to enable all learners to succeed.
7. Progress will be made in every lesson (this includes progress in embedding knowledge).
8. Good assessment is the bedrock of planning future teaching.

2 An Evidence-Based Approach

The school takes an evidence-based approach to teaching and learning. We therefore emphasise approaches which are backed up through empirical evidence from research, either within school or from peer-reviewed research, and in the absence of any available research, that any approach being used in school has demonstrable direct impact on children's outcomes. We encourage teachers to take risks and to try out new approaches. Whenever a new teaching approach is trialled, we use the EEF implementation process to ensure maximum impact.



3 Principles of effective learning from research

What follows is a set of guiding principles which may assist teachers with their own approaches with regards to what the evidence says works.

The Sutton Trust Report (Coe et al. 2014) summarises the research evidence which underpins effective teaching as:

- Pedagogical content knowledge
- Quality of Instruction
- Classroom Climate, relationships and expectations
- Behaviour / control / classroom management
- Beliefs (theory) about subject, learning & teaching
- Wider professional elements: collegiality, development, relationships

Teachers are encouraged to maintain an up to date understanding of the research around effective teaching and learning through Staff Meetings and regular morning briefings.

4 Planning and Preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

Planning is shared with other relevant adults (usually via email), so that the role of all within the classroom facilitates learning to the highest potential.

5 How effective teaching and learning is achieved at Langford Village Academy

Teaching is inclusive and gives all children the chance to achieve

- Lessons are well planned according to the principles above but in a format, which best suits the teacher.
- Each lesson builds on the next with a clear flow to it.
- Lessons should be based on and build on prior learning, with links made to future learning.
- A prompt start is made and good timings and pace is maintained
- Learning objectives, steps to success and outcomes are shared, explained and revisited during the lesson and are in accessible language for children
- Steps to success are used to scaffold children's learning and show the next steps in learning but should have enough flexibility to allow for a creative approach from the children, especially for the most able
- The class teacher has good subject knowledge and knows how this can be applied to moving children's learning on
- Appropriate resources are well prepared and varied and are used effectively to support the learning
- Precise and accurate vocabulary is used and age appropriate methods are taught to enable children's learning
- Adaptive teaching is used to ensure all children experience success in the lesson.

- The vast majority of children make good progress in learning new concepts and/or embedding knowledge in every lesson
- Speaking and listening tasks are set where appropriate to move learning on
- Recording of work is in line with school policy and there are high expectations in presentation
- Children are grouped appropriately
- Additional adults are used effectively to support and enhance learning
- Teachers and teaching assistants are effectively deployed throughout all parts of the lesson
- Teachers and other adults show enthusiasm and confidence for learning, to model this attitude to children
- Children show enthusiasm for learning
- Technology is used effectively to enhance the learning
- Opportunities for effective and appropriate assessment are used prior to, throughout and post- the lesson
- Class teacher has the flexibility and confidence to adapt planning quickly to ensure that effective learning takes place
- Children are encouraged to and feel confident to take risks with their learning
- Children have a secure knowledge of how to improve their learning and use this effectively
- Each lesson will start with a recap of the previous lesson. This will enable children who were absent to catch up with what they have missed as well as being good practice as it will activate children's prior knowledge.
- Staff will be aware of pupil's who have been absent and ensure they take steps to help them catch up on what they have missed.

6 Learning Environment

We believe that a high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school so at Langford Village Academy we aim to:

- Encourage pupils to take pride in their work by showing that we value their work and learning.
- Create a learning environment that will stimulate interest
- Foster respect for the school environment
- Influence children's best presentation, organization and tidiness
- Celebrate all children's achievements
- Use our displays to positively impact on learning

More information can be found about the expectations for displays as an appendix on this document.

7 Assessment

At Langford Village Academy, assessment is key. We use a combination of formative and summative assessments. More information can be found on the Assessment and Marking policy.

Moderation

- EYFS, all areas are moderated within Key Stage teams at least termly, and usually more frequently.

- Staff from the school moderate EYFS, Reading, Writing and Mathematics work with at least one school within BEST twice a year.
- Staff from the school moderate writing at least one school outside of BEST once a year.

Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academy's website. Copies are also available upon request from the academy office. This policy will be reviewed every year.

Written by: Karen Bowskill

Date: March 2026

Agreed by Principal: Debbie Randall

Date: March 2026

Ratified by Governors:

Date: March 2026

Staff read and agreed

Date: March 2026

Appendix: Displays

Expectations for Public Areas

- A high percentage of displays in both corridors and classrooms should be children's work, although it is recognised that this percentage may be lower at the beginning of the year.
- Display should be planned for and time given for children to take their work to the level required for display.
- The main Topic display should be changed half-termly
- All other displays should be changed at least termly.
- All displays should look smart. When displays are changed, worn or faded backing should be replaced.
- Work should be attached with staples or blu tac. Drawing pins must not be used to display work as they are a health & safety hazard and detract from pupils' work. Please do not staple into wood (doors and furniture).
- All work must be mounted, except for work on the working wall. Please give consideration to the colour you are mounting onto in relation to the colour of the display board and, in the case of artwork, the colour of the artwork.
- Please ensure that work is trimmed and mounted evenly and intended straight edges are straight. Please use paper cutters provided. A border of 1cm is advised. Pupils should be progressively taught to mount their own work.
- ICT should be evident in display work (not only word-processing)
- Book areas should be tidied on a daily basis

Every display should contain:

- A title (computer generated or created using stencils and coloured paper /card).
- Open / closed questions
- The Learning Objective
- Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling

In many cases this can be done by the children.

Classroom Displays should contain at least:

EYFS Classrooms	Key Stage 1 Classrooms	Lower Key Stage 2 Classrooms	Upper Key Stage 2 Classrooms
<ul style="list-style-type: none"> - A visual timetable for the day - A welcome board with a photo, picture or painting of each child on the wall - Work from a variety of different areas of the Foundation Stage Curriculum - A Phonics chart - A 1 to 20 numberline - A role play area - An outdoor space which is set-up at all times and in all weathers - Any support resources which may include but are not limited to: number lines, place value charts, speaking & listening prompts, high frequency words - A reading area - Working Groups (which must be easily changeable) - Fire evacuation & Emergency procedures - School code of conduct - A Values Display which shows the GREAT values Gratitude, Respect, Empathy, Acceptance and Teamwork - A display about consent 	<ul style="list-style-type: none"> - A visual timetable for the day - A welcome board with a photo, picture or painting of each child on the wall - A Topic Display - High quality writing in both English and from across the curriculum - A Maths Display - A Maths and English Working Wall - A Science Display - A Phonics chart - An outdoor learning space - A reading area - A 1 – 100 numberline and 10s to a 1000 numberline - Any support resources which may include but are not limited to: number lines, a hundred square, place value charts, speaking & listening prompts, high frequency words - Appropriate Marking prompts - PE Days and expectations of kit should be displayed - Working Groups (which must be easily changeable) - Fire evacuation & Emergency procedures - School code of conduct - A Values Display which shows the GREAT values Gratitude, Respect, Empathy, Acceptance and Teamwork - A display about consent 	<ul style="list-style-type: none"> - A visual timetable for the day - A welcome board with a photo, picture or painting of each child on the wall - High quality writing in both English and from across the curriculum - A Maths Display - A Maths and English Working Wall - A Science Display - A reading area - Any support resources which may include but are not limited to: number lines, hundred squares, place value charts, speaking & listening prompts, high frequency words - Fire evacuation & Emergency procedures - School code of conduct - A Values Display which shows the GREAT values Gratitude, Respect, Empathy, Acceptance and Teamwork - A display about consent 	<ul style="list-style-type: none"> - A visual timetable for the day - High quality writing in both English and from across the curriculum - A Maths Display - A Maths and English Working Wall - A Science Display - Any support resources which may include but are not limited to: number lines, hundred squares, place value charts, speaking & listening prompts, high frequency words - Fire evacuation & Emergency procedures - School code of conduct - A Values Display which shows the GREAT values Gratitude, Respect, Empathy, Acceptance and Teamwork - A display about consent

Classroom Organisation and Tidiness:

Classrooms should be kept organised, clean and tidy. It is expected that teachers will take pride over their classroom and school areas as this sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.

Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Classes should not be dismissed to lunch / home until the classroom is tidy.

There is a weekly award for the tidiest and cleanest classroom.

It is up to each Key Stage Team and subsequently classroom teachers to decide how they wish to run their classrooms, but please bare the following in mind.

- Clear routines and expectations should be established rapidly at the beginning of the year. Put in place an organisation system and stick to it, enlist classroom monitors to help you.
- Return resources. When you have finished using resources they should be promptly returned so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, please ask).
- Children should work and move around your classroom and the school buildings in a calm and purposeful manner.
- Please actively encourage and train children to take care of the learning environment and equipment.