

Lovers' Lane Primary and Nursery School



Teaching and Learning Policy

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Agreed:

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Teaching and Learning



...The Lovers' Lane Way

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Vision and Values

... The Lovers' Lane Way

Vision

With learning at the centre of all we do at Lovers' Lane Primary we are committed to ensuring that all students access quality first teaching throughout their curriculum to enable them to achieve the aspirational learning outcomes we have of all our students.

Our Values

Our values are embedded throughout school life and instilled throughout the learning process. Students exhibit these essential values ensuring that they all become successful and happy learners at Lovers' Lane Primary and Nursery School.

Show Respect



Our children understand the importance of showing respect to others, themselves, their belongings and the belongings of others and toward their environment. This is reflected in their behaviour and attitudes and by taking pride in themselves and what they achieve. Our children are taught to understand British Values and take pride in our richly diverse community.

Work Together



We want our children to understand that by working together they can make a real difference. Our children are encouraged to take responsibility, relish enrichment opportunities, develop the skills of teamwork and value their role in our community.

Aspire



We want our children to take pride in all they do and to aim high to achieve their potential and their dreams. High expectations are a school priority and ensuring that every learner can access a rich, broad and balanced curriculum. To support our children to achieve their very best, ensuring quality first teaching is a high priority.

Nurture



Our school prides itself on strong pastoral care and personal development for our pupils. To succeed academically and creatively, our pupils need to develop empathy, confidence and resilience. Our curriculum and pastoral care are tailored to support wellbeing and the development of life skills and healthy relationships.

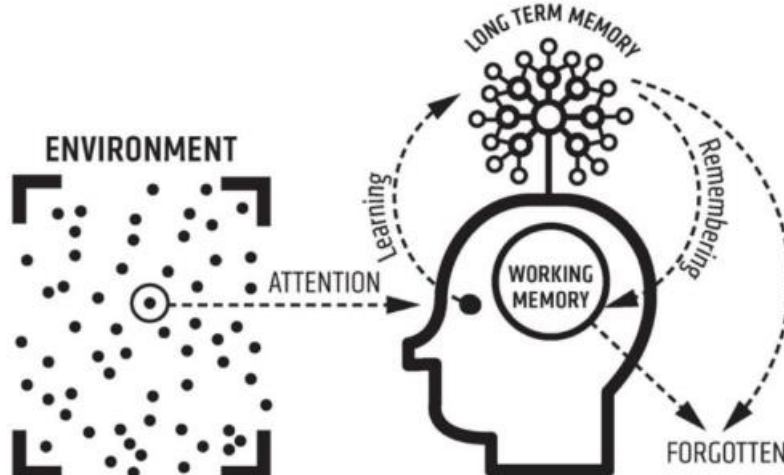
What is Learning?

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Learning remains the goal of all successful teaching at Lovers' Lane Primary and Nursery School, therefore, it is essential that we understand what learning is and, more importantly, how we know it has happened. There are several key elements required to ensure successful learning takes place. Consequently, each section of this policy is underpinned by this challenging, but essential concept:

'If nothing has changed, nothing has been learned' (Kirschner, Sweller & Clark)

Learning = A change in Long Term Memory



- Information from the classroom environment enters the working memory.
- Working memory has limited capacity and so some information is forgotten.
- Information which is learnt enters the long-term memory.
- Information that has entered the long-term memory but is not revisited can be forgotten, so this is a vital part of the learning process.

😊 Teachers must plan lessons based on explicitly identified key component knowledge, whilst minimising distractions and subsequently maximising the transfer into the long-term memory.

😊 Key component knowledge must be clearly identified, explicitly taught in a well-sequenced curriculum, and regularly revisited, to increase the likelihood of it entering the long-term memory.



The Learning Cycle

A clear and consistent lesson structure provides students with routine and, importantly, gives them the essential elements to maximise learning.

Unlike a train track, learning is not linear, and therefore neither is teaching. Therefore, the learning structure at Lovers' Lane Primary and Nursery School is cyclical, despite not being in the following order, and where some elements may be repeated, each of the following elements are evident in all lessons:

- Assessment for Learning
- Planning
- Revisit Prior Learning
- Exposition
- Modelling
- Questioning (AFL)
- Responsive Teaching (AFL)
- Independent Practice
- Reflection: Was the intended learning achieved?
- Feedback and Marking
- Assessment



Planning for Learning

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Effective lesson planning is one of the first steps to learning success.

All lessons at Lovers' Lane Primary and Nursery School are planned with the end in sight, where the intent is to secure new, key component knowledge in the long-term memory of each student.

Teachers actively ensure that cognitive overload is avoided by minimising distractions throughout the learning cycle and each stage of their lesson to maximise the opportunity for successful learning.

Teachers follow the three steps below when planning each lesson, always beginning with the end in sight:

1. *Where do I want the students to be?*

Key component knowledge

Each lesson is underpinned by explicitly identified key component knowledge that is essential to learning success in their curriculum.

2. *How will I know when they are there?*

Assessment for Learning

Regular checks for understanding are planned into each lesson, this includes carefully planned questions delivered using mini-whiteboards and targeted questioning.

3. *How can I get them there?*

Exposition, Modelling and Independent Practice

Carefully designed activities are planned and delivered, with adequate challenge and adaptations, to ensure students achieve learning success.



The Learning elements



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Revisit Prior Learning



Every lesson starts with a revisit to prior learning. Teachers carefully plan activities that require students to retrieve and apply previously taught key component knowledge. Prior Learning revisit activities are reviewed, with teachers using AfL carefully to gauge retrieval, address misconceptions and/or inform future planning where necessary.

Students complete the revisit to prior learning task in silence, unless otherwise specified. Students complete all feedback in blue pen. Students use their books as learning resources to find the answers to these activities if they cannot recall them initially.

Staff apply CPD to use a range of prior learning retrieval activities to elicit and revisit previous learning.

Exposition



New key component knowledge is presented to students clearly and is appropriately chunked. Repetition is used to ensure understanding. Regular checks for understanding are completed during this phase. For the exposition of new vocabulary, see the section on 'Explicit Vocabulary Teaching'.

Students actively listen to the teacher throughout the exposition of new knowledge. Students respond appropriately to questions and activities requiring choral response. Students ensure key information is presented in their books in a way that will support current and future learning.

Modelling 'I do' / Guided Practice 'We do'



Clear step-by-step live modelling is shared with the students to demonstrate the successful application of the key component knowledge delivered in the exposition phase. Teachers ensure use 'I do' and 'We do' to ensure students are effectively prepared to complete independent practice. 'I do' - Teachers explicitly model each step of the task in an appropriately chunked and paced manner. 'We do' - Teachers use questioning effectively to engage students in live modelling. Regular checks for understanding are completed during this phase.



Students actively listen to the teacher throughout the modelling phase. Students respond appropriately to questions used during the 'We do' stage of modelling. Students ensure clear examples are presented or neatly glued in their books in a way that will support current and future learning. Students ask questions if they are unsure in each of the stages of modelling.

Independent Practice 'You do'



Teachers provide appropriately challenging practice tasks to allow student to apply new knowledge. Tasks are presented with clear and concise instructions to ensure all learners understand the expectations Teachers circulate the class throughout this phase, provide close supervision, and live formative feedback. Misconceptions are addressed throughout this phase through 1:1, small group, even whole class feedback or continuous provision (EYFS). Appropriate scaffolding is provided where necessary.

Students actively listen to the teacher as the instructions for the independent tasks are given. Students ensure they are aware of the expectations given by teachers for completing the tasks. Students respond appropriately to questions asked. Students ensure all work is presented in line with expectations and can be used to support retrieval when required. Students ask questions if they are unsure during this phase of the lesson. Students review and self-mark or peer-mark work in blue pen.

Reflection (Exit Ticket)



Every lesson ends with an exit ticket. Teachers carefully plan activities that require students to demonstrate the application of the newly taught key component knowledge. Activities are designed to use whole class checks for understanding where possible, e.g. use of mini whiteboards. Teachers identified key misconceptions that inform future planning where necessary.

Students complete the exit ticket in silence, unless otherwise specified. Students use the new knowledge they have gained to demonstrate their levels of understanding to the teacher. Where appropriate, students complete all feedback in blue pen.

Assessment



Assessments take place continually in each classroom and throughout the learning cycle. However, teachers plan and deliver set assessments to gain a greater understanding of student learning across time. These include, but are not limited to:

- End of unit/ topic tests
- Low-stakes quizzes
- Summative assessment
- Fortnightly assessments

These are carried out in line with each curriculum area's progression and components of learning map. Teachers must ensure students are effectively prepared for all assessments through adequate practice.

Students complete all assessment activities to the best of their ability. Students use resources provided, to effectively prepare for assessments, such as revision materials, homework, and classwork. Students complete all assessments independently and in silence, unless otherwise specified.

Feedback



Teachers provide feedback in line with the 'Feedback for Learning Policy' All pupil work should be given feedback, ensuring work is marked, self-marked/ peer marked and/or verbal feedback is given and appropriate symbols recorded in pupil books. Teachers identify and share common misconceptions with all relevant staff supporting the child. Teachers ensure misconceptions are addressed and reassessed in a timely manner to close gaps in learning quickly (reteach). Any written developmental feedback is completed in green pen (Green for Growth).

Students actively engage in all given feedback. Students complete all tasks required in any reteach or reassessment. Any response to feedback is completed in blue pen.

Assessment for Learning



Teachers use a variety of methods to check understanding throughout every phase of the learning cycle. All information gained is used to identify and address misconceptions at the earliest opportunity. Teachers use whole class checks for understanding to ensure that ALL students understand the knowledge AND the skill required to apply the key component knowledge. If students do not understand, teachers reteach, re-model and reassess understanding. See the next page, Responsive Teaching.

Students actively participate in all AfL activities. Students use each opportunity to share their knowledge and application with the teacher. Students listen to any given feedback and complete all necessary tasks to address misconceptions. Any written responses to feedback are completed in blue pen.



Responsive Teaching




...The Lovers' Lane Way

Imagine learning to drive. Driving down the road, approaching a roundabout a little too quickly and you don't know when to brake. The driving instructor does not tell you to put the brakes on quickly enough. What are the potential outcomes? The quicker feedback is provided, in any situation where an error occurs, the quicker corrections can be made, and the less damage is incurred. This is the same during the learning process.

Addressing misconceptions at the earliest opportunity is important to reducing any potential gaps in knowledge, and ensuring students know more and remember more key component knowledge. A good well-delivered question can give you all the information you need.

There is no directed method for Assessment for Learning (AfL) in lessons, however, teachers at Lovers' Lane ensure there are adequate opportunities to check understanding of all students throughout their lessons. Staff receive CPD and support to help them develop their responsive teaching toolkit. This ensures that opportunities for misconceptions to occur are actively reduced and addressed in an instantaneous manner. Some of these are outlined below.

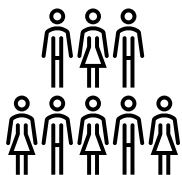
Mini Whiteboards 	As a way of checking the whole class level of understanding, mini whiteboards are used at every appropriate opportunity. A beneficial method of gaining all students' responses at one time. The teacher sets the question, adequate response time is given and then the following verbal and visual cue is provided: '3, 2, 1, show me!' Identify and address misconceptions, use questions to recheck for understanding using a repeat of the process.
Targeted questioning	Teachers do not accept hands-up. The teacher poses a well-planned and targeted question to challenge student understanding. Adequate thinking time is given to allow all students to consider the question. A student is then carefully selected (without selecting a willing contributor). Instant feedback is then given. No-opt out questioning (below) is used if required). Teachers then pose and bounce the same or adapted question to other targeted students in the classroom.
No opt-out questioning	If a student gets an answer wrong or they say they don't know, teachers will use one of the following strategies to allow them to gain access to the answer: <ol style="list-style-type: none">1. Use their own book to find the answer from prior learning2. Use a resource, such as a knowledge organiser to find it3. Ask another student to provide the answer4. The teacher provides the answer Teachers then go back to the original student at least once during the same lesson, giving them the chance to say the right answer.
Say it again better	When students offer short, half formed or partially incorrect answers, teachers initially use praise and then use questioning to elicit a more extended response using key vocabulary (sounding like a subject specialist).



Supporting ALL learners

...The Lovers' Lane Way

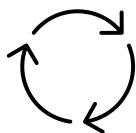
An equitable education is a priority at Lovers' Lane Primary and Nursery School, ensuring that all students access the same ambitious curriculum, regardless of their needs. Students with SEND, EAL and disadvantaged learners are all supported by the explicit implementation of the four key strategies outlined below:



Students are known

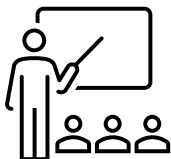
Seating plans and class profiles are used to identify and implement effective strategies to support vulnerable learners in each classroom. This information is used by teachers during the planning of lessons.

Whole class checks for understanding are used regularly to monitor the learning of all students.



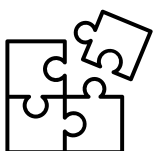
Consistent learning routines

Learning routines grounded in high expectations are expected and consistently applied across the school, including the lesson structure, presentation of work, gaining attention, lesson entry and exits and application of the agreed approach to ensuring positive behaviour.



Explicit instruction

Clear and concise instruction are given to all pupils at every stage of the lesson, strategies to repeat and reinforce instructions are used effectively to support all learners. Pupils give their full attention when instructions are given. Distractions are also minimised through learning resources and a learning environment mindful toward reducing cognitive overload.



Scaffolding

Support is given during live modelling and independent stages of the lesson to ensure pupils are successful when applying knowledge.

Examples such as sentence starters/sentence stems, structure strips, writing frames can be used. Support is gradually reduced as pupils develop the necessary skills to work independently. Pupils should have access to word mats, phonics mats, manipulatives, other equipment, classroom display/ working walls to help themselves.



Adaptive Teaching

...The Lovers' Lane Way

Good practice for pupils with SEND is good practice for all pupils.

Quality first teaching has the greatest impact on student learning, therefore CPD is provided for staff to ensure they continue to develop their classroom practice, regardless of their career stage.

There is no 'one size fits all' strategy to support our pupils and therefore it is a priority that all pupils are known well by their teacher, as outlined in our key T&L principles on the page above.

Staff use adaptive teaching when planning and implementing the curriculum in a way that allows all students, irrespective of need or ability, to know more and remember more key component knowledge.

To ensure this is in place staff use:



1. Seating plans – Have a clearly planned seating plan to ensure that learning is maximised and both disruption and distraction are minimised



2. Class profiles – A class profile identifies all vulnerable learners, reading ages and key strategies that are implemented to support them in accessing the curriculum (Eg CPD from SEND Station). Student passports are used to inform effective strategies implementation.



3. CPD – Adequate CPD to support staff to develop the ability to use adaptive teaching to support all learners to gain learning success.



4. Consistent learning routines – Clear and consistent routines to support students with understanding and meeting expectations across the school and therefore avoid disruption or distraction from learning.



5. Explicit instruction – Explicit instruction is used to ensure understanding, repeated instructions and use of questioning is applied to support student understanding of learning expectations.



6. Scaffolding – Lessons and content are chunked appropriately into manageable steps, in order to gain and retain engagement and motivation in learning, whilst reducing cognitive overload. Resources are available to support children with the learning process (phonics mats, manipulatives, word mats, etc – each classroom should have a 'Helpdesk' area).



Learning Routines

...The Lovers' Lane Way

Well established routines that are shrouded in high expectations are essential in maximising learning in the classroom. These routines extend beyond just the classroom and are embedded from each morning register to dismissal at home-time (end of the school day).

Routines outside the classroom environment are outlined clearly in our behaviour policy. Please see learning routines embedded in the classroom clearly detailed below:

Lesson entry

- Students enter the room calmly and put their equipment on their desk.
- Write the date and title in books.
- Complete the retrieval of prior learning task displayed on the board
- Staff meet and greet at the door
- Ensure resources and routines are in place for an immediate start (eg students give out books, the pupils' task is displayed on board ready)

Gaining attention

- Teacher/ support staff raises arm to indicate quiet
- Teacher/support staff countdown 3, 2, 1 to gain pupil attention
- All equipment is put down
- Students actively listen to all given instructions
- Ensure all students are listening actively with no distractions
- Instructions are given with clarity and checking of understanding

Presentation of work

- Children present their work in line with Display 'Every piece, every time' expectations.
- 'Every piece, every time' expectations are displayed in the classroom
- Staff circulate and ensure all students are presenting their work in line with 'Every piece, every time'.
- Immediate feedback and support is given where necessary.

Lesson exit

- Students pack away books and equipment only when asked to do so.
- Tuck in chairs quietly and stand behind them.
- In KS1 and EYFS, teachers use the 1, 2, 3 silent signals from RWI to leave carpet area to tables and to leave carpet to exit – (eg 1 stand, 2 move, 3 sit down)
- Leave calmly when dismissed.
- Give clear packing away instructions
- Dismiss the class in an orderly manner
- Ensure students leave calmly
- Ensure the classroom is tidy.












Presentation of work ... The Lovers' Lane Way

Taking pride in work at Lovers' Lane is a priority for all students. The emotive connection with what we learn strengthens its capacity to transfer to long-term memory.










Clearly titled and dated work makes all students books an incredibly powerful learning resource with easy to find knowledge and its application to support with retrieval in both lesson time and at home.

All work at Lovers' Lane is presented following our 'Every piece, Every time' policy. All staff monitor and feedback to students regularly to ensure the below expectations are met every lesson.

Every piece, Every time

-  Students write the date clearly, neatly and underlined with a ruler (KS1 & KS2)
-  Students check day of the week and month are spelt correctly
-  Students produce neat handwriting to the best of their ability
-  Students form letters correctly and, from Year 2 onwards, use joined, cursive handwriting
-  Students check that proper nouns (people and place names, days of the week, months) have capital letters (At age appropriate age level).
-  Students stick any worksheets or papers into their book straight and square with learning visible.
-  Any mistakes, when using pen, are crossed out using a ruler to draw a straight line through the mistake.
-  Margins, diagrams and charts are always drawn carefully with pencil and ruler.
-  Pictures, charts and diagrams are coloured in using pencil crayons only.

On each new page of their workbooks children (KS1 & KS2) should:

-  **Write the date in full**
-  **Underline with a ruler**
-  **Miss a line**
-  **Stick in the learning objective/ write the title (titles should be underlined with a ruler)**
-  **Miss a line**
-  **Start your review of prior learning task.**
-  **All work completed aligned to the margin on the left-hand side**
-  **Write in pen (everyone by the end of Year 4)**
-  **Draw in pencil**



Students using their books

Students should actively use their books to further support learning and strengthen their retrieval when needed. During any phase of the learning cycle, students will utilise their books to recall key prior knowledge required for a given task.

Staff encourage students to look back in their books to find powerful prior knowledge required to be successful in their learning.

Teachers encourage independence and help students to develop resilience in their learning by creating an environment where students strive for the correct answer, even if it is incorrect in the first instance.

Explicit Vocabulary Teaching

...The Lovers' Lane Way

Words are essentially like building blocks, used to create anything from the smallest of sheds to the grandest mansions. The more blocks available to you, and the more secure they are, the richer your vision of the world is, the broader your imagination and the greater your ability to express yourself.





There is overwhelming educational research that shows a strong vocabulary in childhood is linked to future success and happiness.

In his book 'Closing the Vocabulary Gap', Alex Quigley quotes a statistic that for a text to be understood by the reader, 95% of the words in the text must be known.

Therefore, at Lovers' Lane Primary and Nursery School, it is every teacher's responsibility to develop literacy through explicit vocabulary teaching.

Alongside key component knowledge, key vocabulary is also explicitly identified for each unit of work.

Teachers deliver all key vocabulary using the following strategies.

<p>See it, say it, understand it</p> 	<p>New key vocabulary is presented in the following stages</p> <ol style="list-style-type: none"> 1. The new word is visually presented to the students 2. Choral response is used to develop oracy of the key word (see below) The teacher clearly pronounces the word and students repeat the word on cue. This is repeated until the teacher is confident the word is accurately verbalised Visual cues of the syllables are used to support the students. 3. A clear definition is shared with students. Etymology is used to support students with sub-sections of the word where necessary.
<p>Choral Response</p> 	<p>Choral response is used to develop oracy of the key word and phrases</p> <ol style="list-style-type: none"> 1. The teacher clearly pronounces the word or phrase 2. All students repeat the word or phrase on cue. 3. This is repeated until the teacher is confident the word is accurately verbalised. 4. Visual cues of the syllables are used to support the students.

Teachers will use the routine 'my turn, your turn' and 'turn to your shoulder partner sign' (originating in Read, Write Inc learning routines) when modelling then asking for choral response.





Marking and Feedback

...The Lovers' Lane Way




Feedback is essential to development, especially in learning. Therefore, at Lovers' Lane Primary and Nursery School all marking and feedback is completed to maximise the learning for every student, whilst ensuring staff workload is considered.

Marking and feedback is completed in line with the school 'Feedback for Learning Policy'.

Timescale 	Expectation 
Every Lesson	Teachers use AfL through the learning cycle to provide feedback to all students. Feedback is predominantly verbal, but in some cases may be written. Any written feedback is written in Pink pen for positives (Tickled Pink), Green pen for next steps (Green for Growth), with students responding in blue pen . <i>This could include a 'V' symbol for verbal feedback and does not have to be a written comment for every lesson.</i> Peer and self-marking throughout different stages of the lesson completed in blue pen .
Formative assessments (end of unit)	Teachers ensure all formative assessments are marked in line with expectation above in pink/ green pen . Students may self-mark or peer-mark in blue pen .
Summative assessments (end of term)	Teachers ensure all summative assessments are marked in line with marking policy above in pink/ green pen . Students may self-mark or peer-mark in blue pen .





















Literacy in writing is an integral part of every subject and is essential for our children's development. Literacy feedback must be marked in students' books regularly.

Misconceptions with spellings, grammar and punctuation needs to be clearly labelled by the class teacher using the marking codes and students will correct these errors at the earliest opportunity using **blue pen**.

Marking code 	Meaning 	Explanation 
Sp	Spelling	Write the correct spelling in the margin (x3) next to the word. The student will write the correct spelling 3 times in blue pen .
P	Punctuation	Next to the symbol the student puts the punctuation mark that should have been used in blue pen .
Gr	Grammar	Correct the grammatical error. The student will write in blue pen .
//	New paragraph	Shows the student that they should have moved onto a new paragraph to separate their ideas.
T	Wrong tense	Where the student has used the wrong tense, circle the error and put a T next to it. Student will correct in blue pen .
^	Missing Word	Student will add the missing word with a blue pen .
DMS	Doesn't make sense	Students may need the teacher to verbalise the error. Student will rewrite this part in blue pen so it makes sense.
V	Verbal Feedback	Students will receive instant verbal feedback from staff. Student will address correction in blue pen .

Fundamentals of writing symbols:

These symbols are used to support children with expectations and self or peer assessment in writing activities. These are used in English lessons and to support cross-curricular writing.

				
finger spaces	full stops	capital letters	commas	question marks
				
exclamation marks	inverted commas	apostrophes	semi colon / colon	correctly formed letters
				
sentence openers	paragraphs	WOW words	conjunctions	joined handwriting
				
Does it make sense?	past tense	present tense	future tense	spellings








How this will look in EYFS:

Stamp Codes for Next Steps


For Literacy and Maths the children will be given a next step stamp to progress their learning where it is appropriate or to address any misconceptions.

In the table below it explains each stamps meaning and how the children will respond to the stamps to show progress and that misconceptions have been addressed.

Literacy Next Steps

Finger Spaces	Letter Formation	Listen to the Sounds	Capital Letters	Full Stops
				
Children will be given verbal feedback on where the fingers spaces should have been & in the next piece of work the children should show using finger spaces (with a reminder from staff so that they remember).	Children will be shown the correct formation of the misconception and practice writing the letter 3 more times.	Children will be shown a word that they need to listen to the sounds again. Then they will use their Fred fingers to sound it out & write it next to the marking stamp.	Children will be shown where the capital letter should have been & modelled this formation and practice write the word with a capital letter twice.	Children will be shown where a full stop should have been in their work with a green line in the space. Then the children will add a full stop.

Maths Next Steps

Number Formation

Children will be modelled the correct formation of the misconception and practice writing the letter 3 more times



Quality Assurance

...The Lovers' Lane Way

The development of Teaching and Learning at Lovers' Lane Primary and Nursery School is a collaborative process. Leaders play a vital role in developing the steps required to ensure quality first teaching throughout the curriculum. Learning remains at the heart of all Quality Assurance activities, through the explicit identification of key component knowledge.

There are no formal observations of lessons at Lovers' Lane Primary and Nursery School, instead leaders regularly learning walk, where they drop into lessons for short periods of time. The focus of these visits is to both support staff and ascertain the success of our school improvement work and to ensure that provision can be closely tailored to meet the needs of the children in decisions made, actions taken and meeting the needs of staff through informed CPD choices.

In addition to this, phase leaders carry out QA activities to check the quality of education in their phase and subject leaders carry out QA activities to check the quality of education in their subjects.

Like learning itself, the checking of its occurrence requires a number of key elements, these include:

- 👍 Learning walks
- 👍 Book looks
- 👍 Pupil voice
- 👍 Assessment reviews
- 👍 Results (data) analysis
- 👍 Behaviour analysis



This evidence is then used to provide teachers and leaders with feedback required to improve the quality of education in their phase, subject or classroom.

Review of Quality of Education is a standing item on SLT meetings, Phase level meetings, so leaders at all levels are fully aware of the strengths and weaknesses, areas of development and next steps for their areas.

Subject leaders will use outcomes of quality assurance to inform action plans and evaluate the quality of education in their subjects.

SLT will use outcomes of quality assurance to evaluate the success and impact of actions taken toward achieving milestones for school improvement priorities.



Homework

...The Lovers' Lane Way

Research shows that effective homework can advance student progress by up to an additional 5 months. Therefore, promoting independent practice, alongside instilling intellectual curiosity, beyond the classroom is a key responsibility for teachers.

At Lovers' Lane Primary and Nursery School, homework is set to consolidate learning, allowing students to practice the retrieval and application of key component knowledge and procedures. Homework can also be used as pre-learning to build student confidence in an up-coming lesson.

- Homework will be set once per week in each class and the students have a week to complete and return their finished work.
- A variety of tasks may be set for homework. This is designed to encourage students to explore a range of resources and also to add variety. This, in many cases, can involve use of digital learning platforms. Sometimes a task may be set that is extended over more than one week.
- Appropriate feedback is given to students in a timely manner, which allows for misconceptions to be identified and addressed.
- As part of our home-school agreement, students should practice reading at home 4 times per week. Reading at home will be monitored and students rewarded for regular reading practice.

What does this look like in EYFS?

- In EYFS children are provided with half-termly activities which are aimed at the needs of the children.
- In EYFS children are expected to complete 1 activity per week.
- As part of our home-school agreement, students should practice reading at home 4 times per week. Reading at home will be monitored and students rewarded for regular reading practice.



CPD

... The Lovers' Lane Way

At Lovers' Lane Primary and Nursery School, we believe that regardless of career stage, continued professional development (CPD) is both an entitlement and necessary for staff. Ensuring staff have the knowledge, skills and tools they need to provide our children with a quality first education is at the heart of planning our CPD schedule.

The CPD calendar supports staff development and support progress towards our school improvement priority targets.

External providers

Where appropriate, the school uses external providers for CPD opportunities. Where this is the case, due diligence and care is taken to choose a quality provider and to carefully match the focus of the CPD to need and SIP priorities.

Subject specific CPD

Staff meeting, twilight and INSET time is dedicated to CPD. This can include subject specific CPD. The focus is set by SLT and content of the meeting schedule through the year is defined and, but the content is set by the subject leader with responsibility for the relevant curriculum area.

Teaching and Learning Development/ Coaching

Quality assurance informs teaching and learning development. An incremental development approach is used in regular learning walks, which is focused on working on a key area then review of impact/ improvement and identifying the next area for focus in a cyclic manner. Coaching conversations will also form part of the CPD cycle to develop teaching and learning. Incremental development feedback will be shared via email with the member of staff it relates to in a timely manner.

Instructional coaching will be used where appropriate to provide on the spot, supportive feedback to improve the teaching and learning experience in every classroom.

If anything is observed that requires some improvement, from reinforcing behaviour expectations to the delivery of a particular phase of a lesson, observing staff will address this then and there in a supportive manner to provide instantaneous feedback and improve practice. Where appropriate, staff will model good practice for each other.