



## **LGS STONEYGATE**

### **Teaching And Learning Policy**

#### **Introduction**

This policy outlines the principles, expectations, and strategies for teaching and learning at LGS Stoneygate, an independent school serving pupils from ages 4 to 16. This policy sets out our approach to creating high-quality learning experiences that meet the diverse needs of our pupils and promote a love for lifelong learning.

#### **School Aims**

At LGS Stoneygate, we aim to:

- Inspire intellectual curiosity and creativity
- Provide a broad, balanced and stimulating curriculum and co-curricular programme
- Enable pupils to achieve their academic and personal goals
- Nurture self-esteem, well-being, and kindness within and beyond the school community
- Equip our pupils as confident and proud global citizens who foster inclusion, collaboration and charity across cultures.

#### **Teaching and Learning Principles**

We believe that high-quality teaching and learning should:

Be child-centred, recognizing that each pupil learns differently.

Promote high expectations and challenge pupils to reach their full potential.

Encourage active and collaborative learning experiences.

Be inclusive, with all learners having access to a broad and balanced curriculum.

- Build self-confidence and develop skills in communication, collaboration, and leadership.
- Use assessment to support progress, guide instruction, and celebrate success.

## **Curriculum and Planning**

### **Early Years Foundation Stage (EYFS) - Ages 4 to 5**

- The EYFS curriculum follows a play-based, exploratory approach that nurtures children's social, emotional, cognitive, and physical development.
- Learning is structured around the seven areas of learning: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.
- Teachers plan for both structured and spontaneous learning experiences, supporting pupils in developing curiosity and foundational skills.

### **Key Stage 1 & 2 (Ages 5 to 11)**

- Pupils follow the National Curriculum, with a focus on developing literacy, numeracy, and a broad understanding of the world.
- Adaptive teaching caters to varying abilities, ensuring that all pupils make progress.
- Cross-curricular links are encouraged to create meaningful learning experiences, promoting the development of problem-solving and critical thinking skills.
- Enrichment activities, such as music, art, sports, and educational trips, are integrated into the curriculum to foster a well-rounded education.

### **Key Stage 3 & 4 (Ages 11 to 16)**

- Pupils continue to follow the National Curriculum in Key Stage 3, building on prior knowledge and developing more in-depth understanding across subjects.
- In Key Stage 4, pupils select subjects based on their interests, strengths, and career aspirations, while continuing with core subjects (English, Mathematics, Science, Personal Social and Health Education and Games).
- Teachers provide personalized support, helping pupils to develop time management, study skills, and preparation for examinations.
- Vocational and practical opportunities are incorporated to ensure that all pupils, regardless of academic ability, have a pathway to success.

## **Pedagogical Approaches**

Our teaching strategies reflect our commitment to pupil engagement and active learning.

These include:

- **Adaptive learning:** Adapting lessons to meet the needs, interests, and abilities of all pupils.
- **Interactive Learning:** Incorporating group work, discussions, and problem-solving activities to foster collaboration.
- **Inquiry-Based Learning:** Encouraging pupils to ask questions, conduct research, and think critically.
- **Use of Technology:** Utilizing digital tools and resources to enhance learning, engage pupils, and provide access to wider learning experiences.
- **Assessment for Learning:** Regular use of formative assessment to inform teaching and provide feedback, allowing for continuous progress.

## **Inclusion and Special Educational Needs and Disability**

We are committed to ensuring that all pupils, including those with special educational needs and disabilities, are supported to succeed. This includes:

- Early identification of pupils requiring additional support.
- Working collaboratively with parents, teachers, and specialists.
- Providing targeted interventions and personalized support within the classroom.
- Ensuring access to specialist resources and services where necessary.
- Celebrating diversity and promoting equality throughout the school community.

Please see the Special Education Needs and Disabilities policy for more detail.

## **Assessment and Feedback**

Assessment is integral to teaching and learning at LGS Stoneygate. We use a variety of assessment methods to measure progress and inform instruction, including:

- **Formative Assessment:** Ongoing assessments during lessons, including questioning, discussions, and peer feedback.
- **Summative Assessment:** Regular tests, quizzes, and formal examinations to assess overall understanding and knowledge retention.
- **Pupil Self-Assessment:** Encouraging pupils to reflect on their own progress, set targets, and take responsibility for their learning.
- **-feedback:** Providing constructive, timely, and specific feedback to pupils, helping them understand their strengths and areas for improvement.

Please see the Assessment and Feedback policy for more detail.

## **Parental Involvement**

We recognize the importance of strong partnerships between home and school. Parental involvement in their child's education is encouraged through:

- Regular communication with teachers and opportunities for Parents' Meetings.
- Workshops and resources to support learning at home, facilitated through events such as the Parent Information Evenings.
- Opportunities for parents to participate in school activities, projects, and events, for example, the Carol Service, cross-country runs, Harvest Festival and Book Share afternoons
- A collaborative approach to addressing concerns and supporting pupil progress.

## **Professional Development**

We are committed to the ongoing professional development of our staff. This includes:

- Regular training and workshops to enhance teaching skills and subject knowledge.
- Peer observations, learning walks and collaborative planning to share best practices.
- Encouraging innovation and reflective practice to continually improve the quality of teaching and learning.
- Providing access to external resources and courses to support career growth and leadership development

## **Monitoring and Evaluation**

The effectiveness of teaching and learning at LGS Stoneygate will be regularly monitored and evaluated through:

- Lesson observations, learning walks, and book looks.
- Regular analysis of pupil progress and attainment data (Cambridge Primary Insights, MidYis, Yellis, GL and PiRA).
- Parent feedback to identify strengths and areas for improvement through the Parent Forums.
- Continuous review and development of the curriculum and teaching practices.

## **Conclusion**

At LGS Stoneygate, we are dedicated to providing a learning environment where all pupils can thrive, develop a love for learning, and achieve their full potential. This policy sets out our vision for teaching and learning, ensuring that we create an inspiring, inclusive, and supportive educational experience for every pupil from ages 4 to 16.

This policy will be reviewed annually to ensure it remains up to date and reflects the evolving needs of our school community.