

Teaching & Learning Handbook

September 2026



AT LAKES WE SHINE ★

Teaching & Learning Handbook

Our School – Key Information

About Us

As we enter the 2026/27 Academic Year, we have almost 300 children on roll at Lakes. We are a school where relationships underpin everything we do and we want all children, parents/carers and staff to feel part of our community.

This Booklet

Within any school, one of the greatest levers for ensuring all pupils learn and progress is by providing 'Quality First Teaching'. However, what one teacher may consider an indispensable element of 'Quality First Teaching', another may argue is less important.

This handbook is an attempt to articulate the shared vision of excellence at Lakes about what we believe constitutes 'Quality First Teaching' within our practice.

Example of our School Day

- 8.45: Doors open (8.30 Nursery)
- 8.45: Morning Activities
- 9.00-9.30: GPS & Phonics
- 9.30—10.30: English Writing
- 10.35—10.50: Break
- 10.50—11.50: Maths
- 11.50—12.15: Class Read
- 12.15—13.00: Lunch
- 13.00—13.20: Assembly
- 13.20-14.10 – Topic session 1
- 14.10—15.00: Topic Session 2
- 15.00—15.15: Times Tables

BE READY, BE RESPECTFUL, BE SAFE.

At Lakes, our vision, ethos and values set out what we hope to achieve for every pupil in our school. They are the barometer for deciding what is most important for our school and our pupils.

We know every child as an individual and aim to offer a safe environment that fosters positivity, empathy and resilience. We develop respectful relationships, skills and create a thirst for learning. Children can expect to work with staff who care about them and strive to provide for their development to ensure that they flourish personally and academically with a sense of pride. Our aim for every child is to gain the confidence, knowledge and skills to achieve their potential.

Our vision and values centres around the word SHINE.



At Lakes we
SHINE
Self-belief
Hard working
Inclusive
Never-give-up
Enthusiastic



- Our classroom ethos is be ready, be respectful, be safe as this underpins our behaviour policy and sets the environment for learning.



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Safeguarding and Whistleblowing

Keeping children safe is the most important thing we do. At Lakes, we acknowledge that safeguarding is **everybody's** responsibility and we have clear policies and procedures to follow to ensure that we log and report any concerns we have, no matter how small, and these are responded to robustly by our safeguarding team. Members of our safeguarding team are also members of the senior leadership team and we begin every SLT meeting, and staff meeting, with vulnerable pupil updates. The Chair of Governors, Mr Mark Fletcher, is our nominated safeguarding Governor.

There are four main types of abuse and we have to ensure we are aware of the different indicators to look out for, which can include:

Indicators of Physical Abuse may include...	Indicators of Emotional Abuse may include...	Indicators of Sexual Abuse may include...	Indicators of Neglect may include...
Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child; fabricated or induced illness by parent/carer.	Persistent emotional maltreatment to cause severe adverse effects on emotional development; conveying feelings of worthlessness; preventing child from speaking and communicating; over or under-exposure to age-appropriate circumstances; bullying to cause fear.	Forcing or enticing a child to engage in sexualised behaviours, offline or online; rape, sexual violence, sexual harassment, exposure to sexualised behaviours or materials.	Persistent failure to meet a child's physical and emotional needs, resulting in impaired health and development.

If you have **any** concern about a child, no matter how small, you must report it immediately. The **golden rule**: for any urgent concerns, go directly to your D(D)SL to report if harm is imminent to a child, or has actually taken place. For any non-urgent concerns, log your safeguarding concern using the CPOMS service. If in doubt, just log and report it, but you can always speak to a member of the Team.

What to do if a child discloses to you –

- Listen carefully
- Reflect using the child's language
- Ask open questions and avoid leading questions (How did it make you feel? Rather than, did you feel scared?)
- It is fine to write these things down to help you remember
- Explain next steps and boundaries carefully - do not promise that you can keep it a secret
- Remember, when talking to the children, ask them what they'd like to be done or what they'd like to happen next, and include this in your log on My Concern
- Following the disclosure, log the concern immediately
- Remember – go straight to your D(D)SL (Alice) if risk is actual or imminent
- Otherwise, report using CPOMS
- Where possible/appropriate, maintain 'normality' when you next see them

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Safeguarding Team

Safeguarding Team

2026-2027

Lakes Primary School

Should you have any concerns, please follow the steps outlined in the staff handbook and then contact a member of the Safeguarding Team who will advise.



Helen Ede
Designated Safeguarding
Lead



Sarah Jordan
Deputy Designated
Safeguarding Lead



Ruth Arnott
Safeguarding Team



Donna Howard
Safeguarding Team



Deb Fenny
Safeguarding Governor

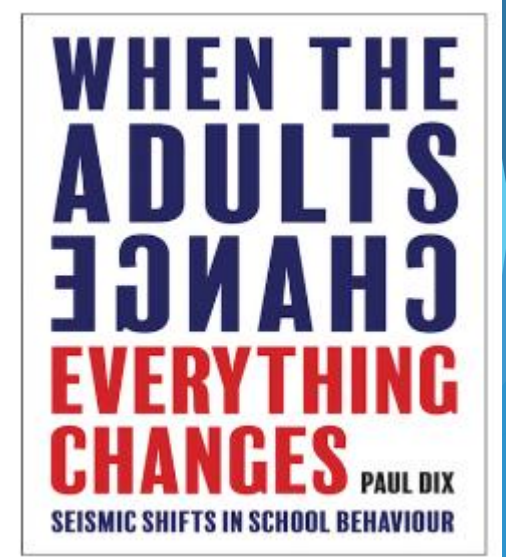
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Behaviour & Attitudes

At Lakes, we expect the highest standards of behaviour from our pupils at all times. We believe that without effective behaviour systems and positive attitudes, limited learning and development can take place. It is vital that all stake holders share a collective responsibility for behaviour and attitudes in the school and there is a consistent implementation of the Behaviour and Attitudes policy. We want our children to understand the importance of making positive behaviour choices and how these affect their own and others learning, leading to a safe and calm school environment.

We employ lots of preventative strategies for supporting children with their behaviour. First and foremost, we ensure our curriculum and lessons are interesting and engaging to hold the children's attention. It is also important to us that we remain curious about behaviour and recognise that it is a communication of an unmet need. As the adults, we have to remain calm and regulated to identify what the child is feeling and why. To do this, we focus on having positive relationships and employing restorative practices.

We have a behaviour working party who are engaged in conducting research and external visits to enhance our policy and practice. Staff are currently using Paul Dix's book, 'When the Adults Change' to inform practice and shape our policy which is currently being reviewed.



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Curriculum Philosophy & Intent

What Do We Define As Curriculum?

- At Lakes, we define 'curriculum' to be the knowledge, skills, experiences and opportunities our children receive within the school. It encompasses not just what the children learn, but the way in which it is delivered, assessed and reviewed as well as the environment in which the pupils learn.
- We are determined to offer a curriculum which is rooted in high-expectations and ambition for all our pupils. We believe that all children can achieve to a high level and it is our responsibility to ensure they are enabled and supported to reach their potential. Our primary goal is to deliver richly connected knowledge and skills which are revisited and built upon, leading to high levels of long-term retention and automaticity. Our philosophy is based on research from cognitive science and how long-term retention of knowledge occurs.

What Is Our Curriculum Philosophy And Intent?

- At Lakes Primary School our curriculum is designed to ensure that children receive a high-quality education based on high expectations and ambition for all.
- Our aim is to provide pupils with a richly connected bank of knowledge and skills which are revisited and built upon for high levels of long-term retention and automaticity.
- Our aim is to provide pupils with a richly connected bank of knowledge and skills which are revisited and built upon for high levels of long-term retention and automaticity.
- Our curriculum is sequential with key knowledge, vocabulary and skills mapped out to a granular level, ensuring both the teachers and the pupils are clear with what they are expected to learn, how this links to other learning and how this will be revisited, using the spacing effect and linked to lessons in the future.
- Through our curriculum, we aim to broaden the children's knowledge and understanding of the wider world, providing academic rigour in English, Mathematics, Science and RE. Our pupils also have opportunities to experience and express themselves through arts, music and design, as well as participating in high-quality sport and P.E.
- Our curriculum is based around key topics for each year group in every term. These areas of study to create a highly connected series of lessons, meaning children can make strong connections between subjects.
- We want our pupils to have pride in their school. Lakes pupils must also develop a strong sense of moral-fibre, understanding right and wrong, the benefits of hard work, commitment and reflection. Our curriculum must therefore promote the spiritual, moral, social, cultural, mental and physical development of all pupils.

Galileo QFT Principles

Our 6 Principles of Quality First Teaching:

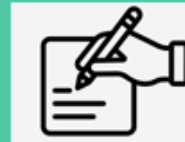
Effective
Instruction



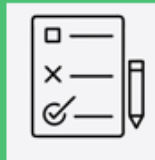
Making
Connections



Independent
Application



Assessment
for Learning



Adaptive
Practice



Climate
for
Learning





Galileo Principles

AFL	Effective Instruction	Adaptive Practice	Making Connections	Climate for Learning	Independent Application
- Questioning (probing and process) - Feedback - Exit Tickets and Hinge questions - Utilising formative and summative assessments	- Sequencing and modelling - Scaffolds - Guided practice – I do, we do, you do - Structure - Challenge - Small steps - Worked examples	- Adaptations – SEND/HA - Adult deployment - Fluid groupings - Planning for misconceptions - Pre-teaching - High quality interventions - Scaffolds - Multiple representations - Proactive and reactive	- Metacognitive & self-regulation - Knowledge of prior learning - Retrieval practice - Spacing - Interleaving - Connections and links - Sequencing – curriculum as a progression model - Use of knowledge organisers	- Classroom management - Routines - Behaviour – positive culture, rewards, relationships - Interaction – engaged - Suitable environment – accessible environments organised - Consistency-<u>whole</u> school - Calm, safe learning environments	- Application - Independence - Application of skills across curriculum - Rehearsal and performance - Feedback

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Curriculum

Knowledge Skills & Vocabulary - Strong connected ideas within and across subjects. - Highly skilled and knowledgeable teachers. - Explicit 'Need To Know' in each subject. - Regular retrieval to embed key knowledge.	High Expectations - Curriculum demand high-quality outcomes. - Our School Values - Strong behaviours and attitudes towards learning. - School environment, teachers and culture all motivate our children to work.	Cultural Capital - High-quality and diverse texts are at the foundation of our curriculum. - Engaging visitors and clubs. - Strong moral, social and cultural development program. - Trips to important local and national venues.
The Learning Community - Engaging parents with the curriculum. - Building links with the local community and events. - Pupil leadership opportunities and children taking an active role in their learning.	Equality of Access - Support for all across the curriculum. - Strong SEND support and processes. - Appropriate levels of challenge. - Opportunities to deepen knowledge and skills in each subject.	Curriculum Refinement - Cycle of reflection and improvement. - Consistent planning and principles in all curriculum areas. - Exemplification of standards. - Frequent monitoring cycle to include feedback from pupils, staff and the wider community.

What we do	Why we do it
Knowledge Organisers for every topic	This makes clear to the child, the parent and the teacher what we plan to cover. It sets out what we hope that every child will learn in terms of knowledge, vocabulary and key skills.
Read and Respond	Sets out an overview of topic knowledge children will acquire and can be used to support whole class guided reading.
Skills Progression	This is mapped through the curriculum and subject leads maintain an overview.
Explicit Vocabulary Focus Within Every Lesson	Developing children's vocabulary throughout each subject helps them access more of the information being delivered in class or read in texts. Tier 2 vocabulary is particularly important as it can span several different subjects. We use working walls to promote.
Recognise the different types of knowledge	Children need to amass a wealth of declarative knowledge (facts, figures etc.) as well as procedural knowledge (applying this knowledge to different situations)

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Curriculum Overview



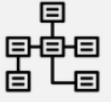
Lakes Primary School: Whole School Overview

	Autumn	Spring	Summer
KS1 Cycle A 26-27	Toy Story Study of toys past and present and how they have changed and evolved through history.	Hall of Fame A study of people who have made significant contributions then and now.	Around the World Know that there are 7 continents and 5 oceans. Look at the UK and its place in the world. Discover famous landmarks.
KS1 Cycle B 25-26	London's Burning A study of The Great Fire of London, its significance and impact and legacy for today including our modern fire service.	Our Wonderful World A study of animals and their habitats across the globe. Look at climate, seasons and changes in nature.	Land Ahoy! Make links to the coast and local area including recognition of James Cook and Grace Darling.
LKS2 Cycle A 26-27	Tribal Tales Changes in Britain from Stone Age to Iron Age.	Redcar Rocks Redcar then, now, significant local people and our place in the UK/World.	The Invaders From Anglo Saxons, Vikings and Norman Conquest through to the Roman Empire. How did Britain change and develop?
LKS2 Cycle B 25-26	Tudor Times Tudor life, Henry VIII – including the plague.	Wonders of the World Landmarks across the globe and their capitals. From Amazon to Sahara, natural disasters and climate zones.	Tomb Raiders In depth study of Ancient Egypt, civilisation and legacy.
UKS2 Cycle A 26-27	Fallen Fields An in-depth study of WW1 and WWII including Remembrance Day and Wilfred Owen.	Global Goals Climate change, pollution, food miles and overcoming adversity.	Viva La Mexico Study of the Mayan Civilisation compared to modern day Mexico. Traditions and cultures.
UKS2 Cycle B 25-26	Gods and Mortals In depth study of the ancient Greeks, civilisation, beliefs and legacy.	Poles Apart North and South Pole study inc. Scott, Shackleton and Skelton born Frank Wild. Climate change and future threats inc. polar bear threats.	The Victorians Crime & punishment, life of Queen Victoria, inventions that changed the world.

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Cognitive Science

Over the past 5 years, Cognitive Science and academic research into teaching and learning has become more and more accessible. The following principles are the main learnings which we have used to guide our approach to teaching and learning at Lakes Primary School

	Cognitive Load Theory Working memory is limited and can only hold a small amount of any information at one time. To not overwhelm working memory, teachers need to consider the way and the amount of new information is presented.
	Knowledge Predicates Skill Trying to develop generic skills is flawed. Pupils need a large body of domain specific knowledge to allow them to compare, problem solve and complete higher order skills. Teachers should start with the knowledge which underpins this.
	Novice Learners Novice learners better take in information from being guided through explicit instruction rather than experiential, self-discovery learning. Teachers delivering new content should begin by providing instruction and scaffold support.
	Learning is Sequential Learners need to build on prior knowledge which they already have in long-term memory. Teachers need to ascertain and prime original content to accommodate new information. Complex outcomes need to be deconstructed into granular parts which are then built upon to achieve the end goal.
	Schema The brain chunks and links new information within existing schema. As we become more proficient, our schemas become more complexly intertwined. Information wrongly interpreted in schema can lead to misconceptions being held.
	Prior Learning Teachers need to build upon the knowledge the children already have. Having an awareness of prior knowledge means teachers are building lessons on solid ground. Assessing this and adapting content is crucial to achieving high ratios of understanding in the classroom.
	Retrieval We spend a huge amount of time teaching new content to pupils, with far less time being spent on retrieving knowledge from their memory. Retrieval combats the forgetting curve and ensures pupils commit knowledge to their long-term memory, and that these memories strengthen rather than diminish.
	Attention and Thought Learners are encouraged to actively attend to information and think about it for them to learn. Teachers should focus efforts on maintaining attention and pupils actively thinking about the content.

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Reading Across The Curriculum

Reading is at the very heart of our curriculum design. As a school, there are few things more important than ensuring that every child leaves the school proficient in reading and to instil in them a love of books and foster a culture where books are valued and cherished.

The Lakes Literature Spine has been designed with the intention of ensuring that all children at the school are exposed to the very best fiction that has been written; enabling them to experience the intrinsic sense of joy that reading can bring, as well as developing their knowledge of the world and enriching our curriculum. Our texts create a living library inside a child's mind – including fiction, nonfiction and poetry. It is a store of classics and essential reads that enable the children to experience the intrinsic sense of joy that reading can bring as well as developing their knowledge of the world. These are to be viewed as their core entitlement – and, as such, is non-negotiable.

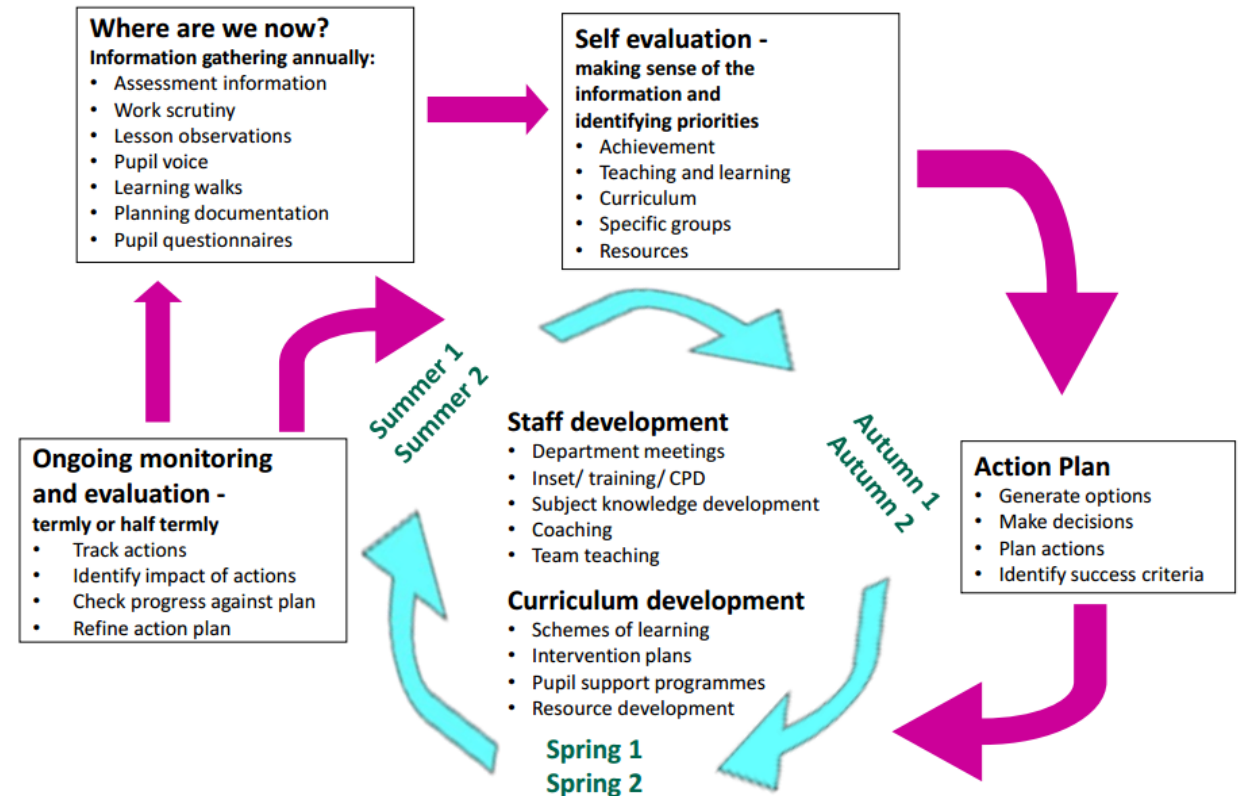
The titles on the Lakes Literature Spine have been selected carefully - not just for their quality as stories, nonfiction and poems - but also in terms of how they can support the children's understanding of the subjects covered in the school's knowledge-rich curriculum. We have endeavoured to ensure The Lakes Literature Spine is representative and diverse, in order for it to support the children's development in becoming responsible, tolerant, well-rounded and well-informed young people. The children should see themselves in, identify with and be inspired by the characters in these books.

Children study these texts as a class. These daily sessions explore the text and learn strategies related to the content domains within the national curriculum. Class teachers plan opportunities for children to explore the language and vocabulary within the text and develop skills such as retrieval of information and inference of ideas and references from the text.

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Subject Leadership

SENDCo	Lisa Handley
Mental Health Lead	Ruth Arnott
English	Sarah Ingham
Phonics	Donna Howard/Imogen Breen
Maths	Robynne Mouissie
PSHCE	Ruth
PE	Kayleigh Charlton & Lauren Spence
Computing	Sarah Jordan
Science	Lauren Bowman
History	Vic Richards
Geography	Vic Richards
Art/Design	Kelly Maughan
Music	Donna Howard
RE	Anthony Stephenson
MfL	Kelly Maughan
School Council	Robynne & Lauren B
Curriculum & Data	Helen Ede & Sarah Jordan



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Curriculum Organisation

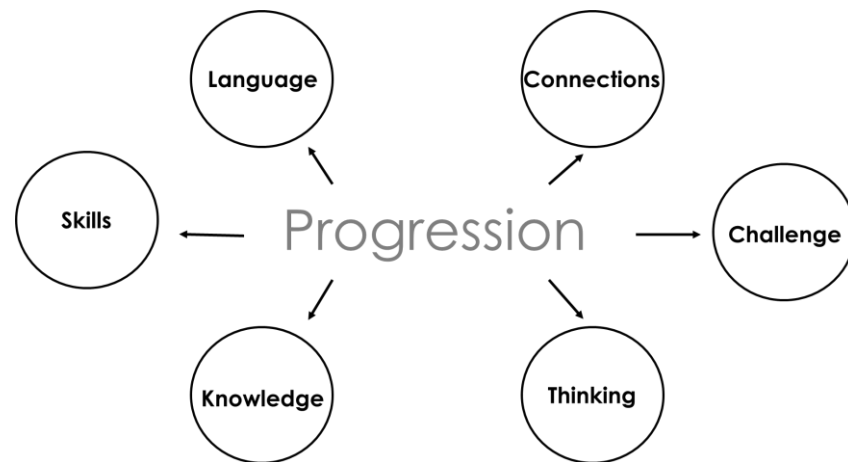
A Sequenced Curriculum

Lakes's curriculum has been mapped alongside the National Curriculum. Each subject is cross-referenced against these objectives and where appropriate, revisited in a different or deeper way as children move through different year groups.

Our curriculum has been carefully pieced together to build strong connections within and between different subjects. We have considered chronology in history, our study of local and global geographical areas across the school, and the importance of Lakes/ Redcar and the local area in framing our curriculum.

We are continually striving to develop the links within our curriculum so children can be shown where parts of the curriculum are connected; this is referenced through our planning documents.

A Progressive Curriculum



Knowledge Organisers

Knowledge Organisers provide an overview of the knowledge, vocabulary and definitions a pupil should know at the end of the unit.

Knowledge Organiser pages also provide the children a helpful resource to refer to during the unit for key spellings and definitions as well as self-assessment of their progress within the topic.

This resource is also supportive for any supply teaching which may take place within the class, so they can quickly see what should have been covered and continue to give and develop the same knowledge and understanding.

Knowledge Organiser pages are replicated within the classrooms to provide a visual representation of the content covered during the unit.

These form part of our displays and working walls and are built over the course of a unit as the children develop their knowledge and understanding.

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Lesson Pedagogy

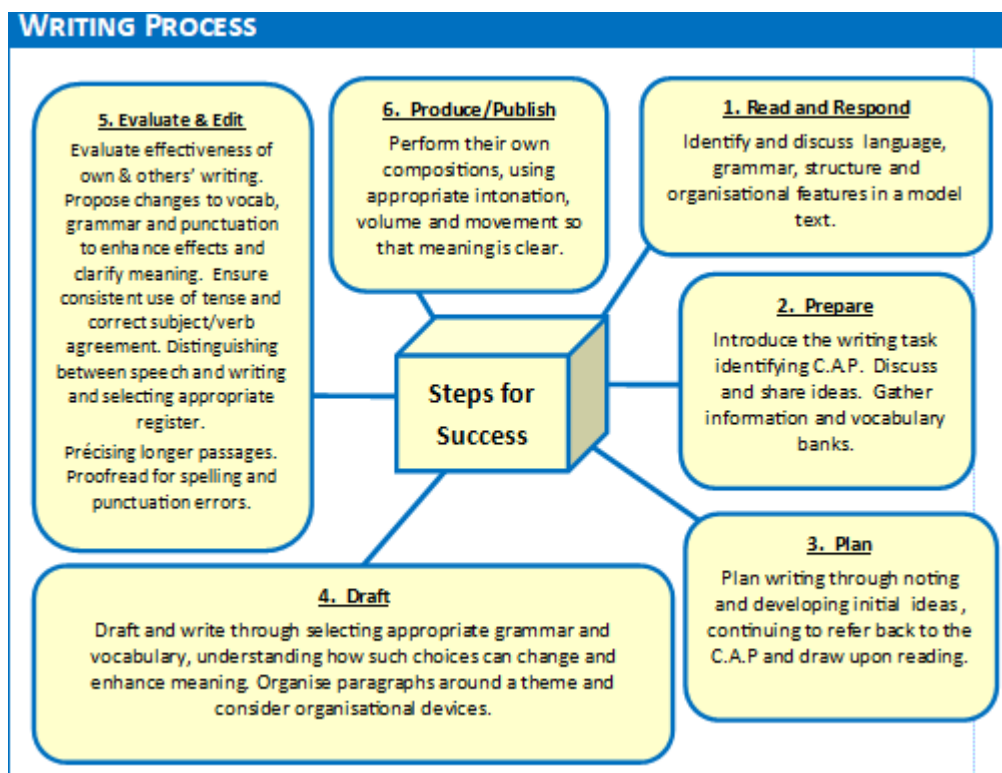
Moving around the school – Children line up silently and move around the school quietly and calmly. This is a consistent expectation: before entering the classroom in the morning, at lunchtime, for assembly. The children understand that this is for their safety and to show respect for others.	What we learn, how and why – Ensure that children understand the learning intent for the lesson and why it is important to learn. Share with them what they already know, and how this small step will enhance their understanding. It is not simply copying an LQ, it is a discussion and is referred to throughout the lesson. Focus on learning, not the completion of tasks.	Practise makes permanent – Our children need to understand the process of learning as we do. We need to discuss that if we do something only once, we are most likely to have forgotten it in a week and so we revisit, review and connect to something we already know then we are more likely to remember it.	Make connections – Be explicit with the children, how does this learning connect with other. What connections can we make with previous lessons? Books we've read? Topics you did in different terms/years? Discuss and draw up visually. Tell them this is how we learn, by connecting with something we already know/have experienced.
Support and extend – In all lessons we need to consider how learning will be scaffolded and support and then extended. For children to feel motivated, they need to experience a high success rate (80%) and it is our responsibility to make sure they can achieve that. Do the children know how to extend themselves? What challenges and extensions are there for early finishers? Learning doesn't 'stop' so nor should they – focus on learning, not the completion of tasks.	No hands up – When asked a question, children do not put their hands up to offer a response. If they are given time to think and discuss, then the teacher chooses children to respond. All responses are valid and valued.	Talk to your partner – Children need learning partners and this needs to be taught and embedded. The children show know what being a good learning partner entails and work together to discuss and develop their understanding.	Modelled and worked examples – Remember, as the teacher we are the expert in the room. Try to minimise the children 'finding things out' themselves but use modelling and worked examples to show them. Question to check understanding, not to try and get them to figure it out.
	Review and retrieve – We begin every learning episode reviewing and retrieving the information that the children already know.	Checking for understanding – Using formative assessments, and key questions, to check for learning and understanding of all. What's our response? Reteach? Move on?	1, 2, 3 show me – When children have had a go on a whiteboard or sheet, the teacher uses this phrase to then see all of their responses and assess their learning.
'Are you OK?' When a child shows first signs of low-level disruptive behaviour, getting to their level and asking if they're OK is powerful. Do this before anything else, as they often are seeking connection. Try to avoid naming and shaming, as is clear our behaviour system.	Three before me – Children need to be encouraged to be more independent and take more responsibility for their learning. Firstly, discussing the learning and the process of learning will support, but then encourage the children to think for themselves and then ask a peer or two before requesting help from an adult. What do they know?	Point, point, sweep – Used to signal sound-talking a word, and then sweeping underneath to blend. Using in phonics, but also beyond.	Copy me and hand to ear – Any time a 'call and response' is required, where the children copy the teacher, tell them to 'copy me' and then signal with hand to ear when it is their turn.
		Chunking into syllables – Use the vocabulary of 'chunking' a word into syllables.	Answer, Prove, Explain (APE) – Used to encourage full responses to any question and, in particular, in response to reading comprehension questions.

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Lesson Structure

At Lakes we use our PowerPoint/Notebook slides as our lesson format to ensure that we have key objectives covered in every possible lesson. This template should be used in core and non-core lessons where applicable. We may not see it in PE, Music, Computing or PSHE where units are being followed with premade resources.

Our bespoke English curriculum outlines the writing process and maps out units of writing progressively mapped against the 'Know its' steeped in national Curriculum.



Reading focuses on shared reading in KS1 and Whole class guided reading in KS2 in order to explicitly teach reading skills.

Expectations in Recording of Pupil Work

We are working really hard to ensure children take greater pride in our school, their learning and their work. As in all other areas, the most important thing is that we have high expectations and model these frequently and consistently.

Teachers should use the highest standard of work in their class as exemplars and, of course, model those expectations themselves when modelling to the children—it is crucial that all adults model and demonstrate what's expected of the children so they know the standard of work which is expected.

We allow and encourage opportunities for children to edit and improve work in purple pen.

Of course, we are a caring and inclusive school, so we appreciate and acknowledge the other barriers which may be present, and we support these. Children with SEND and/or social emotional challenges may record their learning in different ways (using a worksheet in Maths, word processing in writing) but high expectations for every individual is key.

Overarching Expectations

- Children in KS2 should write in blue handwriting pens across the curriculum when ready. We do not operate a 'licence' system as we feel this leads to negative outcomes.
 - Maths should always be done in pencil.
 - When children write their date this should be underlined with a ruler.
 - When children are editing their work or doing corrections, this should be done in purple pen.
 - When children are self-marking, this should be done in purple pen.
 - Steps to success (in Maths and Writing) should be checked by teachers and pupils
 - Teachers should mark pupils work in black ink.
 - Worksheets are only used when necessary.
-
- Feedback is conducted verbally and 'live' wherever possible.
 - Whole class feedback sheets are used to address common misconceptions and teaching points.
 - Marking has been consciously reduced to allow a greater degree of focussed teaching, verbal conferencing and rapid intervention.

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Classroom Environments

Our school environment should inspire children to the high standards we want them to achieve. We want staff and pupils to be proud of the school and to look after the resources and facilities so that they last as long as possible. The school as a whole should be tidy, organised and well cared for.

Classroom Environments

Our pupils spend a significant amount of time in their classrooms. These spaces should be safe, organised and inspiring. The classrooms should be free from clutter to avoid over stimulation and should reflect the highest standards we expect of the pupils. Calm Corners are present in all classrooms to support mindfulness and times pupils need to de-escalate.

Consistent Elements within the Classrooms

The table below sets out some key principles. In addition, every classroom should have:

- Maths working wall: key vocabulary and representations.
- Writing working wall key vocabulary, what a good one looks like, models.
- Sentence types mats accessible for pupils.
- Topic working wall: key vocabulary, need to know, pupil work, key visuals to support.
- Neutral colours for displays preferred.
- KS1 must have RWI phonics displayed.

Communal Displays

Around the school, are a number of communal displays. We have recently added a geography world map and historical timeline to the KS2 hall where pupils can use the displays as reference points and link to topic work. The hall tend to be free from PE timetabling and so provided the perfect space for drama, and sessions beyond the classroom.

Special Educational Needs and Disabilities

At Lakes, we appreciate that all children are different and learn at different rates; they have their own individual needs which we adapt our teaching and practice to meet. As a result, we do not necessarily teach to a class age-expected ability, but cater for a range of abilities within each class through support and extension activities. This explicit support and extension must be clear on planning, as well identifying the specific provision for children with an EHCP.

Our primary aim is to integrate pupils with Special Educational Needs into the academic and social life of the school and to enable pupils to work to their full potential. As such, we must identify those children who seem to be falling behind academically, or who are struggling to cope socially and emotionally, so we can provide early intervention and support. As is very explicit in the SEND Code of Conduct, it is our responsibility to meet the needs of our pupils – we must do whatever it takes to remove the barriers and enable all our pupils to learn and flourish at our school. We must work closely with parents throughout the process, but it is worth remembering that the responsibility for their learning at school is with us – not them.

Definition of SEND

The Special Educational Needs and Disability (SEND) Code of Practice (0-25 years) 2014 states that *'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The role of the teacher

It is each teacher's responsibility to provide for children in his or her class who have special educational needs, and be aware that these needs may be present in many learning situations.

Teachers are responsible for meeting an individual's special educational needs and following the school's procedures for identifying, assessing and making provision for these children.

Teachers are responsible for involving and informing parents of children with special educational needs.

SEN meetings, which can be part of the parent/teacher consultations, should be communicated positively and completed at least 3 times a year.

Teachers should meet with parents to review current plans frequently with parent voice recorded.

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SEND

At Lakes, we have a large number of children with SEMH and mental health concerns. (including safeguarding concerns). These strategies have been compiled to give teachers and teaching assistants different ideas so all our pupils can be supported in the classroom. As always, we must remember that behaviour is the communication of an unmet need.

Safe positive environment – all about relationships.	Non-verbal interactions when connection seeking – thumbs up, touch etc.	Label emotions – It looks like you're feeling ... maybe because ...	Proactive approach to unsettled behaviour – “Are you OK? I've noticed...”	Give positive choices, so child still feels in control but you still get the required outcome.	Be consistent with boundaries and behaviour system. We Are Rowde!
Keep routine consistent and explain when this has to change. Use visual timetable and talk this through.	Adapt the learning as necessary so the child feels successful.	Apologise and acknowledge if something an adult did make it more confusing/challenging for the child.	Give small responsibilities and errands.	Time to talk – give the connection they are seeking.	Whole-class discussions of emotions, emotional regulation. Model and share how you're feeling.
Empathise with them – I understand how that's made you feel. Let them know they're safe and not alone.	Social stories and comic-strip conversations to support RJ practices and overcoming issues and conflict.	Planned and supported opportunities for partner work – consider the power of a good role model.	Lots of praise and rewards, but with consistent high expectations.	Use a feelings tracker – my 5-point scale.	Use brain breaks or downtime. First you need to do this, then you can _____.
Be playful and use humour – know the children and use this to distract and de-escalate.	Use t-charts and flow diagrams → what's OK and what's not OK. If I do x... y will happen.	Supporting children with SEMH and mental health concerns in the classroom		Use of story time and reading to identify and emphasise with characters.	Proud book/positive book to send between home and school.
Recognise effort not achievement – use growth mindset approach.	Whole-class movement and learning breaks – cosmic yoga, go noodle, Newsround etc.	Frequent communication with parents and whole-school approach.	Normalise all emotions – it's OK to feel x, but it is not ok to do y. When we feel x, what can we do?	Worry boxes – alternative means of communicating.	Structure lunch and playtimes – give them specific games/tasks where the rules are clear.
Try to include child's interest where possible – their favourite colour, animal etc.	Ensure there is a quiet and peaceful place to go in the classroom. Play calming music if/when appropriate.	Consider the learning environment – ensure it is not to cluttered, consider where they are sitting.	Use sensory toys/calming activities. Find what works for them, but without distracting others (i.e. they should still be listening).	Use timers and be very explicit in the quality and quantity of the work expected.	Ask children to repeat instructions. If children are unsettled, stop them, ‘Not everyone is on task, do we understand what we need to do?’
Teach and discuss mental health and its importance/ what we can do.	Use whiteboards or post-it notes for children to share/note their ideas and contribution, without calling out.	Communicate in calm, clear manner. Do not use too much language – keep it short and simple.	Consider alternative seating if carpet time is an issue. (Small adaptations which support, but don't deflect, from learning.)	Try to give lots of opportunities for kinaesthetic activities – different ways of recording and sharing learning.	Keep the classroom positive – use recognition boards and rewards.

Children will be greeted with a smile on the door each morning and then using the key:

1 finger = I'm happy

2 fingers = I'm a bit tired/ok

3 fingers = please check in on me

At Lakes, we believe that feedback is an essential part of effective teaching and learning. We believe that feedback can unlock pupils' potential and that used effectively, can lead to accelerated progress. We acknowledge that feedback comes in a variety of forms and should be a regular and integral part of every lesson.

Verbal Feedback

- This is the most frequent form of feedback. It has immediacy and relevance as it leads to direct pupil action. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for but will be based on responsive teaching. Verbal feedback needs to be demarked within the books by the teacher or adult, changes and improvements should be made, in purple pen, by the pupil as a result of this exchange. Teacher's will use pedagogical approaches to provide feedback within the lesson or regular mini-plenaries where pupil's work is shared and celebrated within the lesson.

Marking

- Effective marking should be meaningful, manageable and motivating (*Eliminating unnecessary workload around marking, March 2016*). The *quantity* of marking should not be confused with the *quality* of marking, which is shown by what pupils learn from as a result of the marking from their teacher. Marking should be efficient, so that it does not steal time that would be better spent on lesson planning and preparation. Neither should they result in an excessive workload for teachers.
- Marking will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.

Pupil Marking (Self/Peer)

- Pupils can mark their peers work with very careful modelling and oversight from the teacher. Staff must be confident that when pupils provide feedback to each other, that it is accurate and has high impact. For example, marking of closed questions, particularly in mathematics, SPaG and Reading. Retrieval questions can be self/peer marked so pupils receive instant feedback on how they have performed. Teachers still need to review pupil marked work to pick up successes, weakness and misconceptions.

Whole Class Feedback

- At the end of a lesson, the teacher scans pupil work, and uses their 'in the lesson' formative assessment to consider strengths and areas for development for individuals and groups. From this, they share the feedback next session with pupils and address any misconceptions and highlight key teaching points.

At Lakes, we believe that effective assessment should:

- Be both formative and summative.
- Be a tool to enhance learning.
- Offer all pupils an opportunity to show what they know, understand and can do.
- Be part of a continuous cycle for learning; it should evaluate the impact and inform future planning and teaching.
- Inform whole school priorities and development.
- Help pupils to understand what they have succeeded in and what they can do to improve.
- Involve children with reflecting upon their own learning and, as a result, develop their metacognitive skills.
- Drive Interventions and Annual Reviews for pupils with Special Educational Needs (SEND).
- Support in monitoring the impact of our curriculum.
- Develop clear, focused learning outcomes.
- Inform parents about their child's progress and important next steps.
- Be manageable and not dictate or narrow the curriculum.
- Encourage teachers to reflect on the impact of their performance on pupil learning.

Formative Assessment / Responsive Teaching

- At Lakes, we follow the principles of Formative Assessment / Responsive Teaching. This is the tool by which teachers identify when to move on within a lesson, or to recap, unpick or explore a misconception. This assessment happens many times each lesson and on a daily basis.

Summative Assessment

- Summative assessments happen after the initial learning has taken place. Summative assessment can provide information as to the degree of understanding within a particular curriculum area or provide a shared meaning of how a child is attaining in comparison with a national sample of children.

Subject Assessments

- Each subject we teach has a set of agreed objectives to benchmark the attainment of pupils. These list the skills and processes we hope the children will master by the end of each year in school. The school use these objectives to help establish if a child is on track and if they are attaining in line with their peers. Objectives also help the teacher unpick areas of focus within a specific subject for during the year. These may be used for interventions and personal targets. These objectives often underpin end of unit and summative assessments.

Teaching & Learning Handbook

Teacher Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART 1: TEACHING

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Continued on Next Page →

Teaching & Learning Handbook

Teacher Standards

PART 1: TEACHING (Cont.)

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Lakes Staff Handbook

2026-2027



Headteacher: Mrs H Ede

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Please conduct the staff handbook for absence procedures, codes of conduct and staff plan for 26-27

Early Years Foundation Stage

At Lakes Primary School we currently take children on their learning journey from 3 years old. We offer 30 hours provision for children within the Nursery classroom and believe our first steps are to form strong relationships with Parent/Carers and our children. We regularly have opportunities for parent workshops and share the children's learning using Evidence me.

We create a language rich environment to develop oracy and a love of stories. We do this through planning using quality texts over a two-week period, allowing the children to become familiar with the texts and retell them confidently. During this time, we identify and learn about new vocabulary and use this in context.

We believe it is important for children to become independent with their self-care skills and enable them to be confident within the classroom to seek and access resources and to make links within their learning.

At Lakes we want children to; enjoy learning, be excited by their experiences and enrichments within the classroom, explore and question the world around them and be willing to take risks and have a go. We do this through carefully planning activities linked to their interests, focusing on opportunities and objects they may not have access to and challenging the children to develop their thinking and skills in all areas. As the children progress throughout Reception, we focus on their ability to think more deeply and explain their learning to their peers or other adults.

We believe it is our duty to ensure our children have the best start in their education; to have strong foundations of knowledge to build upon to ensure they are ready to access the National Curriculum.

The 7 areas of learning are:

Prime areas of learning particularly important in the first 3 years

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific areas of learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

At Lakes we SHINE ★



Willowbrook
Primary School

FLOURISHING TOGETHER THROUGH
LOVE, LAUGHTER & LEARNING