

Learning and Teaching Policy

Aims

Across Warden Hill Infants the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We do this through providing a safe and supportive learning environment in which our school community can grow, flourish and meet their full learning potential. We believe in developing positive learning behaviours embedded by a strong Values curriculum.

The ethos of our school

We believe that an exciting and stimulating curriculum fosters a thirst for learning and the commitment of staff helps pupils to experience success whatever their background or previous learning. Strong relationships between staff, parents, carers and pupils with a rigorous approach to equality of opportunity help to shape an aspirational education which gives pupils a strong foundation to their future learning and embeds learning behaviours for life-long learning.

Set high expectations which inspire, motivate and challenge pupils

Our pupils will develop excellent Literacy and Maths skills which are embedded through high quality broad and interesting learning experiences. We promote at every stage a love of books and reading which we believe will provide our pupils with an invaluable life skill.

The Positive learning environments will facilitate our desire to develop pupils who have independent learning skills and are motivated to take risks with their learning. Any mistakes that are made are regarded as learning opportunities; the whole process of learning is celebrated. The contribution of all pupils is valued.

Individual targets will be set and marking will reflect how pupils can take their learning to the 'next step'.

Pupils should be encouraged to take pride in their work and to maintain their workbooks to a high standard. All staff will maintain these high standards in the way in which additional work or observations are collected and displayed in books. Well-formed handwriting is encouraged and developed at every stage.

Promote good progress and outcomes by pupils

Through our stimulating curriculum we enable our pupils to demonstrate their individual and varied talents. Children's achievement and effort is valued and celebrated both in class and in assemblies. We also recognise that some children do

not respond well to very public praise and we will adapt our strategies and recognise their achievements through subtler methods.

Displays will include work from all pupils and will show 'work in progress' as well as finished products. Displays will support learning through the use of 'working walls' which support and encourage pupils to develop their independent learning skills. Displays will also provide a showcase for our expected standards. Learning intentions will be explicit and implicit.

To further pupils' independent learning skills resources will be clearly labelled and readily available for pupils to access at all times. All staff will ensure that pupils are encouraged and guided to utilise both physical and adult resources to aid their learning and develop their independence in the classroom.

Demonstrate good subject and curriculum knowledge.

Leaders of Learning support the development of their subject across the whole school ensuring that a broad, rich curriculum is offered to our pupils, training needs for staff are identified and CPD put into place. Leaders of Learning support staff during identified staff inset and are included on the cycle of reporting to the Governing Body.

Our curriculum is reflective of the diverse school community that we serve and at its core is Quality First Teaching. Teachers must demonstrate this in their delivery of lessons and their response to pupil's questions. All staff must demonstrate high levels of competency in both their spoken and written English skills.

Plan and teach well-structured lessons

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Planning should be developed in accordance to the National Curriculum 2014. Teachers will initially plan within their year groups, to ensure coverage and equal access to learning opportunities for all pupils, but personalise and adapt the learning to meet the needs of their children. Leaders of Learning will monitor the delivery and assessment of their subjects through drop-ins and work and planning scrutiny.

Planning will always be considered a working document and should be annotated or altered according to the needs of the children and the outcomes of previous learning experiences. All planning must be evaluated in order to develop 'next steps' learning for the children.

Planning must be tailored to meet the age and interests of children. Differentiation should be used to support and scaffold the learning of different groups and the individual needs of pupils.

Lessons must be based on a clear learning objective with the children secure on the success criteria that they need to meet to fulfil the learning intention.

The learning objective (LO) should be explicit in every lesson. Success criteria for each lesson will be shared with the pupils and very often created in partnership with the teacher.

Class teachers are responsible for ensuring that Teaching Assistants know what is required of them for each lesson. Teaching Assistants must ensure that they use their skills to motivate pupils and support and scaffold learning.

Teaching needs to be dynamic and well paced. Pupils should be supported through quality modelling of the expectations of the learning process. Pupils will also be well supported through being shown quality examples of pupil's learning including language, explanation and work. Adults must explicitly demonstrate the language and process of learning. High quality questioning provides a foundation for securing learning. It is essential that we give our pupils thinking time before requesting a response.

Teaching should reflect a range of strategies and opportunities for assessment for learning.

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

We want all of our pupils to achieve their full potential. We recognise that each pupil in our class will have different abilities and styles of learning and therefore we will provide a variety of learning styles throughout our lessons.

Some pupils will have diagnosed additional needs and lessons will need to be planned taking into account the advice provided by external professionals. Some pupils will need learning opportunities broken down into small achievable chunks. All staff must have high expectations of their pupils at all times.

Make accurate and productive use of assessment.

We recognise that rigorous and moderated assessment procedures will enable us to extend and challenge our pupils.

A regular target setting schedule is in place to provide teachers and pupils with the opportunity to review progress and to put in place effective next steps experiences. Realistic yet challenging targets are set.

Assessment data is an integral part of identifying need to ultimately raise standards in attainment across a year group. Year group leaders keep this data as a high priority agenda item at each year group meeting. Pupil progress review meetings are held each term to review progress and to support next steps planning.

In Key Stage 1 Classroom Monitor is the tool used to maintain accurate records of pupil attainment. At the end of Key Stage 1 the Interim Standards are currently used to support teachers in making teacher assessments at the end of Year 2. In the Early Years Foundation Stage the Foundation Stage Profile will support teachers to assess the progress of their pupils.

In accordance with DFE guidelines Year Two (academic year 2020-2021) will complete SATS tests at the end of Year Two. Teacher Assessment will remain the foundation of the assessment process. Data will be passed on to receiving junior schools.

Parent consultations are held three times a year. Written mid- year reports are received by parents of Year 1 and 2 pupils. These reports share pupil targets and help to keep parents informed about their child’s progress towards achieving age related expectations by the end of the year. An end of year summary is then sent out in July reporting on pupil’s attainment. In the Early Years Foundation Stage a statutory characteristics of Learning’ report is also included, they receive this report in July.

START OF AUTUMN TERM	END OF AUTUMN TERM
2 nd week in September Meet and Greet	Short report on effort, attainment and new targets
START OF SPRING TERM	END OF SPRING TERM
January Parents Evening	Short report on effort, attainment and new targets
START OF SUMMER TERM	END OF SUMMER TERM
April Parents Evening	End of Year Report

Manage behaviour effectively to ensure a good and safe learning environment

Positive and secure relationships between pupils and staff are integral to managing behaviour successfully. We maintain clear, yet simple policies in school which maintain high expectations of behaviour from both pupils and staff.

A mutual respect must be fostered between members of the school community. We encourage pupils to behave in a considerate way towards each other and to respect the rights of their fellow pupils to learn in a safe and secure environment. We value the contributions of all of our pupils in lessons and encourage our pupils to ask questions. Our behaviour policy is based on a principle of talking to pupils about their behaviour and helping them to understand better choices that they could have made.

Consistent language is used across all classrooms. It is fundamental that all members of staff apply our behaviour policy consistently to build pupil confidence and a positive learning environment.

We encourage pupils to take on responsibilities within the classroom and around school to develop ownership of their learning environment. Pupils are encouraged to take an active role in maintaining an orderly and tidy classroom and to respect property, keeping it in good order so that it is there for their peers to use and enjoy.

We keep our physical environment attractive, well cared for, clean, safe and well maintained.

Classrooms should be organised in ways which ensure each pupil has enough room to work and can access equipment. Pupils must have a clear view of teaching stimuli such as whiteboards/IWP or flipcharts. Classrooms must be kept well ventilated to support pupil attention. Care should be taken to ensure classroom acoustics and lighting support pupil access to the learning.

Fulfil wider professional responsibilities

It is expected that all staff will work collaboratively as part of year group or support group teams. Channels of communication for all staff are through regular meetings (minutes taken) school email, notice boards and memos. INSET training materials are available on the shared drive under Inset.

Learning and teaching is monitored through formal lesson observations which support the Performance Management cycle and drop ins. Leaders of Learning also need to conduct lesson observations to monitor and evaluate their subject provision. We work in a mutually supportive atmosphere where we can expect help from each other to maintain our high standards agenda and where our colleagues will coach us to continually learn, improve and enhance our teaching practise.

We foster and maintain very good relationships with our parents and carers. We encourage parents/carers to become more active in their child's education by attending coffee mornings and workshops. We hold meetings to support both pupils and parents at times of transition.

We welcome parents into school to reading mornings in all year groups.

The school website and monthly newsletters are a very effective tool for keeping parents informed about events in the classroom and it is a very useful tool to signpost parents to sites where they can access games and activities to support and advance their child's learning further.

The implementation of this Teaching and Learning policy is the responsibility of all teaching and support staff. It will be monitored by the Senior Leadership Team.

Policies which directly relate to this policy

Inclusion

Curriculum

Assessment

Equal Opportunities

Safeguarding Children.

Health and Wellbeing

Display

Marking and Feedback