Arden Forest Infant School

Teaching and Learning Policy

Approved by:	R Gunn	Date: 09.09.22
Last reviewed on:	September 2022	
Next review due by:	September 2024	

Contents

1. Aims

This policy aims to:

> Explain how we'll create an environment at our school where pupils learn best and love to do so

> Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

> Promote high expectations and raising standards of achievement for all pupils in our school

> Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

At Arden Forest Infant school our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

Our Five Growth Mindset Learning Powers underpin all aspects of school life. They develop the pupils' attitudes to learning which will help them engage and reach their potential. Each Learning Power has a dinosaur character and story to initiate pupils' understanding of the Learning Behaviours:

Thinkadocus—Reflective

Stick-o-saurus—Perseveres

Team Rex—Collaborates

Solvatops—Problem Solving

Inde-raptor—motivated

Behaviour and Relationships is key to pupils' being ready to engage with others, including their peers and adults alike. We believe that there are particular citizenship qualities that help develop a well rounded child. Therefore, our SMSC Curriculum is interwoven through our Assembly Themes, PSHE ,

RSE and RE curriculum. The six themes are: Being responsible, Kindness, Positivity, Respect, Resilience, Tolerance

These two strands alongside the School's Responsibilities ensure that everyone is working to the same principles and shared vision for all pupils at Arden Forest.

Pupils learn best at our school when they:

> Have their basic physical needs met

> Feel secure, safe and valued

> Feel a sense of belonging to the group

> Are engaged and motivated

> Can see the relevance of what they are doing

> Know what outcome is intended

> Can link what they are doing to other experiences

> Understand the task

> Have the physical space and the tools needed

> Have access to the necessary materials

> Are not disrupted or distracted by others

> Can work with others or on their own, depending on the task

> Are guided, taught or helped in appropriate ways at appropriate times

> Can practise what they are learning

> Can apply the learning in both familiar and new contexts

> Can persevere when learning is hard

> Can manage their emotions if things are not going well

> Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Our Home School Agreement and Supported Learning (Homework) Policy highlight the importance of collaboration between school and home in ensuring the best outcomes for children.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

> Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards   and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers__Standards.pdf

> Actively engage parents/carers in their child's learning via newsletters, website, emails, parents evenings, Learning Showcases, including clearly communicating the purpose of home learning.

> Update parents/carers on pupils' progress verbally in meetings in the Autumn and Spring Term and produce an annual written report in the Summer Term on their child's progress.

> Meet the expectations set out in our Curriculum Purpose and Rationale documents, Behaviour and Relationships policy, Handwriting Policy, Display Policy and Marking and Feedback policy.

3.2 Support staff

Support staff at our school will:

> Know pupils well and differentiate support to meet their individual learning needs

> Support teaching and learning with flexibility and resourcefulness

> Use agreed assessment for learning strategies

> Use effective marking and feedback as required

> Maintain and enable the learning environment across EYFS

> Engage in providing inspiring lessons and learning opportunities

> Feedback observations of pupils to teachers

> Ask questions to make sure they've understood expectations for learning

> Identify and use resources to support learning

> Have high expectations and celebrate achievement

> Demonstrate and model themselves as learners

> Meet the expectations set out in our Curriculum Purpose and Rationale documents, Behaviour and Relationships policy, Handwriting Policy, Display Policy and Marking and Feedback policy.

3.3 Curriculum leaders

Curriculum leaders at our school will:

> Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

> Sequence lessons in a way that allows pupils to make good progress from their starting points

> Use their budget effectively to resource their curriculum area, providing teachers with necessary resources for learning

> Drive improvement in their curriculum, working with teachers to identify any challenges

> Timetable their curriculum area to allocate time for pupils to:

  o   Achieve breadth and depth

  o   Fully understand the topic

  o   Demonstrate excellence

> Moderate progress across their curriculum by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

> Improve on weaknesses identified in their monitoring activities

> Create and share clear intentions for their curriculum area

> Encourage teachers to share ideas, resources and good practice

> Meet the expectations set out in our Curriculum Purpose and Rationale documents, Behaviour and Relationships policy, Handwriting Policy, Display Policy and Marking and Feedback policy.

3.4 Senior leaders

Senior leaders at our school will:

> Have a clear and ambitious vision for providing high-quality, inclusive education to all

> Celebrate achievement and have high expectations for everyone

> Hold staff and pupils to account for their teaching and learning

> Plan and evaluate strategies to secure high-quality teaching and learning across the school

> Manage resources to support high-quality teaching and learning

> Provide support and guidance to other staff through coaching and mentoring

> Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and curriculum knowledge

> Promote team working at all levels, for example by buddying teachers up to support one another where appropriate

> Address underachievement and intervene promptly

> Meet the expectations set out in our Curriculum Purpose and Rationale documents, Behaviour and Relationships policy, Handwriting Policy, Display Policy and Marking and Feedback policy.

3.5 Pupils

Pupils at our school will:

> Take responsibility for their own learning, and support the learning of others

> Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

> Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

> Be curious, ambitious, engaged and confident learners

> Know how to improve and what is expected of them

> Put maximum effort and focus into their work

> Complete home learning activities as required

> Meet the expectations set out in our Curriculum Purpose and Rationale documents, Behaviour and Relationships policy, Handwriting Policy, Display Policy and Marking and Feedback policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

> Value learning

> Encourage their child as a learner

> Make sure their child is ready and able to learn every day

> Support good attendance

> Participate in discussions about their child's progress and attainment

> Communicate with the school to share information promptly

> Provide resources as required to support learning

> Encourage their child to take responsibility for their own learning

> Support and give importance to home learning

3.7 Governors

Governors at our school will:

> Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

> Monitor the impact of teaching and learning strategies on pupils' progress and attainment

> Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

> Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Each curriculum area has a Purpose and Rationale document which gives details about the intent of the curriculum. Each also have a Progression In Learning document which identifies what is taught when across the curriculum area. These clearly show the skills and knowledge of each curriculum area across the school years; giving clear sequence and demonstrating clear progression in the specific curriculum area.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

As a school we have adapted Rosenshine's Principles as the core methods of our teaching strategies. For some curriculum areas we use specific schemes to support Teacher knowledge and expertise when teaching. These include 'realPE' for PE, 'Switched on Science' for Science, 'Switched on Computing' for Computing, 'Charanga' for Music.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, hall and library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

> Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas

> Posters of material pupils have previously learned about and can identify

> Accessible resources for learning such as books, worksheets and other equipment

> A seating layout that allows everyone to see the board and participate

> Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

> Pupils with special educational needs and disabilities (SEND)

> Pupils with English as an additional language (EAL)

> Disadvantaged pupils

> Pupils that are most able

Using the following strategies:

> Ability groupings for certain curriculum areas where appropriate

> Providing models, scaffolds, writing frames and word banks

> Using support staff effectively to provide extra support

> Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress

Further information can be found on our school's SEND policy and statement of equality information and objectives.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on the digital learning platforms we use for reading, maths and spelling, i.e. Bug Club, My Maths and Spelling Shed.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

We do not expect parents to provide resources to help their children, therefore any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given electronically on the learning platform through outcome of task. Teachers will also feedback verbally about engagement in Home Learning each week.

In class work will be responded to verbally at the point of learning for the vast majority of time to ensure pupils have specific feedback to understand their successes as well as how to improve their work. Please see our marking and feedback policy, for more information.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative, through ongoing formative assessment lesson to lesson, and formal summative assessment at the end of each term and at the end of the Key Stage.

We will set targets for pupils, and provide termly reports against through parents' evenings in the Autumn and Spring Term and a written report in the Summer Term.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

> Conducting learning walks

> Reviewing marking and feedback

> Termly pupil progress meetings

> Gathering input from the school council

> Planning scrutinies

> Book scrutinies

11. Review

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

> Behaviour and Relationships policy

> Curriculum policy

> Early Years Foundation Stage (EYFS) policy

> SEND policy and information report

> Marking and feedback policy

> Home-school agreement

> Equality information and objectives