



# Christchurch Infant School

## Teaching and Learning Policy

<b>Approved by Board of Governors:</b>	<b>June 2021</b>
<b>Next Review Date:</b>	<b>June 2024</b>

## **Vision**

At Christchurch Infant School we believe that good quality first teaching means effective learning and that this is what we strive for in every lesson. Continued and sustained improvement and achievement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Good teaching is intrinsic to our school in order to achieve high standards and good progress for all of our learning. Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a consistent approach, can be easily monitored and ensures equal opportunity for all of our pupils.

## **Aims**

We expect every teacher to deliver good or outstanding lessons – every child deserves this! By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
  - To enable teachers to teach as effectively as possible through support and CPD
  - To enable children to learn as efficiently as possible
  - To give children the skills they need to be lifelong learners
  - To provide an inclusive education for all
  - To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good/outstanding practice is shared

At our school, we provide both high quality teaching and a rich and varied learning environment, which allow children to develop their skills and abilities and to be the best they can be at the time.

## **Our curriculum provides opportunities for children:**

- To become confident, resourceful, enquiring and independent learners
- To be creative and enable their talents to flourish
- To be able to achieve success
- To be clear about what they are expected to do
- To be challenged, inspired and stimulated
- To see all learning as 'real' learning, providing opportunities for children to learn life skills, which prepare children for the future.
- To develop their self-esteem and help them build positive relationships with other people
- To develop both the children's self-respect and ability to respect the ideas attitudes, values and feelings of others; show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- To enable children to understand their community and help them feel a valued a part of this community;
- To actively learn in a safe environment where mistakes can be made and learnt from **Teaching**

It is every teacher's responsibility to develop and improve the basic skills of each child. Effective learning only arises from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. When teaching, we focus on motivating and inspiring the children and building on their skills, knowledge and understanding of the curriculum.

Effective Teaching ensures;

- Well prepared personalised plan which has been written consistently for all classes within a year group but has been adapted for individuals within each class
- Delivery of an engaging and purposeful curriculum, which allows children to find links between different subjects
- Strong subject knowledge, evident in the delivery of lessons
- Identification of barriers to learning and appropriate adaptations
- Ensuring continuity progression and coverage of the National Curriculum/EYFS Curriculum, providing a progressive and engaging curriculum for all
- Clear links to previous and future learning
- Children are given opportunities to actively pursue aspects of their teacher directed learning in child initiated learning time
- A clear Learning Objective, which is both shared with the children and referred to throughout the lesson
- Clear Success Criteria developed with the children.
- Appropriate challenge and high expectations for all children
- Clear differentiation to enable all pupils to access learning and foster the involvement of all children in active learning • Teacher and teaching assistant modelling
- High quality questioning, which is targeted, differentiated and used frequently and appropriately
- A hook at the beginning of a lesson to fully engage pupils and inspires awe and wonder for children
- Positive interactions between teacher and pupil, teaching assistant and pupil, pupil and pupil and evidence of co-operative learning
- Pace which is varied according to accurate assessment for learning within the lesson
- A review of previous learning at the beginning of the lesson and a review of learning within the lesson
- Regular feedback to enhance learning and address misconceptions • Assessment for Learning present in all aspects of the lesson where the teacher uses recall and reflection and adapts teaching to meet needs within the lesson and within a sequence of lessons
- Enthusiastic and engaging delivery
- Elements of Visual, Auditory and Kinaesthetic learning
- Consistent classroom management following the school behaviour policy
- Effective use of time, resources and additional adults
- Learning environment used to extend the curriculum

- Use of the outdoors
- Peer and independent learning opportunities

Children learn most effectively when inspired by first hand experiences, educational visits and using our school grounds and the local environment, all of which are an integral part of our curriculum.

We use the children's natural curiosity and play as a powerful learning tool, particularly in the Early Years, where our children learn the important skills of sharing, teamwork, respect and socialising.

### **Learning Environment** (Reference the Learning Environment Policy)

The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children. All classrooms have a range of dictionaries and fiction and non-fiction books, project displays, which demonstrate the learning process, as well as working walls relating to English and Mathematics.

The school's presentation should always be of a high standard to inspire all staff and children. Classrooms and learning environments make pupils feel that their achievements and how they are perceived is important. Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use, be responsible for and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately, with surfaces to be used as extensions of the curriculum
- Displays to be interactive, stimulating and interesting- high quality displays through the school to extend learning. They must be a learning resource and should be language rich with questions to challenge children's thinking and develop vocabulary
- Classrooms must be vibrant and engaging, but not overwhelming, well organised learning spaces, free from clutter. Pupils should be encouraged to take on responsibility for ensuring their classroom is a pleasant and safe place to learn
- Pupils need to know how to access resources and respect the environment
- Pupils are taught to respect equipment and resources
- Book areas need to invite children to read and enjoy books
- Role play areas should be changed regularly and give opportunities for imaginary play which is relevant to the topic

### **Planning the curriculum**

Our overall subject overview and curriculum plan details what is to be taught to each year group to ensure continuity and progression in children's learning. These objectives are taken from the National Curriculum Programmes of Study for Key Stage 1 and the 'New Early Years Foundation Stage Framework (March 2021)', alongside the Development Matters documentation.

The organisation and implementation of our curriculum enables children to make connections in their knowledge and develop and deepen their skills from the Early Years Foundation Stage to the end of Key Stage 1.

Our curriculum is based on projects, which are planned to engage the children through a hook and the use of the main subjects and application subjects, with which to reach a purposeful outcome. These are outlined in our project overviews.

We base our teaching on our knowledge of the children's level of attainment and use this to plan for next steps in children's learning. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Education Needs, we give due regard to information and targets contained in the children's Support Plans.

## **Assessment**

Assessment is an integral part of the teaching and learning process. It is an ongoing process, which takes account of pupils' different rates of learning development. All children are entitled to have their learning achievements and progression recognised. The school has policy for feedback and assessment. This policy is consistently followed by all staff.

All teachers observe, assess, reflect and review the achievements of each pupil on a regular basis. They make ongoing observations of pupils' learning in the classroom and regularly analyse pupils' work, in order to identify their learning needs and next steps. All teachers keep assessment records on the pupils they teach.

Pupils are given regular constructive feedback on their learning and this helps them to know when they have mastered a skill, or how they can improve. Pupils' learning achievements are also recognised through teachers' verbal praise, having their work displayed in the classroom, the awarding of stickers and house points, and opportunities to celebrate pupils' learning achievements in school assemblies.

Moderation of assessment takes place in the school in year groups and across the whole school. We attend meetings led by the Local Authority for Statutory Assessment in the early Years and Year 2. We also meet with other local schools throughout the year to ensure accuracy of assessment in all year groups in writing.

## **The evaluation of practice**

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers and pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth as necessary.

More formal observations are carried out by the Headteacher and Deputy Headteacher, and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy.

Performance Management reviews for teachers take place where targets will be reviewed and new ones set. There will also be a mid-term review.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their NQT year.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

### **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents evenings to explain our school strategies for teaching literacy, maths and health education
- Sending information to parents at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework
- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.
- We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:
- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and P.E. kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's well being, performance or behaviour at school
- Promote a positive attitude towards school and learning in general  
(Refer to Communication policy)

### **The role of governors**

Our governors review the school policies on teaching and learning.

Their role is to:

- Support the use of appropriate teaching strategies by allocating resources effectively

- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes. These include reports from the subject leaders and the Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.