



TURNFURLONG INFANT SCHOOL

Teaching and Learning Policy

INTRODUCTION

At Turnfurlong Infant School our intent is that learning should be a rewarding and enjoyable experience for everyone; it should be engaging, meaningful and fun. Through our teaching we support the characteristics of effective learning that enable children to develop positive dispositions and attitudes to their learning. At the heart of our curriculum is a focus on developing children's language and literacy skills and a particular feature of our school is storytelling and 'talk for writing', with each year group experiencing core stories across the year. Our wider school curriculum has been planned so that prior skills and knowledge in core and foundation subjects in the National Curriculum are built upon. Learning is therefore enriched and deepened across the Early Years Foundation Stage and Key Stage One.

Our school is inclusive and we believe that all pupils should be enabled to realise their potential by receiving a broad range of rich learning experiences and opportunities across the curriculum. Our curriculum and school ethos also support the development of children as unique individuals and we value children's emotional and social development as highly as their academic attainment and achievement.

The teaching and learning policy has been approved by the staff and governors of the school.

OBJECTIVES (Intent)

Children learn best when they are:

- actively involved in the learning process
- showing high levels of well-being and involvement
- given equal opportunities to access learning
- given opportunities to ask questions and express opinions
- answering open-ended questions
- given opportunities to apply their skills and knowledge (problem solving, exploring and investigating, engaged in open-ended creative activity)
- able to achieve success
- clear about what they are expected to do
- challenged, inspired and stimulated
- given the opportunity to work individually, in pairs, groups and as a whole class
- provided with opportunities to talk about and review their learning.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children 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;
- enable children to understand their community and help them feel valued as part of the community;

The school's objectives are to:

- ensure the school's teaching and learning policy is implemented consistently by all staff;
- identify and remove barriers to learning;
- ensure pupils have access to appropriately differentiated curriculum learning opportunities to match their ability;
- ensure high expectations for all, including children with SEND
- ensure the classroom ethos and environment supports learning;
- ensure lessons are well structured, have a brisk pace and provide opportunities to extend and review learning;
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of pupils' prior attainment;
- ensure pupils receive feedback on how they can improve their learning.

EFFECTIVE TEACHING (Implementation)

Our overall 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 document 'Development Matters in the Early Years Foundation Stage'. 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.

All subjects have a 'curriculum map' which illustrates how knowledge and skills develop sequentially in that subject. Each curriculum map also identifies where key vocabulary will be introduced and modelled, showing how this is developed through to end of Key Stage 1.

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.

We set academic targets for the children in each academic year and we show these targets to children and their parents. We review and update the progress of each child on a termly basis and set revised targets.

In the Early Years (Nursery and Reception), our curriculum is balanced between a theme for learning/adult-led focus and responding to children's observed interests in our planning. This is particularly relevant to planning for teaching and learning in Nursery, when staff may follow a child's learning in that moment and that build on and extend that interest within the session and over sessions that follow. In Nursery and Reception there is also a balance between adult-led learning (focus activities, group times, story and singing sessions) and

child-led learning in 'free-flow' where children are able to explore and develop their own lines of play and enquiry.

In Key Stage 1, our topic based curriculum provides coverage across the National Curriculum for Years 1 and 2. It is carefully sequenced to support skill and knowledge progression across the subjects. It also provides the opportunity for children to deepen their learning by applying their knowledge and skills for learning in different contexts across the curriculum.

These include:

- discovering and making connections through hands-on experiences (*visitors to school, visits to places of educational interest across the curriculum, drama, science investigations*)
- open-ended creative activity (*art, design technology, drama, storytelling and role play, dance, music, ICT*)
- questioning and exploring, investigation, problem solving, researching, finding out (*mathematical problem solving, science investigations, history, geography, design and technology challenges, ICT*)
- comparing, evaluating, developing and improving (*mathematical problem solving, science investigations, history, geography, design and technology challenges, ICT*)

Topics in Key Stage 1 (Years 1 and 2) are introduced with a 'hook' to engage children's interest and provoke questions from them. Examples of a 'hook' include introducing artefacts to explore or investigate, educational visits and visitors to the school, developing role-play or drama or introducing a piece of music or art to discuss.

Effective teaching in the school is characterised by:

- clear planning to meet pupil diversity
- all children are included and able to access learning
- well-structured lessons, which have an opening, a main part and a plenary
- lessons being delivered using a variety of teaching approaches
- a classroom climate based on mutual respect and focused on learning
- assessment, recording and reporting of pupils' progress that informs planning and teaching
- clear learning objectives set which are shared with and understood by pupils
- the teacher modelling and demonstrating expected learning outcomes
- pupil self-evaluation as part of the plenary
- high expectations for all pupils, including those with SEND
- good discipline and behaviour management
- the effective use of resources, which include ICT
- the effective use of teaching assistants
- pupils being encouraged to take greater responsibility for their own learning
- classroom displays being utilised to extend, support and enhance pupils' learning
- teachers having secure subject knowledge.

ASSESSMENT (Impact)

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 a 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 detailed 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.

We monitor and evaluate the quality of the implementation of our curriculum through observing teaching and learning, looking closely at children's work to ensure consistency across classes and to agree assessments of children's attainment and progress across the year. Moderation of assessment takes place in the school in year groups and across the whole school. We also work with other schools throughout the year to moderate our assessment judgments in writing. We attend meetings led by the Local Authority for Statutory Assessment in Reception and Year 2.

Areas in our curriculum that we identify for development and improvement are prioritised through actions in our School Improvement Plan.

ROLES AND RESPONSIBILITIES

The Headteacher and senior leadership team monitor and evaluate the quality of teaching and learning throughout the school within performance management procedures.

The senior leadership team support the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from pupils' underachievement.

Subject co-ordinators are responsible for overseeing the implementation of their subject across the school. They are aware of how to include all learners in their curriculum areas.

All teachers are responsible for the quality of teaching and learning within their classroom. They provide a learning environment and a curriculum that is accessible to all pupils.

Learning support assistants provide targeted additional learning support, which is delivered within the classroom, to extend learning and enhance curriculum access. Alternatively, they

may deliver a specific learning programme as part of a 'catch-up' learning intervention, to narrow the learning gap for specific pupils.

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- 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 safeguarding and health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of school teaching and learning policies through the school self-review processes. These include reports from subject co-ordinators and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS

We believe that parents are children's first educators and have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sharing observations of what children are learning and experiencing in Nursery and Reception through our online learning journey (Evidence Me)
- inviting parents in Nursery to 'stay and play' sessions
- holding 'parent involvement' events for families from Reception to Year 2 where parents can learn more about specific aspects of teaching and learning at Turnfurlong Infant School and spend time in the classroom experiencing learning alongside their child
- Putting information about topics and links to learning on the school website and school learning platform
- Meetings with parents in the Autumn and Spring terms to discuss progress and next steps
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further
- holding information sharing meetings for parents to explain procedures for statutory assessment (face to face or online)

We believe that parents have the 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 PE kit
- do their best to keep their child healthy and fit to attend school

- inform school if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement.

PROVISION AND RESOURCES

The school offers a continuum of teaching and learning provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class, for more focused learning, in particular in relation to English and phonics.

Computing and multimedia learning resources are available in the computer room and in each classroom to support and extend pupils' learning.

Every year group has access to an additional learning support assistant, whose key role is to improve curriculum access, and extend and consolidate pupils' learning during their learning support work.

MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The quality of teaching and learning is evaluated using the following performance indicators:

- analysis of pupil progress and attainment data
- scrutiny of teacher planning
- lesson observations
- scrutiny and moderation of pupils' work from across the curriculum
- analysis of teachers' marking and comments on pupils' written work
- tracking of individual pupils, or cohorts of pupils
- discussions with pupils about their progress
- discussion with teachers about pupil progress
- evaluations from the impact of staff CPD and INSET on teaching and learning
- evaluation of the impact of additional resources, e.g. Learning Support Assistants
- evidence from parental and pupil surveys/questionnaires
- success in meeting teaching and learning priorities on the school improvement plan
- improved continuity and progression in pupils' learning, during cross-phase transition
- reports from external advisors
- evidence from the school's Ofsted Inspection report.

The evidence gathered from monitoring the impact of the teaching and learning policy engages all stakeholders in the process.