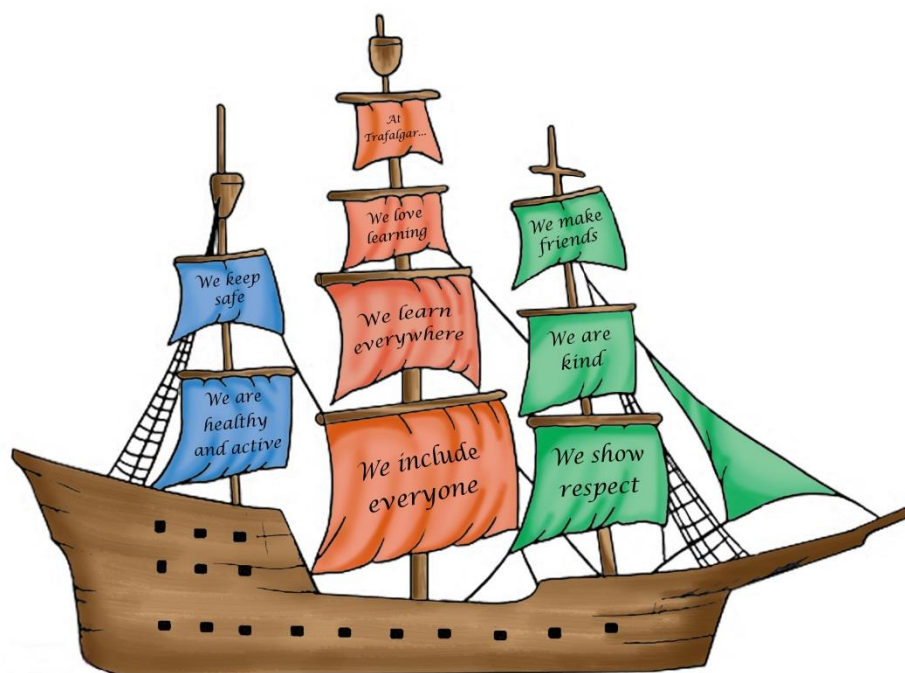


Trafalgar Community Infant School



Policy Document

TEACHING AND LEARNING POLICY

Reviewed – Jan 2023
Review Date – Jan 2024

Teaching and Learning Policy

'A voyage of discovery, we're sailing to success together'

*RRR: Article 12 Every child has the right to say what they think in all matter affecting them, and to have their views taken seriously.
Article 26 Every child has the right to an education. Primary education must be free.*

Trafalgar is a rights respecting school. We refer to the UN Convention on the Rights of the Children (UNCRC) throughout this policy.

Please see appendix A for the whole school curriculum intent. Subject specific intent statements are also available on request from the school office, and are saved on the staff server.

Our Vision - Through an **inclusive** and **safe learning** environment, **all** are supported to achieve their potential.

Our whole school aims –

- Create a happy, stable, inclusive and caring environment
- Provide equal opportunity for everyone to achieve their best
- Foster a desire for knowledge and a continuing interest in life-long learning
- To support each other in meeting challenges with confidence
- To value and promote self-respect and self-discipline.

We encompass a holistic approach to child development which includes:

- Attention to intellectual development in relation to achievement and enjoyment.
- Attention to physical development, well-being, healthy and safe lifestyle.
- Attention to spiritual, moral, social, emotional and cultural development, actively promoting the fundamental British Values of democracy, tolerance, respect, liberty and rule of law.

Overall, we value happiness, hope, honesty, integrity, excellence, diversity, confidence and respect.

Quality of Teaching and Learning

We recognise that the primary purpose of the school, its resources both human and physical and the teaching that takes place, must have a positive impact upon pupil learning and development.

We know that QFT (quality first teaching) is crucial when delivering a high quality, inclusive curriculum (see appendix A). At Trafalgar, teachers use the OAIP (Ordinarily Available Inclusive Practice) WS document in their planning and provision to ensure that the additional needs of most children are met by inclusive quality first teaching QFT.

Where required, teachers make reasonable adjustments (which may include planned tailored support, additional practice, learning in bite-sized components, acting on AfL (Assessment for Learning) opportunities, teaching carefully selected groups using carefully selected resources).

At Trafalgar we recognise that every member of staff is a teacher of SEND, and 'Reflecting on your practice, every teacher as a teacher of SEND' from the EEF (Education Endowment Foundation), is the foundation of our practice (see appendix B). We use the model of Assess, Plan, Do, Review for all children, as this supports excellent, reflective and transformational practice which is uniquely tailored to meet the needs of the children in our class.

We have identified six key statements to support our accountability and approach to teaching and learning.

Key Statement 1

In teaching we will be knowledgeable about what we are teaching.

This will enable us to be:

- Confident that what we are teaching is factually correct
- Creative in our teaching during formal and informal learning.
- Efficient in taking the child to their next stage in their learning, having built on their previous learning and experiences during lockdown where possible.
- Enthusiastic about teaching, demonstrating this through flair and motivation
- Accurate in assessments of each child's progress
- Well planned, and always looking out for ways to support new learning or opportunities for consolidation

This will be evidenced by children:

- Being motivated, engaged and focused
- Making better progress than they would without good or outstanding teaching
- Being aware of their own progress and their next steps
- Enjoying learning
- Gaining accurate knowledge and developing skills

If a member of staff needs support to help them to be highly effective, then we provide carefully sequenced curriculum planning for them to follow, and high quality support and training from the most competent provider.

Key Statement 2

In teaching we will reflect on our practice and challenge our own thinking.

This will enable us to:

- Actively listen to children and use their comments to inform planning.
- Change our practice if this leads to more effective learning
- Use human and physical resources effectively, offering good 'value for money'
- Listen to and liaise with all parents / carers
- Accurately assess children's achievements
- Use advice and research to improve our provision
- Manage behaviour effectively through adapting styles of management
- Think ahead, predict and pre-empt possible challenges
- Work effectively independently, in a team and in the school community
- Hold professional conversations with colleagues, sharing experiences and interests

This will be evidenced by:

- A range of teaching styles used in every learning environment, indoors or outdoors, to meet the needs of all learners
- Highly-motivated children who are actively engaged in the lesson and keen to share their learning, and their experiences of lockdown.
- Pupil voice, including opportunities to reflect on and talk about their learning (what they have done well, and how to improve).
- Staff both asking for help if needed and being willing to act as critical friend; offering support and advice
- Staff taking 'time out' to observe the learning 'in action' as a valued method of reflection, evaluation and assessment
- Children knowing how to help themselves and asking for help
- Plenaries and mini plenaries consolidating the learning and helping plan the next step
- Adjustments to planning, particularly in light of the possible impact of Covid-19.

- Engaging student teachers fully in the planning, teaching and learning process, supporting them in becoming a temporary part of the school team

Key Statement 3

In teaching we will ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.

This will enable us to:

- Plan for a range of appropriate learning styles and use a range of different teaching methods.
- Plan and assess accurately to ensure that all children learn and progress, differentiating appropriately to meet the needs of all groups of learners
- Discuss pupil progress with colleagues and all parents and carers
- Support children in developing strategies to build on their own prior knowledge
- Have discussions with the children about their learning and achievements and help them to identify next steps
- Be aware that outside factors may affect a child's learning i.e. sharing relevant family issues.
- Ensure we give children time to show us what they know and can do
- Ensure Gold plan targets are matched to classroom learning and are regularly assessed, reviewed and updated

This will be evidenced by children:

- Who can show that they enjoy their learning and are able to make progress
- Meeting their learning objective and being clear about their next steps in learning
- Challenging themselves to meet or exceed their targets and make connections within their learning
- Understanding the school marking and feedback policy
- Talking about what they are good at and what they need to get better at
- Being keen to succeed

Key Statement 4

In teaching we will ensure that what we teach comes from the children's experiences, our school curriculum plans, the Early Years Foundation Stage documentation, the National Curriculum and local and national strategies.

This will enable us to:

- Plan together as a year group and have all members of the year group team working towards the same objectives
- Regularly review the provision map and the medium term plans to ensure appropriate coverage, depth and breadth of learning
- Match learning activities to the needs of all children according to our assessments of their 'readiness to learn'.
- Plan using an even broader range of teaching and learning strategies, recognising that children may not all be in the same position to learn at the same time in the same way.
- Assess accurately against national and local benchmarks, when the time is right for our children

This will be evidenced by:

- Effective use of outdoor learning, and outdoor learning to be utilised wherever possible for all subjects in all three year groups, and in particular for PE
- Positive relationships and communication with all parents and carers

- Obvious consistency in curriculum provision between year groups, with an agreed level of flexibility and high expectations of progression
- Effective assessment and observation of key skills and concepts that is used to develop and improve learning
- A full understanding of key documents with clear references to the Early Years Foundation Stage and National Curriculum on all planning
- The teacher showing leadership and knowing what learning must be covered in each curriculum area
- The year group lead monitoring and supporting their team in delivering an appropriate, yet challenging curriculum when appropriate.

We plan a carefully sequenced, broad and balanced curriculum, with clear end points taken from the National Curriculum. Our Curriculum allows children to weave together their knowledge and skills, recalling and applying it, and making links in their learning.

Key Statement 5

In teaching we will organise our learning environment to support children in becoming successful learners through developing their understanding of how they learn.

This will enable us to:

- Be confident that the children continue to learn with others (adults and peers).
- Make constructive use of significant parts of the lesson especially the plenary and mini plenaries in order to reflect on what children have learned and feedback on how they will move forward
- Support all children in identifying their next steps in their learning
- Make links and connections within a topic and across other curriculum areas
- Make effective use of resources to support a variety of learners

This will be evidenced by children being:

- Focused, and showing clear signs that they are enjoying their learning and are feeling successful
- motivated knowing the direction of their learning and aspiring to improve the standard of work
- able to transfer and apply previously learnt skills and knowledge to other curriculum areas, enabling them to achieve greater success
- able to take pride in their work which is of a high quality in relation to their ability
- supported by good resources

Key Statement 6

In teaching we will frequently (both formally and informally) assess the progress and achievement of our pupils. Please refer to our Assessment for Learning Policy.

Our Learning Environment

At Trafalgar we believe that the learning environment has a crucial part to play in securing effective teaching and learning. The ethos of our school, its distinctive character and spirit, is determined by the vision, the values and the goals of our school community, and by the way in which we all work together. This is what we call **the learning environment**.

We believe the learning environment is vital in supporting all the children here to enjoy good learning.

Below is a list of what we believe all teachers and support staff (where relevant) here must address.

- Overall effective classroom/learning space organisation (both inside and outside)
- Clear labelling that is long lasting, and uses simple pictures where possible

- A classroom layout with displays and interactive/table top displays that are motivating and challenging and reflects child initiated learning; some of which are at a child's height, and all of which can be easily seen/read by a young child (so large font and images).
- A high standard of work is evident in all aspects, relative to the abilities of the children
- Clear marking and/or responses from the class teacher/support staff which complement the learning environment.
- Uncluttered use of space including on all surfaces, in open cupboards and shelves, and under furniture
- Useful resources that are clean, appealing and in good condition. It is unacceptable for pieces to be missing or mixed up.
- Clear class/shared area charters displayed in a way that the child can understand and adopt
- Effective visual aids
- Easy access to talking partners to develop effective communication.

Roles and Responsibilities

Every member of the school community has a role to play in supporting effective teaching and learning. The following groups have specific responsibilities to ensure that the Key Statements permeate through everything that they do.

Governors have a vital role to play in supporting effective teaching and learning by:

- determining, after consultations with stakeholders, the vision, values and strategic direction of the school to ensure the highest quality provision for all pupils
- playing an important role in recruiting and appointing dedicated staff with the skills to provide good or outstanding teaching and learning
- ensuring resources are allocated effectively to support good or outstanding teaching and learning
- exercising their responsibilities for monitoring curriculum provision and for ensuring that the EYFS and National Curriculum and other mandatory elements are taught
- promoting and supporting plans to achieve continuous improvement in teaching and learning
- providing challenge and support for school leaders through the monitoring and evaluation of standards and achievement

Teachers and Subject Coordinators have a vital role to play in supporting effective teaching and learning by:

- Expecting high standards of teaching and learning in relevant areas of responsibility.
- Ensuring that practices improve the quality of education provided, meeting the needs and aspirations of all pupils and raising the standards of achievement in school.
- Playing a key role in supporting, guiding and motivating other teachers and non-teaching staff.
- Monitoring and evaluating the effectiveness of teaching and learning and progress towards targets for pupils.
- Informing future priorities.
- Identifying needs in their own curriculum areas and demonstrating an understanding of how their subject contributes to the school priorities and to the overall education and achievement of all pupils.
- Following the cycle of review as set out in the School Improvement Plan.
- Ensuring that planning supports Inclusion.

Team Leaders have a vital role to play in supporting effective teaching and learning by:

- Expecting high standards of teaching and learning in their year group.
- Ensuring that practices improve the quality of education provided, meeting the needs and aspirations of all pupils and raise the standards of achievement.
- Playing a key role in supporting, guiding and motivating teachers of the year group and other adults involved.

- Being an exemplary practitioner in supporting the improvement of all staff in their team, in a reflective and nurturing way
- Evaluating the effectiveness of teaching and learning, the year group curriculum and progress towards targets for pupils and staff in their year group.
- Identifying needs in their own year group and having an understanding of how their year group contributes to the school priorities and to the overall education and achievement of all pupils.
- Expecting high standards of teaching and learning in their year group.
- Encouraging the team to be reflective when reviewing and planning.
- Motivating the team and other adults involved.
- Ensuring that all targets set for children are shared with the children and parents and that steps are taken to enable children to meet their targets.
- Identifying needs in their year group and sharing this information with the Inclusion Manager/SENCO.
- Ensuring that the learning environment for the year group is stimulating and inclusive.
- Ensuring other members of the Leadership Team are aware of the needs in other year groups, and remain respectful to one another at all times.

The Inclusion team (SENCO and LSAs) has a vital role to play in supporting effective teaching and learning.

In particular by:

- Supporting the identification of, and disseminating the most effective teaching approaches for all pupils, in particular those who are eligible for Pupil Premium, with SEND, MAT, EAL, pupils from ethnic minority and other vulnerable groups.
- Planning and teaching pupils from the groups above, in class, through intervention focus groups or one-to-one if relevant.
- Supporting with developing and evaluating a Gold Plan.
- Collecting and interpreting specialist assessment data gathered on pupils and using it to inform practice across the whole school.
- Ensuring with colleagues that realistic but challenging expectations of behaviour and achievement are set for all those pupils listed above, and other vulnerable groups.
- Monitoring the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils across the school.
- Implementing systems for monitoring and recording the progress made by pupils listed above, and other vulnerable groups.
- Responding to class teachers' concerns regarding pupil progress and well-being and taking any necessary action to improve the provision that we provide for our most vulnerable children.

Parent and carer role (See Home /School Charter and the School Prospectus)

Parents are encouraged to support their children's learning by ensuring

- their child attends school
- their child comes to school feeling confident and positive
- their child arrives at school on time, and is collected on time
- they share with the teacher any concerns in school
- they support their child by attending consultations and any other school based meetings
- they support their child with homework/take home tasks/home learning (in particular in the event of a National Lockdown)
- they inform the school of any significant matters at home which may affect their child's progress, happiness or behaviour, and engage with the school and other professionals to support the child and their needs

- they support extra-curricular activities, such as visitors to school, concerts, visits and fayres, where possible, and contact the Headteacher in confidence if they need support with this, as no child should be excluded from participating in these activities.

Use of Non-Contact Time and PPA (Planning, Preparation and Assessment)

In accordance with workforce reform, all fulltime teachers receive 10% release from teaching in order to carry out Planning, Preparation, and Assessment.

This Policy should be Read in Conjunction with:

The Staff Handbook (for staff)

Assessment for Learning Policy

Behaviour for Learning Policy

Inclusion Policy

Subject specific Policies

The policy will be reviewed annually, or before if needed e.g. changes to EYFS/National Curriculum, or in response to the needs of the Trafalgar cohort/community.

Review Date January 2023

Appendix A – Whole school curriculum intent