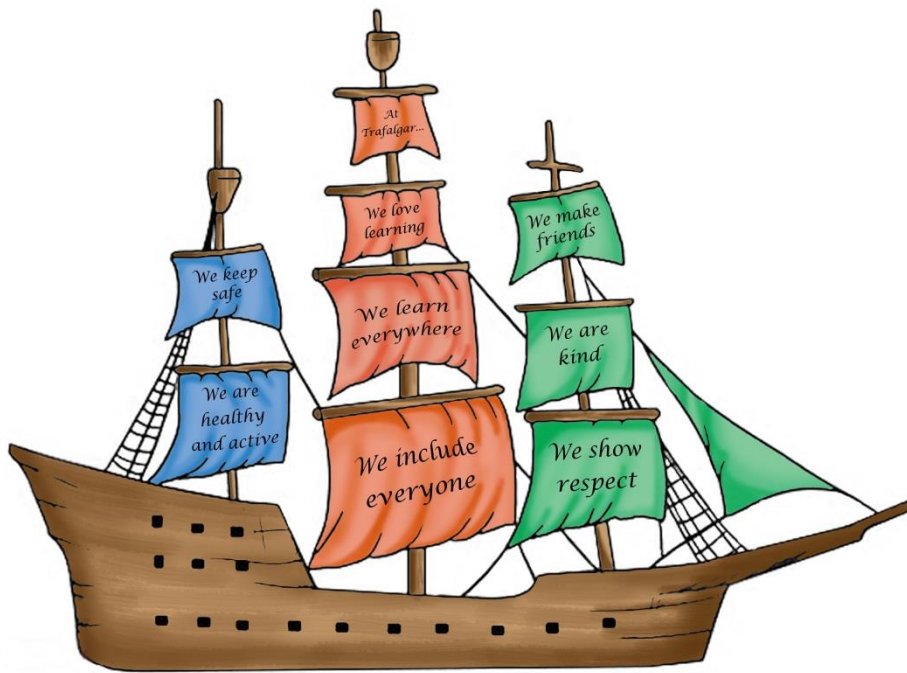


Trafalgar Community Infant School



Policy Document

TEACHING AND LEARNING POLICY

Reviewed – September 2025
Review Date – September 2026

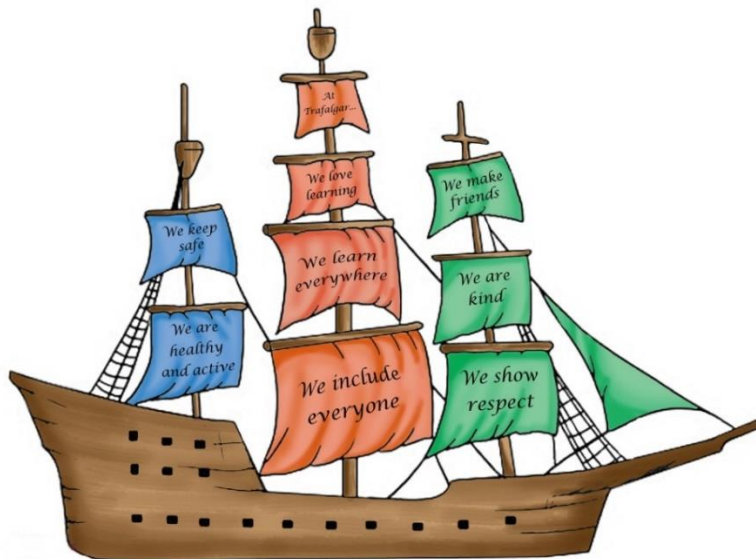
Teaching and Learning Policy

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

Please see appendix A for the whole school curriculum intent. Subject specific intent statements are also available on the school website on curriculum pages and 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 Core Values are displayed on our Trafalgar ship.



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 hope to support the learning and development of each unique child by supporting their:

- intellectual development in relation to achievement and enjoyment across a broad and balanced curriculum
- physical development, well-being and health
- spiritual, moral, social, emotional and cultural development; actively promoting the fundamental British Values of democracy, tolerance, respect, liberty and rule of law.

Quality of Teaching and Learning

We know that QFT (quality first teaching) is crucial when delivering a high quality, inclusive curriculum (see appendix B).

At Trafalgar, we recognise that every member of staff is a teacher of Special Educational Needs & Disabilities (SEND) and that supporting children with SEND well also supports all children to do well. We use the model of Assess, Plan, Do, Review for all children, as this supports excellent, reflective practice which is uniquely tailored to meet the needs of the children in our class. At Trafalgar, teachers use the OAIP (Ordinarily Available Inclusive Practice) West Sussex document in their planning and provision to ensure that the additional needs of most children are met by inclusive QFT.

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

1. We are knowledgeable about what we are teaching.

Teachers are responsible for having strong subject knowledge, supported by Subject Coordinators and detailed, carefully sequenced long term plans.

2. We continually reflect on our own practice and strive to challenge our own thinking.

Staff support each other to do this through collaborative professional development and a 'Learning partner' approach. We make opportunities to learn from others through locality networks; links with teacher training providers and keeping up to date with national developments through the Education Endowment Foundation (EEF).

3. We have a clear picture of our pupils' knowledge, skills and understanding.

We work closely with families and external agencies to gain a full picture of the child and use assessment to inform planning for groups and individuals. *Please also refer to our Assessment for Learning Policy.*

4. Our teaching is informed by national curricula alongside the local context of our families.

We work together to ensure consistent learning opportunities for all children, that are appropriate for their needs and interests and provide a broad and balanced curriculum.

5. We organise our learning environment to support children to become independent and reflective learners.

We provide children with learning opportunities inside and outside the classroom; making effective use of resources and giving children ownership of their learning. *Please also refer to our Display for Learning Policy*

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 we 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

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

- Expecting high standards of teaching and learning across all year groups
- Ensuring that practices improve the quality of education provided, developing and implementing a clear School Improvement Plan
- Being committed to their own ongoing professional development and supporting the development of all staff
- Playing a key role in supporting, guiding and motivating teachers and support staff
- Evaluating the effectiveness of teaching and learning

- Identifying needs in partnership with teaching staff through Pupil Progress Meetings and observations.
- Ensuring that learning environments, inside and outside, are stimulating and inclusive

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
- Being committed to their own ongoing professional development
- Playing a key role in supporting, guiding and motivating other teachers and non-teaching staff with their subject and/or year group specialisms
- Monitoring and evaluating the effectiveness of teaching and learning and progress towards targets for pupils
- Identifying needs in their own curriculum areas/ year group 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 of all

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

- Modelling behaviours for learning when working with and supporting children
- Being committed to their own ongoing professional development
- Playing a key role in supporting, guiding and motivating children
- Working collaboratively with teachers and senior leaders to improve the quality of education provided
- Working with class teachers and SENDCo to deliver interventions and support children in groups or 1:1

The Inclusion team has a vital role to play in supporting effective teaching and learning by:

- Expecting high standards of teaching and learning to support all children and particularly those with SEND
- Being committed to their own ongoing professional development
- Supporting the identification of, and disseminating the most effective teaching approaches for all pupils, in particular those who are more vulnerable, including: children eligible for Pupil Premium, with SEND, EAL (English as an additional language), pupils from ethnic minority and other vulnerable groups
- Supporting staff to plan and teach pupils from the groups above, in class, through intervention focus groups or one-to-one if relevant
- Monitoring the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils across the school

Parent and carers have a vital role in supporting their child's learning at school by:

- Ensuring their child attends school and arrives at school on time, and is collected on time
- Being positive about school with their child
- Sharing any concerns they have about their child's school experience with their class teacher
- Attending parent consultations and other school based meetings
- Supporting their child with home learning (in particular in the event of a National Lockdown)
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Engaging with the school and other professionals to support the child and their needs
- *See also Home /School Charter*

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

In accordance with workforce reform, all teachers receive a minimum 10% of their contracted hours as release from teaching in order to carry out Planning, Preparation, and Assessment.

This Policy should be Read in Conjunction with:

- The Staff Handbook
- Assessment for Learning Policy
- Display for Learning Policy
- Therapeutic Thinking Behaviour Policy
- Inclusion Policy
- Subject specific policies

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

Appendix A – Whole school curriculum intent



A voyage of discovery - we're sailing to success together...















	AIMS	VALUES	
I N T E N T	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We love learning We learn everywhere We include everyone We make friends 	<ul style="list-style-type: none"> We are kind We show respect We keep safe We are healthy and active

I M P L E M E N T A T I O N	APPROACH: Holistic, physical – well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural		
	<u>Playing and exploring</u> Playful approach, we love learning Self-initiated ideas developed Making links in our learning, cross curricular Experimenting with new ideas	<u>Creating and thinking critically</u> Creativity, keeping it fresh Problem solving approach Challenges, taking responsibility for own learning Improving our work, trying new things	<u>Positive relationships</u> Collaborative learning, co-operation with peers Social skills develop progressively Well-being – promoting good mental health Positive relationships between all
	<u>Active learning</u> Outdoor learning, healthy and active Memorable experiences Application to real life Risk taking to build resilience	<u>Unique child</u> Pupil voice, capturing the voice of the child Inclusive approach, individual needs are met Personalised learning journey Emotional resilience	<u>Enabling environment</u> Communication friendly spaces Quality concrete resources, manipulatives Visual timetables

I M P A C T	Children are confident, resilient, successful learners		
	Personal development – children make good choices and positive behaviour for learning	Physical development – children are healthy and active, ready to learn	<ul style="list-style-type: none"> Claws 'curious' cat Darwin 'don't give up' dog
	Social and emotional development – children are co-operative, kind and respectful	Intellectual development – children make expected, or greater than expected, progress	<ul style="list-style-type: none"> Terry 'enjoy learning' tortoise Hoot 'concentrating' owl
	SMSC – children respect diversity and that people can be different, but all special	Children develop a growth mindset with our Growth Garden characters: <ul style="list-style-type: none"> Curly 'co-operative' ladybird 	<ul style="list-style-type: none"> Gerry 'keep improving' giraffe Star 'use your imagination' unicorn Happy 'have a go' hamster

Appendix B – Quality First Teaching at Trafalgar Community Infant School



<p>Review</p>  <p>daily, weekly, monthly</p>	<p>Vocabulary</p> 	<p>Small Steps</p> 
<p>Questioning</p> 	<p>Modelling</p>  <p>I, we, you</p>	<p>Guided Practice with Scaffolding</p> 
<p>Checking Understanding</p> 	<p>Adaptive and Inclusive</p> 	<p>Purpose</p> 
<p>High Expectations and Achievable Goals</p> 	<p>Independence and Choice</p>  <p>Collaboration and Co-operation</p>	<p>Feedback and Response</p>  <p>Praise and Encouragement</p>

