

Shadsworth Infant School



Teaching and Learning Policy

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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

Our Ethos

From the beginning, Shadsworth Infant School is committed to providing the highest standard of teaching and learning plus the all-round development of every child. Our curriculum promotes an enquiry-based approach where children can ask questions, find solutions and discover their topics with the richest of experiences. We develop basic skills such as reading, writing and maths as quickly as possible, in order to build knowledge and skills to further each child's learning. Alongside this, we offer wider opportunities such as music, sport, art and Forest school plus a broad range of after school clubs which continue to develop children holistically. Social, Emotional, Cultural and Moral values are entwined daily. Together, this ensures each child achieves the best outcomes with high expectations and a desire for success.

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.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Know pupils well and differentiate support to meet their individual learning needs
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Provide inspiring lessons and learning opportunities
- Identify and use high quality resources to support learning
- Have high expectations
- Adapt learning so it meets the needs of all learners
- Provide quality first teaching
- Actively engage parents/carers in their child's learning through class pages on the school website, curriculum overviews, Stay and Learn sessions and homework tasks
- Update parents/carers on pupils' progress regularly, formally meet with parents to discuss progress twice a year and produce an annual written report
- Meet the expectations set out in our subject specific policies; assessment policy, behaviour policy, and marking and feedback policy.

Support Staff

Support staff at our school will:

- Know the pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use effective marking and feedback as required
- Feedback observations of pupils to teachers
- Demonstrate and model themselves as learners
- Meet the expectations set out in our subject specific policies; assessment policy, behaviour policy, and marking and feedback policy.

Subject leaders

Subject 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 subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth
- Moderate progress across their subject through subject monitoring and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our subject specific policies; assessment policy, behaviour policy, and marking and feedback policy.

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- 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 staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject 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 subject specific policies; assessment policy, behaviour policy, and marking and feedback policy.

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Display good behaviour for learning at all times; ready, respectful and safe.
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behaviour policy

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 punctual and ready for learning at 8.50am
- 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

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.

Planning

Year group planning will follow the whole school curriculum overview (see website). Teachers will create long term, medium term and weekly plans using the school planning format and these will be accessible on the staff shared drive under 'Curriculum Plans'.

When planning lessons teachers will;

- Use the agreed format for long term, medium term and weekly planning
- Plan well to ensure good progress
- Promote 'Growth Mindset' principles
- Plan for all pupils within their class including SEND children who access our Stepping Stones provision
- Plan lessons that build upon prior knowledge
- Use assessment to inform and amend planning

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

Learning environment

When pupils are at school, learning will take place primarily in classrooms.

Classrooms will;

- Be organised, comfortable and welcoming
- Include inviting reading corners and quiet areas
- Display material on working walls that pupils can refer to or have previously learned
- Will have resources for learning such as books, worksheets and other equipment that can be accessed by the children
- Have a seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Outdoor spaces, the hall, library and group intervention spaces will also be utilised to provide effective learning environments and these spaces will be kept safe, clean and ready for pupils to use them.

Meeting the needs of all learner

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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 more able

Strategies used will include;

- Using support staff effectively to provide additional 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
- Using ability groupings for certain subjects where appropriate
- Providing additional resources to support learning such as practical maths apparatus, word banks etc.

Please see our SEND policy for more details on how we differentiate our school's teaching and learning.

Homework

Daily reading at home will be promoted and encouraged using online e-books or 'extra reading' books.

Homework grids will be sent home half termly and have a range of tasks which link with different areas of the curriculum for pupils to choose from.

Homework will support pupils to make the link between what they have learnt in school and the wider world. Homework is brought back to school to share and will be displayed in class.

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.

The use of verbal feedback, symbols and annotations will be used to ensure feedback is child friendly.

It is an expectation for all work to be marked. Marking will be in line with marking code used for English and Maths and will meet the expectations in the marking and feedback policy.

Pupils may self-mark or peer mark their work but this will always be looked at by the class teacher.

Assessment, recording and reporting

We will track pupils' progress using a combination of ongoing formative and formal summative assessment.

Half termly assessments will be recorded using the online tracking tool 'Insight' and will be discussed and analysed at Pupil Progress meetings.

Children from reception to year 2 will be given individual, child friendly targets which are displayed in class. Targets will be updated as and when they are achieved.

Teachers will report to parents/ carers three times a year through two Parents' evenings and an annual written report. However, Parents/carers can discuss their child's progress at any point in the year by making an appointment to meet with the teacher.

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.

The impact of teaching on pupils' learning will be monitored through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering pupil voice
- Planning scrutinies
- Book scrutinies
- Lesson observation
- Moderation

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- Marking and feedback policy
- Home-school agreement
- Assessment policy