
Teaching and Learning Policy

This is a core policy of the school.
And ensures an effective quality education for all pupils.

November 2023

*Prepared by: Headteacher & Strategy team Nov 2023
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Governors hub Nov 2023
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Aims

The overall aim is for there to be an effective, quality education for all pupils, throughout the school.

Leaders expect all staff to have a consistent approach to teaching and learning the curriculum, to achieve this aim.

The aim is for pupils to:

- Have positive attitudes to, and be committed to their learning.
- Learn best by 'busy learning' in the environments.
- Practice knowledge and skills, across the curriculum.

- Achieve highly compared to national expectations.
- Have continual high standards of presentation.

Leaders' guiding principles

It is important that everyone is working towards the same principles and follows the school's vision and values.

- In the school, leaders and teachers use 'busy learning,' so pupils' can practice knowledge and skills across the curriculum in the inside and outside learning environments.
- There are also real experiences organised called enrichment to make the curriculum meaningful for pupils.

This is because the school's ethos is to develop the whole child which is well embedded throughout the school from Nursery through to Year 2 including in our specialist Centre.

This ethos supports our school's vision:

*Feltham Hill Infant and Nursery School is a place where pupils **achieve** highly compared to national expectations and are well prepared for their journey of **lifelong learning**.*

*Our creative teaching and learning philosophy ensures pupils dynamically **explore** the whole curriculum, using both the inside and outside environment.*

*We **nurture** our pupils and establish a culture of **respect** for all, so that they are happy and confident in our school community.*

We work closely as a team alongside pupils and their families to create a sense of trust and community.

And our school's motto:

Learn

Explore

Achieve

Respect

Nurture

Leaders are clear about how pupils learn best.

Pupils learn best when they:

- Have their basic physical needs met.
- Feel happy, secure, safe and valued.
- Feel a sense of belonging.

- Are engaged and motivated.
- Can see the relevance of what they are doing.
- Can link what they are doing to real experiences.
- Understand their work.
- Have resources available to use.

- Are not disrupted or distracted by others.
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways, at appropriate times.
- Can practise what they are learning in inside and outside learning environments.
- Can apply their learning in both familiar and new contexts.

- Can persevere when learning is hard.
- Can manage their emotions if things are not going well.
- Recognise that they will make mistakes which will help them to learn.

Roles and responsibilities

Teaching and learning, is a shared responsibility, with all leaders and staff with parents/carers, having an important role to play too.

Leaders will ensure, that the above conditions for pupils' learning, are achieved at all times, by all staff.

Teachers

Teachers must:

- Follow the expectations for teaching and professional conduct, as set out in the [Teachers' Standards](#).

Meet the expectations set out in:

- School's policies: behaviour including anti-bullying, special educational needs, early years foundation stage and phonics and early reading.
- The Headteacher's statement of vision and ethos.
- And guidelines for: marking and feedback, the curriculum and handwriting and presentation.

Teachers will also, alongside the senior leadership team (SLT), actively engage parents/carers in their child's learning of the curriculum by:

- having daily conversations, at the door.
- leading new parent information meetings which includes homework expectations.

- leading reading and phonic workshops which will identify phonemes and tricky words for pupils' to learn.
- having parents' open evenings twice a year to discuss their child progress and how they can help.
- updating the school website with the curriculum and expectations for homework each half term for their class.

In addition, there will be a written annual report on pupil progress, at the end of the academic year.

Support staff

Support staff are teaching assistants (TAs) and early years practitioners (EYPs).

They will support the curriculum, alongside the teachers by:

- Teaching the whole class using quality first teaching.
- Teaching part of a class, as part of a split input.
- Teaching guided groups.
- Supporting pupils to practice knowledge and skills across the curriculum, in the environment.

- Adapting the curriculum.
- Providing marking and marking.
- Asking questions to make sure pupils' understood expectations the curriculum.
- Having high expectations and celebrating achievements.

They will also meet the expectations set out in:

- The school's policies: behaviour including anti-bullying, special educational needs, early years foundation stage and phonics and early reading.
- The Headteacher's statement of vision and ethos.
- And guidelines for: marking and feedback, the curriculum and handwriting and presentation.

Subject leaders

Subject leaders will, alongside the deputy headteacher:

- help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- sequence lessons in a way that allows pupils to make good progress from their starting points.
- help pupils to remember more.
- Ensure assessment is on-going and effective

Also, alongside the strategy team:

- Adapt the curriculum to meet the needs of special educational needs pupils (SEN).
- Help to take the curriculum back, when necessary.
- Ensure previous learning taught is recapped, at the beginning of a lesson.

In addition, alongside their senior leadership team (SLT) mentor:

- Provide busy learning ideas, inside and outside.
- Be a 'champion' for their subject.
- Research and lead national days.
- Organise and lead enrichment opportunities.

- Lead continual professional development (CPD).
- Demonstrate excellence and model to staff.
- Direct staff to other good practice.
- Monitor the curriculum using: pupil voice, lesson visits, learning walks and work searches.
- Identify 2-3 actions from monitoring.

They will also meet the expectations set out in:

- The school's policies: behaviour including anti-bullying, special educational needs, early years foundation stage and phonics and early reading.
- The Headteacher's statement of vision and ethos.
- And guidelines for: marking and feedback, the curriculum and handwriting and presentation.

Senior leaders

The senior leadership team (SLT) is made up of: two year leaders, an assistant Headteacher/early years foundation stage (EYFS) lead, deputy headteacher, special educational needs coordinator (SENCO) and Headteacher.

All senior leaders will:

- Be committed to the school's vision and ethos.
- Have a clear and ambitious vision to provide high-quality, inclusive education to all.

- Celebrate achievement and 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 the curriculum and high quality teaching and learning.
- Provide support and guidance to all staff.
- 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 teachers supporting one another.
- Address underachievement and intervene promptly.

They will also meet the expectations set out in:

- The school's policies: attendance, behaviour including anti-bullying, capability of staff, special educational needs, early years foundation stage, performance management, phonics and early reading and staff code of conduct, discipline and grievance procedures.
- The Headteacher's statement of vision and ethos.
- And guidelines for: marking and feedback, the curriculum and handwriting and presentation

Pupils

Pupils will:

- Demonstrate good behaviour.
- Have positive attitudes to learning including: perseverance and sustained learning.
- Work with others including sharing, turn taking and cooperation.
- Show excitement and be engaged.
- Show work they are proud of.
- Know how to make their work better.

- Read at home with their parents/carers.
- Select and complete a homework task from the list in key stage 1 (KS1).

Parents and carers

Parents and carers will:

- Value learning.
- Encourage their child, as a learner.
- Make sure their child is ready and able to learn every day.
- Ensure good attendance and punctuality, every day.

- Attend parents meetings to participate in discussions about their child's behaviour, progress and attainment.
- Communicate with the school to share information promptly.
- Read with their child.
- Support and give importance to home learning.

Governors

Governors 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.
- Make focus visits for their named area, each term including: KS1, EYFS curriculum, and SEN named governors.

Planning

The curriculum is clearly planned and sequenced, showing progression from early years into key stage 1.

- There is KS1 curriculum overview to ensure coverage and progression from the national curriculum.
- There is also a progression in learning document based upon development matters to ensure clear progression through the early years.

- The KS1 curriculum is collated by the deputy Headteacher alongside subject leaders and year leaders.
- It identifies specific, clear, small steps, sequenced in a logical progression, so that all pupils acquire the intended knowledge and skills.

- Leaders and teachers lead quality first teaching of every curriculum area, with all subjects being taught by teachers.
- There is then busy learning in the inside and outside environments for pupils to practice knowledge and skills across the curriculum.

- To further support planning the school uses: Curriculum maestro, Little Wandle reading and phonics, White rose maths, Get set for PE and Jigsaw for RE.
- The EYFS policy has more details on school's teaching and learning in the early years.

Learning environments

Learning environments are an important part of schools' quality of education.

- They are for pupils to practice knowledge and skills across the curriculum, in the whole school.
- This will be inside and outside areas.
- Leaders will ensure: classrooms, outdoor spaces, the two halls and music room are kept safe, clean and ready for pupils to use.

They will also promote learning by ensuring:

- Clearly labelled, comfortable, engaging and attractive areas such as, book corners and role play areas.
- Displays celebrating pupils' work to inspire others to learn.
- Resources accessible for pupils in the classrooms and busy learning areas.
- Books in all areas inside and out.
- Carpet space and seating so pupils can see the adults and teaching, the board and relevant resources.

Adapting the curriculum

Leaders and teachers will take the backgrounds, needs and abilities of all pupils into account.

School will adapt learning to cater to the needs of all of pupils, including:

- Pupils with special educational needs and disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils who receive pupil premium.

This will be achieved by:

- Support staff and/or teachers providing extra support.
- Additional SEN TAs in each year group.
- Teachers seeking advice from the special educational needs coordinator (SENCO).
- Appropriate resources to support SEN pupils to make good progress including visual timetables.
- Using ability groupings for certain subjects, where appropriate.
- Providing word banks.
- Using photographs to record.
- See schools SEND policy and SEN information report and statement of equality information and objectives.
- Pupils that are most able and/or gifted will be provided with appropriate challenge.

Home learning

Home learning or homework will support pupils to make the link between what they have learnt in school and the wider world.

- It's most effective when done in a supportive, secure environment, with focused time set aside.
- All home learning will be made available on the school's website, and sent home as a physical copy in the homework book.

- Home learning will be tasks for pupils to select in KS1 and information to be shared in EYFS.
- In addition, there must be reading.

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.

- Writing is always next step marked.
- Questions are used to provide challenge in some subjects.
- And the appropriate vocabulary in headers in KS1 are ticked to show the learning achieved.

Assessments

Leaders and teachers will track pupils' progress using a combination of formative and summative assessments.

- Ongoing formative assessment, is used by every adult, after every lesson and will include: observing pupils, targeted questioning and looking at work.
- In KS1 formative assessment is recorded after each lesson on Curriculum Maestro.
- In addition, summative assessments are made each three times a year.
- And include end of key stage assessments end of year 2 and reception.

Monitoring and evaluation

Leaders will monitor teaching and learning to make sure that all of the pupils make the best possible progress from their starting points and to help pupils to remember more.

The SLT and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Leading learning walks.
- Leading lesson visits.
- Engaging in pupil voice with their books.
- Book scrutiny

Following monitoring strengths and areas for development will be identified.

See the performance management policy.

Review

This policy will be reviewed every year by the Headteacher and strategy team.

And shared with curriculum committee and the named governors for KS1 and EYFS curriculum.

At every review, the policy will be agreed with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour including anti bullying policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- SEN information report
- Equality information and objectives