
Teaching and Learning Policy

This is a core policy of the school.
And ensures an effective quality education for all pupils alongside positive attitudes to learning.

January 2025

*Prepared by: Headteacher & Strategy team
Agreed with all school staff
Governors hub & named governors: July 2025
To be reviewed and updated: Jan 2026*

Aims

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

To achieve this, school leaders will create an environment where pupils learn best and love to do so.

Leaders will:

- Have clear expectations to ensure all staff are committed to achieving a consistent approach to teaching and learning.
- Promote high expectations and raise standards of achievement for all pupils including those with special educational needs (SEN).
- Involve pupils, parents/carers and the wider school community in learning and development.

Leaders' guiding principles

It is important that everyone is working towards the same principles and follows the school's vision, ethos 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.
- They also provide real experiences called enrichment to make the curriculum meaningful for all 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 very 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 and know what is expected.
- Have resources available to use.
- Have the space inside and out.

- 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 are a shared responsibility with everyone in the school community having an important role to play.

This is how leaders create and ensure the above conditions for pupils' learning at all times.

Teachers

Teachers have an important role to play in pupils learning and development.

They must:

- Follow the expectations for teaching and professional conduct, as set out in the [Teachers' Standards](#).
- Meet the expectations set out in relevant school policies (including Vision and ethos statement, special educational needs, behaviour including anti-bullying, phonics and early reading, and early years foundation stage).
- Meet the expectations in school guidelines (including busy learning outside, learning journals, challenge in writing and marking and feedback.)

Teachers will also, alongside the senior leadership team (SLT), actively engage parents/carers in their child's learning, well-being and behaviour.

This is by:

- Having daily conversations, at the door.
- Making conference calls.

- Leading new parent information meetings which include homework expectations.
- Leading reading and phonic workshops which will identify phonemes and tricky words for pupils to learn.

- Updating the school website with the curriculum and expectations for homework each half term for their class.
- Celebrating successes with the golden book and praising assembly.

- Leading parents' open evenings twice a year to discuss child progress and how they can help.
- Providing an annual 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). In our school, they are highly trained and teach and support pupils well.

They work alongside their class teacher.

And will:

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

- Adapt the curriculum, with support.
- Provide marking and feedback.
- Make observations of pupils learning.

- Ask questions to make sure pupils' understood expectations the curriculum.
- Have high expectations and celebrate achievements.

- Prepare resources for the curriculum.
- Prepare and set up busy learning areas.

They will also meet the expectations set out in:

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

Subject leaders

Subject leaders are responsible for leading and monitoring their curriculum area.

They 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.

- Ensure assessment is on-going and effective

And, alongside the SLT:

- effectively resource their subject, providing teachers with necessary resources.

- Help pupils to remember more.

- 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:

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

- Fully understand the subject and lead continual professional development (CPD).
- Demonstrate excellence and model to staff and encourage teachers to share good practice.
- Direct staff to other good practice.

- Monitor the curriculum using: pupil voice, teachers voice, lesson visits, learning walks and work searches.
- Identify actions from monitoring.
- Support teachers to lead improvements in these areas.

They will also meet the expectations set out in relevant policies and guidelines.

Senior leaders

Senior leaders have a strategic overview and must lead the school to ensure effective quality education alongside strong personal development.

- Our senior leadership team (SLT) comprises of: year leaders for Year 1 & Year 2, Centre leader/special educational needs coordinator (SENCo), an early years foundation stage (EYFS) leader/assistant headteacher (AH), school business manager (SBM), Deputy headteacher (DH) and Headteacher (HT).
- We also have a strategy team with the SENCo, AH/EYFS lead, DH and HT.

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.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.

- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Provide support and guidance to all staff including modelling and professional dialogue.

- Manage resources to support the curriculum and high-quality teaching and learning.
- Lead 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, alongside the Headteacher.

They will also lead the expectations set out in:

- The school's policies: including attendance, vision and ethos statement, behaviour including anti-bullying, capability of staff, special educational needs, early years foundation stage, and staff code of conduct, discipline and grievance procedures.
- SLT will write guidelines following leading CPD sessions to ensure expectations are achieved.
- With the strategy team writing all the policies.

Pupils

Leaders know that pupils have to feel happy and settled to achieve well.

School staff will ensure pupils:

- Demonstrate good behaviour at all times.
- 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

Because our children are so young, parents/carers play an important part in their child's education.

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 delegate this teaching and learning policy to the Headteacher and school leaders.

Governors' curriculum committee will, alongside the SBM and/or Headteacher:

- 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.
- 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: key stage 1 (KS1), EYFS curriculum, and SEN named governors.

Planning the curriculum

Our teachers have planning and preparation (PPA) together to support planning and resources.

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 letters and sounds, White Rose maths, Get set for PE and Jigsaw for RE, Switched on Computing and Sing up for Music.

The EYFS policy has more details on school's teaching and learning in the early years.

Using learning environments for the curriculum

Learning environments are an important part of schools' quality of education. In our school pupils busy learn.

Quality environments are:

- For pupils to practice knowledge and skills across the curriculum, in the whole school.
- Provided in inside and outside areas.

In addition, 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.

Differentiating or adapting the curriculum

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

There are increasing number of pupils with complex needs named for our mainstream without funding.

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 providing extra support including intimate care, where necessary.

- Teachers and year leaders, liaising with and leading 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 to support the curriculum

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 homework will be made available on the school's website, and sent home as a physical copy in the homework book in KS1.
- Homework will be tasks for pupils to select in KS1 and information to be shared in EYFS.

In addition, there must be:

- weekly reading with books sent home in a book bag
- phonics and letter formation practice
- weekly library books to be read with your child

Marking and feedback to support the curriculum

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 in Reception and KS1.
- Questions are used to provide challenge in subjects in KS1.
- Appropriate vocabulary in headers in KS1 are ticked to show the learning has been achieved.

Assessments, recording and reporting to support the curriculum

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.
- Staff are trained to take learning back, where necessary.
- In KS1 formative assessment is recorded after each lesson on Curriculum Maestro.
- Summative assessments are made each three times a year, throughout the school.
- And include end of key stage assessments for reception.

Monitoring and evaluation of teaching and learning

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, to look at busy learning.
- Leading lesson visits and class observations.
- Engaging in pupil voice with their books.
- Interviewing teachers.
- Having book scrutinies.

Following monitoring strengths and areas for development will be identified.

See the staff appraisal and pay policies.

Review

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

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

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

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