



Teaching & Learning Policy

Thomas A' Becket Infant Core Values for Teaching and Learning

'**REACH for the Stars**' is our school motto that encapsulates our 'School Values' which are embedded throughout our teaching and learning.

Respect

Effort

Attitude

Collaboration

Honesty

This aims to promote a positive behaviour approach (linked to our Relationships Policy) to learning, that ensures all children will be 'Safe, Kind and Ready to Learn'. See Appendix 1: Value Learning Friends

The purpose of our policy is to promote a learning environment that is engaging and purposeful. We ensure pupils' learning is developed continuously and progressively to a high standard with clear expectations. Within this policy we intend to state our intent, implementation and impact for teaching and learning that will provide a clear statement of practice which will help us achieve our whole school aims. It will also enable our school community, including children, staff, leadership, governors, and parents/carers to understand and support the ethos of the teaching and learning at TAB Infant School.

The role of this policy is to provide an overview of how our principles and values underpin effective teaching and learning in line with our agreed aims.

Our Intent for Teaching and Learning

High Quality Teaching

To meet the needs of each child we plan effectively to include every child in consistently high quality, personalised teaching. These are:

- Highly focused lessons with clear objectives.
- A culture of involvement, engagement and interaction for the children with their learning.
- Appropriate use of adult questioning, modelling, and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- Regular use of encouragement and praise to engage and motivate children linked to the 'School Values'.
- Use engaging and immersive experiences to stimulate and motivate children to develop their knowledge and understanding through a creative and practical learning experience.

There are a range of age-appropriate learning strategies used by the staff:

- Child-led learning
- Structured learning
- Balance of open ended and closed tasks
- Exploration and experimentation
- Independent and directed learning
- Indoor and outdoor learning
- Trial and error (feel safe to make mistakes)
- First-hand experience
- Imitation

Curriculum Intent

At Thomas A 'Becket Infant school we deliver an ambitious, high quality, purposeful and stimulating curriculum which aims to inspire our children to be successful learners. As an infant school we endeavour to equip our children with the foundation and enthusiasm for learning to fulfil their unique potential. We believe in giving children a wide variety of memorable learning and enrichment experiences which enable them to become confident with the world around them and to be able to demonstrate our values of respect, effort, positive attitude, collaboration and honesty (REACH).

Creative Curriculum -

Our creative cross-curricular approach intends to enthuse and excite our children. Underpinning this are the important key skills, knowledge and understanding sequenced to enable the children to make good progress. This is delivered through high quality teaching and provision which enables children to connect meaningful and purposeful, first-hand learning experiences and fulfil their learning potential. We believe that the curriculum can be delivered through indoor and outdoor learning environments which support the development of independence, self-esteem, confidence, communication, creativity and willingness to take risks.

Our curriculum is underpinned by 4 key drivers:

1. Learning in a nurturing environment -

Our 'REACH for the Stars' values support the development of 'Emotional Literacy' and are taught implicitly and explicitly throughout the curriculum, encouraging children to identify their own and others feelings and understand how actions and choices affect those around us, including recognising how best they can learn. This holistic approach aims to create a safe environment for our children to know that their voices are heard with positive relationships being the foundation to our teaching and learning.

2. Inclusion and Equity for all

Our approach ensure that teaching and learning is accessible for all and adapted to meet the needs of individual learners. We recognise and celebrate our diverse community ensuring children understand and respect difference in the world around them. We understand that emotional and physical wellbeing is key to being a successful learner. We support the children in developing healthy and active lifestyle choices through our indoor and outdoor provision.

3. Community

Strong partnerships are created with Parent/Carer, families, outside agencies and the community in which we work together and support each other.

4. Inspiration, Creativity and Possibility

At Thomas A'Becket Infant School we understand we are building the foundations to learning for our children, imparting key knowledge and skills that will begin their learning journey. We create immersive learning that places a high priority on developing a broad vocabulary and love of reading by using high quality books and inspirational resources, thereby allowing children to view the possibilities of learning.

Learning Environment

As a large school we are committed to ensuring consistency and equality of opportunity for all children. We recognise the importance a quality learning environment that can develop, consolidate, engage and challenging children's knowledge, skills, and emotional development. We support the idea that the learning environment is crucial for the children as they are affected not only by the physical environment but also by the adult's expectations and attitudes. An effective learning environment can provide children with a 'third' educator, aiding their learning and promoting self-esteem.

The learning environment that each child encounters will be consistent in the following approaches -

- Have clearly established expectations of behaviour and attitudes to learning which reflect the school's vision, values (Values Learning friends) and Relationship Policy, including REACH display and Above and Beyond.
- Ensure there is a positive and purposeful working atmosphere which is appropriate for the task and style of learning.
- Everyone in the classroom will be treated with respect and their contribution valued.
- All groups of children, i.e., different abilities, genders, cultures, vulnerable and disadvantaged, SEND are provided with a learning environment in which they can thrive and achieve to the best of their ability
- Outside learning environments also provide opportunities to develop and extend learning. Where appropriate, good use will be made of these, especially Forest School.
- Displays are current, useful, interactive, aspirational and attractive with a balance struck between displaying good examples of children's learning and prompts for learning, for example on the 'Working Wall'.
- Encourage and develop children's independent skills with learning resources and writing supports that are well organised, easily accessible and labelled for children to use.
- Continuous Provision both inside and outside will enable children to develop and consolidate their learning.
- Ensure these approaches are extended to any learning environment in other areas in the school i.e. the corridor spaces, shared spaces – hall, music room and outside environment.
- A calm, clean and tidy classroom contributes to a positive learning experience.
- To support children's communication development, visual timetables, visual prompts and talk partners should be displayed.

Parent/Carer Partnership

Home learning –

Our commitment to our parent/carer partnership is important in supporting and developing children's learning. We endeavour to provide home learning opportunities which are appropriate for the age of our children. We encourage parent and carers to read daily with their children for at least 10 minutes and to record their progress in a home reading diary. In KS1, Children are asked to practise their spelling and phonics weekly alongside their reading. Children that are identified as needing additional support maybe given additional home learning on an individual basis.

Parent/Carer Consultation Meetings –

Parents will be asked to attend two meetings across the academic year. The first a settling and introductory meeting about the year group and their child. The second an explanation of where the child's attainment lies in line with school and national expectations with next steps and ideas with how parents and carers can support at home.

Additional meetings can be arranged should the need arise at a mutually convenient time

The Implementation of our Teaching and Learning Policy

Planning

Learning will be organised into whole school themes which will then be tailored to each year group's curriculum requirements for knowledge, skills and understanding so that clear progression and development can be seen from the start of Reception to the end of Year 2. Core and Foundation subjects will be threaded through to create a creative curriculum, ensuring that links are evident between learning and that purpose is clear.

Each year group will ensure learning themes have been planned for and shared with parents through Medium Term plans. This will then be expanded into daily plans for teaching staff to follow. Planning should identify the following –

- Clear learning intention which is linked to a curriculum statement.
- Key vocabulary needed for effective learning to take place.
- Learning activities and strategies for implementation including groupings or resources.
- Use of scaffolds and any adaptations needed.

There will be daily Literacy and Maths focuses.

Teachers will timetable their planning and save it into the shared Class Timetable folder.

Effective Teaching Strategies

The following learning strategies are applied consistently throughout the school to enable effective and memorable learning to take place –

Building relationships -

- Learning in a nurturing environment – the school day begins with emotional check-ins and calm, welcoming activities.
- Teaching staff should implement the positive relationship policy when creating a positive and stimulating learning environment where mistakes are valued as part of the learning journey.
- Pupil voice is valued as a contribution to learning, either in a whole class, group, paired or one to one setting.
- Create a culture of Growth Mindset, implementing the power of yet.

Role of the teaching staff

- Teaching staff should understand how their children learn best, making learning pacey, active, memorable and relevant.
- Immersing children in a theme or concept should be used as a strategy to embed learning and ensure a wide variety of learning styles are being met.
- Teachers will ensure learning intentions are clear and relevant links are made across the curriculum.
- Carefully considered questioning is key to ensuring progress can be made. Teaching staff should know when to prompt, when to give think time, when to scaffold answers and when to challenge.
- Teaching staff should use modelling and scaffolding effectively, depending on the lesson content and the needs of the children. There should be flexibility with this depending on the individual need of the child.
- All resources should be motivating, attractive and accessible. Teachers should not rely heavily on worksheets and published schemes but should adapt materials to meet the needs of the children.
- Opportunities should be regularly given to reinforce or improve learning either through modelling (such as on a visualiser) or through carefully considered practical or recorded activities.

Adapting Learning

- Consideration of children's individual learning requirements such as age and ability should be made so that learning can be organised most effectively. This would mean identifying who requires challenge, the use of scaffolds, an adapted activity or a differentiated activity.
- Learning should be adapted to meet the needs of individuals or groups in order to ensure appropriate progress can be made whilst also developing independence.
- Learning breaks and think time will be used when necessary.
- Precision teaching should be used to meet the needs of individual children and ensure any intervention is appropriate.

AFL, Tracking and Feedback

- Children are taught how to reflect upon their learning and are asked to reflect upon, improve or practise skills. See Feedback Policy.

- Teaching staff should use formative assessment of pupil progress to adjust immediate questioning and lesson content to plan for future learning and to meet the needs of each child.
- Termly tracking data should be input to be analysed and compared to national and local averages.
- Data should be used to target specific groups and meet individual need.
- Use the 'Milestones' document to track expected progress.
- Complete termly Pupil Progress meetings to track progress and create suitable provision.

The Impact of our Teaching and Learning Policy

The impact of the teaching and learning at Thomas A' Becket Infant School is that there is a classroom culture of enthused, successful learners who persevere with a positive growth mindset and make appropriate steps of progress in their learning. The learning is individualised with good communication between teaching staff and the school community to develop the learning experience for our children. There is a good standard of attainment and progress that can be seen throughout all the learning opportunities across the school. Children recognise, from being effective feedback, their next steps and how to make progress.

Links with other policies:

- Relationship Policy
- Feedback and Marking Policy
- SEND Policy
- Equality and Diversity Policy

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| Date: September 2023 | Review Date: Autumn 2025 |
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Meet our **VALUES** Learning Friends

R**Reggie Respect****E****Ethel Effort****A****Agnes Attitude****C****Carlos Collaboration****H****Hermione Honesty**