

Clarendon Infant School



Teaching and Learning Policy

Our Teaching and Learning policy is central to how we build our learning community at Clarendon Infant School.

Our understanding of teaching and learning comes from our vision and aims for our school. This vision and the aims that communicate that vision, set out how we will achieve high standards in achievement and puts learning at the centre of all that we do. Our policy ensures that everyone is committed to achieving a high quality consistent approach to learning.

VISION
PRIDE – RESPECT – SUCCESS

Have Pride

- Be proud to be a part of Clarendon Infants School
- Be proud of our learning environment
- Be proud of our own and others' achievement
- Be proud to try our best and present our work carefully
- Be proud of our behaviour choices

In order to achieve this we will:

- Keep our learning environment tidy
- Celebrate our best learning through display, rewards and golden assemblies
- Celebrate our success with parents and our local community
- Follow the school behaviour policy
- Have high expectations of ourselves, each other and the quality of our learning

Show Respect

- Respect each other, the school environment and resources
- Respect the feelings and views of others
- Respect and celebrate our differences

In order to achieve this we will:

- Ensure adults' model respect for each other, the children and the learning environment at all times by listening and being fair and consistent to all
- Have regular PSHE sessions, circle times and assemblies based upon mutual respect
- Support children to be the best version of themselves and provide emotional support for those who need it through ELSA, Thrive, Time to Talk and Play Therapy
- Praise examples of respectful behaviour and celebrate these

Achieve Success

- Be happy, confident and independent learners with a have a go attitude
- Be engaged learners who achieve well and make good progress
- Have a thirst for knowledge and a curious questioning mind

In order to achieve this we will:

- Have high expectations of learners and provide appropriate levels of challenge for all
- Plan and provide a stimulating and vibrant curriculum which engages all children
- Foster a 'have a go attitude' by encouraging children to take risks and challenge themselves when learning

Pride, Respect and Success will be present in how children learn because:

Children are actively engaged and encouraged to lead their own learning.

Children and adults demonstrate mutual respect and positivity.

Children take pride in their work and how they present it.

Children are able to say what they are learning.

Children are aware of the learning outcome and the steps to success for each lesson.

Children are encouraged to take risks and develop a growth mindset.

Children are rewarded for effort and resilience when they are faced with a challenge.

As confidence builds and concepts are mastered children are able to apply their learning independently.

Questions encourage critical thinking skills and metacognitive thinking.

Children initiate questions, lead discussions and respond to questions from the teacher and each other.

Children assess each other's work and feedback their observations.

Children reflect on their learning through self/ peer evaluation, celebrating what they did well and identifying next steps (even better if).

Once learning is embedded children apply what they have learnt to different contexts.

Pupil voice is evident.

Pride, Respect and Success will be present in our learning environment because:

The classrooms are attractive, well-resourced and organised.

Displays effectively support, inspire and celebrate learning.

Children are taught to take responsibility for the equipment in their classrooms.

They are expected to tidy up and look after property.

Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.

Talk partners are changed regularly.

Seating is flexible, sometimes of mixed ability and/or based on daily in-school formative assessment.

All support staff are clear on their role and expectations within each lesson. Adults are assigned to work with individuals and small groups.

Pride, Respect and Success will be present in our curriculum because:

Our **curriculum intent** is based upon our vision and aims for our school – Pride – Respect – Success.

As an Infant School we believe it is our responsibility to develop the core literacy and numeracy skills of all our pupils.

Using the Early Years Foundation Stage Strategy and National Curriculum as a basis, age-appropriate progression in knowledge for each core subject has been identified.

This has been mapped out to ensure that coverage of identified knowledge is secured across EYFS and KS1.

We carefully select the sequence of when, what and how knowledge is taught, revised and embedded and subject leaders review this regularly.

Our curriculum is firmly based upon the development of key literacy and numeracy skills as dictated by the needs of our children.

As part of this, links between phonics, reading and writing are explored and developed on a daily basis.

The starting point for the curriculum each term is a story.

Writing is taught based on the [Talk 4 Writing](#) approach, developed by Pie Corbett. It is based on the key principles of how children learn and enables them to imitate the key language they need orally before reading and analysing it. Through fun activities and oral rehearsal, children internalise the text structures and language patterns before putting pen to paper. Talk 4 Writing has 3 stages: Imitation, Innovation and Invention, with the aim of the whole process being to create independent, enthusiastic authors.

We then develop a broad and balanced curriculum through topics which relate to the focus story each term. This is so that children can develop a curious and questioning mind based upon vocabulary and events from the stories and develop a thirst for knowledge as they explore the curriculum to find answers to their questions. This enables the children to acquire knowledge and skills across the curriculum whilst deepening and embedding their understanding of the vocabulary and content of the stories they are learning.

Recently, we have been further developing our curriculum so that there is a focus on creativity and an enquiry based approach. Questioning is used to ensure children understand what they are learning and that 'sticky knowledge' is embedded. Subject Leaders identify opportunities to weave metacognition through the curriculum.

Alongside this we plan and deliver maths learning using White Rose, through which the children build mathematical skills and knowledge by progressing through a sequence of small steps which involve moving from hands on learning with manipulatives, to pictorial representation and lastly written recording. It also develops a thirst for knowledge and a curious questioning mind through challenges which involve problem solving and reasoning.

Pride, Respect and Success will be present in our teaching because:

Our teachers recognise the key drivers of Quality First Teaching and use these to evaluate and develop as professionals. Our teachers use agreed National Teacher Standards to identify strengths and target next steps. See our Quality First Teaching Tables 1 and 2 on the following pages.

Pedagogical Understanding	Quality Instruction	Emotional Intelligence (Classroom Climate)
<p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>Have a secure knowledge of the relevant subject(s) and curriculum areas.</p> <p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p> <p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p> <p>In the teaching of early reading, demonstrate a clear understanding of systematic synthetic phonics.</p> <p>When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p> <p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.</p> <p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p>	<p>Impart knowledge and develop understanding through effective use of lesson time, using questioning to embed deeper learning and 'sticky knowledge'.</p> <p>Foster and maintain pupils' interest in the subject, and address misunderstandings.</p>	<p>Promote a love of learning and children's intellectual curiosity, maximising opportunities for metacognition.</p> <p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> <p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>

Learning Environment (management and resources)	Knowledge of the children	Professional Behaviours
<p>Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Have clear rules and routines for behaviour in classrooms.</p> <p>Establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	<p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p> <p>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.</p> <p>Make use of formative and summative assessment to secure pupils' progress</p> <p>Use relevant data to monitor progress, set targets, and plan subsequent lessons.</p>	<p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p> <p>Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.</p> <p>Have high expectations of behaviour.</p> <p>Develop practices in line with direction and leadership of the school.</p>

In addition, teachers will use what we believe in Clarendon Infants to be integral to good teaching and learning:

1. Collaborative learning is consistently implemented through learning partners and effective questioning.
2. Teachers design lessons that allow children to wallow and to be challenged.
3. Questioning is differentiated to ensure the right level of challenge.
4. Learning is scaffolded through planning with support from adults, where appropriate, equipment and/or resources to help the pupils access the learning. It is our aim to promote greater independence and resilience.
5. For certain children who are working below their age they follow a personalised curriculum with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.
6. Lessons are creative, purposeful and contextual.
7. Objectives are shared and referred to throughout the lesson.
8. Good pace enhances the learning and maintains positive engagement.
9. Teachers use high-quality resources/ texts.
10. Teachers model well and provide explicit instruction.
11. Achievement and effort is consistently recognised and rewarded.
12. High expectations of behaviour and attitudes to learning is evident in how teachers and children talk with each other.
13. Teachers provide timely verbal feedback and written feedback through marking.
14. Time is given for the children to reflect on their learning and identify their next steps.

Pride, Respect and Success will be present in our Continuing Professional Development

because:

Teachers are instrumental in their own Professional Development, actively taking part in CPD sessions within school and elsewhere.

Teaching and learning is monitored by the Senior Leadership Team, Phase Leaders, NQT Mentors and subject leaders through work scrutiny and lesson observations.

Verbal and written feedback is given either to individual teachers or through generic feedback to staff in Phase Leader meetings.

Best practice is shared through a variety of channels e.g. Phase Leader meetings, lesson observations and coaching.

Our agreed National Teaching Standards (see tables) are used for both monitoring and appraisal purposes. Teacher's evaluate themselves against these standards for self-appraisal.

Supporting documents for this policy

- Effective Feedback and Marking policy
- Behaviour policy
- Home School Agreement
- School Improvement Plan
- Display policy
- Equalities Policy
- Special Education Needs and Disabilities Policy
- Accessibility Policy

Responsibility for approval:	Curriculum and Standards Committee
Policy reviewed (date):	Sept 2022
Next review (date):	Sept 2024