



Sitwell Infant School

Teaching & Learning Policy

Statement of intent

Every child has the right to the best possible education. Sitwell Infant School aims to ensure that all children reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Assessment Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all children, regardless of their abilities or needs.

The Headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all children are met.
- Ensuring teachers are provided with support and high-quality professional development to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for children.
- Collaborating with colleagues to moderate children's achievements.
- Involving parents and other professionals in the monitoring process.

Learning environment

The school will create and maintain a learning environment that will support children to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise children's learning experiences. Arrangements will be changed to suit different activities and to allow children to work independently and in groups.

Classroom displays will be changed on a termly basis and will be geared towards aiding learning, not providing distraction.

The curriculum

The school follows the National Curriculum in KS1 and the EYFS Statutory Framework in F2. The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the children. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of children's education.

Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all children are given the opportunity to reach their full potential. Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be designed to ensure all children to make progress.
- Have clearly identified learning objectives and success criteria, showing continuity and progression from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how children will be grouped.
- Show how Teaching Assistants (TAs) will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all children are met. Planning for all subjects will follow the whole school teaching and learning model (see Appendix 1).

Lesson delivery

Lessons will be balanced, in terms of teacher and child-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all children.
- Appropriate for the activities children undertake.
- The right quality for the task.
- Sufficient in range to allow children to make appropriate choices.
- Organised and regularly checked.

Where appropriate, TAs will be actively involved in the lesson to aid children's learning. Where possible, they will be involved in preparation, and will possess a good knowledge of the needs of individual children. Planning will be shared with support staff each week. They will support different focus groups at different times (for example, children with SEND and academically more able children). Where appropriate, TAs will be utilised on a one-to-one basis with a child in need of additional help.

Supporting children

High expectations will be set for all children, regardless of ability, circumstance or need. The delivery and content of lessons will be sufficiently designed to ensure all children can access and achieve within the curriculum. Teachers will take account of all children needs when developing their lessons.

Teachers will be aware of any children who may require specific support to ensure they can access the curriculum and ensure this support is implemented. Individual education plans (IEPs) are available for children who are not progressing as expected, to allow children to make progress. IEPs are reviewed termly to ensure that they are still appropriate; however, they can be adapted sooner than this if a child has achieved their targets.

The SENDCo will ensure that children with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

Marking and assessment

Children's work will be marked and feedback provided in line with the school's Marking and Feedback Policy. Children will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Assessment Policy. Assessment outcomes will be utilised to inform teaching and learning strategies.

Working with children and parents

Children will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure children fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Letters home.
- Google Classroom.
- Parents' evenings.
- Annual reports.
- Informal discussions.

Behaviour and attitudes

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that children understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times. Children will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons.
- Pom poms linked to school values.
- Displaying excellent work on the Wonder Wall.
- Green, silver and gold effort stickers in feedback grid on written work.
- Raffle ticket, Star of the Day certificate and tasks.
- Inviting the child to see the Headteacher to share good news.
- Calling/speaking to the child's parents praising the child.
- Special Mention assemblies for working hard.

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate children effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all children.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage children of all abilities.
- Seek out and accept constructive feedback from peers, children and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Monitoring and reporting

This policy will be reviewed bi-annually by the Headteacher and governing board.

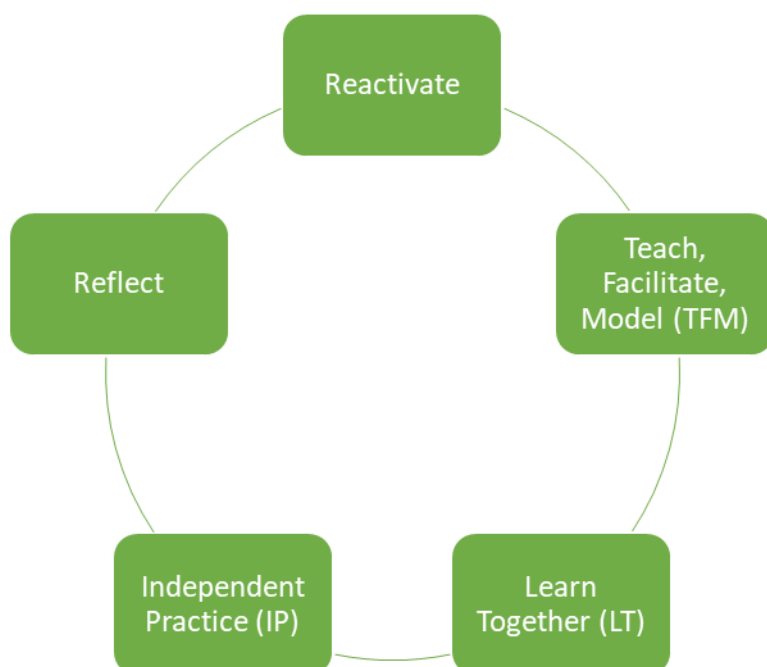
*This policy will be reviewed bi-annually in the Autumn term.
Autumn 2024*

Appendix 1

Sitwell Infant School Teaching & Learning Overview

Through our teaching, we aim to equip all children with the skills, knowledge and understanding necessary to be able to make informed choices and apply their learning to new contexts. Children are empowered to reach their full potential academically in order to prepare them for the future.

A researched based 'Teaching and Learning' model has been created and implemented across the whole school. The implementation of our lesson design ensures there is a consistent approach to high quality teaching and learning throughout and all children achieve the best possible outcomes regardless of ability and/or other factors.



Our lesson design is not to be seen and used as a rigid framework, but as a fluid model. A session would typically begin with a 'Reactivate', followed by the 'Teach, Facilitate, Model'. From this point, staff have the flexibility to navigate the model, as they deem appropriate.

It is imperative that each learning objective is broken down into smaller teaching points within each lesson in order to support the pupils with the understanding and retention of new learning.

Each teaching point should be taught and modelled through the Teach, Facilitate, Model (TFM) section of the lesson design. Children should then be given the opportunity to apply each teaching point through the Learn Together (LT) section of the lesson design. Once this has been completed, teachers can move onto the next teaching point to repeat the same steps of TFM into LT. When teachers move the lesson back and forth

between TFM and LT to prepare children for their Independent Practice (IP), we refer to this as 'ping-ponging'.

It is important to note that movement between the sections needs to be fluid. Whilst pre-planned movement between the sections of the lesson design is important, teachers must also use AfL strategies to be responsive to the needs of the children. For example, if a teacher notices a lack of understanding from pupils during the IP section of the lesson, they will need to bring children back to the TFM section of the lesson design to address the gaps in understanding before allowing children back into IP. It is important that when moving fluidly between the parts of the lesson design, this is articulated to the children to give them understanding of where they are in the journey of the lesson and why.

The rationale behind our lesson design is to ensure the following is in place:

- A Mastery Approach to teaching across the school driven by research (Rosenshine, 10 Principles of Instruction, 2012).
- A clear vision of how children learn at Sitwell Infant School.
- Consistency in how we teach across the whole school.
- High quality teaching to ensure all children achieve the best possible outcomes.
- Planned sequences of work which build on children's learning (storing information in the long term memory and reducing cognitive load).
- Lesson structure which allows sufficient time for children to deepen their learning.
- Opportunities for children to make connections between prior and current learning, ensuring children can recall more information that is stored in the long term memory.