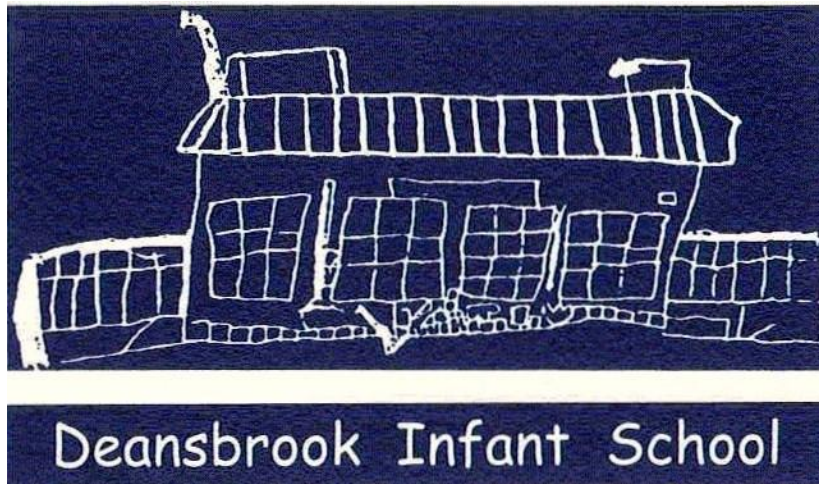


Deansbrook Infant School



Teaching and Learning Policy

Reviewed and ratified by the Governing Body: January 2024

Review Date: January 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Learning environment
4. The curriculum
5. Planning and preparation
6. Lesson delivery
7. Supporting pupils
8. Marking and assessment
9. Working with pupils and parents
10. Behaviour and attitude
11. Monitoring and reporting

Statement of intent

Every child has the right to the best possible education. Deansbrook Infant School aims to ensure that all pupils 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.

1. 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
- Curriculum Policy

2. 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 pupils, 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 pupils are met.
- Ensuring teachers are provided with support 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 pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Learning environment

The school will create and maintain a learning environment that will support pupils 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 pupils' learning

experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

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

4. The curriculum

The school follows the Early Years Foundation Stage Statutory Framework (Nursery and Reception) and the National Curriculum (Year 1 and Year 2). Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

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 pupils. 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 pupils' education.

Teachers should ensure that they are able to articulate the progression in all subjects across the curriculum. They should have a clear understanding of the children's previous learning and the long term goal for the end of each lesson, half term and year.

5. Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils 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 differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity 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 pupils will be grouped.
- Ensure that, whenever possible, there is at least 80% pupil voice
- Show how 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 timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

Teachers and other staff will embed consistently high expectations of presentation in the children's books.

6. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work. Questioning in lessons is adapted and directed to specific children. Teachers will not use random selection methods to ask children to answer questions.

Resources used to aid learning will be:

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

TAs will be actively involved in the lesson to aid pupils' learning. Where possible, they will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

7. Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Deansbrook Infant School aims to develop independent learners and teachers will ensure that no child is completely reliant on an adult to complete an activity. Teachers will ensure that all children know what to do once they have finished an activity

Teachers will take account of all pupils needs when developing their lessons. They will be aware of any pupils 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 pupils who are not progressing as expected. IEPs are reviewed termly to ensure that they are still effective.

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

8. Marking and assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy. The school promotes live marking as the most effective strategy for marking with young children.

Pupils will be assessed both formally and informally throughout the academic year.

Assessment outcomes will be utilised to inform teaching and learning strategies.

9. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils 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:

- **Parents' evenings**
- **Half Termly Curriculum Overview**
- **Annual reports**
- **Weekly Newsletter**
- **Weekly update during Friday morning reading**
- **Ad hoc meetings with class teachers**

10. Behaviour and attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils 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.

Pupils 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
- Stickers – when reaching the appropriate level on the behaviour ladder
- Speaking to the pupil's parents to praise the pupil
- Inviting the pupil to see the headteacher – when reaching the Gold step on the behaviour ladder
- Achievement assemblies – Aiming High Certificates
- Praising children who have their full amount of Golden Time

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

11. Monitoring and reporting

This policy will be reviewed bi-annually by the headteacher and the Curriculum, Attainment and Standards Committee of the Governing Body.