



# TEACHING AND LEARNING POLICY

**"Tell me and I forget. Teach me and I remember. Involve me and I learn."  
-- Benjamin Franklin**



<b>Policy Approved by Governors</b>	<b>April 2022</b>
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## **Aims**

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

At Saltersgate Infant School, we are committed to providing a world-class education for our pupils, and we recognise that a rich and relevant curriculum is fundamental to this. Our curriculum is therefore designed to maximise pupils' life chances utilising a pupil-centred approach, using pupils' needs and lived experiences as its starting point. We provide an environment where;

- Quality teaching and learning come first
- Hard work and positive achievements are always praised
- Very high standards of behaviour and positive attitudes to learning are evident
- Staff, children, parents and Governors all work together towards a common goal
- Visitors are welcomed
- There is a calm, orderly and purposeful atmosphere
- Children and adults respect and care for each other.

## **Introduction**

At Saltersgate Infant School, we strive to offer the very best educational experiences, ensuring that we continue to evolve and maintain the very highest of standards. We pride ourselves on ensuring our pedagogic research and teaching methodology are informed and influenced by recognised theories and philosophies. By utilising the work of a variety of recognised educators and experts such as Dylan Williams, Tom Sherrington and Barry Carpenter, we can ensure we provide a consistent pedagogic approach to the teaching and learning in our school.

We believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun! Through our teaching, we equip children with skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, and prepare them for the next phase in their learning

journey. We believe that effective and creative teaching and learning experiences help children lead happy and rewarding lives.

Our school encourages a balanced approach to teaching methodology where varied resources and practices are employed to ascertain prior knowledge and the experiences our children bring to the classroom as starting points for our curriculum teaching and learning. Teachers stimulate and draw on the relentless curiosity of our children and emphasize that we learn by doing, and teach by being. Exploration, investigation and play enable children to acquire skills and knowledge in the context of meaningful, authentic, stimulating learning experiences.

### **Cultural Capital**

At Saltersgate Infant School, we strive to equip our pupils with the knowledge and **cultural capital** they need to succeed in life. Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will utilise to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital provides our children with the desire to aspire to and achieve social mobility and success, whatever their starting point.

### **Vision and Values**

Teaching and learning at Saltersgate Infant School is underpinned by the understanding that pupils learn best at our school when they:

- Feel secure, safe and valued
- Feel a sense of belonging to the group and equal
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- 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

- Can apply the 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 all learners make mistakes and mistakes can help us learn
- Are successful, regardless of background

### **Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### **Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning using strategies including Seesaw, Knowledge Organisers, our website, letters which all clearly communicate the purpose of home learning
- Update parents/carers on pupils' progress both informally and formally, producing an annual written report on their child's progress (Year Reception to Year Two)
- Meet the expectations set out in the policies of Saltersgate Infant School including, but not limited to, our curriculum and behaviour policy.

#### **Support staff**

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our school policies

### **Subject/phase leaders**

Subject/phase leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase through a detailed action plan
- Encourage teachers to share ideas, resources and good practice
- Write an impact report to be shared with the Governing Body
- Meet the expectations set out in our school policies

### **Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input 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 buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our school policies

### **Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our school policies

### **Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child to be a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **Governors**

Governors at our school will:

- 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 and hold the Headteacher to account for its implementation

- Make sure other school policies promote high-quality teaching, and that these are being implemented

## Principles of our Curriculum at Saltersgate Infant School

The curriculum is all the planned activities we organise at Saltersgate Infant School to promote learning, and personal growth and development. It includes not only the requirements of the National Curriculum and the Early Years Foundation Stage Curriculum, but also the range of extra-curricular activities that we organise in order to enrich the experiences of our children. We offer a programme of after-school clubs, that support the core curriculum offer, including activities which develop specialist skills and extend the range of children's experiences. We also ensure all children have access to good quality visits, which directly enhance the planned learning for that term and organise regular outside visitors from the community and the wider community. Furthermore, at Saltersgate Infant School, we provide a wide range of carefully designed first-hand experiences and opportunities to support experiential learning and life experiences beyond the classroom through our Enrichment Curriculum.

At Saltersgate our curriculum embraces the values and beliefs that the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, socially responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they can achieve to their true potential. It is our intension that through our curriculum, we can raise standards of attainment by focusing teaching and learning on the aptitudes and interests of our children, making learning exciting and engaging, and removing any barriers to learning.

## Planning

Our curriculum is planned in three phases:

We have an **outline long term plan** for each Year Group. This plan indicates the themes that are to be taught in each term, which, wherever possible, are centred around topics that will engage and motivate our pupils through their own interests. We recognise that subjects should not be taught in isolation and that children should be supported to make meaningful links, effectively applying skills, knowledge and understanding between lessons and across subjects, and this is integral to our curriculum planning.

Our **medium term plans** include details of learning intentions and objectives, key questions and Characteristics of Effective Learning. Planned visits, events and celebrations are also identified.

Our **short-term plans** are developed on a weekly basis by teachers working as part of a Year Group team. We develop these plans based on previous assessments of learning. Learning objectives are detailed and resources and activities are specified. Any differentiation is identified including information about how adult support will be directed.

## Long term Memory

Ensuring the Transfer of Knowledge to Long Term Memory Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned (Ofsted School Inspection Handbook – Nov 2019).

At Saltersgate Infant school, curriculum design and lesson structure are predicated on the importance of this transfer of knowledge to long-term memory. The most relevant and valuable schemata within a given topic are judiciously selected and refined in order to continuously foster and promote future learning. Teaching practices are deployed to ensure that knowledge is revisited, applied in unfamiliar contexts and thereby retained, and extended.

We achieve this through strategies including:

- Rigorous use of assessment practices
- Use of the learning environment
- Provision of knowledge organisers when shared with families
- Timetabled consolidation sessions, involving the application of previously taught content
- Challenging curriculum content analysis by subject leaders, to enable clear progression mapping and identify opportunities for knowledge reinforcement, both within and across subjects
- School-wide initiatives such as inter-class competitions and quizzes
- Integrated home learning

## Curriculum Delivery

The curriculum delivery incorporates thematic and subject-based approaches in order to capitalise on the strengths of both, the age and development-related needs of our pupils and the professional judgment of our teachers. Thematic studies, units of work and discrete subject lessons are devised creatively in a manner that motivate and inspire our children. Units of investigation may derive directly from the planned curriculum as well as from teacher observations of children's spontaneous play, exploration and interest. Project topics may also be selected on the basis of an academic curiosity or social concern on the part of teachers or parents, or events that direct the attention of the children and teachers.

To meet our statutory requirements, we deliver the content outlined in the Early Years Foundation Stage (for Nursery and Reception children) and the DfE National Curriculum Programme of Studies (for children in Y1 and Y2.) Details of our curriculum can be found in [our Curriculum Policy and on the school website](#).

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We will take into account these different learning styles when planning and delivering our curriculum.

We offer opportunities for children to learn in different ways and base our curriculum around themes and topics that will engage our pupils and interest them. Our teaching and learning will be based upon:

- Investigation, enquiry and problem solving
- Learning through indoor and outdoor provision
- Group work
- Paired work (talking partners/buddies/peer support)
- Independent work
- Whole-class teaching
- Discussion, asking and answering questions
- Research using books, computer software and the internet
- Visits to places of educational interest and visitors to school
- Imaginative and creative activities
- Extra-curricular activities

### **Kagan Structures**

Staff at Saltersgate Infant School have undertaken training in effectively using Kagan Structures as a powerful strategy to boost pupil motivation and have positive outcomes, beyond accelerating achievement. The instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence and retain interest in classroom interaction. Kagan practices are centred around four basic principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES). Through implementing these strategies throughout school, children are more involved in lessons, more active in lessons, more engaged in lessons and there is an expectation of participation by all.

### **Learning Environments**

We recognise that the learning environment has a significant influence on learning and gives a clear message about how we value children and their learning. We believe that the ethos of our school, and its teaching and learning, should be reflected through the content and quality of the learning environments in classrooms, outside areas and throughout the school building, and should provide a learning resource that can be used for reference and reinforcement. As well as being vibrant and welcoming, the environment is a learning resource, the second teacher, a way of engaging children and building a community. It can create a sense of ownership and be used to support and promote learning, as well as celebrating children's work.

Our learning environments provide consistent expectations for all pupils in order to support them, whilst challenging them to give their very best. In this way, we develop a shared sense of what high standards look like. Above all else, our children are taught the purpose of their learning and they work towards applying their knowledge and skills to an intended

outcome, such as a piece of published writing, artwork, performance etc. We are proud of the children's work and we are actively building a culture of high-quality display throughout the school.

In summary, our teaching and learning environments:

- Are safe
- Stimulate children and adults
- Promote learning
- Provide a warm, welcoming place where adults and children show respect for each other
- Have high-quality resources which are well organised and accessible to children
- Have displays which are interactive and relevant to the learning (e.g. Working Walls)
- Celebrate achievement and promotes high standards of presentation
- Enable children to remember facts about previous topics taught in school
- Are clean, tidy and free from clutter, promoting pride in the school environment
- Promotes children's ownership of their learning
- Promote and celebrates diversity and inclusion
- Have routines which are understood by all and are based on high expectations of classroom organisation and management

Provision is a fundamental aspect of our learning environment within school. Throughout school, from Nursery to Year 2, all children have access to both inside and outside learning environments which through careful planning, provide opportunities for our pupils to;

- Explore
- Investigate
- Remember
- Re-learn
- Consolidate previous learning

Every classroom in our school has a literacy and maths working wall to demonstrate to pupils their journey in a unit of work thus far, and support the current learning using previously taught skills and knowledge. Children are encouraged to contribute to these during their independent work, demonstrating their understanding of the teaching and learning.

## **Forest School**

At Saltersgate Infant school we are passionate about giving children the very best experience both inside and outside the classrooms and are very fortunate to have such a rich and varied environment. We are very proud of our Forest School provision where all children attend regular sessions led by our qualified practitioners. The children have lots of places where they can explore, get dirty and learn about plants and animals and how to care for them, thus setting the seeds for growth of environmental awareness and responsiveness. Through engaging with nature and wildlife, our children gain more knowledge and respect for their immediate environment and learn how we affect the wider environment in general.

Research demonstrates how regular Forest School sessions help support the holistic development of children intellectually, physically, cognitively and emotionally, and build learners that show;

- Resilience
- Inquisitive
- Imagination
- Confidence
- self-awareness
- positive self-esteem
- problem solving skills
- the ability to take risks

## **Enrichment Curriculum**

Our Saltersgate curriculum extends beyond the EYFS and National Curriculum and includes an Enrichment Curriculum, providing a wide range of carefully designed experiential learning opportunities to support our children to raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and promote Cultural Capital. These experiences do not necessarily link to the curriculum being taught at any given moment in time.

We enrich our curriculum in the following ways:

- Whole school events/activities/performances and celebrations
- Educational visits
- Visitors into school
- Outdoor learning and physical activities
- Collaboration with outside agencies and other schools
- Extra-curricular clubs and groups
- Themed weeks and events

## **The Characteristics of Effective Learning underpin our learning ethos:**

The Characteristics of Effective Learning underpin our learning ethos at Saltersgate. Through this approach we encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing and reflecting on the way they learn. All teaching will be focused on developing characteristics of learning which we believe children need to develop whilst they are with us in order to be ready for the next phase in their learning journey. These characteristics are embedded through teaching and learning practice within school. They are displayed widely and referred to and discussed frequently and in a meaningful way. Children develop an ownership of these characteristics and understand how they help them learn.

### **Seesaw**

At Saltersgate Infant School, we use Seesaw as an online tool for teachers and pupils to record and share what's happening in the classroom, and during home learning. Seesaw provides every child a safe and secure e-learning journal where photos, videos or pieces of work can be uploaded and viewed using a unique code sent to parents/carers. Families are notified via app notification, email or SMS when there has been a new post uploaded to their child's personal journal. Parents/carers can also upload work from home to share with school. Announcements of important school information can also be sent safely, easily and securely via Seesaw allowing communication with you and teachers to be more efficient.

When teachers and families work together, outcomes improve. We use Seesaw because it supports strong relationships between teachers, students, and families. Together, we can support and celebrate your child's learning inside and outside the classroom!

Seesaw;

- Makes your child's thinking and learning visible so we can see and celebrate their growth over time
- Opens communication between home and school, so we can share ideas to best support your child's learning at home and at school
- Gives your child an authentic audience for their work -- you! -- which motivates them to do their best

### **Remote Learning**

We recognise that due to variety of circumstances, there are situations in which the delivery of 'face-to face' lessons is not possible. In these instances, Saltersgate will offer a 'Remote Learning' package to our pupils which will carefully consider the provision of work, teacher support, assessment and feedback.

During remote education we will ensure;

- Work is meaningful, ambitious and of high quality, closely aligning with in-school provision wherever possible

- Pupils have access to a well-sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised across a range of subjects
- Staff use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- We provide frequent, clear explanations of new content and effectively gauge how well pupils are progressing through the curriculum, adjusting the pace or difficulty of what is being taught in response to questions or assessments
- We provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and thus we will work with families to deliver a broad and ambitious curriculum.

## **Inclusion**

At Saltersgate Infant School we strive to be a caring and inclusive school, engendering a sense of community and belonging through our inclusive ethos, broad and balanced curriculum, systems for early identification of barriers to learning, and our challenging but realistic targets for children. Teaching and learning at our school takes the backgrounds, needs and abilities of all pupils into account, ensuring that all children, including those with additional needs, receive the same first-class education. Our teachers plan work that promotes equal opportunities, ensuring that all activities are adapted to meet the needs of every child. We recognise that children have widely varying abilities and experiences; therefore, we provide appropriate learning opportunities for all children by matching the challenge of the task to the ability of the child, offering personalised support as necessary.

At Saltersgate Infant School, we will ensure that all children have access to all elements of our curriculum. We will ensure that differentiation is effective and where necessary, will put specific intervention in place to ensure that all children can achieve to their full potential. We will deploy staff effectively to give **all** our children a good level education.

We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

Strategies to employ this include;

- Quality-First teaching
- Appropriate support and intervention
- Effective deployment of support staff

- Liaison with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Use of specific groupings for certain subjects where appropriate
- Providing pre-teaching for children as necessary before accessing units of work
- Learning targets which are fully understood by staff, the children and parents and ones which are reviewed and updated regularly

For further information, refer to our SEND policy and information report, Statement of Equality Information and Objectives, and our Pupil Premium policy.

### **Marking and feedback**

Feedback clearly explains to pupils what they're doing well and what they need to do next to continue to improve their work.

Best practice, is to give verbal feedback when 'live marking' in the lesson, however we recognize that there are times when this is not possible. When marking work away from the children, staff apply our **Marking Policy** to ensure consistency across school. This policy is reviewed regularly.

### **Assessment, recording and reporting**

At Saltersgate Infant school, we track pupils' progress using a combination of on-going formative assessments and summative assessments at the specific times of the year.

Through our assessments we;

- Achieve consistency in assessment and performance monitoring across the school and the curriculum
- Establish a rigorous system of assessment and measuring achievement to ensure that children are making good progress and attaining at ambitious levels
- Ensure that all pupils progress well from their starting points and achieve or exceed standards expected for their age nationally
- Continue the use of EazMag as the school's current system for tracking progress, monitoring achievement and setting targets for individuals and groups of pupils
- Ensure that assessment is clearly related to relevant performance descriptors within EazMag, the EYFS curriculum and the National Curriculum
- Give clear guidelines to staff on the assessment of children's work and performance

End of year expectations for each year group are shared with parents/carers in the autumn term. During the year, we hold two parent' evenings where we share targets for pupils

through a verbal report and discussion. At the end of the year, pupils receive a written report in line with ARA.

### **Review of teaching and learning**

At our school, we monitor teaching and learning to make sure that all of our pupils make the best possible progress from their starting points. All monitoring is conducted in a supportive way and with mutual respect between colleagues. It is done with the sole aim of promoting and securing high standards of teaching and learning. We will share good practice, and develop a culture which is focused upon continual improvement and personal development.

We will monitor teaching and learning in a variety of ways:

- Lesson observations and 'drop ins'
- Pupil interviews/pupil voice
- Work sharing
- Subject leadership/Subject Action Plans
- Performance Management
- Learning Walks
- Reviewing marking and feedback
- Termly Pupil Progress Meetings
- Minuted conversations in Year Group meetings

Teaching and learning will be monitored by the Headteacher, Senior Leaders and Subject Leaders. Governors will monitor in consultation with the Headteacher. Teaching and learning will be reviewed annually by the Headteacher and Senior Leadership Team as part of the Teacher Appraisal Process. This will identify the professional development needs of our teachers.

### **Linked Policies**

This Policy is underpinned by other school policies including our Curriculum Policy, Marking Policy, Inclusion Policy, Anti-Bullying Policy, Behaviour Policy, Equal Opportunities Policy and the Homework Policy.

### **Future of the School Curriculum at Saltersgate Infant School**

Having a well-balanced, creative and engaging curriculum, underpinned by outstanding teaching and learning is a high priority at our school and this policy is designed to achieve this. It is important that this policy is well understood by all stakeholders of the school and is referred to as a working document. It is reviewed regularly and updated accordingly.