

PALFREY INFANT SCHOOL TEACHING AND LEARNING POLICY



DEVELOPED IN CONSULTATION
LEADERSHIP TEAM & TEACHING STAFF

Reviewed and amended October 2023

Governing body 28.11.23 

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse: Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

We believe we fulfil these rights at Palfrey Infant School

Key Values

Learning to care for ourselves, each other and the world. (Happy children)

Learning to enjoy the challenge of setting and achieving our goals. (Aiming High)

Learning to adapt and succeed in our ever-changing society.

Learning that our choices and actions make a difference.

Learning to work together and recognise that everyone has something special to contribute.

Learning to recognise and celebrate achievements.

Aims

Through this policy we aim to:

- ensure a consistency of learning throughout the school
- summarise expectations to ensure the quality and consistency of learning experiences for all pupils
- promote high expectations to ensure that all pupils achieve their potential and make good progress
- ensure that all pupils have a clear understanding of what they are learning, know how to recognise their achievement and know what they need to do to improve
- ensure children, parents and the wider school community have a clearer understanding about our school approach to learning and teaching

Principles

We offer a curriculum that is ambitious and is designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital to succeed in life. Our school motto, “Happy Children, Aiming High”, is a key driver in our curriculum offer. We aim for our pupils to succeed in their time with us and to have the knowledge, skills, aspirations and confidence to continue their learning journey in Key Stage 2 and beyond. As a Rights Respecting School the following principles underpin effective Learning and Teaching at Palfrey Infant School:

- every child has the right to enjoy learning, be successful and the ability to achieve
- pupils learn best when they feel secure safe and valued, and when they feel a sense of belonging to the group
- there is no known ceiling to achievement - intelligence can be developed
- our purpose is to create learning, not only to process and record what we have found
- learning and teaching are engaging and motivating
- each child must see the relevance of what they are doing and know what to do in order to improve and how to do it; high expectations on their own are not enough
- it is important that we teach children how to “learn to learn” in order to become independent learners and develop skills for life-long learning. We support this through displaying expectations of learning behaviours in each class and through targeted ‘badger’ groups with Mrs Adams.
- pupils are encouraged to persevere when learning is hard and are supported to manage their emotions when things are not going well
- we will promote an environment where learners feel safe to make mistakes and to understand that mistakes can help us learn
- we recognise and celebrate the small steps to success that every child is able of achieving, and we support and scaffold learning in appropriate ways at appropriate times to enable this to happen

Roles and Responsibilities**Teachers**

At Palfrey Infant School all teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Meet the expectations set out in the key school policies
- Teach effective, well-structured lessons (see Palfrey Lesson Structure guide)
- Consistently use the agreed silent signals to support calm transitions between activities (team stop, 123)
- Meet the needs of all pupils through quality first teaching and the graduated response
- Have high expectations and celebrate the achievements of all pupils
- Know pupils well and understand the small steps to success that pupils may need to undertake
- Plan effectively to meet the needs of all learners, using adaptive teaching to build on prior attainment and embed key knowledge
- Work with year group colleagues and key stage leads to ensure consistency in teaching and learning across the year group
- Ensure regular retrieval practice is woven through the curriculum to increase the likelihood of key knowledge becoming embedded into long-term memory and to increase pupils' memory strength
- Make effective use of assessment (as outlined in the school's Assessment and Data policy), to inform planning and accurately measure pupils' progress and attainment
- Deploy support staff effectively to meet pupils' differing needs (see use of Teaching Assistants guide)
- Update parents/carers on pupils' progress through termly parent evenings and an annual written report of their child's progress
- Provide quality feedback (see Feedback and Marking policy)
- Liaise effectively with support staff
- Work in partnership with parents to support learning

Support Staff

At Palfrey Infant School all support staff will:

- Meet the expectations set out in the key school policies
- Liaise with teachers and take direction to support teaching and learning with flexibility and resourcefulness
- Work with teachers to ensure pupils make progress and achieve learning intentions
- Know pupils well and adapt the support to meet their individual needs
- Use agreed assessment for learning strategies
- Consistently use the agreed silent signals to support calm transitions between activities (team stop, 123)
- 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

Role of Senior Leaders and Headteacher

At Palfrey Infant School all Senior leaders support colleagues to improve learning and teaching and 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
- Hold Pupil Progress Meetings, Moderation Meetings (Maths & Writing termly)
- Address underachievement and intervene promptly

Role of subject leaders

Subject leaders at our school will:

- Help to create/organise well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure lessons are sequenced in a way that allows pupils to make good progress from their starting points
- Produce and update subject knowledge and skills maps to show the progressions of key knowledge through the year groups
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject 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
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the key school policies

Role of Parents/Carers

At Palfrey Infant School we expect that all parents and carers will:

- Work in partnership with teachers to support learning
- Value learning
- Encourage their child as 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 – attend parents' evenings
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Attend Curriculum workshops and make use of Parental Advice

Role of Pupils

At Palfrey Infant School we expect that all pupils 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 key school policies

Role of the Governing Body

At Palfrey Infant School we expect that governors 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
- Attend training/ CPD identified in the GB action plan.

Planning and Curriculum Provision

At Palfrey Infant School we fulfil the statutory requirements of the National Curriculum 2014 and the Early Years Framework 2024 using engaging and challenging opportunities and experiences that are developed to match the individual needs of our learners.

We offer a curriculum that is ambitious and is designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital to succeed in life. Our school motto, "Happy Children, Aiming High", is a key driver in our curriculum offer. We aim for our pupils to succeed in their time with us and to have the knowledge, skills, aspirations and confidence to continue their learning journey in Key Stage 2 and beyond (See Curriculum Design Philosophy 2023 and individual subject policies).

Lessons will be planned to ensure good progress using the school's chosen schemes of work (Primary Stars/White Rose, Kapow, Purple Mash, Charanga, iMoves and in-house schemes). Teachers will work together in their year groups to ensure consistency in provision. Lessons are structured to promote increased learning retention with a focus on key knowledge and regular retrieval practice so that children know more and remember more.

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and 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
- Pupils that are exceeding

We will do this through:

- Using support staff effectively to provide extra learning support
- Grouping the children flexibly to meet their needs in each subject area (including ability groupings and mixed ability groups)
- Provide appropriate scaffolds to promote independence e.g. writing frames, word banks
- Working with our SENCO, expert advisors, our pupils with SEND, and their parents to establish the appropriate level of material and curriculum access to support these pupils to make good progress (see SEND Policy)

See our EYFS Policy 2023 for more details of our school's teaching and learning in the Early Years.

A range of ACE clubs are provided to all Y2 pupils in the Autumn and Summer terms to extend our curriculum beyond the academic, broaden the children's experiences and promote confidence and resilience.

Learning Environment

When pupils are at school learning may take place in whole class, small group or a 1:1 session in classrooms, the library, the quad, the hall, the corridors or outdoors in the playgrounds and outdoor learning area. These spaces should be kept safe, clean and ready for pupils to use them.

Following research and training on the role of cognitive science in learning, we have committed to reducing the cognitive and sensory overload that our environments may place upon our pupils. All display boards are backed using hessian and black border to create a calm and neutral environment. Key knowledge and retrieval prompts are displayed in classrooms and corridors to support in engaging pupils in learning and retrieval. Classrooms will display key knowledge and working walls for core subjects and all classes will have current knowledge organisers for foundation subjects that are used regularly during learning.

Classrooms should be arranged to promote learning through using a seating layout that allows everyone to access learning and participate. Resources should be accessible, clearly labelled with text and picture, and organised to allow for independence.

Home Learning

At Palfrey Infant School we use home learning to help encourage our parents to engage positively with their child's learning and encourage them to make links between the learning they do at school and the wider world. Home learning could be paper based or set as a 2Do using Purple Mash, and focusses on Reading, Spelling and Maths with some additional ad-hoc activities for particular subjects through the year.

Marking and Feedback

Feedback is used to clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Research shows that feedback has the highest impact when it is delivered by the teacher. At Palfrey Infant School the teachers aim to give in the moment feedback that focusses on the task or on self-regulation strategies, and provides specific information on how the pupil can improve. Additionally, specific feedback and praise is also given when pupils are correct. (See Feedback and Marking Policy 2023)

Assessment, recording and reporting

At Palfrey Infants, we believe that the key aim of assessment is to support pupil achievement and progress. We will track pupils' progress through a combination of formative and summative assessments, as outlined in our Assessment and Data Policy 2023.

We will hold termly parents' evenings where we will discuss pupil targets and provide a verbal report on pupil progress. Parents will receive a written report annually in the Summer term.

Monitoring and Evaluation

We monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points. Senior leaders and subject leads will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Pupil voice
- Book/evidence scrutiny
- Moderation meetings (Maths/Writing)
- Termly pupil progress meetings
- Termly assessment and data reviews

Monitoring and Review

The implementation of this policy will be monitored by the Headteacher.

This policy will be updated in line with the Schools Improvement Planning cycle, or with regard to any new initiatives or streamlining of school processes.