PADNELL INFANT SCHOOL

BOARD OF GOVERNORS
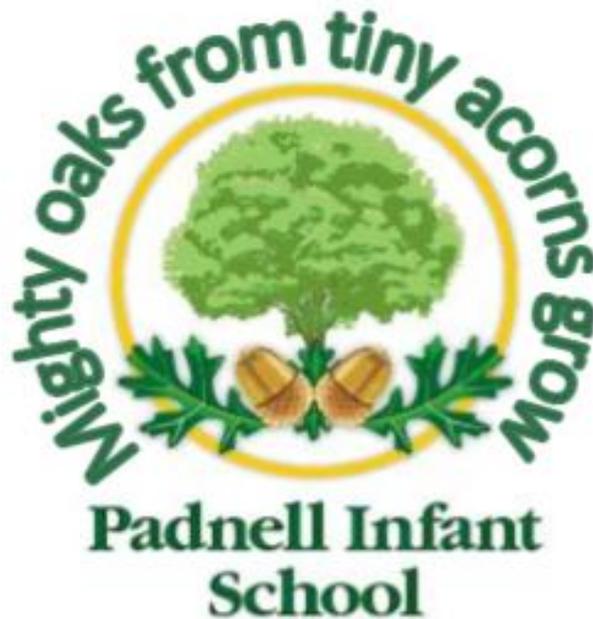
POLICY FOR TEACHING AND LEARNING

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	May 2025
Date of Next Review	May 2027
Name of Headteacher	Mrs Mandy Grayson

Administration Record

Issue	Modification	Approved
1	For FGB Approval	24th May 2021
2	For FGB Approval	15th May 2023
3	For FGB Approval	19th May 2025

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1   Introduction

1.1.1   This teaching and learning policy supplements and utilises our *'Curriculum for Learning document'*.

1.1.2   This policy outlines our pedagogy and gives further details of how we implement the aims of our curriculum while consistently promoting our schools shared values of **GROW.**
- **G**iving Citizens
- **R**esilient Learners
- **O**riginal Thinkers
- **W**ise Workers

	Giving Citizen	**Resilient Learner**	**Original Thinker**	**Wise Worker**
Padnell Infant School shared values	Develop children's appreciation of the important role they play in their community and the impact they have on others and the environment. Promote respect, support of each other so that everyone has a sense of belonging, and understands the impact they can have on others.	Create a relevant and purposeful curriculum which excites and engages all. Provide children with the resources and encouragement they need to develop the self-belief and determination required to achieve their best.	Celebrate individuality and creativity, while promoting independence. Provide children with an environment where they feel safe to take risks and understand that success is often built on failure.	Develop children's understanding of the importance of embracing challenge so that they can become increasingly self-motivated, while helping them to understand what works best for them. Improve children's listening, concentrating and contribution skills so that they are actively involved.

1.1.3   We believe that effective teaching and learning is undertaken when:

- We feel safe;
- We feel good about ourselves;
- We experience success;
- We know how to learn;
- We think of our own ideas;
- We work well with others;
- We want to learn.
- We understand that making mistakes is part of learning.

1.1.4   The Teaching and Learning Policy has been divided into three distinct sections in order to clarify this process:
- Intent
- Implementation
- Impact

2   Intent

2.1.1   At Padnell Infant School, everything we do is underpinned by our school vision and curriculum aims. Our aim is to create a learning community where this is the experience of every child, every family and every member of staff.

Padnell Infant School Vision	Heart of the community To be a friendly, welcoming and caring part of the community, including and supporting the whole family. Relationships are at the center of everything we do.	Develop curious, ambitious minds To create an environment, which provides children with the skills, mindset and opportunities they need to achieve academically.	Safe, healthy bodies To develop confident, happy individuals, who know how to keep themselves, healthy and safe in body and mind.
Padnell Infant School Curriculum Aims	We aim to ensure our children become caring, compassionate, respectful individuals, who are able to co-operate well with others and understand the important role they play in the communities they belong to. By celebrating children's individuality and promoting cultural awareness, we help children develop positive relationships, where they accept, value and embrace each other's similarities and differences, learning from and supporting each other.	We aim to develop a love of learning and thirst for knowledge, encouraging creativity, promoting problem solving and developing thinking skills. We want all of our children to aim high, encouraging them to set themselves ambitious aspirations. By providing children with a broad, balanced and relevant curriculum, we help them to make connections and reflect upon their own work. We strive to improve children's determination and resilience, personalising their learning opportunities to ensure they reach their own individual potential.	We believe all children have the right to a childhood. Through meaningful and purposeful opportunities, we want to develop childrens self-esteem and independence so that they understand how best to keep themselves happy and healthy in both body and mind. By encouraging them to become increasingly self-aware, we enable children to better communicate their thoughts and feelings so that they understand how and when to seek advice and support as they GROW.

2.1.2   Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2.1.3 Long Term Plan (LTP) and Medium Term Plan (MTP)

In all year groups, learning is organised into topics and enhanced by our Forest school provision, which is accessed by all year groups. This enables children to make meaningful links across the different curriculum areas and to apply their knowledge and skills in different contexts.

EYFS – 2 weekly mini units are mapped out to ensure full coverage of the EYFS curriculum. Some aspects are taught continuously throughout all units while others have been identified as key focusses with specific units. This has been done in collaboration with subject leaders and includes both skills and knowledge. Additional flexible topics are also included, providing flexibility to respond to real world events and to follow the needs and interests of the children. Thus in line with the EYFS philosophy.

KS1 – Half-termly units are clearly mapped out on a whole school LTP, which ensures coverage and progression of skills. Subject specific LTP's outline the intent of each subject, it's pedagogy and how subject specific skills clearly progress from EYFS through to Yr 2. LTP's and MTP's also ensure that coverage of subject knowledge is carefully organised so that learning is progressive, the integrity of each subject is maintained and key learning for each unit is clear.

Throughout the school, children will be given opportunities to learn through a wide range of activities including: asking questions, experimentation, observation, discussion, reflection, practical exploration, role play, problem solving and thinking creatively. They will be given a wide range of opportunities to communicate their learning in a variety of ways. As well as the chance to work independently, in pairs and collaboratively in groups.

Continuous Provision is utilised to support metacognition of prior learning with a range of strategies including self-check used to ensure misconceptions are identified and corrected.

2.1.4 Hampshire Inspection and Advisory Service (HIAS)

Maths and English planning utilises the LT and MT plans from HIAS. Subject leaders for Maths, English and Science regularly attend core provision, disseminating information to staff where relevant.

Wider curriculum subject leaders also access support and guidance for their subject from the Module as well as subject specific advisors from HIAS as needed ensuring planning develops both children's skills and knowledge (substantial and disciplinary).

2.1.5 Short Term Plan (STP)

Teachers will then personalise planning to the specific needs of their class ensuring:
- Assessment for Learning (AfL) opportunities are planned and utilised before and during each unit to adjust the pitch and pace of learning.
- That there is an equal emphasis on all groups of children, including pupil premium and SEND, with personalized planning used as and when required linked to individual targets.
- A range of lesson structures and teaching methods are used effectively to maximise engagement and meet the needs of all learners.

- Scaffolding is carefully planned and gradually removed to maximise progress.
- Independent learning opportunities are planned for so that children can utilize and embed new learning.
- Opportunities for children to use and apply their learning, demonstrating mastery of the curriculum are carefully considered and planned for.

3   Implementation

3.1.1   Many school policies and guidelines support the quality of learning and teaching especially those relating to self-esteem, self-discipline and responsibility.

Please refer to following policies and guidelines:
- Behaviour;
- Special Educational Needs and Disability (SEND);
- Equalities.
- Marking

3.1.2   We believe that children **learn** best when:
- They feel happy and confident in their environment and know that they are valued as individuals;
- They are motivated to have a go and are prepared to make mistakes and learn from them;
- Learning is relevant and enjoyable; tasks are challenging, but achievable;
- They have the necessary skills for learning such as; making decisions, organising, evaluating, reasoning, processing information, enquiring, applying imagination and applying previously gained knowledge in new contexts;
- They feel successful, personal achievement is maintained by building upon previous learning;
- They can work independently and collaboratively, sharing their own thoughts and ideas as well as listening and collaborating with others, respecting their ideas, attitudes and values.
- They are self-disciplined and can take responsibility for their learning and behaviour;
- Their parents are included in the education partnership at home and school

3.1.3.   We believe that **teaching** is best when:
- The teacher sets clear relevant learning objectives, which are based on prior learning and assessment (AfL) and that fit into a progressive learning journey.
- Instructions and explanations are clear and specific ensuring everyone understands what they need to do in order to be successful.
- All children are involved, the ideas and experiences of children are drawn upon, listened to and responded to appropriately.
- A variety of activities and questioning techniques are used in order to challenge ALL pupils.
- The teacher and learning support assistants have good subject knowledge of prior, current and future learning.
- Learning support assistants and all other adults are used effectively throughout the day to maximise pupil's progress.

- Lesson structure and teaching methods are used effectively to maximise engagement and meet differing needs, enabling all pupils to learn effectively;
- High standards of behaviour are insisted upon and praise is used regularly to promote good attitudes to learning and achievement. Prompt action is taken to address any behaviour which does meet the expected standard.
- AfL is used consistently to re-shape lessons, addressing misconceptions as they happen, maintaining full engagement of pupils and maximising pace of learning.
- Regular oral and written feedback is shared and children are given time and encouragement to act upon this.
- High expectations are consistently modelled and encouraged in a welcoming and safe environment, which promotes the school GROW values.

3.2   Learning Environment

Our learning environments:
- Are welcoming, attractive, tidy and motivating;
- Have effective interactive displays that value children's current work;
- Are one in which there is emotional and physical security;
- Stimulate and support learning.
- Ensure equal opportunities
- Develop rules and routines, which create a calm learning environment.

Be well organised with:
- Effective storage and labelling of equipment and resources for easy access by children;
- A wide range of learning resources available so that children can choose the appropriate materials for the task;
- Include areas set up to support the continuous provision activities that are currently in use and that these are clearly displayed using dual coding.

Specific requirements for the learning environment are also outlined further in both the Maths and English ROCDOC's

3.3   Home Learning;

3.3.1
- Children are required to read to an adult at home 4 times a week, in line with our belief that 'If you read you will succeed'.
- Mini– readers are emailed weekly in line with the children's phonic learning.
- Optional GROW activities are provided on our half termly curriculum letters for those children/parents who wish to engage further.
- Log ins are provided for Numbots and Spelling Bee to access at home.

4   Impact

4.1.1   Formative assessment will happen consistently before and during implementation by all staff and will be used to adapt and personalise provision accordingly.

4.1.2   Information on how we will measure the impact of our Teaching and Learning Policy can also be found in our *'Curriculum for Learning'* document in the '*Assessment for Learning'* and *'Evaluation'* sections.

4.1.3   Subject leaders and the leadership team will monitor the impact of the curriculum through.
- Book looks,
- Learning walks
- Pupil conferencing
- Planning scrutinies
- Summative assessment
- Pupil Progress meetings

Findings from these will be fed back to staff in a timely manner and used to adjust and adapt future intent and/or implementation as relevant. They will utilise the schools *'Characteristics of Highly Effective Teaching and Learning'* document and the '*Non-negotiables for Learning Support Assistants.' (See appendices)*

4.1.4.   **Summative assessment**

We moderate our assessments regularly within and across year groups.
- Wider Curriculum subjects are moderated in year groups and recorded on Arbor at the end of each half term. Subject leaders use this alongside pupil and teacher conferencing to adapt and improve future intent.
- Summative assessments for wider curriculum subjects are moderated in and across year teams annually and entered onto Arbor.
- Arbor is used to record and track summative assessment in Reading, Writing and Maths at four milestones across the year (in line with the Hampshire milestones). These are moderated in year teams, across year teams and with cluster schools, using the Hampshire Inspector and Advisory Support team exemplification material.
- Teachers and leaders analyse data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably challenged.
- A governor often attends pupils progress meetings and this information is fed back to the governing body along with summary of findings.

4.1.5   **Governors**

- The governing body monitors the coverage of the National Curriculum, the effectiveness of the implementation of the curriculum and of this policy through their termly monitoring. Reporting their findings back to the full governing body.
- The governors hold the Head Teacher and senior leadership team to account for its implementation.
- They ensure a robust framework is in place for setting curriculum priorities and aspirational targets.

5   Summary

5.1.1   The priority is that children progress in their learning. Teachers are given autonomy as to the ways they achieve this and the school does not set in stone a particular method or structure. It is essential that the teacher considers the group of learners they have in front of them, the learning they want to get across, the prior knowledge of assessment and the resources available, to create a lesson that enables high levels of engagement and progress.

5   Summary

Appendix 1

Characteristics of Highly Effective Teaching and Learning

Teacher:	Observer:	Date and Time:
Additional adults:		
Year Group:	**Subject:**	**Number of Children:**
Context / Focus:		

	Characteristic	**Evaluation**
1	Learning is clear, relevant and fits into a progressive journey.	
2	Secure subject knowledge demonstrated by all adults.	
3	High quality relationships nurture, develop and promote schools GROW values.	
4	Personalised learning opportunities provide challenge for all.	
5	Effective use of additional adults maximises pupil's progress.	
6	Lesson structure used effectively to suit learners needs and maximise engagement.	
7	AfL used to re-shape lessons, maintaining pace of learning.	
8	Learning environments show care, supporting pupil's independence, celebrating achievements and fostering curiosity.	
10	High expectations consistently modelled and encouraged.	
	Other observations	
Key Strengths		• •
Next steps		•

Appendix 2

Non-negotiables for Learning Support Assistants

Learning Support Assistant		Observer:	Date and Time:
Year Group:		Subject:	Number of Children:
Context / Focus:			

	Characteristic	Evaluation
1	Be prepared for change demonstrating a flexible, adaptive approach and a positive attitude.	
2	Aware of key learning focus for lesson, modelling and promoting appropriate subject specific vocabulary.	
3	LSA deployment has been carefully planned for. - Break away groups - Target children - Behaviour management - To enable teacher to work with focus group/target children.	
4	Involved in AFL (assessment for learning) - Questioning pupils - Adjusting groupings - Sharing observations.	
5	Be proactive, regularly giving feedback to groups/individuals to move on pupils learning. - Verbally - Using questioning - Marking (pink and green)	
6	Managing behaviour in line with school behaviour policy. Praising pupils - Supporting pupils wellbeing - Issuing sanctions as needed.	
7	Promote the implementation of the schools improvement plan, ensuring all pupils read and practise their key words in line with schools ROCDOC	
8	Either taking or facilitating opportunities for teachers to take keep up or catch up groups based on AFL as needed.	
	Other observations	
Key Strengths		• •
Next steps		•