



Tennyson Road Infant School

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www.tennysonroadinfants.org.uk

TEACHING AND LEARNING POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads:
Miss Hall and Mrs Hilbourne.

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1. 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

2. OUR GUIDING PRINCIPLES

Learning is the purpose of the whole school and is a shared commitment. At Tennyson Road Infant School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;

- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.
- 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
- Recognise that all learners make mistakes and mistakes can help us learn

3. 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. We have created a Home-School agreement which states our expectations to parents and pupils.

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

3.1 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, by updating the class blog each half term and sharing the long term curriculum maps on the school website.
- Update parents/carers on pupils' progress at Parents evenings twice a year and produce an annual written report on their child's progress.
- Meet the expectations set out in our behaviour policy, and marking and feedback policy.

3.2 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 agreed assessment for learning strategies
- 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 behaviour policy, and marking and feedback policy.

3.3 Subject leaders

Subject 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
- Encourage teachers to share ideas, resources and good practice
- Updating and amending policies and schemes of work – to ensure it continues to meet the Foundation Stage Early Learning Goals and the National Curriculum statutory requirements.

3.4 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

3.5 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
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

- 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
- 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

3.7 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

4. PLANNING

Each class teacher is responsible for the planning in their class in consultation with other teachers in the same year group to ensure equality of provision.

Units are planned using a common planning format and are collated centrally for easy access for all staff. It is common practice for the planning to be altered as a result of day-to-day assessment for learning. Teachers own planning is annotated to show any changes and evaluations as appropriate.

Teachers in Reception base their teaching on objectives taken from the Early Years Foundation Stage; this ensures they are working towards the Early Learning Goals. They plan for experiences (teacher led or child initiated) – indoors and outdoors using their observations of the children to plan for their next steps. Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. LEARNING ENVIRONMENT

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall, and the Library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners
- Working walls with material pupils have previously learned about and can identify
- Accessible resources for learning such as books, and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. 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
- Pupils that are high attainers

The strategies we use to support this include:

- Using support staff effectively to provide extra support
- Working with our SEN 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
- Using ability groupings for certain subjects where appropriate
- Using resources to support scaffolded learning

7. HOME LEARNING

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning.

Throughout the year other homework may occasionally be set to support work carried out in class.

8. MARKING AND FEEDBACK

Feedback will be given to the children with the objective of the lesson in mind. It will be given orally whenever possible, through praise, questioning and suggested ways to improve.

Written feedback is not always appropriate, particularly for children who are not able readers. When written feedback is given the children will be given time to read them and take appropriate action.

Correct answers will be marked with a tick, and when possible the teacher will discuss with the child how they reached their answer.

Incorrect answers will be identified and remarked with a 'C' (for correction). A comment/verbal feedback/next step may be written to bring their thinking on or to set a target for improvement. Where possible the children will be encouraged to check their answers and self correct.

They are also given opportunities to say how they felt about the activity and show how well they thought they understood. The teachers will use this information to plan for their next steps. Marking will impact on progress in the following way...

Work will be marked to show:

- Success against the learning objective(highlighting/note)
- independence/support(I/S)
- verbal feedback(vf)/next steps/challenge
- children's response (blue pen correction/further example/next piece of work)

9. ASSESSMENT, RECORDING AND REPORTING

We will track pupils' progress using a combination of formative and summative assessment. Through daily formative assessment adults in class:

- question, discuss and engage in extended dialogue with children
- sharing learning goals (success criteria, curricular targets)
- use peer/self assessment
- give feedback – next steps

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Formal summative assessment takes place termly via teacher assessments and end of term tests for Year 2 pupils. Attainment is tracked on Tapestry for EYGS pupils and O-Track for children in Key Stage 1.

10. MONITORING AND EVALUATION

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book scrutinies
- Formal observations

11. REVIEW

This policy will be reviewed every year by the headteacher and the Achievement committee. At every review, the policy will be shared with the full governing board.

12. LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

REVIEW AND UPDATE

Reviewed: January 2022

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr M Kendall

Review date January 2023

Edited: May 2022