

## **St Laurence Church Infant School**

### **Learning and Teaching Policy**

This policy is intended to provide a clear statement of the principles and practice of learning and teaching at St Laurence Church Infant School. It represents an agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework that enables teachers and teaching assistants to be confident in developing their own practice and supports the appraisal process.

#### **What are the principles which underpin this policy?**

We seek to provide a Christian ethos and education which promotes the all round development of each child and enables them to achieve success and gain a sense of self worth.

- We aim to provide a broad and balanced curriculum which develops each child spiritually, morally and intellectually within a Christian environment.
- We aim to see each child as an individual, made in the image of God, and to address individual need in order to help explore talents and fulfil potential.
- We aim to develop a partnership between home and school and involve parents as actively as possible in the education and welfare of their children.
- We intend this education to take place in a secure and happy environment, one which will provide the children with the self-esteem and skills necessary for them to take their place successfully as confident, responsible, tolerant and caring members of society.

#### **Personalised Learning**

Personalised learning is about tailoring education to ensure that every child achieves and reaches the highest standards possible. The components of Personalised Learning are:

- leadership and management
- assessment for learning
- effective teaching and learning
- curriculum enrichment and choice
- organisation for personalisation
- beyond the school

**What is the staffing structure of the school? (As of January 2021)**

**Headteacher (LT) (15-21)**

**Deputy Headteacher (LT) (10-14)**

**Assistant Headteacher (LT) (5-9)**

**TLR2 UPS3 (LT) (.6)**

<b>UPS3</b>	<b>UPS3 (.6)</b>	<b>UPS3 (.6)</b>	<b>UPS2</b>	
<b>MPR</b>	<b>MPR</b>	<b>MPR (.4)</b>	<b>MPR</b>	<b>NQT</b>
<b>L3 TA (GR3)</b>	<b>L3 TA (GR3)</b>	<b>L3 TA (GR3) (.8)</b>	<b>L3 TA (GR3)(.8)</b>	
	<b>L3 TA (GR3) (.8)</b>	<b>L3 TA (GR3) (.8)</b>	<b>L3 TA (GR3) (.6)</b>	
	<b>L3 TA (GR3) (.8) (temp)</b>	<b>L3 TA (GR3) (.5) (temp)</b>	<b>L2 TA (GR2) (13 hrs)</b>	

**School Business Manager (GR5) Clerical/Finance Assistant (GR3) Clerical/Finance Assistant (GR3)**

**Building Services Manager (GR3) Cleaning Staff x 2 (GR1)**

**Senior LTS LTS x 10 fte (GR2)**

**Catering Supervisor (GR2) General Kitchen Assistants x 4 (GR1)**

**Wraparound Care Manager Wraparound Care Deputy Manager**

**Wraparound Care Playworkers x 5**

## What is our curriculum structure?

### Early Years Foundation Stage

There are no set minimum teaching hours for the Early Years Foundation Stage or Key Stage 1. (DfE)  
It is for schools to determine how much teaching time will be sufficient for their pupils to cover the content of the curriculum.

- |   |               |
|---|---------------|
| ▪ 8.55 - 3.05 daily   | 6 hrs 10 mins |
| ▪ EYFS daily curriculum/teaching time   | 4 hrs 25 mins |
| ▪ EYFS daily additional time<br>(registration/collective worship/break/lunch) | 1 hr 45 mins  |
| ▪ EYFS weekly curriculum/teaching time  | 22 hrs 5 mins |

### Structure of day

8.55 - 9.05	Registration
9.10 - 9.30	Collective Worship
9.30 - 12.15	Session 1 (incl 10 min break)
12.15 - 1.05	Lunch
1.05 - 1.15	Registration
1.15 - 3.05	Session 2

4 hrs 25 mins curriculum/teaching time + 1 hr 45 mins additional time = 6 hrs 10 mins

### Curriculum Allocation

#### Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development including Relationships Education
  
- Specific Areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Key Stage One

There are no set minimum teaching hours for the Early Years Foundation Stage or Key Stage 1. (DfE)  
It is for schools to determine how much teaching time will be sufficient for their pupils to cover the content of the curriculum.

- |                                      |               |
|--------------------------------------|---------------|
| • 8.55 - 3.10 daily                  | 6 hrs 15 mins |
| • KS1 daily curriculum/teaching time | 4 hrs 25 mins |

- KS1 daily additional time 1 hr 50 mins
- (registration/collective worship/break/lunch)
- KS1 weekly curriculum/teaching time 22 hrs 5 mins

### Structure of day

8.55 - 9.10	Registration
9.10 - 9.30	Collective Worship
9.30 - 12.30	Session 1 (including 15 minute break)
12.30 - 1.20	Lunch
1.20 - 1.30	Registration
1.30 - 3.10	Session 2

4 hrs 25 mins curriculum/teaching time + 1 hr 50 mins additional time = 6 hrs 15 mins

### Curriculum Allocation

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Music
- Design and Technology (DT)
- Art and Design
- Physical Education (PE)
- Religious Education (RE)
- Personal, Social, Health and Economics (PSHE) including Relationships Education

### What do we want pupils to learn?

At St Laurence Church Infant School we promote key skills across the curriculum:

- Communication
- Application of number
- Use of technology
- Working with others
- Improving own learning and performance
- Problem solving

**Thinking skills** focus on learning how to learn. Thinking skills complement the key skills:

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

## How do we plan for learning?

Our planning processes provide the framework for teachers and teaching assistants to be effective in the classroom. They ensure the content of lessons is secure.

- The National Curriculum
- Statutory Framework and Early Years Outcomes for EYFS
- Letters and Sounds (Systematic Synthetic Phonics programme)
- Birmingham Agreed Syllabus for Religious Education
- Curriculum Structure and Timetables
- Curriculum Plans
- School Development Plan

### Monitoring of planning

- ensures breadth and balance
- ensures coverage of Early Years Foundation Stage/ National Curriculum/Religious Education
- ensures continuity and progression
- provides an overview to assist monitoring

Evaluation of Curriculum Plans supports subject development

### Medium Term Planning

- Questioning Skills
- Required sequences of learning
- Suggested activities
- Key vocabulary
- Computing skills
- Resource requirements
- Assessment opportunities

### Monitoring

- ensures curriculum entitlement and equal opportunities
- ensures continuity and progression across units of work
- gives focus for assessment through learning outcomes
- identifies assessment activities

### Short term planning

- Detailed and focused learning objectives and success criteria, which inform lesson structure
- An effective match between learning objectives and activities
- Detail of who/how to assess
- Gives details of learning style, abilities and individual needs
- Evaluated and annotated planning, including the level of support, informs the next stage of learning
- Key Stage leaders have responsibility for curriculum, planning, assessment, organisation, communication and liaison in collaboration with their colleagues

## **How do we ensure there is full coverage of the curriculum?**

Senior Leaders coordinate curriculum delivery and lead support for subject areas to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all children.

## **How do we deliver effective lessons?**

The most important resources for children in the classroom are the teachers and teaching assistants. Our enthusiasm for learning and the quality of the relationships we deliberately develop with our children sets the learning environment. Lessons are lively, full of pace and variety of style to maintain children's attention.

Clear learning objectives are based on what assessments tell us children do or do not know. Learning objectives are shared verbally and in writing with children to enable them to understand what they are learning. We challenge the children's thinking with questioning skills. Where it will support the learning success criteria are developed with the children to enable them to be clear about how to meet the learning objective and what achievement of the learning objective looks like.

Lessons are carefully structured.

- The beginning of the lesson engages children and includes the learning objective.
- The middle of the lesson consists of activities that support the learning objective, link to prior learning and enable the children to make progress.
- The end of the lesson will reinforce the learning that has taken place.

## **How do we group our children for learning?**

At St Laurence Church Infant School children are taught in classes with children of the same age. We do not set children by 'ability' and try and ensure that children's progress and attainment is not limited by the use of 'ability' based groupings. The learning objective and the activity will determine the way children are grouped. Children may work as a whole class, in a small group, in pairs or individually.

In order to ensure children make the best possible progress and develop independence and confidence we ensure children work in a variety of ways. Children may

- work as an individual, sitting with children of similar or different aptitude.
- work in groups with children of similar aptitude for example during guided reading.
- take part in collaborative learning activities.

## **How do we use learning support staff to support our children's learning?**

The learning support staff team includes all adults, in addition to teachers, who work in our school:

- Teaching Assistants
- Administration Staff

- Lunchtime Supervisors
- Teaching or Teaching Assistant Students
- Parent Volunteers
- Caretaking and Cleaning Staff
- Kitchen Staff

All members of our staff team make a contribution to learning. Our learning support staff demonstrate a high level of care, commitment and professionalism in their relationships with our children.

The Teaching Assistants have a direct curriculum input and work with the children as a whole class, in groups and as individuals to support their learning under the direction of the class teacher.

### **How do we know what our children have learnt?**

Assessment for learning informs our planning of learning objectives and appropriate activities. Through our assessments we are able to pitch activities to support individual learning needs. Clear learning objectives enable the children to make progress.

The progress our children make is measured through teacher assessment and judgements may be supported by the use of standardised tests. Data illustrates standards. Self and peer assessment using 'green for go' and 'pink for think' are an important part of our assessment for learning strategy.

A tracking system monitors the progress of year groups, classes, groups and individuals. Careful monitoring enables identification of areas for intervention.

Our children's work is celebrated and recorded to show clearly the quality and range.

Improving learning through assessment depends on five factors:

- the provision of effective feedback to all children
- the active involvement of children in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the influence assessment has on the motivation and self-esteem of children
- the need for children to be able to assess themselves and understand how to improve

Assessment for learning focuses on the following key areas:

- the use of targets
- designing opportunities for learning (planning)
- strategies for day-to-day assessment in the classroom
- feedback on learning
- involving parents/carers
- the formative use of summative assessment

### **What are the purposes of feedback and marking?**

Feedback and marking are not the same thing. But marking can provide feedback. All feedback including that provided through marking should help children to make progress, understand their learning, encourage them to strive for high achievement and build self-esteem by:

- highlighting and celebrating good work by making explicit what they have done well

Every child to learn and grow with God

- helping them to evaluate their own learning
- indicating aspects which need attention, improvement or further development
- being consistent, show continuity through school
- showing children what is valued by the teacher/school and give them insight into the teacher's expectations
- valuing their work and providing an audience for it

Marking should help teachers teach effectively by:

- providing them with an opportunity to make diagnostic assessments
- providing a record of eg significant progress, targets the child is working on
- providing a focus for future planning (individuals, groups, whole class)
- providing a starting point for the next steps in learning and a focus for intervention
- informing teachers themselves about their planning, teaching and concepts gained by the children

### **What should marking look like?**

- children will receive verbal and/or written feedback about all activities
- feedback will be positive, supportive, constructive, informative and in child friendly language
- marking will be selective, will take account of individual needs and will focus on the learning objective(s) and/or success criteria
- some written activities will be marked in pink/green using the appropriate marking symbols
- the marker will be identified by their initials if they are not the class teacher
- written comments will be made neatly and clearly and will be read to the child when needed
- 'where next'/'gap task' comments may be used to help the child to improve their learning
- marking will take place alongside the child or as soon as possible after the activity
- children will be taught how to use peer and self-assessment using the same code and symbols

### **How can parents support their children's learning?**

We do our best for our children by valuing the crucial contribution of parents. Parents/carers are the most significant adults in our children's lives. Teachers/learning support staff are the most significant people in the child's learning experiences whilst at school.

We develop a partnership with parents in order to improve our children's learning. We do this by:

- Home-School Agreements
- Parents' Evenings
- Collective Worship/Performances
- Written Communications (e.g. Newsletters/Reports)
- Workshops and parent meetings

### **How do we organise learning resources?**

The quality of our learning resources has a direct impact on the quality of learning and teaching. We encourage children to care for our resources and to use them appropriately.



Subject Leaders have responsibility for resources within their subject area in collaboration with the teachers in each year group. Subject Action Plans are the framework for resource development. Resources may be for individual classrooms, year groups or whole school use.

### **How do we use ICT/Computing skills to support our children's learning?**

Our children will explore ICT/Computing and learn to use it confidently and with purpose to achieve specific outcomes. Children use ICT/Computing tools to develop their ideas and record their work creatively. They will become familiar with hardware and software. Increased capability in ICT/Computing promotes initiative and independent learning.

ICT/Computing skills are developed throughout the curriculum. All classrooms have computers and smart screens to support the use of ICT/Computing across the curriculum. Each year group has access to iPads to support the use of ICT/Computing across the curriculum. Each year group also has access to other ICT resources to support the use of ICT/Computing across the curriculum

### **How do we use our school's physical environment to support learning?**

We acknowledge the importance of creating and developing the physical learning environment to support learning. We want parents and their children, governors and staff to be proud of our school and to enjoy learning and working in it. We are committed to providing the best possible learning environment within our financial resources:

- Our outdoor areas, which include the playground and field, provide excellent facilities and are enhanced by the provision of a range of outdoor play equipment.
- The Rainbow Room provides a stimulating learning environment for both small group and individual support work and Breakfast and After School Club.
- Our Library is at the hub of the school and reflects the importance of books within the learning environment.

The value we place on our children's work is demonstrated by the quality of presentation and display. Classrooms and communal areas reflect current work and provide stimulating, colourful and safe environments for our children to learn in. Individual 'Gallery Boards' celebrate each child's achievements.

### **How do we enhance our curriculum?**

The curriculum is enhanced by both educational visits and visitors into school. The extended curriculum also features workshops and whole school activity weeks.

May 2006

Revised September 2007, January 2008, September 2008, November 2009, September 2010, June 2011, September 2011, September 2012, September 2013, September 2014, November 2015, March 2017, November 2020