

St Laurence Church Infant School

Learning and Teaching Policy



Approved by:

Curriculum, Safeguarding, Pupil
Welfare and Admissions
Committee

Last revised on:

June 2023

Next review due by:

March 2026

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 through our teaching. It provides a framework that all school staff to be confident in developing their own practice and supports the appraisal process.

Our School Vision

"Love for learning, life and one another"

Our Christian Vision is based on the views of our children, parents and staff. It encompasses our nurturing ethos, our ambition for children to achieve their best, and our desire to help build strong relationships in our community.

Our School Aims

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.

Rights Respecting School

The United Nations Convention on the Rights of the Child is important to our school. We are a Silver 'Rights Aware' School, working towards our Gold accreditation. Threaded throughout our curriculum, we teach children about the rights which they and children across the world should expect to have and raise awareness and challenge situations where this does not yet happen.

29: Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Our Curriculum Drivers



Our Curriculum is designed to develop five core characteristics in our pupils, which we believe will lay the foundations for them to be lifelong learners and good global citizens. These are:

- Feel part of a **Community**
- Be **Creative**
- Develop **Curiosity**
- **Communicate** confidently
- **Care** for ourselves, others and our world

The curriculum is all the planned experiences we provide for our pupils in order to develop an enjoyment of and commitment to learning. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage but also includes the 'hidden curriculum' which is all the other things

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children learn from just being in school. Each individual subject policy sets out how our curriculum drivers are implemented across the school. Further details of our curriculum can be found in the Curriculum Policy.

Roles and Responsibilities

Learning and teaching in our school is a shared responsibility, and everyone in our school community has an important role to play. Our Home School Agreement sets out the expectations for staff, parents and children and is signed by all parties when children start at our school. In addition to the expectations set out in the Home School Agreement we have broken down the expectations for all school staff.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents and carers in their child's learning through the school newsletter, school website, parent meetings and workshops, including clearly communicating the purpose of home learning
- Update parents and carers on pupils' progress each term and produce an annual written report on their child's progress

Support Staff

Support staff at our school will:

- Know pupils well and scaffold support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Support the well-being of all children
- 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

Subject Leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge, skills and vocabulary
- 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, 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 progress
- Monitor and moderate progress across their subject by using assessment information in line with the Assessment for Learning policy
- Create and share clear intentions for their subject
- Create, implement, monitor and review their subject action plan
- Encourage teachers to share ideas, resources and good practice

Year Group Leaders

Year group leaders at our school will:

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- Be a point of contact for the year group e.g. for supply teachers and/or cover staff
- Plan and disseminate any year group teaching assistants for interventions with support of the SENCO for advice
- Create and implement long term curriculum overviews that map out the structure and organisation of our curriculum and ensure it is broad and balanced.
- Communicate the planned teaching and learning to parents and carers by updating half termly curriculum overviews
- Plan and organise trips, parent workshops and events for the year group
- Take the lead in planning meetings including making decisions relating to the above roles taking a balanced view of what is best for the children and the school.
- Liaise with the Phase Leader and Senior Leadership Team for any other decisions, queries or staffing concerns

Phase Leaders (Early Years Foundation Stage and Key Stage One) and Senior Leaders

Phase leaders and senior leaders at our school will:

- Be responsible for the quality of education in their phase and/or across the school which may include conducting performance management appraisals
- Collect, analyse and present phase group data
- Conduct pupil progress meetings where progress for key groups is discussed and agreed actions are decided
- Address underachievement and intervene promptly
- Have an overview of the entire curriculum relating to their phase and/or across the school
- Lead multiple times of worship across the academic year
- Be accountable for the teaching, learning and behaviour in their phase and/or across the school
- Lead parent workshops
- Be the lead point of contact for moderation to ensure consistency and expectations for subjects are understood and met by all staff
- Be the point of contact for all members of staff in their phase and/or across the school

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to learning and teaching
- 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

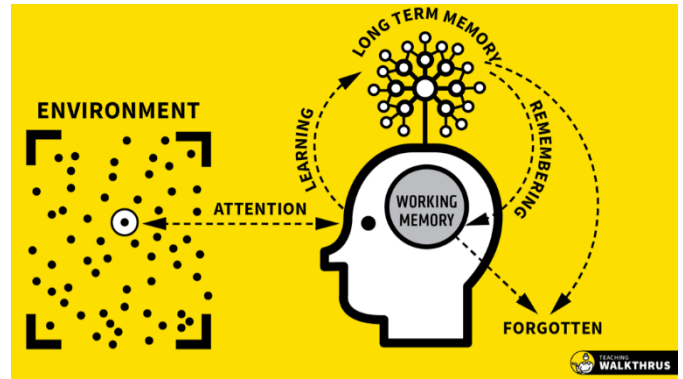
Planning

St. Laurence Church Infant School gives children full access to a broad and balanced curriculum, enabling them to achieve the highest academic and personal standards possible, promoting their spiritual, moral, social and cultural development and beginning to provide them with the challenges and life skills they will need in order to take their place in modern British society.

Lessons will be planned well to ensure good short, medium and long-term progress. Further details can be found in our school's Curriculum Policy and subject specific guidance can be found in each subject's policy. Further details about planning and teaching in the EYFS can be found in our EYFS policy.

Learning and Teaching

Our learning and teaching strategies are underpinned by the evidence informed research of cognitive science. The learning model is fundamental to this process and supports teachers to understand how pupils learn most effectively and consequently informs the deliberate practices we use.



In order to upskill our staff, high-quality CPD is needed to ensure all staff meet or exceed their career-stage expectations in teaching and learning. To achieve this, we have designed a CPD programme around two evidence-based pedagogies.

Barak Rosenshine's principles of direct instruction.

These ten principles inform the way teachers plan and deliver their lessons and ensures that pupils build strong understanding in their long-term memory. Here is a summary of these principles

1. Begin a lesson with a short review of previous learning

Reviewing previously learned material strengthen the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

Every lesson at St Laurence Church Infant School begins with a review of previous learning known as 'flashback four'. Teachers focus on previous misconceptions and knowledge, skills and vocabulary from curriculum documents to ensure children remember their previous learning.

2. Present new material in small steps followed by student practice

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

Each new 'chunk' of learning is carefully planned, sequenced and modelled to ensure children do not experience 'cognitive overload.'

3. Ask questions and check answers

To learn something, pupils need to practise it. Every time pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more last-longing. The more variety of question types, the better.

Teacher's use questioning to check understanding and the key learning for that lesson is focused upon and rehearsed.

4. Use models

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

Teacher's carefully plan and choose models linked to the learning objective for the lesson. They show the process of solving problems and model this explicitly.

5. Guide practice

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

Teacher modelling is woven into every lesson. Teacher's think out loud and show the process of learning to the children. We model making mistakes and continue to probe and ask questions through the modelling process.

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6. Check for understanding

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

Teacher's plan for common misconceptions and this guides the questioning. Continual assessment for learning allows teachers to check if content has been understood and if misconceptions need addressing.

7. Obtain a high success rate

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

If content has not been fully understood, the teacher knows they have the flexibility to re-visit learning before moving onto the next small step.

8. Provide scaffolds in difficult tasks

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand.

Many scaffolds are used as part of our everyday teaching from spelling mats to mathematical images. These are readily available should pupils need them and are gradually removed.

9. Stimulate and monitor independent practice

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practise independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.

When working independently, children practise the content taught and modelled to them. Small tweaks and variations that remain consistent to the initial model ensure pupils achieve success and overlearn concepts.

10. Conduct weekly and monthly reviews

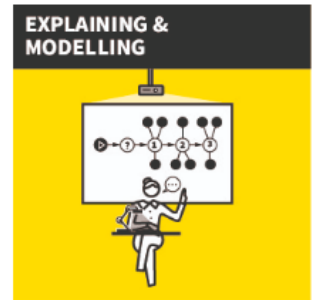
Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.

Floor books are built on year on year and are used throughout the school to document previous learning. These are regularly referred to and looked at as a cue for children to remember their prior learning.

Teaching WALKTHRU by Tom Sherrington and Oliver Caviglioni.

A collection of evidence-based pedagogy that is fundamental to effective teaching and learning. It is a coaching guide which offers a range of strategies for developing pedagogical practice in schools. All of the strategies contained within Teaching WALKTHRU are rooted in proven practice and research.

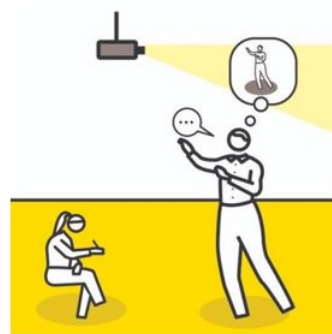
Each year, St Laurence Church Infant School will determine which of the strategies are the priority principles for that academic year. This means that this policy is one which grows and responds to the changing needs of the School over time. The agreed list of Principles will inform all elements of learning and teaching each year. Initially, our focus is on effective Explaining and Modelling.



1. Learn and Plan



2. Practise



3. Review - ADAPT



We follow the WALKTHRU model to train staff and adapt the WALKTHRU strategies. This ensures they are tailored to the needs of our school and our children. We begin by learning about the strategy and then plan to use it across lessons. We then practise the strategy whilst having a colleague come to observe and feedback. We then review as a staff to evaluate and tweak the guidance to fit with our school.

Daily Structure

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 appropriate for their pupils. The government does not have any current guidance on this.

In the EYFS, the following structure represents a typical day in Reception:

8.45 - 9.05	Morning task and Registration
9.05 - 9.35	Collective Worship
9.35 - 12.15	Session 1
12.15 - 1.05	Lunch
1.05 - 1.15	Registration
1.15 - 3.05	Session 2

Further details about curriculum allocation can be found in the EYFS policy

In KS1, the following structure represents a typical day in Year One:

8.45 - 9.05	Morning task and Registration
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9.05 - 9.35	Collective Worship
9.35 - 10:45	Session 1
10:45 - 11:00	Morning break
11:00 - 12:30	Session 2
12.30 - 1.20	Lunch
1.20 - 1.30	Registration
1.30 - 3.10	Session 3

The following structure represents a typical day in Year Two:

8.45 - 9.05	Morning task and Registration
9.05 - 9.35	Collective Worship
9.35 - 10:30	Session 1
10:30 - 10:45	Morning break
10:45 - 12:30	Session 2
12.30 - 1.20	Lunch
1.20 - 1.30	Registration
1.30 - 3.10	Session 3

Further details about curriculum allocation can be found in the Curriculum policy

Well-Being Wednesday

Every Wednesday, the structure of the school day changes as we run our weekly Well-being Wednesday programme. Lunchtime is 12:10 - 1:00 for all children. Well-being Wednesday is an initiative aimed at improving pupil's wellbeing, and giving them a chance to experience a wide range of activities. These activities are co-curricular in that they complement and add onto our core curriculum in school, but unlike an "extra-curricular" activity, these clubs are for all children. The initiative focuses on developing the whole child, helping them to find a passion and feel good about themselves. Children work in groups across the whole school and by working in mixed age groups, children will experience a different dynamic, and foster meaningful, caring bonds across the school. The clubs will cover wellbeing skills such as mindfulness, relaxing pursuits such as clay sculpting, active sessions such as forest school, learning something new in Spanish and Garage Band and the fun bits of the curriculum that everyone wishes they could spend more time on such as cookery and music.

Learning Environment

When pupils are at school, learning will take place in many different places, not just in the classroom. We use our outdoor space, library and small working spaces to maximise our learning capacity. These spaces will be kept safe, clean and ready for pupils to use them and they will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and thinking places for reflection
- Washing lines displaying working examples and modelled writing opportunities
- Phonic displays that reinforce the sounds being taught and other key scaffolds such as spelling rules and common exception words
- A place where children can self-register their feelings and indicate they need to speak to an adult about a safeguarding concern
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Each classroom has an environment checklist shared with staff at the beginning of the year to ensure there is consistency our classroom learning environments.

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Inclusion

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt and scaffold learning opportunities to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND) through the use of Individual Target Plans (ITPs)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that rapidly grasp concepts

Further details of how we cater to the needs of all our pupils can be found in our SEND, Pupil Premium and Curriculum policies.

Home Learning

Home learning can support pupils in making links between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. Reading takes the focus of any home learning and each child has a reading book sent home which is matched to their phonic level. This enables children to practise and rehearse the sounds they know and apply them in unfamiliar books. A reading record is used to document children's reading at home. In the weekly newsletter, links to online games or learning opportunities may be shared with families to engage their children and bring the learning out of the classroom.

Assessment, Marking, Feedback and Reporting

All forms of assessment, marking, feedback and reporting are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher and or teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

Further details of our approach to assessment, marking, feedback and reporting, can be found in the Assessment and Learning Policy and Monitoring and Evaluation Policy

Monitoring and Evaluation

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

- Conducting learning walks
- Peer observations as part of our on-going programme of CPD
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book Looks, Floor Books and other physical evidence
- Pupil Voice
- Planning scrutinies and book scrutinies
- Performance management

Review

This policy will be reviewed annually by Senior Leadership Team. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

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- Behaviour regulation policy
- Curriculum policy
- Individual subject policies
- Assessment for learning policy
- EYFS policy
- Pupil premium policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Monitoring and Evaluation Policy