



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Remembered for all the Right Reasons

Teaching and Learning Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed: June 2022

Date of next review: June 2025

Rights Respecting School Agenda

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 13 –Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24- Every child has the right to the best possible health.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

Article 28 - Every child has the right to an education.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Every child has the right to play relax, play and take part in a wide range of cultural and artistic activities.

Article 41 – Government must actively work to make sure children and adults know about the convention.

These two articles have been simplified for the Chater Infants charter for children to follow;

We have the right to go to school

We have the right to learn.

Statement of Intent

At Chater Infant School we are committed to ensuring that each child receives high quality teaching which will ensure effective learning in all lessons. We believe that all children should enjoy learning and that each child should be encouraged to be a life long learner and have an equal opportunity to achieve their maximum learning potential. This is a challenging goal and as a school we are constantly reviewing and developing our practice as we strive to achieve it.

We expect every teacher to deliver outstanding lessons as we believe that no child deserves less than this.

We believe that it is vital to have a whole school approach to learning and teaching across the school and we aim:

- To provide consistency and continuity of learning and teaching across our school
- To support teachers to be evaluative and reflective about their teaching and to look for opportunities to develop their practice and hone/refine skills
- To learn from each other through the adoption of a collaborative, enquiry-based approach to learning and teaching, where good practice is shared

At Chater we are committed to ensuring that:

- Every child feels valued and included, taking into account their individuality
- We deliver a meaningful and relevant curriculum that offers rich and varied opportunities to inspire and challenge all children
- We promote an ethos in which children become creative, innovative, and confident
- We develop enquiring minds with a capacity to think rationally, creatively, and critically, thereby enabling children to make informed choices
- We develop children's sense of responsibility helping them become good citizens in a multi-cultural society promoting understanding of their own and other's spiritual, moral, social, and cultural development.

Highly Effective Teaching

At Chater Infant School we are passionate about ensuring that children are learning effectively. This can only come from highly effective teaching which considers all policies, procedures and guidance provided at Chater Infant School.

Teachers demonstrate a deep knowledge and understanding of the subject and show a determination that all pupils achieve well. All pupils are encouraged to work hard. All adults have consistently high expectations of all children

All adults are aware of and are working towards, the age-related expectations for the end of each year group

All adults have consistently high expectations of all pupils' attitudes to learning and behaviour.

Exciting hooks are provided at the start of each learning opportunity and all learning time is fully utilised.

Effective teaching needs some key elements, and all teachers are committed to ensuring that the list below feature in all lessons.

| | |
|--|--|
| <ul style="list-style-type: none"> • Awe and wonder permeate through the curriculum • Active and creative use of supporting adults • Engaging, energetic and enthusiastic delivery • Sufficient challenge for all • Links to previous and future learning • Sufficient time for children to practise so knowledge, understanding and skills are securely consolidated and embedded • Sufficient opportunities to apply learning • Sense of achievement and success for the child • Displaying and sharing of learning objectives • Creating and displaying success | <ul style="list-style-type: none"> • Scaffolding of learning through modelling and repetition • Assessment opportunities fully utilised • Self-evaluation opportunities • Modelling of oral and written language and vocabulary • Key vocabulary identified and explained • Short sharp bursts of support for different groups in class • Reviewing learning • opportunities for children to talk about their learning • 80% engagement of child/ opportunities for talk and 20% teacher talk • Resources appropriate and ready • Repetition of key language and modelling of language structures needed to complete activity |
|--|--|

| | |
|--|---|
| <p>criteria</p> <ul style="list-style-type: none"> • Appropriate use of praise • There is evidence that pupils are becoming confident, self-assured learners • multi-sensory -visual, auditory, and kinaesthetic (VAK) teaching and learning • Effective use of working walls for English and Maths • Growth mind-set – learning from mistakes, resilience, perseverance • Adult intervention at key points and responding to needs • Open ended and differentiated questions to promote thinking and challenge and check understanding and to intervene where necessary • Opportunities for all children to work as Talk Partners and to ask/answer questions • All children make at least typical progress from their starting points | <ul style="list-style-type: none"> • Range of independent, group and whole class work • Use of support staff/volunteers • support staff sharing objective and success criteria, modelling • Ongoing verbal feedback • Good quality next steps written feedback – within lessons as well as in marking after lesson • Scope for flexibility and adaptation to suit learning as it is happening • Opportunities to develop independent learners • Opportunities for children to teach each other • Use of plenaries to reinforce learning objective, to model and reinforce success criteria and to deal with any misconceptions |
|--|---|

Highly Effective Learning

We acknowledge that our pupils learn in different ways and this is reflected in opportunities to include visual, auditory and kinaesthetic (VAK) elements in our planning and teaching. When pupils are learning effectively, they will:

- Make good progress in their learning
- Display a growth mind-set – ‘I can do it’, ‘I know what to do if I fail the first time I try to do something’, ‘I can overcome this difficulty’, ‘This is a challenge’, ‘I like challenges’
- Be happy, relaxed, motivated, and engaged
- Show pride in their achievements
- Learn from their mistakes
- Take risks
- Challenge themselves and rise to challenges
- Improve their work
- Know that they have succeeded
- Feel good about their learning
- Be able to ask questions
- Be able to reflect on previous learning
- Be able to talk about and explain their learning
- Be able to work collaboratively
- Be able to teach what they have learnt to others
- Be able to apply what they have learnt in other areas of the curriculum

Key elements for planning outstanding lessons

- Sufficient detail for supply/ non class teacher to be able to deliver lessons for the week
- Up to date planning for current cohort of pupils
- Use of planning materials as agreed – e.g. National Curriculum, Development Matters, HfL curriculum support material
- Sound and up to date subject knowledge
- Progression within the curriculum and in line with age related expectations
- Sequence for learning units/ Sequence for Writing
- Differentiation for at least 4 groups in English and Maths lessons
- Clearly identified personalised provision for Pupils with SEND
- Use of Assess, Plan, Do/Teach, Review model
- Resources listed including those to be used by support staff
- Clear instructions/ methodology and resources for support staff
- Learning objective/ success criteria specified
- Annotations – evaluation and next steps
- Cross curricular links- embedding reading, writing and communication and, where appropriate, Mathematics across the curriculum

The physical learning environment

We are committed to ensuring that classrooms, small group spaces and whole school areas are the very best they can be. We all have a collective responsibility to ensure that these are well maintained and cared for, regularly updated and that we take a pride in all areas.

- The physical learning environment is well maintained and up to date
- It is clean, safe, and secure including ensuring that all emergency exits are kept clear
- Adaptations are made as necessary to meet the needs of children with physical disabilities
- All spaces are fully utilised to enhance pupil learning
- Well organised, tidy, and free of clutter
- Resources, storage areas clearly labelled and readily accessible
- All surfaces to be used as extensions of the curriculum
- Displays regularly updated, child work celebrated, language and number rich, interactive, stimulating and focused on learning
- Evidence of Rights Respecting School Agenda (RRSA)
- Working walls to support learning regularly updated
- Visual timetables are displayed
- Book area in each class is welcoming, inviting and well resourced
- Organisation of classroom allows safe and easy access around the room
- Pupils are actively taught and involved in keeping the classroom tidy, know how to access resources and respect the learning environment
- Pupils need to be taught how to respect equipment and resources and to use resources with independence

Presentation of learning in pupil books, Learning Journals and Class Learning Logs

All staff have high expectations of how learning is presented in pupil books, Learning Journals and Class Learning Logs.

All children and staff take pride in the children's books, Learning Journals and Class Learning Logs. If work is stuck into books and Class Learning Logs or filed into the Learning Journals, this is done neatly and well ordered.

Books are marked according to the Marking and Feedback Policy.

While there is a time and a place for using whiteboards and pens for children to practise skills and 'to have a go' it is imperative that there is a good selection of recorded work in their Literacy/English and Maths books so that progress over time can be clearly evidenced. There is an expectation that all children will have a go with writing and initial mark making will be recorded as a child's attempt at writing in books and Learning Journals.

All children's books will be clearly labelled with first and surname; class name and subject.

Teacher's handwriting will provide an excellent model for all children.

Adult marking and annotations are free from spelling errors and are grammatically accurate.

There are set books for all children to use in each year group and further clarification can be sought from the Key Stage Leaders.

The date and learning objectives should be written or printed and stuck into the children's work books.

Age-appropriate abbreviations (for marking) is added to the inside cover of books

Homework

Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for new learning.

Continuing Professional Development for all staff

Staff are expected to identify their own training needs and to keep themselves up to date with their areas of responsibilities and developments in education.

Senior Leaders and Governors are committed to ensuring that staff have a good access to CPD opportunities which will continue to improve outcomes for children. When the need for CPD is identified through performance management; monitoring activities such as lesson observations, work and planning scrutiny and data analysis this is addressed as quickly as possible through either a member of staff attending off

site courses, individual coaching or lesson support, year group inset training during staff meetings or inset days or teaching/whole staff training sessions.

Staff are expected to engage fully in training and support that has been arranged and that any areas of development are rapidly addressed.

Class Charters, routines and rules and consistency

Teachers quickly establish routines, rules, and expectations at the start of the academic year. There is a commitment to ensuring that all children are treated fairly, respectfully and through consistency and reminders children are supported to make the right choices both in classes and around the school. To ensure that teachers can teach, and children are able to learn effectively, a School Charter and Class Charters are agreed, drawn up and displayed around the school annually. There is also an expectation that all staff will refer to and apply school policies and encourage children to adhere to what they have agreed as a class.

Celebrating achievement

We regularly celebrate the effort and progress that all children make. This is done through praise in class and through school assemblies, displays, newsletters and the school website.

Roles and Responsibilities

The role of governors

Our governors determine, support, and review this Teaching and Learning Policy. They focus particularly on the following:

- Ensuring resources are effectively deployed in order to support teaching and learning;
- Evaluating whether teaching strategies are impacting positively on outcomes for all pupils including any vulnerable groups;
- Ensuring that performance management is robust and that it challenges and supports staff to do the best they can to ensure good outcomes for all pupils
- Ensuring that the school building and premises are best used to support successful teaching and learning;
- Monitoring teaching and learning strategies in light of health and safety regulations;
- Monitoring the effective of this policy and other policies which link to teaching and learning through receiving subject leader and the termly Headteacher's Report to Governors.

The role of subject leaders

- To write and review a subject leader action plan to support teaching and learning in their subject area

- To monitor and review teaching and learning in designated subject area including planning, observations, work scrutiny, learning environmental walk, pupil, and staff questionnaires
- To provide support to colleagues
- To encourage high expectations of all pupils including children with SEND, disadvantaged children, and most able children
- To ensure continuity and progression and learning experiences throughout the school
- To monitor and evaluate pupil progress and teaching and learning in science
- To track, monitor, collate assessment data and to raise standards
- To contribute towards staff meetings
- To identify strengths and weakness across the school
- To identify any necessary resources/CPD requirements in your subject
- To keep up to date with developments in subject area education and disseminate information to colleagues as appropriate
- To report to Governors when required

The role of parents

Our parents play an extremely important role in helping their children to learn and we actively encourage parents to find out more about how they can get involved in their children's learning.

We do this through:

- Providing as much information as possible about the curriculum through a Curriculum Evening, workshops, Curriculum Leaflets each half term for each year group and a weekly newsletter;
- Homework activities;
- Parent Consultations
- Half termly targets for all parents and carers

We believe that it is vital that parents and carers provide their children with the support to ensure that they can be the best learners they can be and to support teachers to be the best teachers they can be through:

- Ensuring their child attends school regularly and punctually;
- Ensuring their child has the correct uniform and P.E. kit;
- Through doing their best to keep their child healthy and fit to attend school;
- Informing the school of any matters that may impact on their child's performance, well-being or behaviour at school;
- Making sure they have high expectations of their child's behaviour and boundaries and routines at home support those set at school;
- Promoting a positive attitude towards school and learning;
- Promoting a positive, 'you can' attitude towards their child's learning;
- Fulfilling the requirements of the Home-School Agreement.

Links to other policies

This policy should be read in conjunction with the following policies, procedures, and agreements:

All subject policies

SEND Policy
Homework Policy
Marking and Feedback Policy
Equalities Scheme
Behaviour Policy
Assessment Policy
Child Protection Policy
Staff Handbook
Staff Code of Conduct
Home-School Agreement
GDPR

Monitoring and Review

The quality of teaching and learning is monitored through

- Lesson observations
- Data Analysis
- Talking to all stakeholders
- Questionnaires
- Scrutiny of work
- Monitoring of planning
- Monitoring of subject development
- Reports from external moderation – LA and Ofsted

We are aware of the need to review the Teaching and Learning Policy regularly so that we can take account of changes in the school context, new initiatives, changes in the National Curriculum, developments in technology or changes to the physical environment of the school.