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Clifford C of E Infant School Teaching and Learning Policy: A Roadmap to Being an Outstanding School



At Clifford C of E Infant School we believe that our Teaching and Learning Policy defines the quality of education offered by the school and the learning experience of our children. The policy should be seen as a guide to being a good teacher at Clifford and it should set out a clear picture of what we expect the educational experience of our learners to look like. This policy is the backbone of what we aim to achieve and it sets teaching and learning at the heart of everything we do. It is used by the staff of the school to determine how we achieve the highest possible standards of teaching and learning at Clifford.

At Clifford C of E Infant School we offer a broad and balanced curriculum in a loving, Christian environment. We provide teaching in Foundation Stage and Key Stage 1 in a vibrant and caring school where we value Learning, Creativity and Love. We will strive to offer the very best educational experience ensuring that we continue to evolve and maintain the very highest of standards.

Purpose and Aims

Our aims for teaching and learning are that everyone will:

- Enjoy learning at Clifford
- Be sensitive and understanding: showing respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards their work and value their roles in society.
- Achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness.
- Create a well ordered environment where we celebrate diversity and where creativity and originality can flourish, supported by a team of motivated, professional and committed staff and governors.
- Promote challenge
- Promote the language of learning ensuring that children are encouraged to see themselves as learners on a journey; encouraging them to ask questions and experiment without fear of failure.
- Teachers will make a real and lasting difference to pupils' lives.

This Learning and Teaching Policy:

- Provides a framework for best practice, promoting consistency for teaching and learning across the school.
- Provides a clear guide to being a good teacher at Clifford
- Promotes the school ethos of continually aiming to improve and evolve

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At Clifford C of E Infant School the whole school team has agreed that the key principles of teaching and learning are:

Making sense of the world around us

Making connections between what we know, new information and previous experiences

It is a partnership between teachers and learners

It is an active process involving thinking, engaging, doing and reflecting



For the Teaching and Learning to be effective, Clifford must be characterised by children who:

- Are enthused, engaged and enjoy learning
- Are confident working as a whole class, in groups, with a partner, as well as working independently
- Refer to themselves as learners
- Develop and use strategies that will support their own learning
- Are confident learners, and are willing and able to learn from mistakes without fear of failure
- Know what is expected of them with regard to their work and behaviour
- Respect the staff and their peers in school
- Take a pride in their work and school
- Display self-confidence and a positive self image
- Know how to access resources and use them to support their learning
- Are aware of the purpose of their learning and how to succeed
- Develop a strong set of transferable skills to provide a firm foundation upon which to build their life long learning.

For the Teaching and Learning to be effective, Clifford must be characterised by teachers who



- Enjoy teaching
- Model themselves as learners
- Inspire children and fill the classroom with awe and

wonder

- Have a good subject knowledge
- Use the language of learning
- Value and promote equality and inclusion
- Plan consistently and effectively
- Plan for investigative and problem solving work
- Give clear objectives and success criteria
- Identify and differentiate the work effectively for the more and less able
- Plan with and work collaboratively with other members of staff
- Give time for children to research and find out information
- Use open ended questioning to support and extend learning
- Provide opportunity for children to be creative
- Match teaching styles to learning needs
- Have positive relationships with children and each other based on mutual respect and a Christian ethos
- Maintain a calm and positive learning environment
- Support, motivate and encourage children in their learning by regularly using praise and rewards
- Use consistent positive behaviour management strategies
- Use assessment data to inform future planning

For the Teaching and Learning to be effective, Clifford must be characterised by teaching assistants who:

- Enjoy working in the classroom environment
- Model themselves as learners
- Value and promote equality and inclusion
- Understand what is being taught and know the focus of the lesson or a series of lessons
- Work with the teachers to inform the planning and delivery of lessons
- Use open ended questioning to support and extend learning
- Understand when to offer support and/or challenge to pupils
- Use the language of learning
- Match teaching styles to learning needs
- Work in partnership with other members of staff
- Have positive relationships with children and each other, based on mutual respect
- Maintain a calm and positive learning environment
- Support and encourage children in their learning
- Regularly use praise and rewards to motivate children
- Are consistent in their use of positive behaviour management strategies
- Help to inspire children and fill the classroom with awe and wonder
- Have a proactive approach to maintaining the learning environment and its resources

For the Teaching and Learning to be effective, Clifford must be characterised by classrooms that:

- Stimulate children and adults
- Promote learning
- Are warm welcoming places
- Have quality resources which are well organised and available to children
- Use displays which are interactive and relevant to the learning (e.g. Working Walls), so that they celebrate children's achievements and promote high standards
- Are clean and tidy and promote pride in the school environment
- Promote children's ownership of their learning
- Promote diversity and inclusion



For the Teaching and Learning to be effective, Clifford must be characterised by lessons where:



- There is a 'buzz' and sense of purpose
- There are strong and exciting stimuli
- The learning outcome is made explicit
- Creative and physical activities are used to promote learning
- Children can access 'outside learning' or participate in educational visits

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- There are opportunities for children to work with the whole class, with partners, in groups or independently
- Activities are differentiated to support and challenge the children appropriately
- There are opportunities for children to reflect on and demonstrate their learning
- Questions and mistakes are promoted as an important part of the learning journey
- The teacher and teaching assistant are directly involved in working with the children for the majority of the time
- Children are purposeful and productive and have a sense of ownership for their learning
- The teaching and learning is well structured and scaffolded. It will sometimes follow the four main stages detailed below

Stage 1

- Review and link to previous learning
- Share learning objectives
- Stimulate curiosity and provide a sense of challenge

Stage 2

(Teaching)

- Instruction, demonstration, explanation, input

Stage 3

(Learning)

- Processing
- Developing, demonstrating and assessing understanding
- Doing

Stage 4

REFLECT, REVIEW, RECALL

- What has been learned
- How it has been learned
- Preview future learning

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This is a flexible framework – the order of the stages should change according to needs of the lesson. Stages 2 and 3 may be used several times in a lesson. The whole structure may be gone through more than once.



Our focus is to develop children's knowledge and skills. We base our teaching on our knowledge of the children's level of attainment: we strive to ensure that tasks are appropriate to each child's level of ability. We encourage children to take responsibility for their own learning and to reflect on their learning, to be involved as far as possible in reviewing the way they learn; and to reflect on how they learn.

INCLUSION

Clifford is a caring Christian school that continues to develop an inclusive ethos. We use policies to ensure that we follow statutory guidelines.



These include:

- Race Equality Policy

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- Special Educational Needs (SEN) Policy
- Policy for Gifted & Talented Pupils
- Disability Discrimination Act - Access Plan
- Equal Opportunities Policy

When a child has special educational needs and their individual learning requirements cannot be met through the standard differentiation of a lesson, we give due regard to information we know to adapt the material to their needs. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work at Clifford should be of the highest possible standard.

All staff work hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards learning. We insist on good order and behaviour at all times. When children's behaviour is inappropriate we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are used to support children in a variety of ways; sometimes to work with individual children and sometimes to work with small groups. Teaching Assistants deliver learning interventions such as Early Literacy Support, First Class @ Number, Reading Support, etc.

Planning for Learning at Clifford

At Clifford we plan in a variety of different ways. We employ Clifford's Expectations which was planned using the New National Curriculum to provide a structure and overview to ensure that all the statutory requirements are met. In Foundation, planning is guided by the EYFS framework and delivered through purposeful play activities and real life, hands on experiences that centre around the children's current interests. Planning in KS1 and Foundation is embedded within a whole school topic

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to add relevance and context to the learning, and is led by child experience and needs. We do skills teaching and then have high stimulus topic days/weeks that utilise the skills taught. Topics last for half a term. Schemes of work are used to provide more support, for teachers, where appropriate. These include:

- Abacus Evolve
- RE

It is important to note that Schemes of work are only a guide to possible lessons and all lessons should be tailored to meet the requirements of the current teaching and learning, ensuring that they are relevant and, where possible, in context.

Long Term Planning

We work together to plan long term to ensure good coverage and curriculum depth. This involves working out how high stimulus topic weeks are integrated in the year.

Medium Term Planning

Plans for every half term, for all subjects identified in the Long Term Planning are recorded. They include:

- Current subject and topics
- Learning Objectives to be covered each week
- Content to be covered each week
- Tasks to be covered in the lesson (usually differentiated three ways) – except where further short term planning is to be used.

At the start of a new topic, teachers may plan to include an introductory lesson usually delivered the previous term, that allows the children to actively drive a topic, which is new to them. They can detail what they know and what they would like to know about a subject and reflect on what they have learned at the end of the topic (Know, Want to Know, Have learned - KWL). This information can be displayed on the wall of the classroom as a working display.

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In Foundation, the children's identified needs from individual targets and the previous terms observations/assessments are used alongside the 'theme' to develop possible lines of development (PLODs). Children's interests and child-initiated activities are observed and recorded throughout the term to inform future planning.

Short Term Planning

Short term planning is used when subjects are taught on a daily basis (Usually Literacy and Maths).

- Learning Objectives to be covered each day
- Content to be covered each day
- Tasks to be covered in the lesson (usually differentiated three ways)
- What the Teaching Assistants and adult support will do (when available)
- Further information regarding: key questions; resources needed; opportunities to use: Assessment for learning; ICT, speaking and listening, problem solving, thinking skills, etc
- Planning at this level should be updated/annotated/amended regularly so the learning is continually personalised for the cohort being taught.

In Foundation, the short term planning reflects a balance between adult-led and child-initiated learning. Spontaneous planning is used through close observation of the children's interests and learning as they develop through each week, observations and next steps in learning are recorded as they happen and photographic evidence is used on planning to support this. Weekly phonic planning is evaluated after each session, along with adult focused tasks and carpet sessions, to inform future planning.

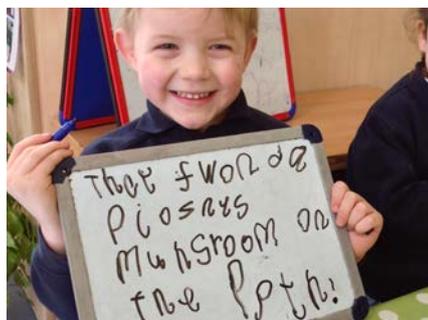
Assessment for Learning (AFL)

In order for lessons to be pertinent to the children's learning needs, assessment for learning should be part of the planning process. Pupils' self and peer assessments are often used to formalise their understanding of the learning objectives of a specific lesson/subject area.

- Informing planning and target setting

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- Focusing on how students learn/have been learning
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self esteem
- Affect learners motivation
- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Encourages self and peer assessment
- Recognises progress from child's previous best



Home School Partnership

Parents and carers have a fundamental role in their children's learning and in order to maximise children's potential the home school partnership needs to be as positive a possible. We encourage and support parents to be involved in their children's learning. Parents should be made to feel like important stake-holders in the school. We hold group '*Helping Your Child at Home*' meetings with parents, at the beginning of the year, to inform them of ways they can help their child with their learning. We meet on a one-to-one basis at two formal parents' evenings in the academic year (for which we insist on 100% attendance) and we supply a formal, written school report at the end of the academic year to inform parents/carers of their children's progress and the areas for development. We always make time to discuss children's progress with parents whenever the need may arise. These meetings are an important way of maintaining positive partnerships between home and school. Parents/carers and children are also encouraged to sign a

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Home/School/Child Agreement, which details the responsibilities of the school, the parents/carers and the child.

Home-learning is used to help further children's progress. It should link the children's classroom activities with the home and help provide parents with an insight into what their child is doing in school. It may occasionally be used so that the child can research a new topic. Home-learning is an excellent opportunity for parents to collaborate with their children, to share their learning and help provide a chance for the child to work with extra support where appropriate.

We work within the DFCS guidelines: 'For infants, homework should consist largely of reading and sharing books with parents and carers.'

Year 1	Year 2
1 hour per week	1 hour per week
Reading Literacy Activities Mathematics Curriculum Activities	Reading Literacy Activities Mathematics Curriculum Activities

Workshops are occasionally run especially with Reception parents.



[The Role of the Governors in Teaching and Learning](#)

For teaching and learning to be effective, Clifford should be characterised by governors who understand their role as a 'critical friend' to the school. Our governors maintain a high profile in the school and

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are encouraged to get involved in the classroom as much as possible. Governors take an active role in working with the teaching staff to monitor and evaluate the quality of teaching and learning within the school and their involvement is always welcomed.

Enriching the Curriculum

As well as providing high quality lessons within the usual teaching and learning environment, every effort is made to enrich the curriculum and augment the learning experiences of the children through other experiences. Therefore enhancing the children's learning experiences and their personal development. These include:

Educational visits – which are encouraged for all year groups .



- Special High Focus Weeks– including: Cultural Awareness Week, Book Week, Maths Days, Topic Days, Science Days, Arts' Week
- Peak Adventure – The Y2, Week long residential
- Library visits
- Theatre visits
- Topic based learning
- Music and Dance specialist teachers
- School shows and musicals
- Outside learning spaces (including the wildlife garden, outside stage, etc)
- Specialist visitors (including parents)
- Extra curricular clubs (e.g. Games Club, Gardening Club, Cooking Club, Choir, etc)
- Music lessons



The Future of Teaching and Learning at Clifford

In order to continue to maximise the quality of the teaching and learning at Clifford, every member of the team should be encouraged to have a voice. All contributions to how we get the most out of someone's time at Clifford should be valued. This Teaching and Learning Policy should be regularly reviewed and, more importantly, referred to as a working document.

Appendices

HSC Agreement

Behaviour Policy

Learning and Teaching Policy

Written in collaboration with all staff:

Revisited 2015

Approved By Governors

This Learning and Teaching Policy was formally adopted by Clifford C of E Infant School in February 2012 and is revised and reviewed yearly.

Chair of Governors