



Review Cycle:-	Bi-annually	Date of Next Review:-	June 2023
Approver:- Chair of Governors	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

TEACHING AND LEARNING POLICY

Introduction

This policy outlines teaching and learning at Froxfield CofE Primary School. It is the responsibility of all staff to ensure the vision and aims of the school are met.

The School Motto

A place where children love to learn.

School Vision

At Froxfield Primary we believe that children's well-being, enjoyment and learning go hand in hand and are at the heart of everything we do. We aim to enable children to become effective learners who take pride in their own progress and achievements as they continue on their life-long learning journey.

Curriculum

At Froxfield CofE Primary we have created a curriculum that is relevant, meaningful and allows children to achieve their full potential. We are proud of the curriculum we have created for the children and our ability to deliver the curriculum with imagination. Our children are engaged, curious and enjoying learning.

At the heart of all teaching and learning is Personal, Social and Emotional Development. The school's curriculum and teaching is underpinned by core Christian values – Love, Courage and Respect.

These values provide us with a reference point to encourage a positive ethos and guide decision making - by teachers and children alike.

The curriculum actively promotes opportunities for Social, Moral, Spiritual and Cultural education and British Values both implicitly and explicitly. As a Church of England school we seek to educate the children in a way which helps them to have experience of what faith is like. We also see the children as global citizens, through developing their global awareness and an ethos of action-taking, challenging injustice and becoming agents of change.

The curriculum prioritises the development of resilience and Personal Learning and Thinking Skills. Carol Dweck's work on Growth Mindset is embedded into teaching and learning at Froxfield and children see themselves as 'Growing Learners', understanding their own role in the learning process.

Long term plan

Currently our curriculum is taught through Learning Clusters which encompass most subjects within the National Curriculum.

The curriculum map is planned on a two-yearly cycle to reflect our mixed-age classes and includes the statutory elements of the National Curriculum. The breadth of study for each phase allows for a broad

and balanced curriculum for our children. The curriculum map allows for space and time to meet the needs and interest of the children and respond to current events and opportunities.

Within our curriculum map, opportunities are included for cross-curricular Literacy and Numeracy. In addition to this phonics, reading, maths and literacy are also taught discreetly. However, English texts are often closely linked to the Learning Cluster.

Medium term planning

Subject plans are produced for each Learning Cluster which provide more detail of coverage, progression and differentiation and ensure that a variety of teaching approaches are available to suit all learning styles.

Plans for literacy, numeracy, phonics, handwriting and guided reading ensure progression across each unit of work.

Short term Planning

Weekly and unit plans include Learning Objectives and Steps 2 Success.

These clearly identify the learning for the children and closely match expectations within the National Curriculum. These LOs also enable teachers to plan and teach lessons matched to individual needs within our mixed age classes. Short term planning includes clear variation to ensure more able children are challenged and less able children are well supported.

In order for the children to make progress, the systematic teaching and application of key skills is essential. Basic skills in reading, writing and mathematics are taught rigorously. Teachers plan for previously learned basic skills to be revisited, used or applied across the curriculum.

Engagement

Delivering the curriculum with imagination is essential for pupil engagement and enjoyment.

Teachers use a variety of strategies and methods to involve and engage children.

- Creative hooks – each theme begins with an exciting start such as a visit, film, first-hand experience, role play, drama.
- Flexible timetable. The teachers plan for the needs of the children and allocate time accordingly. Teachers can block lessons together if needed.
- Children steer the learning - Letting children steer learning sometimes involves going 'off plan' as things that interest them appear. The teacher planned content and activities will provoke them into asking their own questions. The children's questions and reactions are used throughout a theme to take the learning in new directions.
- Flexible planning - Teachers are careful not to over plan to give time for pupils to explore their chosen lines of enquiry.
- Enabling children to have choice and independence in some tasks even if they may be working towards achievement of the same objective
- Using a variety of teaching approaches creatively, including frequent and regular use of our school grounds.
- Using a range of groups, including opportunities for collaborative learning imaginatively.

Coverage and Expectation

Wherever possible, children are taught the curriculum which is laid out for their particular year group. It is the expectation that the vast majority of children (at least 85%) should achieve in line with age related expectation. Challenge and depth will be offered to children who have achieved the expectation in order to work towards 'mastery'.

Enrichment opportunities

We offer a wide range of enrichment activities which provide opportunities for children to broaden their experience, enhance their knowledge and increase their ability to make links with real life contexts. Visits form an integral part of learning at Froxfield and are planned into every Cluster.

We also have a variety of visitors to the school. Learning Outside the Classroom is a priority within our Clusters and frequent opportunities are made for children to carry out learning both within the school grounds and the immediate locally.

Teaching strategies

- Learning is contextualised for the children - teachers discuss new learning and how it links to previous learning
- A range of teaching strategies and grouping are used in order to engage children and maximise learning opportunities
- Teaching is active and children are given opportunities to apply new learning in a range of activities
- Independent activities allow children to demonstrate their understanding of the learning objective
- Assessment for Learning is used throughout the lesson to monitor progress
- Children are involved in assessment and have opportunities to reflect on their learning
- Teachers ensure children are challenged and engaged
- New learning is carefully modelled
- There is adequate time given for children to practice and demonstrate new knowledge and skills
- Support staff have a good understanding of children's targets and how to ensure progress
- Independent learning opportunities are planned across the curriculum and there is a focus on developing independent learning and thinking skills.
- 'Talk for Writing' strategies are used to discuss texts, re-tell stories and create new ones.
- Opportunities for effective talk and questioning are planned for
- Children are given a clear audience and purpose for writing
- High standards of presentation are expected in all areas of the curriculum
- Resilience is taught implicitly and explicitly to ensure children are able to cope with adversity

Learning Environment

- Learning walls and displays are used as teaching tools and to celebrate success across a range of curriculum areas
- Book areas and libraries are inviting and labelled
- Children have access to clearly labelled resources to encourage independent learning
- Children and adults use the interactive whiteboard as a teaching and learning tool
- Planning is readily available for all adults
- Learning Objectives and key vocabulary are displayed
- The School Behaviour and House Point system is displayed
- All classes have a prayer corner and spirituality display
- Teacher handwriting is a good role model for children
- In the Class 1 the seven areas of learning are clearly defined
- In Class 1 the children have access to outside learning which reflects the inside environment
- Children have access to a range of computing equipment to support the learning process

Role of the Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Role of the Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending home half-termly curriculum information sheets.
- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can further improve.
- Explaining to parents how they can support their children with homework.
- Holding workshops to explain relevant developments in the curriculum or changes to policy and practice within school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

- Staff development needs will be identified in line with this policy, Performance Management and the school's current SIP Priorities. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.
- In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:
 - classroom observation;
 - sampling children's work;
 - sharing children's work throughout school and discussing quality;
 - internal moderation of children's work;
 - discussion with children;
 - Informal Learning Walks

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is varied to meet the needs of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from intimidation or harassment to achieve their potential.

Review

- The Head Teacher and staff will review this policy bi-annually. Any suggested amendments will be presented to the Governing Body.

