


FROXFIELD CE SCHOOL

Review Cycle:-	Bi-annually	Date of Next Review:-	June 2025
Approver:- Chair of Governors	Signed:-  Date:- 03/03/23	Approver:- Head Teacher	Signed:-  Date:- 03/03/23

TEACHING AND LEARNING POLICY

Introduction

This policy outlines teaching and learning at Froxfield CE 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

We build a learning community where our children will realise their individual potential. They will develop the value of **love**, having **respect** for themselves, others and God's Earth. Our children will have the **courage** to stand up for what is right and challenge injustice, preparing them as compassionate global citizens of the future.

School Values

Love, courage and respect.

Curriculum

At Froxfield CE School we have created a curriculum that is relevant, meaningful and allows children to achieve their full potential.

Our curriculum is carefully planned to ensure learning is sequential and builds coherently on prior knowledge. The curriculum for each subject is mapped out across the school in progression documents which link specifically to our school's learning clusters.

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.

Curriculum Planning

Our curriculum is taught through Learning Clusters. Cross curricular links are made where appropriate, but some areas of the curriculum are taught as stand-alone subjects where this is more appropriate.

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.

Within our curriculum map, opportunities are included for cross-curricular Literacy and Numeracy where appropriate. Developing a love of reading is at the heart of our school curriculum. Phonics and reading are prioritised from the start of children's schooling, following a programme called 'Little Wandle'. English teaching is based around high-quality, rich texts that may be linked to the Learning Cluster. Mathematics is taught using the Mastery Approach, using the resources from the National centre for Excellence in Teaching Mathematics.

Metacognition and memory

Research on metacognition is central to our approach to teaching and learning. We aim to give children the knowledge and skills to support them to understand themselves as learners and how they learn. We do this through, among other strategies, explicit teacher modelling, encouraging reflection, discussion of strategies and approaches and valuing errors.

The more children know, the easier it is to learn as knowledge builds through schema. It is therefore essential that learning is revisited so it becomes part of children's long-term memory. A range of strategies are used to support children to remember prior learning including regular recap lessons, daily memory joggers, making links to prior learning and opportunities to look back/look forward.

Inclusion

All children at Froxfield have access to the same broad, balanced curriculum. Learning is adapted to ensure it is accessible to all children, removing any barriers. This ensures that all children are able to make good progress. Adaptation can be to the task, environment or role of the adult, depending on the need of the child.

For more able children, challenge and depth will be offered 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 each 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 locality.

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
- Activities are planned to enable children to demonstrate their learning in a range of ways – not always in writing
- Children are given opportunities to apply new learning in a range of contexts
- Independent activities allow children to embed their understanding
- Assessment for Learning is used throughout the lesson to monitor progress and adapt lessons as appropriate

- Children are taught to reflect on their learning
- New learning is carefully modelled, making links to previous learning and contextualised as appropriate
- There is adequate time given for children to practice new knowledge and skills
- 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
- The school follows the mastery approach to the teaching of mathematics
- Memory joggers and low stakes quizzes are used to support children to remember prior learning
- 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

- Classrooms are inviting, orderly and clutter-free
- 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
- Key vocabulary is displayed
- The School reward and House Point systems are displayed
- All classes have a prayer corner and spirituality display
- Teacher handwriting is a good role model for children
- In 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

Remote Learning Provision

We are committed to providing outstanding remote learning provision to ensure that children can continue to have access to a high quality education in the event of any school closure.

We ensure that, throughout any closures, the well-being of our children and families is supported through regular face-to-face contact with teachers and classmates using zoom.

The online platform ClassDojo is used to provide daily tasks, videos and links to live sessions. It enables daily contact between children and their teachers. Children are able to upload their work on the platform and teachers will provide detailed feedback.

More details of our remote learning provision can be found in our Remote Learning Policy.

Role of the Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively, including staffing.
- 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 and procedures support high quality teaching and learning.

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:

- Providing home half-termly curriculum information sheets.
- Holding termly 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 work with parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.
- Support them to do their best to keep their child healthy and fit to attend school.
- Encourage them to 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

Equality and Equal Opportunities

All children have equal access to the curriculum. We plan learning 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.

