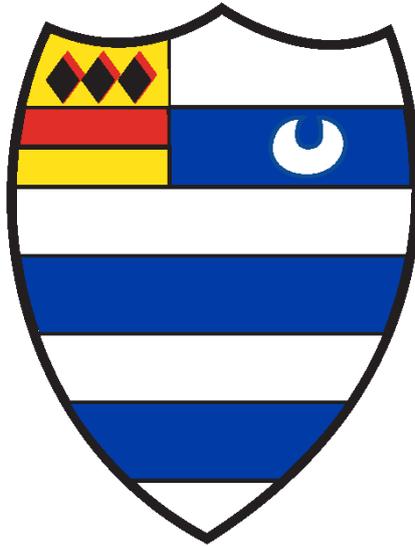


# Stanford Junior and Infant School



## TEACHING AND LEARNING POLICY

*“Living Together,  
Learning Together”*

**Prepared and reviewed by Senior Leadership Team:**

**September 2017**

**Adopted at Full Governors Meeting:**

**November 2017**

**Last Review:**

**September 2018**

**Date of next Review:**

**September 2019 or earlier if required**

## **Our Vision for Stanford Junior and Infant School**

### **Our Purpose is:**

To educate everyone effectively in a happy, safe, caring and stimulating environment, so that they develop a thirst for knowledge, enabling them to reach their full potential.

### **We believe:**

- that everyone has the right to a good education
- that everyone deserves praise and recognition for all their efforts
- that everyone can be successful in their own right
- that everyone should have the opportunity to achieve personal success
- that everyone should be valued and have a sense of belonging
- that everyone is unique and has their own special gifts
- that everyone has a right to speak and be listened to
- that the environment should be stimulating and engaging
- in an exciting and engaging curriculum
- in high standards and expectations

### **We value:**

- being part of a team
- community and heritage
- respect
- our rights and responsibilities
- a sense of humour and fun
- the opinions, values and beliefs of others
- honesty and trust
- loyalty
- encouragement
- motivation and resilience
- positivity
- communication
- effort and achievement
- kindness and empathy
- creativity

## **CURRICULUM PROVISION**

A broad, balanced and inclusive curriculum is delivered through a whole school approach with an emphasis on promoting creativity. It is planned to meet the statutory requirements of current legislation and the National Curriculum as it evolves. It is based on and relevant to the needs of the individual child and is structured to provide the highest possible learning for each child ensuring that this does not take place in isolation.

### Objectives of Curriculum Provision

a) To meet the stated aims of education by delivering a curriculum, that is:

Broad  
Balanced  
Appropriately scaffolded  
Relevant

- b) To enable children to deepen English and Maths skills through using them independently
- c) To enable children to acquire concepts, skills, attitudes and knowledge throughout the curriculum
- d) To establish good, caring relationships between all children and adults in their environment.
- e) To promote the social, moral, spiritual cultural and physical developments of pupils; reflect the culturally diverse nature of society, paying attention to the "prevent" strategy; help prepare pupils for their future.
- f) To enable children to express themselves through promoting creativity.
- g) To maintain continuity and progression of curriculum throughout the school.
- h) To establish and maintain links between school and the community, (parents, governors, industry) and other places of education.
- i) To maintain a policy of co-operative working throughout the school.
- j) To maintain the agreed policy on DSEN.
- k) To maintain the agreed policy in regard to SRE.
- l) To effectively manage all resources so that children and adults provide a supportive, stimulating environment in line with the school non-negotiables.
- m) To enable children to develop by using as many first hand experiences as possible, being active participants in their own learning.

- n) To use technology to support the development of transferable skills that children will feel confident to use in a variety of real life situations.
- o) To embed the use of technology in every curriculum area, alongside providing support for each individual child's learning needs.

### Use of time to ensure full coverage of the National Curriculum

In our school, most subjects can be taught as discreet subjects, but links to other subjects are made whenever possible. We, therefore encourage teachers to be flexible with their timetables, whilst ensuring coverage of the National Curriculum. This involves the allocation of time according to the depth and breadth of the learning and includes blocks of time to teach, whole days of learning in and out of the classroom (i.e Science, Art days, field trips, Hook Days.)

### The School Day

8.55am	-		-	Registration and Starter Activity
9.05am	-	9.20am	-	Assembly (Fri)
9.20am	-	10.30am	-	Learning
10.30am	-	10.45am	-	Breaktimes
10.45am	-	12.00pm	-	Learning
12.00pm	-	1.00pm	-	Lunchtime
1.00pm	-	2.00pm	-	Learning
2.00pm	-	2.15pm	-	Playtime (KS 1)
2.15pm	-	3.15pm	-	Learning
2.55pm	-	3.10pm	-	Assembly - Mon -Thur, 2.55-3.10pm

### Learning and Teaching Styles

We are focused on establishing learning behaviours, by using the language of learning. These are the Stanford's Outstanding Teaching and Learning Powers:-

**Critical Thinking**- Challenge and ask questions. Think for yourself! Be true to yourself!

**Make Connections** - Make links and use skills in different real-life contexts.

**Problem Solver** - Investigate and find your own paths and solutions.

**Show independence** -Be self-motivated, ready to learn from others and help others. Direct your own learning and be a mentor to others.

**Inspire and be Inspired** -Have fun! Enjoy your learning journey.

**Resilience is a Strength** - Be a Behaviour Ambassador! Show strength and the power to keep learning.

**Reflective Learner** -Take time to think about your learning, evaluate your strengths and your areas to develop. Celebrate success and overcome barriers.

We need to be aware that children learn in many different ways depending on their age and environment. Children may also learn more easily through one particular style. For example some children learn from "doing"- the kinaesthetic learner, some children learn better when listening - the auditory learner and others when seeing - the visual learner

We understand that it is important to present experiences to pupils in a variety of ways so that pupils experience learning in ways that suit their learning style. Teachers should plan to include a variety of learning experiences and tasks that reflect this.

In order to learn effectively pupils need to be in the right physical state- not tired, hungry, upset etc. As teachers we are aware that some of our children have needs that may affect their ability to learn effectively and that these needs must be tackled sensitively. To try to meet these needs we have the following in place:

- Access to drinking water
- Fruit mid-morning in KS1
- Healthy tuck shop in KS2.
- Learning Mentor
- Physical movement activities (as required)
- Healthy eating promoted

It is also important that children are not expected to sit still and listen (e.g. on the carpet) for long periods of time. (The length of time a child is able to concentrate will vary according to a child's age and/or ability.) Teachers are encouraged to enable freedom of movement to allow children time to think, read or learn with a friend or in a group therefore facilitating the Learning Powers and active learning.

Teachers need to plan learning in logical steps that build upon previous experience using assessment to inform future planning. All lessons should include a **learning question** which should be shared with the children. Teachers should also discuss with the pupils how and why they are learning this particular objective.

Teachers will ensure the learning is progressive and continuous. They will be good role-models, punctual, well-prepared and organised. Teachers will show a positive attitude to learning and to change and provide a challenging and stimulating curriculum to help children reach the highest standard of achievement.

**Success Criteria** for each activity should also be clear to the children. These can be worked out with the children, using open questioning techniques and/or a WAGOLL. In this way children know exactly what is expected of them and what they need to do to be successful. They should also be used for **self and peer assessment** purposes.

**Mini plenaries** are also an opportunity for the teacher to assess the children's learning and open up a new idea. This helps the child to make the links to previous learning during the next lesson. If children see "the whole picture" and are helped to recognise relationships and patterns in their learning, they will gain a deeper understanding.

Children need to believe that they are able to learn. Staff, therefore, need to make clear to pupils what they are expected to do and encourage them to achieve it. The steps of learning will vary according to the confidence and ability of different children. Self-esteem is critical to good learning. Staff should, therefore support children in building up their self-confidence.

Teachers should plan tasks that suit the objective, providing children with the best opportunity to learn. Learning tasks may be presented in different ways to allow concepts to be consolidated. Teachers will also decide on the most appropriate way of grouping the children - whole class, groups, individuals, pairs-ability or mixed ability etc. By varying the style and presentation of tasks, teachers enable pupils to stimulate more of their brain, leading to more effective learning.

When children enjoy what they are doing, they are relaxed and learning is easier. This is accomplished by providing a supportive environment and opportunities for creativity, where the child feels valued and the learning has meaning for the child. In this safe environment children will be comfortable in encountering new ideas, **making mistakes and taking 'risks'**, knowing that their contribution is valued.

The children's own **creativity** should be promoted at every opportunity, by asking open questions which encourage diversity of thinking and imagination through open-ended activities. Creativity should also be celebrated and rewarded.

Teachers need to make **effective use of resources**, including other adults, to maximise the benefit for children. Teaching Assistants should have access to the teacher's planning and should always be aware of the objectives for the task they are supervising. Students and volunteers are also welcome in the classroom and they should also be aware of the learning objective and encouraged to help and support under the teacher's supervision.

**Display** plays an important role in the learning environment. It helps to develop an environment that encourages and supports children in their learning. It also provides a way of celebrating children's achievements and boosting self-esteem. Displays should have a border, be neat, tidy and of high quality reflecting the high expectations we hold of staff and children. Displays should include children's finished work and work in-progress, learning prompts and visual aids (working walls).

**Effective marking and feedback** is vital to ensure pupil progress. It must be supportive and offer advice on the next steps of learning. Good marking enhances learning and boosts self esteem, even where a child has challenges. (Please see Marking and Feedback Policy)

Each child should know their **targets** in Maths, Reading and Writing. These should be discussed regularly with the teacher and understood by the child-each child needs to know what they need to do to improve. From Y2 onwards, children should be developing an understanding of the stage of learning they are working at and what they need to do to get to the next stage. These targets should be understood and referred to in all lessons and learning across the curriculum.

Children should be encouraged to develop good learning habits at school and at home. **Home Learning** is set in accordance with the school Home Learning Policy and depends upon the age and ability of the children. All parents are informed of the Home Learning Policy and are expected to support it as part of the mentor meetings and reviews. Each teacher should keep a tick sheet to record the completion of Home Learning.

Home learning consists of activities linked to the national Curriculum to encourage children to use their learning powers, enhance their skills learnt in lesson and encourage a love of learning.

## Resources

Classroom resources are the responsibility of the class teacher. They should be kept up to date, in good condition and replaced as necessary with the support of Teaching Assistants. Classrooms should be tidy and organised with resources arranged to encourage pupil independence from Foundation Stage onwards. Pupils should be able to find the resources they need easily and should be used to putting things away again tidily ready for the next person.

Basic resources are monitored by Subject-Leaders and kept in designated areas. Each subject area has an annual budget depending on the targets in the School Development Plan. In addition each year group is allocated a sum of money for any extra resources needed for their current Topic. The Business Manager will monitor this and inform staff if the limit is reached. All receipts should be handed to the Business Manager with the staff name and year group written on them. General supplies are kept in the office stock cupboard and are ordered by the Business Manager.

## THE ROLE OF PUPILS

### Stanford Outstanding Teaching and Learning



Pupils are engaged in an exciting, broad and balanced curriculum, developing their life skills and interests. Pupils will be encouraged to share their 'Pupil Voice' and support one another to achieve. Learning is fun at Stanford and pupils will feel pride in their achievements.

Pupils conduct themselves in a calm and pro-active manner in line with the expected behaviour policy. They will benefit from numerous opportunities to support the workings of the school - pupils will be ambassadors, monitors, lead assemblies, be 'Buddies' and helpers.

Pupils are encouraged to take increasing responsibility for their own learning. Pupils will drive their learning through helping design the curriculum.

Pupils are encouraged to take part in the exciting home-learning opportunities which extends and supports their learning in school.

## **THE ROLE OF PARENTS**

Parents play a vital role in the education of their children and at our school we exercise an open door policy, where parents can easily have access to school staff within the limits of our security system. The School Brochure clearly sets out the shared role that parents have and the school's expectation that they will support their children. Parents are expected to seek advice from a member of staff if they have concerns about their children. In the same way, the school will be proactive if a teacher has a concern about a pupil. We feel early intervention is of paramount importance. (Please see SEN policy.)

Parents are kept informed of the school curriculum through a half-termly class newsletter and the school web site that outlines the curriculum for that period, We also have a termly parent/pupil mentor meetings where parents are invited into school to promote dialogue between home and school. Parents are encouraged to join in school activity days. Parents also receive an annual written report.

We work in partnership with parents and carers to educate pupils about the importance of having a health lifestyle (eg diet, exercise and sleep) and making positive choices.

## **Inclusion**

At the heart of the work of the school is a continuous cycle of Assess, Plan, Do and Review which takes account of the wide range of abilities, aptitudes and interests of our children. High quality teaching which is differentiated is available for all pupils. The majority of children will learn and progress within these arrangements. Where children are placed on the Special Needs register parents are kept fully informed and are invited to all reviews.

The school adopts a graduated approach that recognises there is a continuum of Special educational needs and brings increasing specialist expertise to support the difficulties that a child may be experiencing.

## **Safeguarding:**

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to care control and restraint policy behaviour, anti-bullying, medical and curriculum policies.

## **Mental health and Well-Being**

At Stanford we;-

- Promote good practice in both physical and mental health & wellbeing activities
- Ensure all necessary resources are provided to implement Stanford Junior and Infant School's agreed health & wellbeing strategy

- Identify those circumstances that may contribute to high levels of stress and anxiety and manage these appropriately
- Provide timetabled pastoral support for those children whose wellbeing is affected by either school or external factors

### **MONITORING OF TEACHING AND LEARNING**

All staff are involved in the monitoring process with strong support from Governors. Teaching and learning is a shared responsibility and all members of the school community have an important part to play. They recognise this and are keen to fulfil their role.

Lesson observations take place early in the term and are repeated later in the term. This is to ensure that this is a professional development opportunity and not merely a monitoring activity.

The observers are in classroom for about 25 minutes with an agreed focus and feedback within 48 hours of the observation whenever possible. This is to ensure that the observer has time to think through areas for development and a professional conversation can take place. Support and/or training is given to support staff in developing these areas before any follow up observation.

A paper copy of the usual class planning should be on a chair ready and the pupil assessment folder should be available.

### **WALKTHROUGHS**

Walk-throughs also take place on a regular basis. These are to provide the SLT with an overview of day to day to teaching in our school. Any areas for development will be discussed with the member of staff and recorded.

Walkthroughs will focus on the agreed criteria for good teaching and learning.

There are also walkthroughs which focus on a particular area pertinent to the School's Development areas

### **SUBJECT LEADER MONITORING**

There is a programme to release Subject-Leaders from the classroom to monitor their subject area. This may involve classroom observation, work audits, policy/scheme preparation, team teaching etc. The results of monitoring are fed back at staff meetings and to the Head Teacher and Governors. This forms the basis of setting development targets in the School Development Plan. The monitoring process also highlights the need for new resources and training, which can be addressed at a whole school level.

Subject Leaders are also responsible for monitoring standards of learning and checking for progression in learning experiences. They monitor the subject medium term plans, offering advice where necessary and reporting to SLT and governors.

### **Professional Development**

The Governing Body recognise that continuing professional development is vital in order to deliver a broad, balanced curriculum that stimulates children and helps them to achieve their best. All staff have an entitlement to training to support school development and their own

professional development. Training needs are identified through professional discussions including Performance Management and whole school priorities. The Leadership team along with individual staff decide on whether or not to support the training, dependent on the priorities of the school. After a member of staff has attended training they are expected to feedback to staff outlining the key messages of the course and to complete an evaluation form.

**Signed By**



**Chair of Governors:**

**Date:** 21.09.18



**Headteacher:**

**Date:** 21.09.18

<b>Review Date</b>	<b>Amendments</b>	<b>Approved Date</b>
September 2017	Prepared & Reviewed Policy	November 2017
September 2018	Annual Review	21.09.18 by email