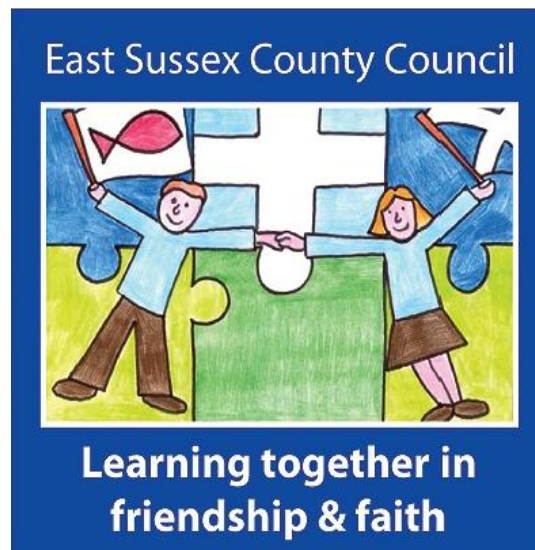


ST. ANDREW'S C.E. INFANTS' SCHOOL

TEACHING & LEARNING POLICY

September 2025



To be reviewed September 2026

TEACHING & LEARNING POLICY

Our vision here at St Andrew's CE Infants' is ' Learning together in friendship and faith'. We believe at St. Andrew's that each child should be given daily opportunities to engage in developing skills they can use throughout life. We are committed to each child being able to "have a go", to enjoy learning, questioning, discussing, interacting, and in turn becoming an independent, enthusiastic learner for life. **All** pupils are entitled to best quality teaching developing and then applying learning skills that can be used again and again, bringing progress and success.

Our Aims at St. Andrew's C.E. Infants' School for every child to:

- be excited by learning, becoming a confident, enquiring, life-long learner;
- make progress, achieve and attain their personal best, realizing success along the way;
- be surrounded by and learn to demonstrate Christian values, respecting the world in which we live and those that work and play with us;
- enter daily an environment of respect, trust and high expectation. We expect all our children to be engaged, to be included and to be challenged in each learning experience;
- know the importance of building friendships and being peacemakers, finding their way along a journey towards faith;
- leave St Andrew's a reader, a writer and mathematician, achieving their potential and having experienced success.
- be prepared for their next step into Year 3 and beyond

SCHOOL PHILOSOPHY AND VALUES

At St. Andrew's C.E. Infants' we promote opportunities to **learn** skills for life on a daily basis.

We **learn together in friendship**, respecting and valuing one another in all that we do.

We come to St. Andrew's each day living by and in **Faith**.

John 10 v 10 'I came that you may have and enjoy life in abundance'

- St. Andrew's is a Voluntary Controlled Church of England Infants' School and its' values are deeply rooted in Christian teaching; thus friendship, compassion, resilience, forgiveness, thankfulness and peace, can be seen daily around the school, are our weekly worship themes and are linked with our behaviour policy. We became a part of the DCAT family of schools on 1st October 2023.
- We aim for each child to flourish as a unique individual, growing as a learner, feeling safe and confident to try new learning activities, developing the capacity to think deeply and to develop an awareness of themselves and those around them
- We aim to provide a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- We would like each visitor to find a welcoming environment, in which courtesy, kindness and respect are fostered.
- We believe in providing positive role models for children to relate to and emulate.
- We believe we have a fair and disciplined environment, in line with the school's Behaviour Management Policy.
- We aim to maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- We are committed to developing links with the wider community.
- Every day we aim for children to be involved in meaningful, stimulating, purposeful tasks related to the National Curriculum programmes of study and the Foundation Stage curriculum.
- We aim in each day to promote opportunities to value and celebrate pupils' success and achievements.
- We aim to have regular opportunities to review personal and professional development by providing appropriate INSET training and support for colleagues in order to ensure a high level of professional expertise.

EQUAL OPPORTUNITIES

Every member of St. Andrew's Infants' Community is valued and supported as a wonderfully unique individual. We are committed to the principle of equal opportunities for all pupils and adults irrespective of gender, ethnic origin, religion, disability or home background. All pupils have access to a broad and balanced curriculum which will develop skills, concepts and knowledge necessary for future learning.

To ensure this learning takes place (from Excellence and Enjoyment).

- Ensure every child succeeds.

- Build on what learners already know.
- Making learning vivid and real
- Make learning an enjoyable and challenging experience
- Enrich learning experience
- Promote Assessment for Learning.

Teaching Strategies

- QFT (Quality First Teaching) inspiring pupils to progress in their learning , using praise and encouragement to ensure pupils become confident learners using the learning tools available to them in each class and through prior learning to enable them to visibly progress
- To build on prior knowledge (using Assessment for Learning strategies) and ensure that pupils experience a rich , cohesive curriculum, enjoying a sequence of lessons to grow as learners, developing skills and using and applying knowledge within our linked topic based curriculum
- To use as a basis, specifically in phonics but also in other subjects- revisit, teach, apply, to give pupil's daily opportunities to recap the previous days learning, amassing new knowledge and skills and applying these to their work
- To employ the pedagogy of concrete, pictorial and abstract in our Maths Mastery learning , but also again in other areas, e.g music showing and playing a guitar/piano, showing pictures so pupils recognize these, then playing pieces of music and pupils utilizing these skills to identify the musical instruments played
- We use a range of first hand experiences as stunning starters and fantastic finishes, to engage our pupils 5 senses and inspire their e.g writing/science/RE work. In KS1 we are using cold tasks, which are writing activities with little input from a rich text and then, 2-3 weeks later, following work on vocabulary, discussion use of text, 'up levelling' work in our hot tasks, evidencing progress
- We are continuing to highlight the use of oracy this year, giving pupils the opportunities to discuss their thinking, asking them searching questions, encouraging the use of a variety of vocabulary for different purposes
- We provide feedback for learning at specific points in a lesson, through talking and working with small groups on a daily basis and marking work using our school marking system, as much as possible with our pupils in each session
- We give pupils opportunities to draft and edit their written work specifically, to increase e.g range of language, use of different connections, verbs etc, enhancing and developing work as they continue their journey as writers
- The involvement of subject co-ordinators is key in the development of individual curriculum areas to ensure continuity and progression between each year group. They monitor their subject 6 times a year and feedback to staff areas to celebrate and next steps to work on

- We have 3 lesson observations a year/ at times learning walks, which focus on pupils learning and their confidence in talking about their learning. Lessons are expected to be within a planned sequence of lessons, building on pupils' skills and knowledge base, with progress being evident in their work
- We aim throughout the school to demonstrate high expectations of both behaviour and of learning and applying, ie having a go and doing one's best and providing **daily challenge through questioning , use of new vocabulary and rich text**
- We use adaptive teaching strategies to ensure the curriculum, the diet of learning our children receive on a daily basis is accessible for all, e.g having learning walls throughout the school, incorporating pre- learning opportunities, using knowledge organisers, 'chunking' information , using white boards, to promote our children's independent learning and routes to success

Learning objectives will be shared and reviewed

If children are to take responsibility for their own learning, they need to know what they are expected to learn, how they can achieve it and are aware of the outcomes they need to achieve. Providing objectives allows children to engage with the process of learning.

1. Teachers will make the learning objectives explicit to all children. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:
 - Written on the board
 - Orally
 - Written by children in their books
 - Printed in handouts
2. These objectives will be revisited throughout and at the end of the lesson. This can be done in a variety of ways:
 - Children review their learning against the lesson objectives
 - Teacher questions
 - Children record key points (individually or in pairs)
 - Teacher recaps
3. Success criteria will be explicitly shared/discussed with the children.

Structure of Lessons

Clearly structured lessons promote learning.

1. Lessons will have a clear start. This will include starter activities such as thought showers, specific questions about the learning in that session, demonstrations as well as a review/recap of previous learning. Pupils do not need to be sitting on the carpet for this- e.g they can sit at tables, on chairs in a semi-circle, outside- a range of environments promotes different responses.
2. Lessons will have a clear finish which will include a review of learning objectives (see above) but may, also include quick fire questioning to highlight misconceptions , assess learning within the session and a preview of the next lesson.
3. Activities should be varied, purposeful and appropriate to meet the needs of all the children.

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive

1. A range of teacher led and children centered activities should be used.
2. Teachers must use a range of teaching strategies to take account of learning needs of all children.
3. Children must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations.
4. Adaptive teaching to ensure the curriculum can be accessed by all pupils is used throughout the school.
5. Strategies include: (With thanks to Swale Academies Trust training on inclusive and adaptive teaching 2023)
 - Established class routines
 - Optimum seating arrangements
 - Additional processing time
 - Limited instructions
 - Explicit teaching new vocabulary
 - Using smaller steps, more scaffolding
 - Keep language as simple and clear as possible
 - Explicit demonstration and modelling of methods
 - Use of now/next boards
 - Collaborative learning, especially with the use of talk partners

Achievement will be recognized and rewarded

Achievement of children will be celebrated. This can be done in a number of ways:

- Using the school reward system (dojo's)

- Certificates of celebration and discussion with parents/carers
- Displaying children's work (on display boards)
- Verbal recognition, praise etc
- We use the phrase 'Marvellous mistakes' to acknowledge that we learn much from misconceptions and show resilience when trying again

Underachievement will be challenged

All children are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to progress underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

1. Identification

- Teachers will familiarize themselves with the expectations for the year group and work with year group teams to standardise work.
- Expectations and 'what a good one looks like' will be shared/modelled with the children
- Teachers will address barriers to learning which may prevent children from achieving, such as disruptive, passive behaviour or lack of confidence
- Underachievement will be acknowledged and the class teacher + teaching assistant will ensure there are strategies provided to aid pupil's confidence and further progress, potentially small step progress is made over a short period of time
- Teachers will be aware of other issues that may be affecting learning, such as SEND and EAL
- Teachers will be aware of SEND, EAL more able and disadvantaged pupils needs as well as any social and emotional influences that may affect learning
- Regular staff discussions will focus on promoting achievement and result in actions that challenge underachievement
- Pupil Progress Meetings take place once a term.

The Senior Leadership Team (SLT) will:

- Ensure curriculum planning and assessment tasks are appropriate, rigorous and sufficiently challenging. The need for a skill based, enriching curriculum is paramount. This curriculum is inter linked and subjects merge to encompass a whole learning picture so pupils can contribute and benefit to and from a vibrant learning experience.

- Regularly lead the school in standardising work against age related expectations
- Monitor and track the progress of individuals and groups of pupils against relevant expectations.
- Use appropriate actions to support children and staff in challenging underachievement

Subject Leaders will:

- Review their Action Plans throughout the year having a clear plan for outcomes in their subject
- Review progression maps at least annually to ensure the sequence of knowledge and skills from EYFS- Year 2, with an awareness of expectations for Year 3.
- Liaise with children, staff, governors and parents regarding actions to tackle underachievement
- Monitor their subject area regularly throughout the year, feeding back findings to staff through staff meetings

Classroom Management and Organisation:

- **Management**

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge. Expectations for our learning environments are encompassed in our 'non negotiables' document - see below.

- **Behaviour Management**

As outlined in the whole school "Behaviour Management" Policy. Each class will display the rules for their class which have been established at the start of each school year. The schools' "Golden Rules" are displayed around the school and are supported through "Golden Time". Individual and class dojos are given to celebrate the right choices, in every area of school life.

CLASSROOM ORGANISATION -NON-NEGOTIABLES

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organization of furniture.

- The resources in each area will be clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive
- Labels and posters serve to inform children, helping them as independent learners.
- Working walls which echo most subject areas(KS1) will be a combination of key vocabulary, strategies to use and work completed by pupils through the term
- In our EYFS working walls echo the learning in 7 areas of the EYFS curriculum. Areas of learning experienced by pupils are evidenced along with ongoing progress,
- EYFS' areas for imaginative play change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- Pupils will be involved in the maintenance and care of all equipment and resources. All class members will be encouraged to keep classrooms clean and tidy. All children will enter and leave the classroom in an orderly way at the instruction of the teacher and punctuality is essential for staff and pupils.
- All classrooms will have access to:

*Computing resources

*Meeting place (carpet)

*Interactive displays

*Resource banks

*Faith area/resources for worship

ORGANISATION OF SCHOOL DAY

8.30a.m Children may enter school via class doors(staff on each entrance)
 Registration.
 Whole class learning activity

8.45-9.15 a.m Phonics

9.15-10.15a.m Mon - Weds KS1 Reading groups/Oracy/ class reading and comprehension

10.20a.m Year 1 break

10.50 Year 2 Break

10.40a.m Year 1 2nd session

11.05 Year 2 2nd Session

12.10 Lunch Year 1 + 2 (11.45 Lunch FS)

- 1.10 Session 3 commences (12.45 FS)
- 2.55 Preparation for home time
- 3.00 End of School.

FOUNDATION STAGE

Our pupils concentrate on the 7 areas of learning: communication and language , physical and personal and social development, with problem solving, reasoning and number, literacy, including writing and reading, Understanding of the world, and creative development. (Please see EYFS policy for further detail).

Planning

Planning takes place weekly, as year groups, with reference to the National Curriculum, and the EYFS Prime areas - following DfES/QCA guidance. Plans are submitted to the Head Teacher on a weekly basis. Feedback is given to year group leaders at least termly and disseminated to their year group.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the understanding of pupil's learning, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

FS assessment is the EYFS profile, and tracked on INSIGHT which will inform parents of children's progress.

In Years 1 and 2 skills and achievement of targets are used to assess pupil progress along with work scrutiny. Pupil progress is reported to parents 2 times a year through parent evenings and full reports including end of year Teacher Assessment for each year group and phonic screening results for Year 1 in term 6.

Pupil progress (termly) meetings with Head Teacher, Deputy Head Teacher, and CT look at child's progress and underachievement.

All results from assessments will be analysed and used to inform future planning.

Monitoring and evaluation:

- Pupils work will be monitored and moderated in each of the core curriculum areas by the Subject Leaders, Head Teacher and Deputy Head Teacher.
- Subject Leaders will monitor children's books, planning and progress in their subject through whole school monitoring.
- The Head Teacher and SLT Team will carry out lesson observations /learning walks 3 x a year, focusing on pupil's progress and sequencing of lessons

Governors' Role:

It is the Governors' role to monitor and review the policy and its' practice through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Full Governing Body
- To receive reports from the Head Teacher and/or the Teacher Governor.
- To attend INSET(where appropriate)
- To receive reports from the Caretaker/Head Teacher on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring children attend school regularly
- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the EHCP and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and on P.E. days to enter school in PE kit.
- Attending all medicals and health interviews when invited.
- Responding to letters/school pings sent home from school.

- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Reading and discussing school reports.
- Attendance where possible at school services.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

Parents can become parent Governors and members of the thriving PTA, which supports the school through fund raising and many helping hands.

Community Role:-

The community is invited to support the school by:

- Contributing to activities, such as worships, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events
- Voluntarily helping in the classroom.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Displaying the curriculum Long Term and Medium Term Plans on our school website, along with our progression maps for each subject
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This document is a working document and therefore is open to change and restructuring as and when the need arises.

Key Points

- It will be made explicit to children what they need to do to be successful in their learning
- Learning will be fun, purposeful and challenging
- Learning objectives will be shared and reviewed
- If children are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it.
- Success criteria will be explicit and shared/discussed with the children
- Activities should be varied, purposeful and appropriate to meet the needs of all the children.
- Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.
- Achievement will be recognized and rewarded
- Underachievement will be challenged.
- Teachers will ensure a purposeful learning environment.
- Teachers will ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.
- Homework will be set according to KS1 expectations.
- Every teacher has a responsibility to meet the educational needs of all children.
- Each teacher is responsible for ensuring the needs of the more able children are met.

Teaching Assistants

1. The school will assign Teaching Assistants to support the teacher in meeting the diverse learning needs of all the children.
2. They will work with teachers both within the classroom environment and outside the classroom under the direction of the teacher.
3. It is the responsibility of the teacher to provide appropriate guidance to the TA's.
4. There should be regular communication between teachers and TA's about how teaching can be structured to support children. TA's will often have in depth knowledge of the children being supported.

DfES AND OFSTED Guidance on Curriculum Design and Delivery

We deliver a curriculum which provides:

- First-hand experiences
- Practical activities
- Creative opportunities
- Pupil independence and choice
- Opportunities to work at depth
- Visits and visitors
- Fun and enjoyment