



Teaching and Learning Policy

Bramley Church of England Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)
Rooted in Christian values, seek within, wonder why, reach out, aim high.

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Version history

Version	Description of change	Author	Approved
3.0	Reflect involvement of trust and change of governors role to LC	Shona Taylor	School
2.0	Update to include pedagogy and change of terminology- attainment	Shona Taylor	Children and Learning
1.0	Original version	Elaine Spick	CoG

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1. Aims

Bramley Church of England Infant and Nursery School aims to provide all children with the opportunities needed to develop towards their full potential; academically, emotionally, socially and spiritually.

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our school vision and values permeate the teaching and learning across the school. Staff and pupils reflect on how the statements: -rooted in Christian values, seek within, wonder why, reach out, aim high, can be used to challenge and develop their own understanding, knowledge and skills.

The six school values- friendship, respect, perseverance, koinonia, truthfulness and courage are used to support learning by both pupils and staff, and linked across all areas of learning in particular personal and social development and attitudes to learning.

At Bramley C of E Infant and Nursery School we believe pupils learn best at our school when they:

- Have their basic physical needs met

- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Have learning that is appropriately scaffolded and sequenced
- See the relevance of what they are doing
- Know what outcome is intended
- Link what they are doing to other experiences
- Understand the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Have the physical space and access to the necessary materials
- Are not disrupted or distracted by others
- Work with others or on their own, depending on the task
- Have sufficient opportunity to practise and rehearse their learning
- Apply the learning in both familiar and new contexts
- Persevere when learning is challenging
- Self-regulate their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Pedagogy- how we teach

Staff use Rosenshine's principles to underpin the delivery of daily teaching and learning:

- Daily review
- New material in small steps
- Ask questions
- Provide models
- Guide pupil practice
- Check pupil understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Independent practice
- Regular reviews

Staff recognise learning is taking place when they can evidence that children know more and remember more.

The 3 characteristics of effective learning; have a go mouse, persevering tortoise and thinking pigs, are also used by staff to help children reflect upon themselves as a learner, these are celebrated regularly.

Further information on characteristics of effective learning and how they link to the EYFS framework can be found via the attached link [Characteristics of effective learning](#)

Staff recognise that children learn from each other as well as adults and therefore careful consideration is given to how learning groups are organised and development of the prime areas of learning are a key focus throughout the school.

Within early childhood development the role of play is critical, all classrooms environments are designed to foster play that will lead to cognitive and social maturity. Within the EYFS learning happens in the majority through continuous provision opportunities, staff play alongside children using observation, modelling and questioning to develop and extend children's understanding.

Further information regarding learning in EYFS can be found in our EYFS policy.

4. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

4.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

- Form positive relationships with the children in their class and other members of the school community

- Plan lessons effectively which take children's prior learning and current attainment into account and are appropriately differentiated/ scaffolded in order that the lessons consolidate, build upon and extend learning for all children

- Insist on high expectations of learning and behaviours

- Uphold and model our school vision and values

- Ensure that effective direction and support is given in order that the children make excellent progress

- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding

- Maintain safe, secure and inspiring classroom and learning environments

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time

- Use resources effectively, including other adults, to support children's learning

- Use technology effectively in order to support children's learning

- Develop the range of early reading skills required to access all the curriculum effectively

- Use questioning effectively to gauge and extend children's skills, knowledge and understanding

- Actively engage parents/carers in their child's learning through parent's consultations, weekly bulletins, half termly overviews and home learning books

Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress

Meet the expectations set out in staff code of conduct, and assessment policy

4.2 Support staff

Support staff at our school will:

Know pupils well and differentiate support to meet their individual learning needs

Support teaching and learning with flexibility and resourcefulness

Uphold and model our school vision and values

Use agreed assessment for learning strategies

Use marking and feedback, in line with school policy as required

Engage in providing inspiring lessons and learning opportunities

Feedback observations of pupils to teachers

Ask questions to make sure they've understood expectations for learning

Identify and use resources to support learning

Have high expectations and celebrate achievement

Demonstrate and model themselves as learners and engage with ongoing CPD

Meet the expectations set out in staff code of conduct, and assessment policy

4.3 Subject leaders

Subject leaders at our school will:

Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

Sequence lessons in a way that allows pupils to make good progress from their starting points

Drive improvement in their subject, working with teachers to identify any challenges and barriers to learning

Support other staff in timetabling their subject to allocate time for pupils to:

- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence

Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

Improve on development areas identified in their monitoring activities

Create and share clear intentions for their subject/phase

Encourage teachers to share ideas, resources and good practice

4.4 Senior leaders

Senior leaders at our school will:

Have a clear and ambitious vision for providing high-quality, inclusive education to all

Uphold and model our school vision and values

Celebrate achievement and have high expectations for everyone

Hold staff and pupils to account for their teaching and learning

Plan and evaluate strategies to secure high-quality teaching and learning across the school

Manage resources to support high-quality teaching and learning

Provide support and guidance to other staff through coaching and mentoring

Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

Promote team working at all levels

Address underachievement and intervene promptly

4.5 Pupils

Pupils at our school will:

Take responsibility for their own learning, and support the learning of others

Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

Be curious, ambitious, engaged and confident learners

Know their next steps in learning and how to improve (age appropriate)

Put maximum effort and focus into their work

Complete home learning activities as required

4.6 Parents and carers

Parents and carers of pupils at our school will:

Value learning

Encourage their child as a learner

Make sure their child is ready and able to learn every day

Support good attendance

Participate in discussions about their child's progress and attainment

Communicate with the school to share information promptly

Provide resources as required to support learning

Encourage their child to start to take responsibility for their own learning

Support and give importance to home learning including but not limited to reading

4.7 Local Committee

The local committee at our school will:

Uphold and model our school vision and values

Monitor the impact of our school vision and values on pupils and staff development and wellbeing.

Monitor that resources and staffing are allocated effectively to support the school's approach to teaching and learning

Monitor the impact of teaching and learning strategies on pupils' progress and attainment

Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Make sure other school policies promote high-quality teaching, and that these are being implemented

5. Curriculum Planning

See our curriculum policy for more details on specific areas of learning. Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

Bramley Church of England Infant and Nursery School curriculum and planning is based on the following requirements:

- The Primary National Curriculum 2014 for Key Stage 1
- The Early Years Foundation Stage Framework 2021
- The Guildford Diocesan Agreed Syllabus for Religious Education
- The skills and knowledge and interests of the pupils
- Identified understanding of equity, diversity and inclusion

Long Term Planning

Our Year Group Overview plots the content covered from the Early Years Foundation Stage to Year 2 for each individual year group and each curriculum area based on the skills and knowledge outlined in the National Curriculum and the EYFS framework. This enables us to ensure balance, breadth and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

All year groups take a topic based approach. In KS1 this focus is mainly delivered through foundation subjects. For EYFS it will be threaded through the 17 areas of learning.

The following guidance and schemes are used

- White Rose maths
- Mastering Number-NCETM
- Read Write Inc (RWI)
- Guildford diocese agreed syllabus
- Birth to 5 matters
- Charanga
- Purple Mash

- Jigsaw

Short Term Planning

Weekly or daily planning reflects current learning, taking account of current progress rates and children's own interests.

6. Learning environment

When pupils are at school, learning will take place both inside and outside the school buildings. Pupils are involved in creating this environment. The outdoor learning environment is as an important a learning space as the indoor classrooms and as such activities and resources are carefully planned and designed to ensure all pupils have the opportunity to develop their knowledge skills and understanding across the school day.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet reflection areas
- Accessible and age and developmentally appropriate resources for learning
- Displays that have explicit links to the curriculum. Where possible interactive displays will be included.
- Displays/ learning walls that inspire learning and celebrate the achievement of all pupils.
- Environments that are language and numerate rich.
- Spaces are organised in a way that promotes and encourages independent and further learning opportunities.

7. Differentiation and inclusion

Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their attainment, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

We will differentiate and scaffold learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented or exceptionally high attainers (i.e. working an academic year above their peers)

In order to facilitate the above we will:

- Use support staff effectively to provide extra support
- Work with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Access support from external professionals as appropriate e.g. educational psychologist, speech and language, specialist teachers for inclusive practice (STIPS)
- Use attainment groupings for certain subjects where appropriate
- Provide appropriate resources to support individual children's learning needs

Further information can be found in our SEND policy and information report and our equality and diversity policy.

Children who receive additional or extra support, including those with SEND ISPs or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

8. Home learning /Remote learning

Home learning, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be sent home weekly and the school expects parents to support children with their home learning and to regularly practice their reading.

Any necessary equipment or resources will be provided, loaned or made accessible.

Where a child is unable to attend school for an extended period and this has been agreed with school, remote learning will be provided. See remote learning policy for further details.

9. Feedback and assessment, recording and reporting

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Due to the age of pupils this will feedback will be mainly verbal.

Pupils in the main school will be introduced to the 'green for growth and tickled pink' marking.

We will track pupils' progress using a combination of formative and summative assessment including child observations and discussions as well as summative judgements at the end of EYFS and KS1.

We will provide feedback for pupils, and provide termly verbal reports to discuss progress at parents' consultations. Main school and Pre-school 2 pupils will receive a written report annual report in the summer term.

See assessment policy for further details.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The trust, school leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

Completing formal observations

Reviewing marking and feedback

Termly pupil progress meetings

Gathering input from the school council

Peer on peer reviews within the trust

Planning scrutinies

Book scrutinies

Termly data drops

Performance management meetings

11. Links with other policies

This policy links with the following policies and procedures:

Behaviour policy

Curriculum policy

Early Years Foundation Stage (EYFS) policy

SEND policy and information report

Home-school agreement

Assessment policy

Equality and diversity policy

Staff code of conduct