



Onslow Infant School

Learning & Teaching Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

To be read in conjunction with the following policies:

- Assessment
- Behaviour
- Child Protection and Safeguarding
- Early Years Foundation Stage
- Equal Opportunities
- Feedback
- Inclusion Policy
- Staff Behaviour Policy

*Further subject specific guidance in the relevant curriculum policies
Reference to the Primary National Curriculum 2014, The Early Years Foundation Stage Framework and The Surrey Agreed Syllabus for Religious Education*

Teachers' Standards

Policy Review

This Policy was adopted Summer 2022
The Policy will be reviewed in Summer 2025
Delegated to Head Teacher

Our Motto

Nurturing Confidence, Curiosity and Creativity

Vision Statement

At Onslow Infant School we believe that every child should enjoy their education and be happy, healthy and safe at school. We will value our children for their individuality, culture and heritage. We are committed to providing a place of excellence with high standards in a nurturing and supportive environment.

Children will know how to learn as well as acquire knowledge. They will have the opportunity to achieve their very best in their academic, creative, emotional and social, physical and moral development. Learning will be recognised and celebrated by children and adults.

The learning experience and environment will be creative, challenging, exciting, relevant and forward thinking.

Our school will always be a caring place where children and adults make a valuable contribution and are inspired to be creative, think for themselves and feel confident to meet new challenges.

Our children will respect themselves and others and have an understanding of their role in school and the wider community.

We believe effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.

School Aims and Implementation

Onslow Infant School aims to:

- Provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enable children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Policy Introduction

- a) Learning and teaching are the key functions of our school.
- b) At Onslow Infant School we work towards the aims of the School through providing high quality learning experiences within all we do; in the curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
- c) We believe that:
 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
 2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
 3. High quality learning and teaching experiences support children to be able to lead happy and rewarding lives, now and in the future.

4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

Overview

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Onslow Infants and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school.
- Raise standards by ensuring consistency and continuity of teaching and learning.
- Ensure all children are included, motivated and engaged by their learning.
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding.
- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers.
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the school through:

- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in **being the best they can be.**
- **Using age appropriate delivery method (continuous provision or formal teaching methods) so that children make the best progress**
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated (including challenge) according to the needs of the children.
- Addressing issues of entitlement to ensure equality of opportunity for all children.
- Rewarding children for all the good things they do both in school and in the wider community.
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others.
- Providing the skills which encourage children to become confident, motivated and independent learners.

Children

To support the aims of the school through:

- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn.
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts.
- Persevering with their learning and knowing that when they find it difficult they can ask for help.
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the school through:

- To be understanding and supportive of our aims in learning and teaching and sign the school's Home-School Agreement.
- To attend and contribute to parent consultation meetings.
- To support their children with their homework activities, including reading, and helping their children improve skills in memory needed for learning through practising a concept (please refer to homework policy).
- To praise their children for the good things that they do in school.
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the school through:

- Promoting positive relationships between the Governing Board and all other members of the school community including; children, their parents/carers and staff.

To appoint designated link governors who will meet with the Head Teacher, Senior Leaders and Subject Leaders at least once a year to find out about:

- The school's systems for planning work, supporting staff and monitoring progress.
- The allocation, use and appropriateness of resources.
- How the standards of achievement are changing over time.
- Visit school and talk to children about their learning experiences.
- Promote and support the positive involvement of parents within the school.
- Attend training and other related events.
- Report to the Governing Board with recommendations, if appropriate, annually.
- Work with Senior Leaders to review the school's learning and teaching policy at least every three years.

Implementation of the Learning and Teaching Policy

A. What is 'good learning'?

At Onslow Infant School we believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, teaching assistants, peers and other members of the school community.
- They have clear direction and are praised for all the good things that they do.
- They are actively involved in their learning at an appropriate level to match their learning needs.
- They are encouraged to become increasingly autonomous learners.
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging.
- They are working in an environment which is safe, caring, supportive and stimulating.
- Their learning is well structured and delivered.
- Their learning is effectively differentiated.
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision.
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens.
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Their classroom is a motivational and inspirational learning environment.

B. What is 'good teaching'?

At Onslow Infant School we believe that good teaching is when teachers and all other school staff:

- 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 assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Ensure that effective direction and support is given in order that the children make good progress.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application.
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning.
- Develop and maintain safe, secure and inspiring classroom and learning environments.
- Demonstrate effective lesson organisation.
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time.
- Data is updated at the same time, where possible, as marking and this is used to monitor progress and support next steps.
- 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 reading skills required to access the curriculum effectively.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.

- Are reflective regarding their professional practice and the overall provision the school offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.
- Use time effectively.

C. What is a good lesson? (please also refer to Onslow Infant School's Lesson Review Criteria – Appendix 1)

At Onslow Infant School we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson plenaries and mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

D. Curriculum Planning

1) Onslow Infant School's planning is based on the following requirements:

- The new National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Surrey Agreed Syllabus for Religious Education
- ...and most importantly the needs of the children we are teaching.

2) Long Term Planning:

- Our topic plans plot the content covered from Reception to Year 2 for each individual year group and each curriculum area.
- Topic plans are shared with parents and carers to enable them to support their children and understand the concepts being learnt within a topic.
- Enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

3) Medium Term Planning:

- For all subjects (except RE through Surrey SACRE) we plan using the expectations set out by the National Curriculum.
- In the EYFS, our medium term plans are based on guidance within the EYFS Profile.

4) Short Term Planning

- Detailed, daily short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the learning objectives, success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at differentiated levels, resources for learning and where possible, links to outdoor learning.
- Planning is monitored by subject leaders on a termly basis, this will be linked to work scrutiny, pupil progress or lesson observations.
- Each week the year group will notify families what areas will be taught in English and maths for the following week via Tapestry.

APPENDIX 1:

Lesson Observation Criteria 2020

Subject -

Class:

Teacher:

Date:

Observer:

	Inadequate	Requires Improvement	Good	Outstanding
1. Values	Children not treated with respect. Little modelling of our values.	Children treated with respect, but modelling of our values is inconsistent.	The classroom has a warm emotional climate and where our values are evident.	The classroom has a warm emotional climate where our values are evident. The teacher creates an environment where they support every child to live with values.
2. LO/SC	No clear learning objective or success criteria.	LO and SC visible but not explained or put into context.	LO and SC visible, explained and contextualised to the class.	LO and SC contextualised and reference is made to previous and future learning.
3. AfL	Teacher unaware if children have made progress. SC too easy or too general. Hands-up used for assessment.	Teacher makes rough assessment of learning but does not address in plenary. Teacher lets children know how well they are doing and use information to agree next targets that children understand. Hands-up used for assessment.	Teacher makes accurate assessments & addresses issues during plenary. Children assess own work throughout the lesson. Assessment is high quality and the conclusions drawn from the learners responses enable learning to move on quickly.	Teacher has enabled children to assess their own learning as well as tracking each group's attainment during the lesson. Pupils helped to judge success of lesson and set targets for improvement. Assessment is high quality and conclusions drawn from the learners responses enable learning to move on quickly.
4. Progress	Learners generally, or particular groups of them, do not make adequate progress.	Some, but not a majority, of learners make good progress.	Learners make good progress.	Pupils are making exceptional progress.
5. Progress over time	Overall learners are falling behind their peers	Overall learners are not making good enough progress in line with ARE	Overall learners are making good progress in line with ARE. Vulnerable groups are targeted and beginning to make accelerated progress.	All learners are making at least expected progress. Vulnerable groups are targeted appropriately and are making progress to help them catch up with their peers – accelerated progress is fully evident.
6. Whole Class teaching	Bland teaching with no use of interactive strategies. Little pupil contribution. No variation in voice, tone or audibility.	Some use of interactive teaching strategies & children generally attentive & participating in lessons. Some limited use of tone and vocabulary.	Teaching is stimulating & children are engaged & enthusiastic. A range of interactive strategies are used. Voice used effectively.	Teaching is exciting & children are fully involved responding enthusiastically to the teaching. A wide range of interactive & imaginative teaching and learning strategies are used. Voice used effectively.

	Inadequate	Requires Improvement	Good	Outstanding
7. Independent tasks	Teacher has no teaching focus during independent tasks.	Teacher has a teaching focus.	Teacher extends groups' learning through focused & stimulating teaching during the independent time.	The same high level of teaching continues within independent group activities & the teacher is also able to make quick, accurate assessments of class progress.
8. Challenge	Tasks are too easy and do not support the children to learn something new.	Tasks are not well matched to meet the needs of the learners.	Tasks are challenging and encourage new learning and enthusiasm.	Tasks are highly challenging (but still accessible) and encourage new learning, interest and resilience.
9. Tasks for learning	Children unaware of what they have to do or what they are learning.	Children understand the task and are generally focused.	Children fully understand the task and most are enthusiastic to complete it.	Children work on tasks enthusiastically & understand link to LO.
10. Differentiation	Tasks not differentiated.	Some provision for EAL, more able, PP and SEND pupils.	EAL, more able, PP and SEND provision shows a good understanding of the children's learning needs and current development.	Teaching and learning activities demonstrate the teacher's ability to give all children access to all aspects of the lesson as well as extending current stage of development.
11. Plenary	Lesson ends abruptly with no plenary or plenary used solely for feedback.	Minimal plenary. Plenary is used as distinct teaching session with no reference to future learning.	Full plenary is used to recap & extend objectives or address misconceptions. Teacher makes links to future learning.	Plenary is used effectively for children to assess own learning. Teacher sums up by making explicit links to next lesson.
12. Resources	No use of independent materials or resources to support children's learning.	Some use of independent materials & resources are used to support children's learning.	All groups have scaffolding materials and resources to support their independent learning.	A variety of differentiated scaffolding & supporting materials & resources are used to meet the needs of all pupils.
13. Subject knowledge	Subject knowledge is patchy and challenge is insufficient.	Teaching is accurate and based on secure subject & pedagogical knowledge & is challenging.	Teacher shows wide and secure subject knowledge.	Teaching consistently challenging & interesting stemming from excellent subject knowledge.
14. Phonics	Phonics not used precisely.	Phonics not used precisely. Missed opportunity for modelling phonics.	All adults consistently use phonics correctly to support learners effectively across the curriculum.	All adults consistently use phonics correctly and appropriately to support learners effectively across the curriculum.
15. Use of TA/SNA	Additional adults not used effectively.	Planned involvement of additional adults but lacks direction.	Additional adults actively involved in lesson with clearly defined tasks.	Additional adults used to maximum during each stage of the lesson. Teacher has planned stimulating activities/ resources for adult to use.

	Inadequate	Requires Improvement	Good	Outstanding
16. Questions	Little use made of open or differentiated questioning.	Differentiated questioning, some open-ended.	Teacher encourages full responses, getting children to justify their thoughts.	Range of differentiated questions. Understanding checked in a range of ways.
17. Pace	The pace is slow. The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils	Pace is limited and delays learning. Behaviour is not as good as it could be as pupils lose interest.	Good pace. The pace of learning is good throughout the lesson as time is usually used productively. The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate. As a result, most pupils make expected or better progress.	Teaching is sharp and pacy where necessary. The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress.
18. Focus and behaviour	Children are not focused on task or poor behaviour management.	Behaviour management strategies evident & used to create a calm working environment but key children not focused in the entire lesson.	Consistent, effective use of praise, criticism & behaviour management strategies. A calm working environment.	Excellent use of praise, criticism and behaviour management strategies. High quality, stimulating teaching engages all pupils. Calm, purposeful working environment.
19. Presentation	Work presented to poor standard.	Work presented to a reasonable standard.	Work presented to a good standard.	Excellent presentation of work.
20. Marking	Marking general and infrequent, not referring to LO/ SC.	Marking regular and developmental, focusing on LO/SC.	Marking consistent, focuses on LO/SC and contains next steps for the child.	Marking focused, diagnostic and contains effective dialogue with child.
21. Planning	Planning follows no teaching sequence and is activity driven.	Planning includes LO, task and success criteria with differentiation.	Planning includes LO, task and success criteria with differentiation linked to Stat Sheffield statements.	Planning is amended during a unit of work to take into account changing needs of the children.
22. Learning environment	Lack of organisation, little evidence of the children as independent learners.	Children still dependent on adults (not age appropriate) so that they access learning.	The learning environment is well organised and facilitates independent learning.	The learning environment is well organised and facilitates independent learning behaviours.