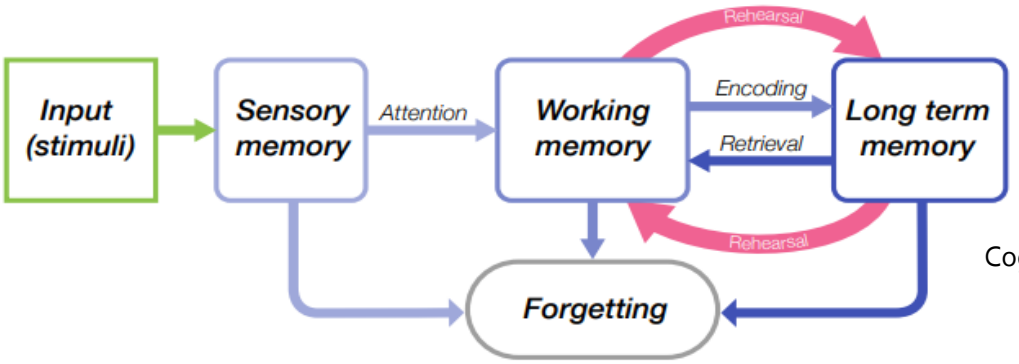
Heatherside Infant School – Teaching and Learning Policy

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Curriculum	SMT	Autumn 2027	3 years	Autumn 2030

Heatherside Infant School is a learning and growing community where academic, social, cultural, spiritual and moral values are developed, embedded and nurtured, and where all children will have equal access to the education provided. Our teaching and learning policy is built around our school values, which are embedded in all aspects of school life. This policy should be read in conjunction with the appraisal policy which references the teacher's standards and capability policy.

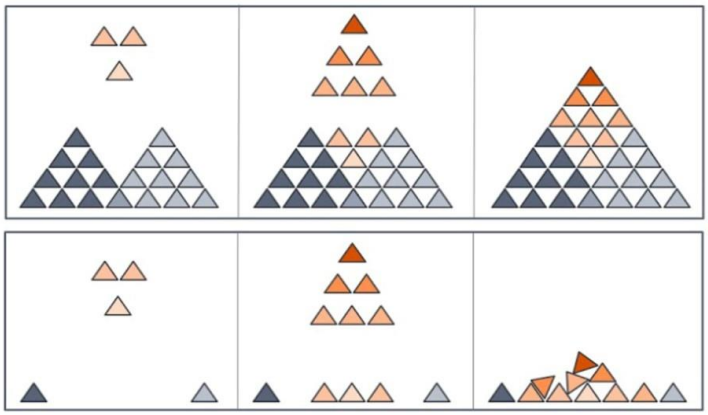


Roshenshine's principles of instruction underpin our teaching approach, which are based on evidence and research from cognitive science and classroom practices to ensure children learn what they are being taught. We understand that learning requires attention which is then processed in the working memory. This is then supported by knowledge that is stored in the long term memory. Therefore practise is essential to embed new learning and to prevent forgetting.



Cognitive load theory EEF

Securing prior learning is important as working memory is limited and by securing prior learning, the working memory is able to integrate new ideas with existing knowledge. Research shows that information is much better recalled if it is processed meaningfully during learning.



The interconnected curriculum
Emma Turner

What we know about learning:

- Learning takes attention and focus
- Learning is a change in long term memory that results in lasting change in capabilities or understanding
- Working memory has limited capacity and can be overloaded
- Long term memory is a store of knowledge that changes as new ideas are integrated with old ideas
- Securing prior knowledge is crucial in supporting the development of new ideas, and where it is weak, it is more likely that misconceptions will be developed
- Repeated exposure to new knowledge and repeated opportunities to practise a skill purposefully prevents forgetting
- Requiring children to retrieve Information from memory and spacing practise so that they revisit Ideas after a gap are also likely to strengthen recall
- Worked examples that take children through each step of a new process are also likely to support them to learn.

How we ensure that all children learn what is being taught?

- Create a secure and happy environment both indoors and outdoors where everyone is nurtured, feels valued, safe and confident, to become an independent learner.
- Stimulate a love of learning by nurturing minds so that our children are equipped with the necessary skills, knowledge and creativity for their future lives.
- Develop active learners through the encouragement of a growth mindset approach and positive attitudes. This will support the development of self-motivation and self-confidence, working towards independence.
- Provide an inspiring and active curriculum which is ambitious for all, including first-hand experiences, which will motivate and challenge the children through investigative and creative learning.
- Encourage children to strive to achieve personal excellence in all aspects of school life, demonstrating a growth mindset. The recognition and celebration of this will enhance the children's self-perceptions.
- Promote high standards of behaviour, which will be reinforced by praise.
- Provide a well-organised, stimulating and secure learning environment in which children's previous knowledge is built upon, challenged and enhanced, and where their best efforts are celebrated.

- Prepare the children for our continuously changing world, encouraging self-discipline and the ability to co-operate with others, whilst developing understanding, consideration and mutual respect.

At Heatherside Infant School we recognise the importance of high-quality teaching for the learning, progress and attainment of all our children. Our aim is that high quality and inclusive teaching and will result in a love of learning for all members of the school community, embedding our school values throughout our school and beyond.

5 key principles to high quality and inclusive teaching and learning:

1 - Learning environment which is inclusive and empowering that promotes independence.
- Clear and consistent systems and routines
- Children to feel a sense of belonging
- Knowledge of children & how they learn to remove barriers to learning

2 - Effective learning journeys where the learning is broken down and ordered appropriately for the children.
- Learning journeys planned carefully, that are well sequences which build to the end points
- Clear intents which are broken down into manageable chunks
- Clear assessment and evaluation

3 - Scaffolding to support high levels of success for all children
- Explicitly teaching vocabulary that has been carefully selected
- Use of resources to enable all children to access learning at a level that is appropriate to them
- Deploying adults to best support the needs of the children
- Learning schedules to scaffold independence e.g. now/next, visual timetable

4 - Modelling of new learning in ways which lead to high levels of success for all children
- Effective modelling established through the retrieval of prior learning and building upon this
- I do, We do, You do approach
- Opportunities for independence and consolidation planned in for all children

5 - Effective AfL to maximise the progress of all children within learning time.
- Builds on prior knowledge
- Opportunities are built into lesson to enable regular checking for understanding during the input, lesson time and end of lesson.
- Learning journeys are adapted based on AfL

'The Heatherside Lesson' - a model lesson structure encompassing the 5 key principles above

High expectations

- High expectations must always be shared and should refer to the school behaviour system.

This should include:

- How children move around the school, enter the school and classrooms as well as transitions between lessons.
- Model the school values
- Establishing and embedding learning behaviours such as being ready to learn, working collaboratively, sharing resources, and stopping to get everyone's attention.

Before the lesson

- What are the children learning and how am I going to teach it? How does this fit in with the rest of the planned journey?
- Identify what vocabulary will be used in the lesson, and which specific words the children need to remember.
- Flexibly group children according to the needs, based on previous AfL
- Think carefully about the lesson structure in order to meet the needs of all learners
- How will I manage and deploy adults ensuring that they have the planning, any examples and questioning?
- How will learning be modelled (go through the lesson) and what misconceptions might there be?
- How will learning be varied for all, think about responsive teaching? Starting points and gaps?
- What resources will aid learning and are they prepared and varied for all? Make sure they are ready for the lesson

Purposeful learning

- Clear, focused, child friendly learning objectives which are knowledge based with specific end points e.g. We are learning to… We are learning to use… What is the key learning outcome?
- Share where the learning objective fits in with the rest of the journey and discuss the meaning and purpose (ensuring children are clear what they are working towards - bigger picture)
- Be clear about the main skill that is being taught, and how children will demonstrate their understanding e.g. discussion (verbal), written, practical
- Adults subject knowledge must be secure including what the misconceptions could be

Starts to lessons

- Short date to be recorded in books
- Activate the prior knowledge e.g. retrieval quiz / image / diagram / discussion
- Introduce the LO to children to identify new learning

Modelling and assessment – 'I do, we do, you do'

- Models need to be planned for before the lesson so that they include a demonstration of key learning points - this is to be handwritten on the board not pre typed
- WAGOLL's are not a substitute for modelling
- 'I do' is teacher demonstration or explanation only (not asking for suggestions) with scaffolds
- Teach and model how to use resources to support learning
- Teach the vocabulary that has been planned for the lesson
- Model the task and presentation expectations
- 'We do'- involve children through questioning / partner talk / with scaffolds / mini whiteboards
- 'You do' - have an assessment opportunity (which can be verbal to check for understanding) in the input and then use it to re-shape the teaching if needed. This is NOT the task. Some children may require extra modelling. Continue to refer to the scaffolds.
- The 'I do, we do, you do' sequence will not necessarily apply in every lesson

Varied tasks & use of adults

- Varied tasks suited to the individual needs of children, taking into account those who need to secure prior learning first
- For some children it may be appropriate to adapt the learning objective

- Clear opportunities provided for independence and success
- Rotation of adults working with different groups throughout the week to ensure that all children have additional adults scaffolding support matched to their needs. Also, ensuring all children have the opportunity to work independently (including consolidating previous learning)
- Models and prompts given to children to support learning linked to the learning objective
- Encouragement to use the learning environment to support learning eg. working walls, less is more
- Resources provided that are useful and demonstrated to the children
- Once the main learning task has been completed, children are given the opportunity to access something purposeful to embed their learning.

Live feedback in the lesson

- Give specific feedback to as many children as possible when they are working, through the focus group you are working with or when moving around the classroom. Children should not be queuing and waiting for an adult, but instead have something purposeful to do once the main task has finished
- Live marking using the feedback and marking policy which helps to close the gap – both LSAs and teacher moving around
- Confidence to stop the lesson / gather groups if needed
- At the end of the lesson address misconceptions, reflect back to key learning and the next steps (plenary)

Post Lesson

- Check and mark books if not done in lesson
- Reflect on lesson, identify errors and misconceptions, and flexibly group children ready for the next lesson
- All adults to provide feedback either verbally or in note form if supporting / covering the class or groups.

Inclusion

We acknowledge that all children are different and have a variety of needs. We aim, therefore, to plan and use adaptive teaching in lessons that offer both an appropriate level of challenge and support. This can be based on a groups' or an individual's needs for example: using different pupil groupings, use of support staff, different time allowance expectations, using different language, and resources, and allowing different methods of pupils' recording.

All staff will be thoroughly committed to ensuring that the needs of all children are met and that the school will embrace a culture of continued learning for all.

The role of governors

Our governors determine, support, monitor and review the schools policies on teaching and learning. In particular they:

- Support teaching by allocating appropriate resources
- Ensure that the school building and premises are best used to support successful teaching and learning
- Monitor the impact of how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the use of the schools self-review processes.

In addition, governors in school day provides governors with the opportunity to see the above in practice and provides a snapshot of what is happening day to day in the school.

Monitoring
At Heatherside Infant School there will be regular opportunities for monitoring throughout the school year in line with the school development plan priorities. SLT can walk into classes at any time throughout the school day as part of ongoing informal monitoring.

There will be half termly learning walks by SLT, and the annual LLP visit will count as one of these. This provides an opportunity to focus on school priorities, to see the progress towards these and to identify further development areas. SLT will make you aware of these weeks in advance. Subject leaders and year leaders will plan in their own learning walks throughout the year to observe and review teaching and learning within their year group, and across school in their subject. Please refer to subject leader and year leader expectations.

In relation to staff performance management, there will be one observation annually which will be organised with individual members of staff, in advance, which specifically relates to their performance management targets. If there is a cause for concern around performance, this will be discussed with the individual and support put in place.

Book looks
SLT will request books in specific subjects termly to reflect upon the children's learning journey to monitor the impact of teaching and learning across the school. Subject leaders will request to see books as part of their monitoring schedule (if their subject uses books) to enable them to monitor and evaluate their subject across school. This will then support the subject leader to review their action plan, identifying areas of strength and areas for development.

Monitoring and review
We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school, therefore this policy will be reviewed every 3 years.