



Essendon C of E (VC) Primary School

Encouraging Everyone's Light To Shine (Matthew 5:16)

Teaching and Learning Policy

Ratified May 2022
Review Date: May 2025

Part A: All Pupils

Intent of our curriculum

The Essendon Way: Our intention is that all children at Essendon C of E Primary School experience the joy of learning as well as the pleasure of building their knowledge and developing their skills. We work as a team of teachers, teaching assistants, parents/carers, governors and volunteers to ensure that all our children reach their full potential in our kind and respectful school community.

Teaching for Learning

We use the National Curriculum to plan and sequence teaching and learning:
<https://www.gov.uk/government/collections/national-curriculum>.

We adhere to the Teaching Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

And use the SEN Code of Practice to inform our teaching:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our delivery of teaching and learning is based on research and evidence based methods such as:

- The Education Endowment Foundation: Guidance for Teachers
<https://educationendowmentfoundation.org.uk/guidance-for-teachers>
- *Teaching Walkthrus* by Tom Sherrington/Oliver Caviglioli (John Catt 2020), a curated and designed collection of researched teaching techniques.

Overview

We use the National Curriculum to plan and sequence teaching and learning using our Curriculum Maps and Knowledge and Skills Ladders to support medium and long term planning. Curriculum mapping documents are available on our website.

Essendon C of E Primary School - Curriculum overview: <https://www.essendon.herts.sch.uk/curriculum-overview>

Welfare and Safeguarding

Children learn best when they are healthy, safe and secure, when their needs are met and when they have positive relationships with the adults caring for them. Staff take on all requirements of Keeping Children Safe in Education and follow the school's Safeguarding Policy. Essendon has a Pastoral Lead and SENCo that work in Partnership with the Class teachers to support children referred. Early Help can be accessed alongside our School Family Worker.

Quality First Teaching at Essendon:

- Teaches knowledge as well as skills
- Is well sequenced and maps progression
- Is inclusive and scaffolded to ensure all children are successful
- Makes learning intentions and the context for learning clear
- Is modelled
- Has high expectations for all pupils.
- Is used as a forum for questioning and developing thinking.
- Makes standards and expectations clear to pupils.
- Is interactive.

- Ensures that everyone can participate.
- Ensures all children are included in the lesson.
- Enables a strong sense of collective identity, stimulating collective motivation and a sense of class values.
- Practises core skills of reading, writing, communication and maths across the curriculum.

All staff who are delivering lessons to pupils, whether as a whole class or a group, have agreed the following principles:

- Staff make clear the learning intention for each lesson so that pupils understand what they have to do **and why** (i.e. the **purpose** for the task).
- Staff make connections with previous learning and with the ‘big picture’ of what is being taught.
- Staff make clear the standards expected for all work.
- New learning is modelled
- Teaching is responsive and adaptive
- Teaching and learning is scaffolded to support all children whatever their starting point
- Staff pace lessons well, with a balanced range of activities.
- Staff provide interesting learning activities and use a variety of methods to promote learning including as much hands-on investigation and problem solving work which stimulates pupils’ curiosity in the world around them as well as opportunities to learn from mistakes, work together with classmates and thus develop resilience and tolerance. The balance of activities over the course of a term will include:
 - reflection;
 - problem solving;
 - research and investigation;
 - learning partner and/or group work;
 - independent work;
 - whole-class work;
 - questioning - asking and answering;
 - debating, reasoning and justifying a position
 - opportunities to perform (reciting, acting, role-playing, singing);
 - appropriate use of technology;
 - off-site visits;
 - use of the outdoor classroom
 - creative work, including designing and making products; and
 - participation in physical activity (daily mile, weekly PE, intra-school and inter-school physical activity).
- Staff operate flexible grouping arrangements in the class to avoid children being ‘stuck’ in ability groups which could cap learning and create barriers to learning.
- Staff review learning at the end of lessons.
- Staff give regular feedback (whenever possible this is “on the spot”) in line with the school’s Feedback Policy.
- Staff provide regular opportunities for children to take responsibility for their own learning, reflect on their work and to work collaboratively or independently to improve and edit their work.
- Staff set clear targets for individuals or groups of pupils to enable progress to take place.
- Staff avoid using “ability” based labels which cap learning and limit the potential of or impact negatively on the self-esteem of individual children.
- Staff routinely ask open-ended questions and encourage children to ask questions.
- Staff ensure the active participation of all pupils in every lesson (where pupils are less confident, this may be by private conversation, by symbols, hand gestures or in writing).
- Staff ensure that their time and teaching input is divided evenly between all groups of children within the class.

Enabling Environments

At Essendon, we recognise that our learning environments play a key role in supporting and extending our pupils' learning and personal development. Our classrooms should be attractive learning environments. Our classrooms are safe and enable our pupils to explore and learn in an age-appropriate way. Working walls will be used for pupils to refer to recently taught skills in English and maths. Topic-based displays will be changed at least once a term to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have a range of topic-related resources aimed at stimulating pupils' curiosity.

All classrooms have a range resources including dictionaries, fiction and non-fiction books aimed at promoting a love of reading.

All classrooms have a range of maths resources aimed at making maths visual and enabling pupils to see and manipulate the concepts that they are learning.

We believe that an engaging environment sets the climate for learning, and a well prepared classroom promotes independent use of resources and high-quality work by the children.

- All resources and curriculum areas should be clearly labelled and organised so that pupils have easy access to them. Layout needs to ensure that there are no bottleneck areas or congestion.
- Pupils are encouraged to take pride in their classrooms and have responsibility for keeping it tidy and well-organised.

Outdoor learning

At Essendon, we recognise that children can access learning in different learning environments. The EYFS class has its own enclosed outdoor area. We also have an outdoor learning space in our woods available for any class to use. Being outdoors offers opportunities for learning in different ways. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

The role of Teaching Assistants

Our Teaching Assistants work in partnership with class teachers to support our pupils by:

- Referring to teacher's plans so they understand their role in each lesson (who they are supporting and how – individual or group teaching or supporting during teacher-led teaching).
- Supporting a child/group using a range of appropriate resources.
- Encouraging children to be independent so they do not depend on adults (including using individual timetables, lists, now and next boards, mind maps or other visual prompts to encourage this).
- Providing effective feedback to pupils in line with our Feedback Policy.
- Using research to inform practice: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

The role of the school leadership team

The school leadership team will ensure that:

- Teaching and learning is monitored regularly to ensure high standards are maintained
- All staff have access to continuing professional development to develop classroom practice.
- In-school CPD is organised to improve and develop classroom practice
- Teachers are given opportunities to share good practice with one another

- Inset sessions are organised with network schools to enable teachers to share ideas and develop good practice together.
- Support staff are deployed to provide the best possible support for pupils with additional needs in the school.
- Support staff are trained and deployed to run intervention programmes to support pupils who need a programme of teaching to boost achievement.
- Financial resources are best used to support teaching and learning i.e. teaching resources/deployment of support staff/ICT

The role of governors

The governors monitor and review teaching and learning by:

- Monitoring the delivery of the curriculum and the effectiveness of the school's curriculum policies and schemes of work.
- Monitoring processes include liaising with subject leaders, regular meetings of the Pupils and Curriculum committee, and the Headteacher's termly report to the Governing Body.
- Ensuring that continuing professional development and performance management of all staff takes place regularly in order to promote good quality teaching.
- Ensuring that the school buildings, premises and equipment (including opportunities for ICT) are best used to support successful teaching and learning.

The role of families

At Essendon, we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We believe that families play an important role in helping children to learn as outlined in our Home School Agreement. We aim to keep families well informed about their children's learning and progress in the following ways:

- Ensuring that our curriculum for each term is clearly set out on our website to enable families to understand what their children are learning at school and the sequence and progression of learning across the curriculum.
- Holding consultation sessions twice a year to discuss children's learning and progress.
- Sharing concerns about the progress of individual children with parents, problem solving and agreeing strategies to support.
- Reporting annually to parents on their child's progress and attainment.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure their child arrives in school punctually at the start of the day.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Feedback and Assessment

Assessment and feedback at Essendon is an ongoing and active cycle that identifies misunderstanding or gaps in learning and seeks to address them and progress the learner. Please see our Feedback and Assessment Policy.

Part B: Early Years

Every child deserves the best possible start in life and the support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school all children join us on a staggered introduction at the beginning of the school year to ease transition.

We base our teaching and learning on The Early Years Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their phase.
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist before they leave our Early Years unit. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Families as Partners

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them to make transition into Essendon as easy as possible for our pupils.

The EYFS staff use the following strategies:

- Conducting home visits, whenever possible.
- Talking to families about their child before their child starts in our school.
- Providing detailed welcome pack to new parents/carers.
- Asking families for detailed information on their child before school begins.
- Inviting children to spend time with their teacher, in the classroom, before starting school, including sharing a school lunch at school.
- Inviting families to an information meeting before their child starts school.
- Offering families regular opportunities to talk about their child's progress and allowing free access to their child's learning journal via Tapestry (online learning journal).
- Encouraging families to contribute to their child's learning journal.

Play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Transition into Year 1

Reception and Year 1 teachers work together to make the transition from Foundation Stage to Key Stage 1 as smooth as possible.

The same levels of independence that have been developed throughout the Reception year are expected to continue as children move up into Year 1. Reception practitioners plan for slightly more structured activities to be undertaken during the summer term to encourage less dependence on adult support. In the first term in Year 1 the teachers plan with the Development Matters statements in mind, working towards Year 1 National Curriculum expectations toward the end of the first term.

Development Matters: <https://www.gov.uk/government/publications/development-matters-2>

Part C: Monitoring and Review

It is the responsibility of all teachers and non-teaching staff (who are responsible for delivering teaching and learning) to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

There is a sub-committee of Governors who are responsible for outcomes who discuss teaching practice with the Headteacher regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject leaders will carry out monitoring as part of the whole school monitoring schedule.