

Catherington C of E Infant School

Board of Governors



*Growing together
in God's love*

Learning & Teaching Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	July 2024
Date of Next Review	July 2025
Name of Headteacher	Mrs Maria Burden

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Signature of Headteacher(Signed)(Dated)
Name of Chair of Governors	Mr Paul Main
Signature of Chair of Governors(Signed)(Dated)

Our Key Principles and Philosophy

<u>INTENT</u> Our Christian Values The beliefs we encourage children to develop as they explore the world as young people.	Our schools Christian Values underpin our schools curriculum and aim to ensure all children feel loved and show Love for others, have Courage to face new challenges and fulfil their potential and develop Respect for God's creations.		
	<u>LOVE</u> <u>Love is thinking about others before yourself.</u> Laughter and happiness, Offering friendship, Valuing everyone, Expressing thanks to God.	<u>COURAGE</u> <u>Courage is doing the right thing even when it's difficult</u> Carrying on when things are difficult, Overcoming fear, Understanding and facing a challenge, Risking being out of your comfort zone, Always believing in God's promise, Going for a goal, Empowered by encouragement.	<u>RESPECT</u> <u>Respect is valuing everyone and everything and celebrating our differences.</u> Readiness to listen, Everyone being valued, Showing appreciation, Praying for people, Expressing opinions sensitively, Caring for our environment, Treating property carefully.
At Catherington Church of England Infant School, we all work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.			
Our Vision and Aims for all Children	We want our children to know they are all valued and enable them to develop their skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning. We want our children to learn how to build positive relationships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.	We want to equip our children with the resilience and perseverance to become independent learners. We are empowering our children to take appropriate risks without fear of failure. We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.	We want our children to celebrate and respect difference and be proud of who they are. We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.
	To promote lifelong learning for all children and staff preparing us for an every changing world. To create a safe environment which promotes and supports the mental health and wellbeing of staff and pupils.		

Our Aims taken from our curriculum for learning document.

	To promote lifelong learning for all children and staff preparing us for an ever changing world. To create a safe environment which promotes and supports the mental health and wellbeing of staff and pupils.				
Our Inclusive Teaching Intentions	Carefully planned ambitious and inclusive learning journeys which build from enquiry questions ensuring children build a deep knowledge in all subject areas.	Teaching models respect for pupils uniqueness, challenges prejudice and promotes social justice.	Approaches to learning that recognise the unique identity of each child and the importance of their personal growth.	Classroom climate which is varied and stimulating for all learners allowing them to develop their individual talents and to express themselves confidently.	Parents and carers are challenged and supported to play a full role in their child's learning.
Effective teaching	Teachers have a deep knowledge of the subject to be taught.	Teachers have a clear understanding of cognition and learning.	Teachers employ skilful and effective questioning to check and deepen understanding.	All adults have high expectations and provide challenge for all.	Teachers use a range of flexible and responsive teaching strategies.
Assessment for Learning	Assessment used within lessons to quickly identify misconceptions and fill gaps.	Effective use of Summative assessment to inform next steps	Oral and written feedback that has an immediate impact	Moderation-internal/external to inform professional discussions	Clear learning intentions shared by children and understood by all.
Organisation	Stimulating indoor and outdoor learning environment.	Making use of children's own ideas and interests to shape the learning.	Units of work which are based on enquiry questions and cross curricular themes.	Units of work which build on prior knowledge, developing a unique learning journey from Year R to Year 2.	Hooks that engage the children and give the context for the learning. A clear outcome which gives purpose to the learning.

Key Principles and Philosophy

We believe children learn best when:

- They feel safe
- They have clear boundaries set and good behaviour is recognised.
- They are valued and can make a contribution
- They can take risks and learn through their mistakes
- There is equality of opportunity for all
- They feel they belong to the school and wider community

Effective Learning and Teaching

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We ensure learning Journeys are carefully planned, ambitious and inclusive, build from enquiry questions ensuring children develop a deep knowledge in all subject areas.

At Catherington effective learning comes from:

- A carefully planned spiral curriculum. Learning that is revisited throughout the 3 years.
- Specific knowledge which builds on prior learning
- Learning journeys, which are purposeful and relevant to the children's lives.
- Planned key questions and vocabulary
- Opportunities to find patterns in learning and move to unfamiliar contexts
- Planning that responds to emerging needs
- Flexible groupings depending on need of individuals
- Using real resources and the outdoor local environment
- Teaching which supports and scaffolds learning
- Teachers who have a deep knowledge of the subjects through continuous training
- Teachers who have a clear understanding of cognition and learning.
- The use of effective questioning to deepen and challenge understanding
- The use of skilled adults to pre-teach, or post-teach, concepts provide intervention groups to close gaps in learning.

Characteristics of High Quality Teaching

We believe in order to enable rapid and Sustained Progress there needs to be:

- Focused and Precise design of Learning.
- High levels of Pedagogical skill and execution.
- High levels of Pupil Engagement
- High Quality support and intervention.

Teachers need to: (The Great teaching toolkit – Evidence review June 2020)

1. Understand the content

- Have deep curriculum knowledge
- Have knowledge of misconceptions
- Use analogies, models and representations to help learners visualise concepts and relate them to what they already know.

2. Create a Supportive Learning Environment

- Develop relationships based on mutual respect.
- Develop a positive classroom climate
- Ensure high expectations for all
- Develop high motivation for all

3. Maximising Opportunity to learn

- Manage time and resources efficiently
- Give clear instructions
- Use routines to make transition smooth
- Consistently apply rules, expectations and consequences for behaviour
- Reinforce positive behaviour

4. Activate Hard Thinking

- Sequence of learning tasks which have clear learning objectives and outcomes
- Match tasks to learners needs
- Explain new ideas clearly, connecting them with previous learning
- Use open questioning as a form of assessment to discover a child's thinking and learning.
- Respond to feedback from children but also give feedback that can be actioned upon

High Quality Inclusive teaching at Catherington demonstrates the following:

- Lessons designed with sharp objectives – objectives detail the learning not the task.
- An environment, which supports our school ethos and enables independent learning.
- Lessons which are flexible and personalised to individual children.
- Lessons which cater for all learning styles
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunity for children to talk individually and in groups.
- Lessons, which allow children to manage and take responsibility for their own learning, working independently.

Assessment for learning

The main principles that apply to assessment for learning are:

- Through task design, questioning and observation of learning, teaching staff to find out the level of understanding of an individual child.
- The adult provides the child with feedback on their learning, identifying the next steps in learning
- The child understands 'what a good one looks like' and what success means in this task or area of learning
- Children become more independent in their learning and are able to participate in peer and self-assessment

Assessment for learning at Catherington is used within lessons to quickly identify misconceptions and inform next steps. This is done by:

- Circle Assessments at the beginning and end of a learning journey
- Carefully planned assessment throughout a learning journey in order to adjust teaching ensuring it is appropriate for the current cohort.
- Responding immediately and regrouping based on needs.

Monitoring

Our key principles and philosophy are monitored termly by the headteacher. These can be seen as informal learning walks or formal lesson observations. Staff are given specific feedback against the criteria for effective learning and teaching at Catherington.

Feedback

At Catherington we believe feedback should be matched to a child's needs to inform both the adults and children of their next steps in learning.

Feedback should be **meaningful, manageable** and **motivating**.

We believe oral feedback given during a lesson is the most effective form of feedback.

Key Principles

We give children feedback in order to:

- Identify the children's understanding and quickly tackle misconceptions
- Give children a clear picture of how far they have come in their learning and how they can improve their work in the future.
- Offer the children specific information about the extent to which they have met the lesson objective and the next step.

Guidelines for Feedback

- Incorrect spelling of common exceptions words will be underlined in pink and then edited by the child.
- Encouragement of children to use the best bet method.
- Correcting of other spelling sounds that have been taught but spelt incorrectly.
- All work will include a learning objective, which details the learning not the activity.
- All adults will use a green pen to tick 'Green for Great' and underline in pink 'Pink for think'
- Praise and encouragement will be given verbally.
- Smiley faces and the abbreviation GT (Golden ticket) will be used when appropriate.
- As children progress through the school they will be asked to check their own work for things that they know are wrong and correct, edit or improve with a 'purple polishing pen'

Feedback may be given to individuals, groups, pairs or the whole class. Teachers aim to give feedback mostly during the lesson but not for every child in every lesson.

Feedback will also be given at the beginning of the lesson and/or after a lesson. Teachers will aim to do any marking in the moment during the lesson and the group books depending on need for the next lesson.

Symbols for marking

These are built up over time from Year R



Finger Spaces

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Full stop

CL

Capital Letter



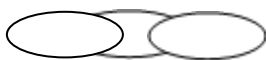
Adjectives



Read your work



Use your sound mat



Conjunctions

Adult's symbols in books

VF	Verbal Feedback and a brief description of what was discussed
I	Independent work
G	Guided work
S	Supported during the lesson



Next Steps

When appropriate, steps are used to show how the child can improve their work

Peer and self assessment

Peer and self assessment develops over time using the following model:

Year 1 – Reading their work to each other and making verbal comments.

Year 2 – Reading to each other and explaining their edits.

The Purple Pen of Power will be used by children to edit and self-correct their work. This will begin in the Summer Term in Year 1 and continue into Year 2

Impact

The following is also taken from our curriculum for learning and explains the way in which we measure the impact of our Learning and Teaching Policy

IMPACT Represented in 5 key areas	An Inspiring and challenging curriculum for all	Teaching which is consistently good for all pupil groups.	High levels of attainment and progress regardless of backgrounds.	Positive climate for learning in all classrooms	The development of each unique child's sense of identity and awareness of strengths and weaknesses
EVALUATION	Memorable Connections Does the learning make links with prior and current learning across the curriculum? Is the learning relevant to the lives of our children? Does the learning excite to create memorable moments?	Enquiry based learning fuels curiosity Is an enquiry based approach to Learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children reflect on their learning and generate new thinking? Is each subject/area of learning given integrity and taught well?	Equality and Enrichment Are there high expectations for all? Are all children able to access the learning? Do all children experience the whole curriculum? Does the task design enrich children's experiences? Are all leaders ensuring consistency across the 3 year groups?	High quality Outcomes and challenge for all Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey led to a purposeful outcome? Are the children challenged to think about and to evaluate their learning?	Personal Identity and their relationship with the world Are children curious to make personal sense of spiritual, moral, social and cultural education? Are children able to relate their values to British and Christian values? Are children developing independent resilience? Can children talk about their Wellbeing?
Children who are well prepared to: RESPECT the past LOVE our world Face the future with COURAGE					