

BUSBRIDGE INFANT SCHOOL  
*The Continual Pursuit of Excellence*



TEACHING AND  
LEARNING POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2023

## **INTRODUCTION**

This document is a statement of the aims, principles and strategies for teaching and learning at South Farnham School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statement should be read.

It was developed through a process of consultation with teaching staff and governors.

This policy will be reviewed annually.

## **WHAT IS TEACHING AND LEARNING?**

Teaching and Learning is the purpose of our school. It is the sum of the processes through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education and collective worship.

## **PRINCIPLES OF TEACHING AND LEARNING**

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- recognising children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging children to be tolerant, understanding and sensitive to the needs of the local community and the environment, and have an understanding of British values.
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another
- Prepare children for a changing future by teaching them how to learn so that they become independent learners.
- Uphold the ethos and values of the school whilst respecting their own cultures and beliefs and those of other people.

## **TEACHERS work towards the school's aims by:**

- Establishing an environment where children and adults feel welcome, valued, happy and secure, irrespective of gender, race or disability.
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive, continuous and enjoyable
- being good role models (punctual, well-prepared and organised)
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise through INSET, appraisal, mentoring processes and evaluation
- establishing links with the local community including industry to prepare pupils for the opportunities, - responsibilities and experiences of adult life
- working collaboratively with a shared philosophy.

- Create a positive learning environment where success is celebrated but where it is also safe to make mistakes.
- Ensure children have skills, knowledge and understanding to prepare them for the next stage of their education and life.
- Use effective questioning (based on Bloom's taxonomy of questioning) to challenge thinking.

#### **PUPILS work toward the school's aims by**

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly
- conducting themselves in an orderly manner, in line with the expected code of discipline
- taking growing responsibility for their own learning

#### **PARENTS work toward the school's aims by**

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- allowing their children to take increasing responsibility as they progress throughout the school

### **STRATEGIES FOR TEACHING AND LEARNING**

#### **Strategies for Ensuring Progress and Continuity**

**PLANNING** is a process in which all teachers are involved, wherein

- the foundation for curricular planning is the School Development Plan developed through a process of collaboration between staff and governors
- a School Curriculum map details the balance of the curriculum ensuring full coverage of the National Curriculum
- schemes of work for individual subjects are developed by curriculum teams (in collaboration with the whole staff) and are contained in detailed curriculum policy statements
- regular staff professional development meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- National Curriculum records are maintained for each child and used for assessment purposes and the information of the next teacher
- cross-phase liaison ensures smooth transition on entry and departure

**SUBJECT LEAD CO-ORDINATORS** have a variety of roles. They;

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities
- monitor progress in their subjects and advise the Headteacher on action needed
- take responsibility for the purchase and organisation of central resources for their subjects
- support colleagues in the classroom

- are expected to keep up-to-date through reading and attending relevant courses

**FEEDBACK TO PUPILS** about their own progress is achieved through the marking of work. Effective marking;

- aims to help children learn and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability

**FORMATIVE ASSESSMENT** is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include

- small group discussions perhaps in the context of a practical task
- short tests in which the teacher gives questions orally and pupils write answers
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress

**CROSS PHASE CONTINUITY** is ensured by

- Regular liaison meetings between teachers of year Reception pupils and those from prospective nursery schools
- visits to Busbridge Infant schools by nursery children and their parents/carers
- transfer of pupil records of progress and summative assessment results
- close links with junior schools
- Year 3 teachers participating in school work/activities to support transition

### **STRATEGIES FOR RECORDING AND REPORTING**

**RECORDS OF PROGRESS** kept for each child are;

- updated each half term by class teachers and contain samples of pupils' work
- examined by class teachers at the start of each academic year as they prepare for a new class
- retained throughout the child's time at the school and passed on to secondary school when pupils leave

**REPORTING TO PARENTS** is done on a termly basis through interviews (Learning Together Meetings) and annually through a written report

**FORMAL SUMMATIVE ASSESSMENT** is carried out at the end of each Key Stage through the use of GLD & SATs and teacher assessment

Each child is assessed annually in Mathematics, Reading, Writing and Phonics using standardised tests.

### **STRATEGIES FOR THE USE OF RESOURCES**

**CLASSROOM RESOURCES** are the responsibility of classroom teachers supported by Subject Lead Co-ordinators who ensure that;

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- all children know what they must not touch for reasons of safety and privacy

- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources

CENTRAL RESOURCES are generally the responsibility of subject co-ordinators. Stationery is ordered by the school office/Headteacher and stored centrally with free access for all staff.

INFORMATION TECHNOLOGY is a major resource which is used across the whole curriculum (see IT Policy and individual subject policies for details).

LIBRARY provides opportunities for extending and supporting learning with a range of fiction and non fiction books

HEALTH AND SAFETY issues are the responsibility of all who work in the school. The Office Manager is nominated as Health and Safety representative.

## **TEACHING AND LEARNING PHILOSOPHY**

### **How Do We Organise the Children?**

The children are organised into teaching groups according to the following criteria.

- Mixed ability
- Mixed gender
- Children who should or should not be together

We have a high regard for the information we receive from the children's nursery schools which will be based upon the staff's knowledge of the child's abilities over a number of terms. The nursery school will have a detailed knowledge of the child including information about any relevant home circumstances. All our Feeder Schools have a very strong and positive relationship with their parents and we know that the hopes and aspirations of the parents will be reflected in their recommendations for the child.

Every nursery school is visited prior to the child's entry to Busbridge Infant School and home visits are completed too at the start of the Autumn term.

Parents' views are taken into consideration when selecting teaching groups. We strongly advise parents to discuss this matter with their child's current Headteacher who will be able to put this information into the broader context of the whole learning situation and advise us accordingly.

Each child will usually stay with the same class during their stay at Busbridge Infant School, changing class teacher each year.

### **What Is Our Philosophy of Education?**

We believe that children learn best when they are taught in an atmosphere of high expectation and total **respect**, with regards the school's values; Respect, Creativity, Resilience and Collaboration.

High expectation is characterised by the belief that each child's contribution is valued and accepted when it is the product of their very best endeavours. High expectation covers not only all aspects of the National Curriculum subjects but also includes behaviour, respect for themselves and others and the children's

contribution to the common good.

Children will learn best when there is a genuine respect between the teacher and the child. The child must 'know' that the teacher will do anything and everything to help them learn and that all things within the school are there to help them grow and develop physically, emotionally, spiritually and intellectually. The child will not necessarily be able to articulate this notion of total support however it is our belief that a child growing up within this totally 'loving' and supportive environment will feel a strong sense of worth and well-being which will enable them to be 'high achievers' at whatever level they are able to operate. Learning styles are taken into account when planning and delivering lessons.

### **Risk Taking**

Children who are supported as outlined above will have the strength and confidence to take 'risks' in their learning and it is only by taking 'risks' that the child will break new ground and try fresh ideas. In a classroom environment that positively encourages 'having a go' children will quickly learn that learning is an adventure for everyone and not restricted to those who get the 'right' answer first time. Teachers who only accept 'right' answers will restrict learning to the children who know already and run the risk of alienating the child who wishes at that stage to make a guess - a guess that with skilful teaching can become the right answer next time.

We believe that true education is an interactive activity between the teacher and the child. Skilled teaching is characterised by engaging the child in the pursuit of knowledge and this can take time. We should always encourage children to talk to us and explain their understanding at a particular stage in order that we may consolidate and extend their learning. We see this as developing a child's **resilience** for learning through **collaboration** with **creativity** at the heart of problem solving.

**You only take risks with those you trust**

### **HOW DO WE ORGANISE THE CURRICULUM**

The curriculum consists of all the planned activities that take place within the school. Each distinct curriculum area is covered by a detailed Policy Statement that has been developed by the subject co-ordinator and approved by the Governing Body.

A curriculum map has been devised which establishes the overall breadth and scope of the curriculum allotting time allocations to each aspect of the curriculum.

Each teacher is a member of at least one Curriculum Team which is led by a senior teacher. The Curriculum Team is responsible for monitoring their subject including resources and curriculum development issues. The Team will act as promoters of their curriculum area offering advice, support and future developments. The Curriculum Team will take a leading role in curriculum reviewing procedures.

The Curriculum teams are:

- English and Languages (English, French)
- Humanities (History, Geography, RE)
- Creative and Performing Arts (Art, Design, Dance)
- STEM (Mathematics, Science, Technology)
- Mental and Physical Well Being (P.E. PSHE, Woodland)

### **SUBJECT RESPONSIBILITY – CURRICULUM LEADERS**

- All Curriculum leaders will have a clear action plan which is regularly reviewed and updated.
- They will take the lead in policy development and the availability of schemes of work designed to ensure progression and continuity of skills in their subject throughout the school.

- They will complete a Subject On A Page document to summarise their subject area and keep this up to date.
- Support colleagues in their planning and in the implementation of the scheme of work, and in assessment and record keeping activities.
- Monitor progress and developments in their subjects and advise SLT on action needed in line with the school assessment and monitoring timetable.
- Complete the school matrix as necessary.
- Take responsibility for the purchase (with the Headteacher's permission) and organisation of central resources for their subject.
- Be able to request release time to allow them to support/observe colleagues in the classroom, and to monitor standards in their subject area and the teaching of their subject throughout the school.
- Monitor their subject area and ensure assessment has an impact on future planning.
- Be expected to keep up-to-date through reading and attending relevant courses.
- Be expected to report to Senior Leadership Team and Governors as necessary.

### **LONG/MEDIUM/SHORT TERM PLANS**

Each Year Group will develop the medium-term plan for their year based upon the school long-term plans. Long and medium-term planning is monitored by the Senior Management Team led by the Head Teacher.

Short-term planning is undertaken within the Year Group and by each teacher who will plan with the detailed knowledge of their own class.

### **RESOURCES**

Resources within the school and classroom play an important part in any child's education. Poor resourcing can hinder and frustrate the teacher whilst good resourcing can liberate and extend the range of opportunities for the children.

Not all resourcing is simply a matter of money, although an adequate level of funding is vital. As important as money, is the targeting of funds. This is achieved through clear and unambiguous curriculum planning, by listening to teachers and children and making a sustained contribution to ensuring the teacher is not inhibited by lack of books, art equipment etc.

We believe that each teacher, year group and curriculum area should be given a generous level of resources that free the teacher from having to inhibit their plans for the children. The difference in financial terms between meagre and generous resources is often very little. The difference in terms of educational opportunity is enormous.

### **THE LEARNING ENVIRONMENT**

At Busbridge Infant School, our building and grounds play a vital role in our work with the children. We believe that an environment which supports and enhances the learning process will not only help the teachers in their task but will also give the children a sense of pride and worth.

When children grow within a positive environment which has been carefully designed to support their work, where cleanliness and order are valued and where they have clear responsibilities and duties they will develop into adults who understand these values for themselves.

These are the expectations of every classroom:

- Classroom resources to be accessible for self-selection, of good quality, in good repair and an appropriate quantity with visual labelling as appropriate.

- Displays to be kept up to date and of a high standard. They should be a mixture of media reflecting current learning and to inspire interest. Learning to be up to date, named and double mounted to create impact.
- A working wall should be in each class base reflecting current learning and displaying pupil's work.
- The long and short date to be displayed.
- A timetable should be displayed for the children in a variety of ways with visual prompts if required.
- A class clock to be in each class base.
- Roles of classroom Very Important People (VIP) to be displayed and updated.
- If appropriate, task cards to be up to date for each activity, role play and small world as appropriate.
- Outside areas for all year groups used to enhance the curriculum.
- Pupils to have access to an inviting reading area with relevant, age-appropriate, high quality and up to date resources.
- Teacher's resources to be kept to a minimum. If there is a cupboard they should all be in this.
- All children should have access to a reflection area or nurture space as appropriate (Zones of Regulation space)

### **EXPECTATIONS OF WORK/BOOK/PRESENTATION**

- All work dated – short date in Mathematics, long everything else.
- All work to have a heading or Learning Intention (unless Reception child initiated).
- KS1 underline with a ruler (support in early Year 1).
- Book covers and work to be neat and doodle free.
- Single line to cross out mistakes.
- A pencil to be used in Mathematics, for drawing and for lines.
- Writing to start next to the margin.
- Handwriting and presentation to be neat for all work.
- Anything that is stuck in books to be done neatly.
- Staff handwriting to model school policy, including pen/pencil grip.
- Staff writing to demonstrate correct spelling, grammar, punctuation and convention.
- Green pen to be used for sharing successes and orange pen to suggest next steps with expectations that pupils show a response.

### **CLASSROOM ASSISTANTS**

Classroom Assistants have proved to be invaluable in their support of the teacher. They are given training equivalent to Level 3 NVQ.

Classroom Assistants are on duty from 8.30am and have timetabled duties at break times. All activities undertaken by the Classroom Assistants are under the supervision of the class teacher who plans, monitors and assesses the work.

Parents are welcomed into the school to share our life with the children. They help within the classroom, on school trips, sport and a host of other activities which they can enrich and support with their own skills and expertise. All parents are subject to DBS checks.

Whilst parents can enrich the children at school we believe that they should never be given responsibility for important aspects of the curriculum which are rightly and legally the responsibility of the class teacher. In practice this means that all activities are planned, controlled and assessed by the class teacher with parents sometimes assisting with groups or individuals within that activity. Each teacher has to monitor the support of parents, carefully matching expertise to task. Teachers have more detailed guidelines within the Staff Handbook.

Our philosophy in relation to parents is based upon the total belief that parents matter. If parents have concerns



or questions about how, what or why then we have the duty to answer that question to their satisfaction. Sometimes their concerns can seem trivial however a parent's genuine worry, no matter how small, must be addressed.

Most questions can be answered quickly and misunderstanding avoided. Occasionally the school will have to stand firm on an issue which may not be immediately satisfying to a parent; however, if a genuine attempt is made to explain and understand each other's point of view then parents will nearly always feel reassured.

It is important to explain to parents that we want what is best for their child. Parents who get to know the teacher will understand the care and commitment we have for the child and feel reassured even if they do not always fully understand the method.

### **HOMEWORK**

We recognise the enormous value that a systematic approach to homework can add to a child's overall progress at school and each child is encouraged to practise developing skills further in phonics, number work and reading at home beyond the school day.

An essential element is the sustained support of the parent. If parents encourage and welcome 'homework' then the child will gain maximum benefit. Parents are asked to help the child if necessary and monitor carefully the child's work. If they feel that breadth and range of the homework is inappropriate then discussion with the class teacher will enable adjustments to be made.

### **EXTRA CURRICULAR ACTIVITIES**

We recognise the value of working with children beyond the normal school day. Activities such as sport, drama, clubs, art and poetry are just the tip of an enormous iceberg of enthusiasms and interests which capture the children's imagination and can be used as vehicles for furthering and deepening the teacher/child relationship. It enables teachers to work with different groups of children in a slightly more relaxed atmosphere than normal classroom life. Parents and other responsible adults can often be encouraged to share their skills and expertise to develop a community approach to the educative process.

### **INSET**

The need for teachers and other staff to grow and develop professionally is self-evident. Each member of staff is valued for the contribution that they make and is professionally cherished to help them develop new skills and extend the range and scope of their work. This is organised through a detailed Staff Continuing Professional Development Plan developed with each teacher by the INSET Co-ordinator (Head Teacher).