Policy title:	**Teaching and Learning Policy**
	Green Lane Infant School
Purpose:	To ensure the consistency of high quality, impactful teaching and learning for all children
Date ratified:	Oct 3rd 2022
Review date:	*This policy will be reviewed annually. Any suggested amendments will be presented to the Governing Board for approval.* October 2025
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Signed:	Mr. Paul Archdeacon (Chair of Governors)

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Green Lane Infant School - Teaching and Learning Policy

At Green Lane Infant School, we believe that the infant years are the fundamental foundations to achieving both educational and personal success for our children and that they thrive within the vibrant and nurturing yet challenging curriculum that we provide. Our mission statement, 'roots to grow and wings to fly', permeates the ethos and practices throughout the school to ensure that each child flourishes and achieves to fulfil their potential. Please see our Curriculum Intent, Implementation and Impact for further information about our provision.

Aims of the policy:

- To ensure that all of our children experience a broad, balanced, knowledge and skills-based curriculum which is responsive to the context of our school and the needs of the children that we teach
- To equip children with the powerful knowledge, skills and personal characteristics required to become responsible, successful citizens
- To ensure consistency in high quality teaching and learning throughout the school
- To ensure a safe and professional working climate for our staff
- To secure good practice through effective research based CPD opportunities for all
- To facilitate effective monitoring to maintain high standards across the school

Teaching at Green Lane:

Quality First Teaching is fundamental to all teaching at Green Lane. Our shared understanding is that teachers' secure subject and pedagogical knowledge and expert knowledge of the children within their class is used to ensure that:

- Lessons are Well-prepared to ensure that every child's needs are considered and that potential misconceptions are anticipated in advance. This preparation also helps to support effective behaviours for learning
- Differentiation is effective in supporting all children to achieve the learning objective
- Assessment for Learning is used to adapt teaching promptly to the needs of individuals
- Feedback is used effectively in line with our school policy
- New knowledge is introduced through a series of carefully considered small steps
- Questioning is used effectively to check understanding, challenge and extend
- Tasks are appropriate to the subject and intended outcomes
- High quality resources are used in all lessons. This includes working walls and displays
- modelling is used effectively to make thought processes explicit
- Vocabulary is planned for and taught using the STAR approach
- Every lesson contains frequent opportunities to retrieve, repeat and build on prior knowledge and this is made explicit to children
- All children are expected to participate to a high standard

What we expect to see at Green Lane:

Subject Knowledge and Assessment	• Secure subject, pedagogical and pedagogical content knowledge of the subject, Threshold Concepts and Curriculum Drivers. • Secure understanding of the Checkpoints, Milestones, end of year and key stage objectives for all subjects for the relevant year group. • Prior learning is assessed systematically and accurately. • Lessons fit into a sequence of teaching. Knowledge Categories and Threshold Concepts are interleaved and repeated; links are made explicit to children. • Understanding is checked throughout lessons; changes to task are timely and appropriate and effective questioning is evident throughout. • Systems are in place to allow immediate feedback to children and time to proof read, edit, revise and amend immediately. • Children are confident and critical in assessing their own and others' work and know how to improve their work.
Teaching	• Content and level of work is appropriate to all children's needs. • New knowledge/skills/concepts are presented in a way which is appropriate to the subject and content • Tasks provide appropriate opportunities to practise/apply new knowledge and skills in order for them to become embedded in long-term memory • Expectations are consistently high including expectations for engagement. • Pace is appropriate to support engagement. • Intervention and support are appropriate and have notable • impact • Expert use of questioning to: engage thinkers, extend ideas, • share ideas/opinions and to probe and clarify understanding. Teachers encourage and responds well to children's questions. • Misconceptions are teased out and are used to re-shape tasks to support understanding • Every opportunity is taken to develop knowledge and make • links throughout the curriculum • Adult support is effective. Excellent communication between • staff is evident and TAs are deployed effectively to enhance/support learning. • Teaching consistently deepens pupils' knowledge and understanding and opportunities are consistently provided for children to use this knowledge within different contexts • Effective use of resources including working walls and displays • Children know what they need to do to succeed and are able to work independently and are further challenged when an adult is present. • Specific praise is evident

	• Children have opportunities to work with a range of their peers • Groupings are flexible according to identified needs
Personal Development	• Classroom ethos places the school values in high priority and these are regularly and consistently referred to • The characteristics of effective learning are evident throughout the school • Opportunities to develop SMSC within lessons through demonstrating motivation and the ability to reflect on their learning, behaving with integrity and embracing opportunities to work with others • Opportunities for creativity and imagination within learning • Opportunities to reflect on their experiences
Behaviour and Attitudes	• Pupils attitudes to learning are exemplary • There is a very high level of engagement, courtesy, • collaboration and co-operation evident • There is a systematic, consistently applied approach to • behaviour management following the behaviour policy • The learning environment is calm, tidy and organised • Low level disruption is uncommon
Teacher Presence	• Effective use of voice • Enthusiastic about what is being taught • An excellent rapport with the children and is warm and friendly • Demonstrates all of the values and behaviours of a professional teacher • Is reflective about own practice

Inclusion:

All our children receive Quality First English teaching in every lesson and have access to the full breadth of the curriculum. In addition, where identified children are considered to require targeted support to enable them to work towards age related expectations, specific intervention programmes are implemented. In collaboration with teachers and SLT, the SENCo identifies which intervention programmes will be used in the school (according to the school provision map). Team leaders and teachers plan programmes for Quality First teaching within class and monitor the progress of these children. Where gaps are identified, either the teacher or teaching assistant will support these children to close the gap in their learning.

Where children have been identified as needing additional support, they will be placed on the SEND register as 'SEND support' and outside agencies may be consulted. Children that have an Education, Health and Care Plan (EHCP) will have their needs met through specified outcomes outlined on their plan. Further information is available in our school's inclusion statement.

Higher attaining children are planned for using Quality First teaching and ensuring all children are challenged within the curriculum. The needs of children with English as an Additional Language are met through planning and support from the SENCo where appropriate. This includes a New to English programme which provides children with basic English language to enable them to communicate with their peers and understand basic classroom vocabulary.

This is supported by the ALT Equality Policy which we follow.

In line with our school's inclusion statement, resources reflect the breadth of society with people of different racial, cultural and physical characteristics.

Professional Development:

At Green Lane, we want our staff to feel empowered with the subject, pedagogical and pedagogical content knowledge to teach all subjects to a high standard. Our comprehensive, responsive CPD programme for teachers and teaching assistants, linked directly to our School Improvement Plan, is key to this.

What this looks like at Green Lane:

- All of our teaching teams have worked collaboratively with Senior Leaders and Curriculum Champions to develop well sequenced, progressive curriculum maps for each subject therefore all staff understand the content of each subject.
- In PPA, teachers plan collaboratively in year group teams supported by Team Leaders (and Curriculum Champions as appropriate) and this time is used to plan *how* they will deliver curriculum content in the most effective way for each subject, taking into account the needs and motivations of the children in their class.
- Staff meetings are purposeful and based on our SIP priorities and needs arising from the context of our cohorts, self-evaluation, ongoing monitoring etc. Meetings are shared in advance on our monitoring timetable
- There is designated time within working hours for teachers and teaching assistants to discuss planning and provide feedback.
- Curriculum Champions are supported to monitor and evaluate the effectiveness of their subject and action plan accordingly.
- All performance management targets link directly to SIP priorities. Every member of staff receives the training and support required to meet their targets and effectively evaluate their own practice and progress towards them. They are also supported to pursue their own individual targets, identified in collaboration with their appraisal manager.
- New initiatives are research based and working parties implement them and evaluate their effectiveness before any changes are cascaded to the rest of the school. Members of staff taking part in working parties are encouraged to provide honest feedback during review meetings and seek advice and support.
- Curriculum Champions and Senior Leaders model lessons and work alongside staff to support high quality teaching
- Coaching and mentoring is used to develop Senior Leaders and teaching staff
- Peer observations are facilitated to ensure consistency
- Feedback from ongoing monitoring, learning walks, SIL reviews etc is discussed and targeted CPD is provided where appropriate. This may be at an individual, year group, key stage or whole school level
- ECTs have a mentor who works alongside them on personalised targets which are identified in discussion with the ECT. Each ECT also has an induction tutor to provide further pastoral support.

<u>Monitoring the Quality of Teaching:</u>

We dedicate time to monitoring standards. This enables leaders at all levels, including governors, to establish whether the intended outcomes of teaching approaches are being achieved. Formal learning walks and observations are shared in our monitoring timetable. Following any form of monitoring, feedback is discussed with staff and subsequent actions are captured and followed up.

Monitoring of standards is carried out through a wide range of activities:

- Children's Voice

Talking to children about their learning is an effective way of seeing what they have learned. Senior Leaders and Curriculum Champions regularly carry out such conversations. The conversations lead to actions that we can take to improve the quality of teaching and the effectiveness of the curriculum implementation.

- Book Scrutinies

Looking at children's work is another key way we monitor the quality of teaching. If children are being taught effectively, then their work will demonstrate an increasing understanding of key concepts. Children will take pride in their work and will be able to use appropriate subject-specific vocabulary to explain their understanding.

- Learning Walks

There will be a specific focus for the learning walk and observers will look for consistency and effectiveness of practice.

- Lesson Observation

When observing, there is a real benefit in focusing on the pupils' perspective: are they engaging successfully with what is being taught? We know that learning will not be seen in the short term so we look to see if the approaches and tasks are likely to lead to a change in children's long-term memory.

Some questions we consider:

- Are children engaging thoughtfully?
- Do they offer accurate explanations of the concept being taught?
- Do they understand what they need to do?
- Can they explain why they are doing what they are doing?
- Are they able to reflect on their work, learn from mistakes and offer suggestions for improvement?

Teachers and teaching assistants deserve and need effective feedback about their practice. After observing, we always ensure there is a reflective conversation between the observer and the teacher, with any agreed actions captured and followed up.

- Assessment Data

Assessment data is another important indicator of the quality of teaching. Assessment for Learning is fundamental to our classroom practice and is used by all staff to plan for children's strengths and next steps and adapt teaching in the moment in response to observations. The effectiveness of AfL is carefully monitored using a range of strategies as described above and its impact is tracked through summative assessment. Termly standardised assessments (NFER) in mathematics and reading help us to analyse the attainment and progress of every year group. Through analysis of this data, we look at children's progress over time compared with their prior attainment at the previous key stage as well as progress in-year. We identify any key groups who might be underperforming and unpick the reasons for this. These conversations, carried out with teachers in Pupil Progress meetings, then help to inform priorities in the term ahead. For writing, we use moderation at a school, Trust and LA level. The data produced from moderation tasks also enables us to provide targeted support where it is needed. Phonics is assessed regularly in line with ALS Phonics and this data is analysed by teachers and the English Lead to inform next steps. Other fluency checks for mathematics and reading are also used during the year to help teachers to unpick gaps in children's learning.

Foundation subjects are assessed formatively and at the end of each three week topic using Pop Tasks (Proof of Progress). These tasks enable teachers to ensure that our children are on track to reach the Milestones for each subject (end of key stage objectives). Where gaps are identified, teachers take time to secure key vocabulary, knowledge and skills before moving on.

Our research-based curriculum has been designed using the Chris Quigley Curriculum Companions. Below is an explanation of key terminology exemplified through History.

This *Curriculum Companion* for history is designed to aid teachers in helping students to form a history schema within their long-term memories. It also helps students to meet the milestones in *The Essentials Curriculum: Threshold Concepts for long-term memory* (available from Chris Quigley Education). *The Essentials Curriculum* follows a simple model:

- **breadth of study** – the topics students will study
- **threshold concepts** – the 'big ideas' in history that students will explore through every topic (Investigate and interpret the past, Build an overview of world history, Understand chronology and Communicate historically)
- **milestones** – the goals students should reach to show that they are meeting the expectations of the curriculum.
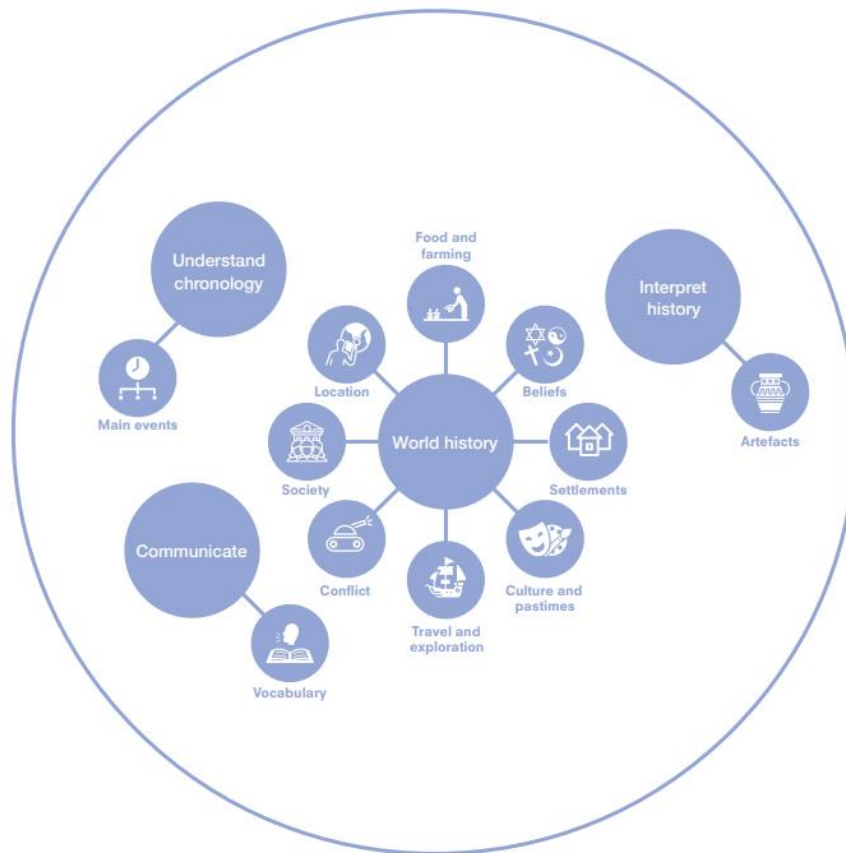
Meeting the milestones

Milestones are the goals that students are aiming for. However, the route to the goals is not as simple as stating the goal. Students need a strong schema, based on knowledge, vocabulary and tasks, to meet the milestones.

This *Curriculum Companion* provides teachers with three elements to help students to meet the milestones:
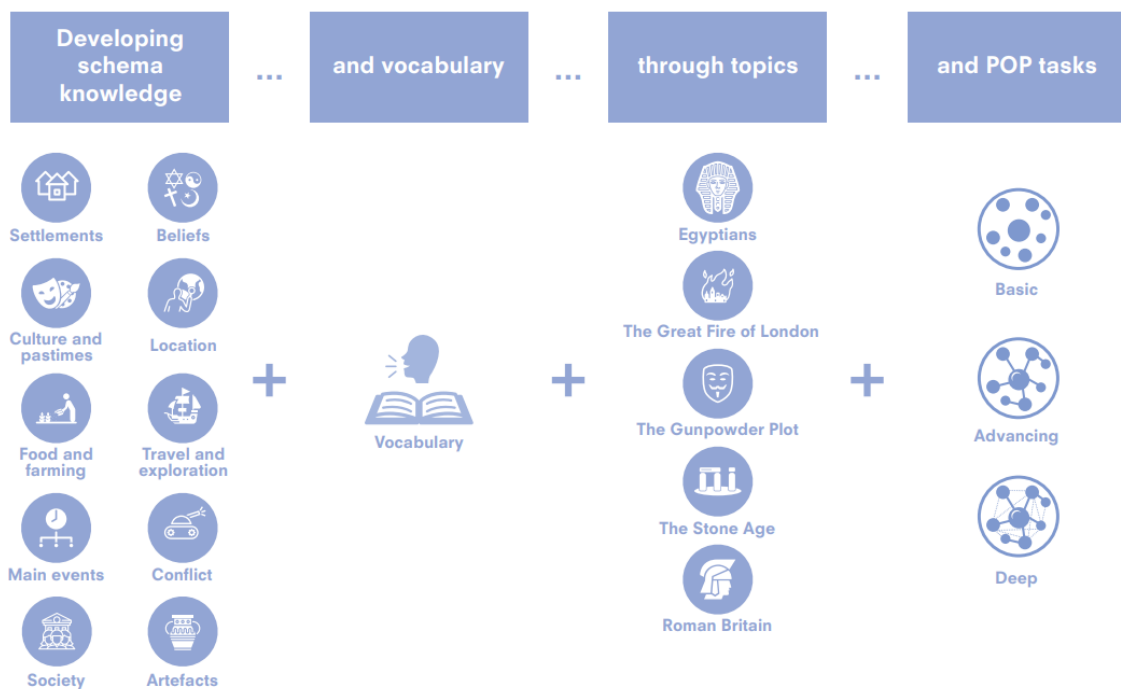
- the **knowledge** needed to build a history schema (presented in various knowledge categories)
- the **vocabulary** needed to articulate an understanding of history
- **POP tasks** (Proof of Progress).

Strengthen the schema with knowledge

Each threshold concept has its own facets of knowledge which help to strengthen the schema.

The route to a schema

| Developing schema knowledge | ... | and vocabulary | ... | through topics | ... | and POP tasks |

Settlements Beliefs

Culture and pastimes Location

Food and farming Travel and exploration

Main events Conflict

Society Artefacts

Vocabulary

Egyptians

The Great Fire of London

The Gunpowder Plot

The Stone Age

Roman Britain

Basic

Advancing

Deep

What is a POP task?

POP is an acronym for Proof of Progress. POP tasks further deepen connections in a schema by gradually changing the nature of thinking. POP tasks are categorised into three cognitive domains: basic, advancing and deep. The way that they build the schema is represented in the diagram below:
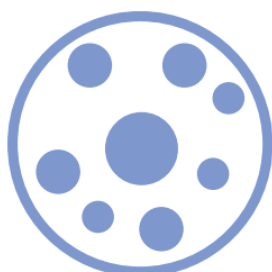
Basic tasks

First year of
the milestone
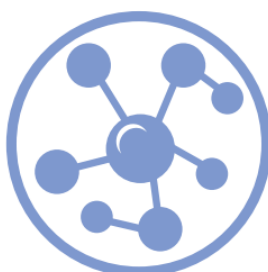
Advancing tasks

Second year of
the milestone

Deep tasks

Second year of
the milestone
if a schema is strong

Green Lane Infant School- Feedback Policy

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. (Eliminating unnecessary workload around marking March 2016)

At Green Lane Infant School we believe improving and developing children's learning is a two-way process. Feedback, whether verbal or written, is a vital part of the learning and assessment process. It is important that progress and achievement are recognised and constructive comments are made to help children improve.

Our aims
· To ensure that feedback provided to the children is constructive and whilst celebrating successes, addresses the pupil's next steps in order that they make good progress.
· To teach children to recognise what they do well and how they can improve through fostering a culture whereby mistakes are a valuable learning tool.
· To provide opportunities to give praise and encouragement and to motivate children to want to produce high quality work and make progress.
· To develop self and peer assessment techniques.
· To help children to improve their learning through verbalisation of targets and next steps
· To ensure a consistency of approach throughout the whole school.

An important element of feedback is to acknowledge the work a pupil has done, to value their effort and achievement, and to celebrate progress.

As an Infant School we recognise that the most effective form of feedback for our children is verbal feedback, given immediately. It allows the opportunity for a relevant dialogue between the teacher and the child ensuring that they understand the feedback, enabling them to respond to it and to action the feedback straight away. The big question we will constantly be asking ourselves is 'how is feedback moving this child's learning forwards?'.

What will you see at Green Lane Infants:

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based or to the whole class.

Written feedback may be given where necessary and should be short and challenging (see codes below)

'Light Touch' marking will refer only to the learning objective either by a tick or a highlight.

<u>Verbal feedback should:</u>

· Encourage a <u>specific</u> dialogue about learning.

· Be clearly related to the learning objective and success criteria for the lesson

· Be meaningful for the individual child - relevant for the pupil's level of understanding and capabilities.

· Be used to inform the next steps at either individual or whole class level.

· Be positive and constructive - appropriate praise given and identification as to how the child can improve.

· Confirm that pupils are on the right track and encourage reflection on how to improve a piece of work.

· Act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.

· Help to find alternative solutions if simply repeating an explanation continues to lead to failure.

<u>Working book expectations</u>

- All work to be dated by the children- this is differentiated.
- LO to be at the top of the page with the appropriate statement ticked to show that the child has met that objective.
- All work to be initialed by the member of staff marking
- Work to be either I for independent or S for supported.
- Where an 'S' is used, a specific comment will be written to indicate how the child was supported.
- If a next step is given this MUST be acted upon immediately. Arrow to be used for the next step.
- Work should not be stuck in book prior to a lesson in case the child is absent/ due to AFL.
- Grammar and spelling is a non-negotiable in marking.
- Spelling- identify no more than 3 spellings that need correcting. These should be either high frequency words that they should be able to spell or using a phonic rule that they have been taught and should be applying. Where words are displayed within the environment, there is a high expectation that these are copied accurately. A wiggly line will be used under the entire word and the children need to correct these themselves. Children should then re-write the whole word above the incorrect spelling.
- Where grammar is not accurate this sentence is bracketed (   ) and where possible this should be corrected by the child after verbal feedback from the teacher. This will be corrected under the piece of work so that the correction is clear.
- Where children are completing guided writing this is marked against the marking checklist KTC style.
- Pink pens to be used for marking, purple pens for polishing.

Marking Symbols

✓	This learning objective was met.
( )	Used around a sentence where the grammar needs amending.
~~	Identify a maximum of 3 words in a piece of writing that need their spellings correcting.
*	Extend this idea
I	This work was completed independently
S	This work was supported- with comment
→	Responding to feedback

Green Lane Infant School - Presentation Policy

Aims

To establish pride and high expectations in everything we do – both of ourselves and of the children.

To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

To motivate each individual to present their work in the best possible way.

To enable children to recognise that work is presented to a high standard.

To ensure that each child knows the standard of presentation that is expected of them.

To secure a resilient attitude and ethos of challenge, care, pride and attention to detail.

Handwriting

Teachers must follow the agreed policy for handwriting(Letter Join) and follow the agreed letter formation. In modelled writing, staff must make clear the capital letters, and make explicit reference to the fact that other letters are not joined onto these. During handwriting sessions, teachers should support the children in their writing, giving immediate feedback, remodelling where appropriate and providing correction time for mistakes. Where children have not completed work using their best handwriting, this must be addressed and re-written. This should be done across the curriculum.

Cursive writing is to be modelled by staff from Nursery through to Year Two.

Expectations for children into KS1

[These expectations are not for Reception children until they are ready. However, the consistent messages around presentation should be made clear as soon as children come into school]

To use sharpened pencils to complete work

Mistakes should be crossed out with a single line and rubbers are not to be used.

To use a ruler to underline any titles or headings

To make sure the book is the correct way up, and to not leave blank pages

At the beginning of Year 1, I will start a new piece of work on a clean page. By the summer of Year 1 and into Year 2, I will start a new piece of work by drawing a line under the last piece of work and starting on a new line.

To write on consecutive lines in my book and write next to the margin if there is one

If a worksheet is used, the line width is the same as my learning book. Where possible, work is written directly into the lined books.

Formation of letters/ size of letters is addressed and practised.

Scribbling, curly letters etc is addressed and re-written.

Where editing occurs, this is completed with a purple pen above the original word, however if this is a sentence then this is corrected underneath in a purple pen.

To not draw in any part of my book unless I am told to, including the margins and front and back covers

To try my best to be proud of every piece of work I do

Green Lane Infant School - Learning Environment Policy

Rationale

At Green Lane Infant School, our positive and inclusive learning environments support our children to establish their roots to grow and wings to fly. Every classroom provides a stimulating environment that is adapted to the individual needs and motivations of each class whilst maintaining consistent expectations so all children feel safe and can succeed.

Aims

The implementation of this policy will ensure that all children can:

- Learn in a safe and calm environment with consistent routines and expectations
- Use high quality, well organised resources which they are confident to access independently
- Have opportunities to see their work displayed and achievements celebrated regardless of their level of attainment
- Have ownership over their environment and develop their personal characteristics and effective learning behaviours
- Have access to a wide variety of high-quality reading materials that reflect our curriculum and their own needs and motivations.

Reading areas:

Reading is in high priority within each classroom in order to promote our children's love of literature.

All reading areas should have:

- Comfortable, inviting and accessible spaces in which children can select and read texts of their choice
- Pictures of the front cover of all texts shared as a class
- A range of children's commentary on what they have read
- Themes of shared books are displayed
- A small range of high-quality poetry, non-fiction, fiction and author books in labelled boxes that is changed (at least) half termly
- A 'Favourite Five' Display that could include: texts that children have previously enjoyed as a class, texts that children have identified as favourites and texts selected by the teacher based on the needs and motivations of their class.

Learning Journeys:

Every classroom has a learning journey wall space that is regularly updated to celebrate our children's achievements. This should include work from across the curriculum and from a wide range of learners in order to value each and every child's progress and successes.

Working Walls:

In each class, our practitioners model how to use a dynamic and purposeful working wall that supports and enhances current learning provision. Where appropriate, resources for working walls are produced in collaboration with children to create a sense of ownership and to allow them to access working walls independently.

English working walls should have:

- Exemplar writing/work created through modelling alongside children
- Focus vocabulary
- Worked examples
- A story map/mountain if relevant to current genre
- A colour coded, alphabetised HFW display that reflects the needs of each class
- A handwriting display that includes both capital and lower-case cursive letters
- GPCs displayed in sound families
- ALS mantras

Maths working walls should have:

- Worked examples
- Pictorial representations
- Focus vocabulary and sentence stems/starters
- Nursery – numbers beyond 5
- Reception – numbers beyond 20
- KS1 – a 100 square

All children should have access to:

- ALS sound mats
- Colour coded, alphabetised HFW cards
- Editing cards (Year 2)
- Reception: a set of maths resources beyond 10 to be used with learning partners
- KS1: an individual set of tens and ones
- Additional maths resources such as tens frames, part whole models, and addition grids

Book Labels

- All books are labelled and contain the marking symbols

Marking Policy

- Marking symbols are displayed and visible to children

Behaviour

- School values
- Jigsaw charter