



Anton Infant School

Teaching & Learning Policy

Issue Date	December 2024
-------------------	---------------

Reviewed and approved by Governors	
Name	Laura Skeates
Date	December 2024

Review Date	December 2025
------------------------	---------------

Rationale

At Anton Infant School we are committed to High Quality Inclusive Teaching and Learning (HQIT).

We believe that learning should be a rewarding and enjoyable experience for all children. Through good and outstanding teaching we will provide an inclusive, creative and stimulating environment enabling all children to achieve their best every day.

Teaching needs to be tailored to the needs of the children and will equip them with the skills, knowledge and understanding necessary to make good or better progress and become confident learners. We believe every child can succeed with the right provision and support.

Anton Infants strives to be an inclusive school and will make adjustments where reasonably practicable for any pupil to access the curriculum.

Aims

We believe that good and outstanding teaching and learning is when all children have clear direction and are praised for their success. Children should be actively involved in their learning at a level to match their learning needs and be challenged when they are working in an environment which is safe, caring, supportive and stimulating.

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
- To use 'real time' assessment to consolidate understanding
- To enable teachers to teach as effectively as possible through strong leadership support and CPD
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all

Principles of Teaching and Learning

At Anton Infants we are teaching learners to develop the following learning behaviours:

Resourcefulness - to use resources to support their learning

Independence -Children are independent learners able to decipher instructions and select appropriate strategies to complete tasks. They know what to do when they are 'stuck'

Co-operation - Children can work collaboratively with others and communicate effectively and confidently using the language of the lesson

Resilience - Children are active in their learning – try different approaches to be successful, don't give up and understand you learn by mistakes

Creativity - Children are encouraged to be creative and explore a variety of resources and techniques

Reasoning- Children can justify and explain their learning choices and outcomes

Making links - Children can lead their learning (pupil voice, ownership) and apply learned skills across the curriculum

Curiosity - Children can explore different avenues and questions

Love- To develop a love of learning

Behaviour For Learning

In order for High Quality Inclusive Teaching and Learning to be effective Behaviour For Learning must be in place. 'A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others. Build a school that is full of them and there are no limits to achievement.'-Paul Dix

Our children are expected to always be ready, respectful and safe. (Please see our behaviour policy for more information). Adults are expected to be curious not furious when faced with distressed behaviour and recognise it as a communication of need.

Roles and Responsibilities

Governors

- Our Governors determine, support, and review the school policy on Teaching and Learning
- Support the use of appropriate teaching strategies by ensuring allocation of resources is effective
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of Health and Safety regulations
- Will be supported by SLT and shown examples of effective teaching and learning strategies and how they raise 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 by receiving reports from subject leaders and the Headteacher's report to Governors as well as a review of the in-service training sessions attended by our staff

Senior Leadership Team

- Have high expectations for teaching and learning
- Regularly monitor effectiveness of teaching and learning and provide swift feedback and support to staff
- Be present in classrooms and provide on the spot modelling and coaching to support staff
- Hold teachers and Learning Support Assistants to account through robust pupil progress meetings and performance management
- Report regularly to governors about teaching and learning within school
- Provide support and training through regular Professional Development Meetings (PDM)
- Organise and deliver a well-planned programme of CPD drawing on the expertise of specialist services, teachers and other outside agencies

Teachers

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Ensure lessons are engaging and fun- learning should be irresistible
- High Quality Inclusive Teaching is the pedagogical approach throughout the school
- Know the needs of their children and meet EHCP requirements
- Provide high quality Ordinarily Available Provision within the classroom to meet the needs of children with SEND
- Use robust assessment techniques to accurately clarify next steps in learning
- Recognise and be aware of the needs of each individual child
- Ensure that learning is progressive and inclusive
- Be good role models, punctual, well prepared and organised
- Ensure school records are regularly updated
- Keep up-to-date with educational issues and evidence informed practice
- Inform SLT of any issues which may impact on teaching and learning so that support can be given swiftly
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise
- Be confident to ask colleagues for support
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life

Learning Support Assistants

- To support the teaching; either through direct delivery or by enabling access for identified children
- Encourage independent learning
- Supporting varying sized groups of children within the classroom depending on the needs of the class
- Delivering active interventions and pre-teaching under the guidance of the teacher
- Know and follow individual plans for children with SEND
- Carrying out assessments
- Preparing resources
- Supporting children with EHCPs for full inclusivity
- Communicate effectively with the teacher to inform assessment for learning and progression for each child
- Seek support to improve practice

Families

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

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to ensure their child attends school in good health, maintained by adequate diet, exercise and sleep
- 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
- Support learning with daily reading
- Communicate with the school at their earliest convenience to discuss any concerns
- Work with the school to support pupils individual needs

Pupils

Pupils are encouraged to support the school's aims, with the support of adults, by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Attending school regularly and punctually
- Being organised, bringing necessary equipment, taking letters home promptly, etc
- Conducting themselves in an orderly manner in line with the expected behaviour policy
- Taking increased responsibility for their own learning
- Actively participate in school life

Community

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc
- Presenting themselves as positive role models to be emulated
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Supporting school events
- Volunteer to support in school

Learning Environment

Teachers develop and encourage pupils to maintain a safe, organised and inspiring classroom that promotes an independent and diverse learning environment, where children can develop positive behaviour for learning skills. The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. The better the school looks, the more it inspires the people inside it. A well cared for classroom and learning environment can make pupils feel that what they achieve and how they themselves are perceived is important. Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately
- Displays need to be interactive, stimulating and interesting- high quality displays through the school to extend learning. They must support current learning.
- Displays should be language rich and comply with all non-negotiables
- Classrooms must be bright, well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn
- Pupils need to know how to access resources and respect the environment
- Pupils are taught to respect equipment and resources
- Resources and equipment are regularly reviewed and anything not fit for purpose removed or replaced
- Working walls to support current learning and be regularly updated
- The learning environment needs to be matched to the needs of the current pupils and not too busy or over whelming

Differentiation

Teachers have high expectations and differentiate activities so that all members of the class are challenged and are able to make progress and develop to their full potential. Flexible grouping and enhanced provision are the predominant approaches used by the school and when appropriate children will be grouped for guided input from an adult. Planning for progression means giving children of all attainment the opportunity for fluency, application in different contexts and reasoning at every stage of their learning. The learning needs of all pupils are to be considered at every stage of learning, including the planning, delivery and evaluation of lessons. Assessment for Learning will be used to differentiate throughout the lesson so that each child's work becomes progressively more challenging. Pre-teaching and active interventions will be used for individuals or groups of children (including children working at the greater depth standard) who need this in order to access the next stage of their learning. Differentiation will be seen through planning and task design which supports and challenges children at every stage of their learning.

Home Learning

We expect families to read every day with their children.

We explore the barriers to this if families are finding it difficult

We encourage families to take part in any projects sent home

Teaching styles

The flexible grouping and enhanced provision approach should be used in the vast majority of lessons in order for children to start at the correct stage of learning and make maximum progress within each lesson. Teachers and LSA's should be working with small cut away groups throughout the lessons, moving children on when necessary, supporting when needed and enabling children to be independent. No adult should stay with the same group of children throughout the whole lesson. Each child should be given the opportunity to independently work on a challenge suited to them. Assessment for Learning should be used by all adults throughout each lesson to accurately assess and challenge each child. Assessment for learning should inform the development of high quality task designs which will lead to specific outcomes.

Monitoring and Evaluation

Teaching and learning will be monitored by all members of SLT. Feedback will be given and followed up within an appropriate timeframe. Teachers will be supported throughout the process and advice and support will be given. Findings from regular and robust monitoring and regular data drops will inform staff training and future CPD/PDM opportunities.