



All Saints C of E Infant School Tilford

Teaching and Learning Policy

Nominated lead Member of Staff	Mrs Tanya Cooper
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Governing Committee responsible	Children and Standards

Love to Learn and Learn to Love

Vision Statement

All Saints aims to provide a happy, family atmosphere in a Christian community which delights in learning in a safe, stimulating environment. Enabling all to learn in their own way, reach their full potential, show care and respect for others and develop a strong self-esteem for the future.

“The mind is not a vessel to be filled, but a fire to be kindled.” Plutarch

“Children must be taught how to think, not what to think.” Margaret Mead

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.” Fred Rogers

At All Saints School our core beliefs are:

- That children should be excited about coming to school every day and should love learning
- That children should be given every opportunity to learn through play; being actively involved in their learning
- That children should be encouraged to identify and reach their full potential using our learning passports
- That children should be given the opportunity to choose their own level of challenge through our ‘chilli challenges’
- That children should be given opportunities to apply their learning across the curriculum
- That learning outside the classroom should be an integral part of learning
- That through learning about the love of God children will learn how to love, care for and respect each other and their world
- That through a consistent use of values and our keys to success, children will know that every one of them has the capacity to grow and improve throughout their lives

The importance of a Teaching and Learning Policy

Teaching and learning must be at the heart of all that happens at All Saints School and we recognise that all adults working at the school contribute to this. We have a responsibility to ensure all our pupils are equipped with the skills they need for the next stage of their education and life. In order to meet this responsibility we must adopt consistently high standards in our planning, teaching and assessment. This policy sets out our expectations and links to our other school policies on assessment, SEND, behaviour and equality.

A consistent approach to Quality First Teaching (QFT)

QFT originates in the then DCSF’s guide to personalised learning published in 2008 which summarises its key characteristics as: -

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

At All Saints we agree with this approach and would also add:-

- Developing cross-curricula opportunities where appropriate
- Encouraging creativity and a variety of approaches to tasks set
- Providing opportunities for learning outside the classroom
- Use of self-assessment using the learning line and learning passport
- Accessible ‘tools for learning’ which children use independently

Planning for Quality First Teaching

Teachers are required to plan following the curriculum guidance in the Early Years Foundation Stage Curriculum (2012) the new National Curriculum (2014) and Guildford Diocese guidance for the teaching of RE, taking into account the characteristics of QFT. The curriculum is planned using a thematic approach to a unit of work. Each unit must show the skills that will be covered as well as the curriculum coverage using the agreed theme webs. Weekly planning can be in a format chosen by each teacher. Each theme should follow the interest of the pupils and should have an exciting start and end, such as a school trip or a 'wow' day in school. All planning should be uploaded onto Fronter by the Sunday evening of the week before thus being readily available for monitoring and for the purpose of covering the class. The school follows a regular monitoring and evaluation programme to ensure high quality, consistent teaching across all classes (see the school's monitoring policy).

What is learning?

According to the definition in the Oxford dictionary learning is:

The acquisition of knowledge or skills through study, experience, or being taught.

Keys to Success

At All Saints we believe that children can be taught how to be a good learner through using the **Keys to Success** to open the door to learning. (We have adopted these from Chris Quigley's Secrets of Success). The staff across the school consistently refer to these keys throughout the day to give children the language of learning and the children readily use these in their daily language. We choose a 'Key to Success' to focus on each week and this is introduced in Monday's assembly. The children are given opportunities to identify where they have used these keys in their learning.

Children are taught to:

- Try new things
- Work hard
- Concentrate
- Push yourself
- Imagine
- Improve
- Understand others
- Don't give up



Chilli Challenge

At All Saints we have adopted the use of 'Chilli Challenges' to encourage children to push themselves to achieve their full potential. They provide open ended challenges for all children to strive to achieve, regardless of their ability. Each day the children are introduced to their challenge and the differentiated success criteria are shared with them. They are encouraged to push themselves to achieve their full potential without worrying about failure and are taught the importance of learning from your mistakes.

Our chilli challenges are fun, exciting, motivational and multi-sensory. They range from the easiest challenge Mild, then Hot, Spicy and finally, Super Sizzling.

The chilli challenges are marked using our marking policy and children are given the opportunity to reflect on their choice and to respond to feedback.

We also understand that each child learns in a different way and we adopt an inclusive approach to teaching to ensure that every child has an equal opportunity to learning. The children identify their own strengths and weaknesses through their learning passport and this gives them a personalised next step target to work towards.

Assessment

In order to know what each child needs to learn next we use assessment for learning strategies to:

- Inform planning, groupings and tasks linked to the learning intentions
- Give learners constructive feedback
- Identify the next steps for all learners

Pupils are also given a voice in their learning through their **Learning Passports**. These passports record pupil's learning styles, things they would like staff to know about them as well as their current targets. In this way children are given responsibility

for their own learning. We also use our 'learning line' to evaluate from the beginning to the end of lessons so that children can identify and discuss the progress that they have made within that lesson.

The Learning Environment

Each learning environment must be arranged to support the different learning needs of the pupils. Children must be able to actively explore learning resources to apply their learning independently. All areas should be well laid out and tidy with clear labelling to enable children to select their own learning tools. During the school day children should have opportunities to work as a whole group, with a partner and independently using a variety of resources. Support resources such as number lines and word banks should be easy to see and displays should be interactive and linked to current themes.

Full details of how the school provides for QFT can be found in our Wave 1 provision map.