

# Kirk Sandall Infant School



## Teaching and Learning Policy

Policy ratified on	Oct 2018
Date for review	Oct 2019

*Head Teacher – Mrs N Brannon*  
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*Chair of Governors – Mrs D Dunn*



**Kirk Sandall Academy Trust**  
**Infant School**  
**POLICY FOR TEACHING AND LEARNING**  
**October 2018**

**Section 1 Policy Statement**

Purpose – The purpose of this policy is to describe our practice for teaching and learning

Aims – We aim to:

- Promote independence and attitudes to ensure high quality learning that leads to high achievement
- Ensure that we inspire in all pupils, a love of learning and the desire to continue to learn in the future
- Equip all pupils with the tools and self-confidence necessary to constructively influence their own lives
- Ensure that all pupils have an equal opportunity to take part in the life and learning of the school
- Ensure that all staff and parents have a shared ethos and understanding
- Ensure continuity, progression and breadth of teaching and learning throughout school

Rationale – This policy supports our Academy Trust ethos of 'Together we achieve more.'

**Section 2 Procedures and practice**

**Teaching:**

In Key Stage 1, teaching follows the Primary Curriculum 2014. A range of teaching approaches are used across school as we plan teaching techniques and strategies to match the learning need and objectives, such as modelling, ability and mixed ability group and paired activities, practical tasks, opportunities for talk partner work, etc. We take into account the range of learning styles, i.e. visual, oral, auditory and kinaesthetic and aim to cater for a variety of these styles where possible. Cross curricular links are utilised where possible we work hard to plan interesting and engaging work that nurtures their curiosity and stimulates their enthusiasm and imaginations. We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. Teachers will be using Cornerstones as a resource/planning tool to support this.

We structure and pace teaching and learning so that children understand what is to be learnt and why, and it is made explicit how they will be successful through the success criteria ('steps to success'). Teachers take into account the varying abilities and respond to the different rates of progression, ensuring an appropriate level of challenge at all times.

The learning environment is ordered, the atmosphere is purposeful and children feel safe. We recognise and celebrate success through assemblies, displays and performances. In the classrooms on learning walls there are aids to support and show children's current learning.

We encourage and develop the children's understanding of their own attitudes to learning and our 'Kirk Sandall Seven' Learning Powers are at the heart of our

teaching and learning to ensure a growth mind set. These will support our children to become autonomous, resilient and life-long learners.

<p><b>Talk</b></p> <p>We listen to each other. We give suggestions. We ask questions to deepen our thinking.</p>	<p><b>Collaboration</b></p> <p>We share ideas. We work as a team to succeed. We value everyone's contribution.</p>	<p><b>Effort</b></p> <p>We don't waste a minute of learning time. We take pride in what we do. We are always looking for our next challenge.</p>	<p><b>Resilience</b></p> <p>We have a go and do not give up. If we get stuck, we try another way. We learn from our mistakes.</p>
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<p><b>Reflection</b></p> <p>We recognise what we have done well. We take time to think about our new learning. We think about our next steps for improvement.</p>	<p><b>Determination</b></p> <p>It's not that we can't do something, it's that we can't do it yet. We can do anything if we try.</p>	<p><b>Positive Attitude</b></p> <p>We believe we can do it from the start. We have a go. Mistakes are good and help us learn.</p>
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### **Planning:**

Learning activities are well planned, ensuring progress in the short, medium and long term. Long term plans provide an overview of topics, cross curricular links and themed weeks. Teachers work collaboratively within year groups to create termly and weekly plans which adhere to the progression of skills and distribution of knowledge defined in the Primary Curriculum 2014. Weekly plans show the lessons to be taught and identifies very specifically the learning objective, 'steps to success', the teacher's, LSA's and children's roles and activities, groupings, differentiation and resources including any texts.

Teachers also plan individual maths sessions in further detail tailored to the needs of their own class.

### **Assessment:**

Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

Teachers and support staff assess children's learning during and as part of every session and they adapt their practice accordingly. Children are given frequent, detailed and accurate feedback from teachers, either verbally or written, to improve their learning. All work where possible is marked alongside the child and if not alongside then before the next lesson. Children are also given opportunities to peer or self-assess against set criteria to direct their own learning.

Teachers use assessments consistently to inform future planning and they keep agreed assessment records, including for example, Reading Records, Phonic Tracker Sheets and class track records.

Pupil progress meetings occur termly, where teachers present their class data including analysis of progress, and identification of children requiring intervention.

**Homework/parent partnership:**

There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed. Children are encouraged to engage in regular home learning such as reading regularly at home, practise reading common exception words and reading words phonetically through a personalised key ring system and support with spellings. In Key Stage 1, children are also given home learning menus to complete half termly. These provide the children with choice from a range of home learning activities and they can decide their own timescale for completing a given number within the half term.

The children's home learning is valued and shared through both classroom and central displays.

**SEND/Equal opportunities:**

At Kirk Sandall Infant School, we are committed to equality of opportunity and we aim to provide for all children to achieve as highly as they can across all subjects regardless of their race, gender, cultural background, ability or any physical or sensory disability.

Where any children experience learning difficulties, which affect their progress, the class teachers are responsible for identifying the nature of difficulty and providing early intervention to support these children. The teachers monitor the children's progress closely and parents are consulted and, if possible, advice given to support parents.

Children with special educational needs should have full access to the Primary curriculum. For children with statements, teachers will consider the provision and classroom support as needed.

**Health and safety:**

Any Health and Safety issues noted by members of staff relating to this policy will be brought to the attention of the policy coordinator or a member of the Senior Leadership Team.

**Section 3 Concluding notes**

**Monitoring and review:**

The school leadership team are responsible for monitoring the implementation of this policy and for reviewing it when needed.

**Other documents and appendices:**

The Teaching and Learning Policy should be read in conjunction with our policies for...

Subject policies

Marking and feedback

Assessment

Equal opportunities

It should also be read in conjunction with...  
Primary Curriculum 2014

**Governor approval and review dates:**

This policy was written by the Leader of Teaching and Learning in Key Stage 1 in consultation with staff.

It was adopted by Governors on Oct 2018