

# Teaching and Learning Policy

for

## Carterhatch



## Infant School

|            |               |
|------------|---------------|
| Reviewed   | February 2023 |
| Review due | February 2024 |

## Teaching and Learning Policy

At Carterhatch Infant School learning and teaching is a process of co-operative teamwork. The involvement of all staff, parents, governors and others in our community is actively sought and valued. We aim to enable our children to respond positively to the opportunities and challenges of a rapidly changing world.

Children work best in a stimulating learning environment, where they feel safe and valued. This helps develop confidence, independence and mutual respect. Children should have access to high quality resources, with shared responsibility for their management and be involved in planning aspects of their own learning, including knowing how they learn, self-evaluation and target setting.

Children learn and achieve when learning is enjoyable, creative and challenging (but achievable).

There is no single recipe for improving teaching and learning in a school however this policy outlines some of the key elements which are key to raising standards in teaching and learning.

### Curriculum Intent

At Carterhatch Infant School we strive to provide our children with exciting learning opportunities and experiences within a broad and balanced curriculum. This will enable our children to leave us both well prepared and confident for the next stage of their educational journey and lives. We are passionate about developing self-motivated learners who love the challenge and adventure of learning.

A focus on the acquisition of basic skills underpins our whole curriculum, enabling children to be successful both academically and to be responsible citizens.





The journey for our children begins in Early Years where children's natural instincts to discover and explore are valued. This supports positive attitudes, builds confidence and resilience.

Our curriculum is designed around the needs of our children and community, whilst providing a progressive development of knowledge and skills with a strong focus on learning outdoors. We aim to build on children's prior knowledge through teaching, practising and repeating to support long-term memory.

## Carterhatch Curriculum Drivers



### Carterhatch Infant School Approach to Curriculum Design

| Our School Vision   | Our Values for our Community   | Carterhatch Drivers  | Learning Friends  |
|---|--|--|---|
| The best start in life for all our children – no excuses, no compromise | <p><b>Kindness</b> – making our world a happier place</p> <p><b>Resilience</b> – helping us stay strong when things get tough</p> <p><b>Perseverance</b> – keep trying</p> <p><b>Being brave and challenge yourself</b> – because you can.....</p> | <p><b>Health and Wellbeing</b> (emotional and physical)</p> <p><b>Communication and Life Skills</b> (learning for all)</p> <p><b>Environments</b> (local and global)</p> <p><b>Reading</b></p> | <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Kindness Kai.</p>  </div> <div style="width: 50%;"> <p>Resilience Ruby</p>  </div> <div style="width: 50%;"> <p>Perseverance Polly</p>  </div> <div style="width: 50%;"> <p>Challenge Chico</p>  </div> </div> |

**These areas drive our curriculum and why we feel they are important to our children:**

### Health and Well-Being (emotional and physical)

Educating children about physical health and mental wellbeing is providing them with the knowledge that they need to make good decisions about their own health and wellbeing, now and in the future.

Physical health and mental wellbeing are interlinked, and it is important that our children begin to understand that good physical health contributes to good mental wellbeing, and vice versa.

Staff promote and support children with self-awareness and the ability to self-regulate, and strategies for doing so. Our aim is to enable children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We believe an integrated whole-school, approach to the teaching and promotion of health and wellbeing, has a potential positive impact on mental and physical well-being, behaviour and attainment.

### Communication and Life Skills

The importance of communication is undeniable. We believe that language and effective communication has the potential to unlock opportunities. It allows children to participate in and contribute to all aspects of their lives, whether it is verbal or non-verbal.

Communication is at the heart of our curriculum and is intrinsic to all learning opportunities. As a school we value non-verbal communication in the same way as verbal communication ensuring all of our school community have a voice and are understood.

### **Vocabulary (Linked with our communication driver)**

We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child. Vocabulary development is at the heart of our curriculum. Staff ensure that vocabulary is modeled and repeated in order to support long-term memory and cultural capital. Vocabulary progression maps in all subjects supports children's understanding and retention of vocabulary. Along with experiences/visits, this helps enhance children's background knowledge of the world when thinking about cultural capital, enhancing their life skills and helping them to make sense of the world they live in.

### **Learning for life/Life Skills**

For children, it's important to start learning different life skills from the youngest age possible so they have plenty of experiences of them before they reach adulthood. For example,

- How to take care of themselves physically.
- How to stay safe.
- How to communicate effectively.
- How to maintain good relationships.
- How to self-regulate.
- How to manage their money.
- How to solve problems that occur in everyday life.
- How to think critically.
- How to stay organised.

These skills are essential for survival, self-sufficiency and productivity in everyday life and are integral to our curriculum.

We recognise that communication and life skills are the vehicles that leads towards being independent, ensuring personal safety, inclusion and increases life chances in the future.

### **Environmental (Local and Global)**

Our aim is for our children to become interested in caring for and improving the environment. This will help their well-being and make them more aware and conscious of environmental problems that are having an impact on the world we live in.

### **Reading**

Reading has a lifelong positive impact on a child, improving their health and well-being, creativity and educational outcomes. Our aim is for all children, but particularly disadvantaged children, to read regularly and by choice.



## **Children's Unique Starting Points**

We ensure that quality teaching is at the heart of everything we teach and in our interactions with children. We aim to ensure that all children are engaged, challenged, encouraged to discuss/communicate and articulate their ideas and thinking.

Where needed, teachers differentiate and scaffold their teaching opportunities to support the needs of the children. Differentiation/scaffolding can take many forms, e.g:

- pace of the lesson
- lesson content
- task set
- resources
- extension
- level of autonomy
- outcome
- teacher/adult support

An important part of our approach is to know when scaffolding can be removed allowing the children to independently and confidently learn.

## **Special Educational Needs**

In order to support those with additional learning needs, teachers refer to personal support plans and EHCPs which outlines specific strategies, targets and outcomes that can further support teaching and learning. Children with special educational needs and disabilities access a tailored curriculum that focuses on preparation for adulthood, communication, social skills and relationships.

Refer to 'Inclusion Curriculum Journey and Preparation of Adulthood' document.

**Speaking and Listening** - Opportunities for all children to engage regularly in speaking and listening activities in order to:

- Develop their thought processes
- Extend their vocabulary
- Use full sentences when speaking
- Orally rehearse sentences
- Communicate and refine their ideas
- Debate and question
- Present to an audience
- Develop social interactions
- Support SEND/EAL children with alternative communication methods if needed. (Makaton and visuals)
- Seek children's contribution through questioning and partner talk (see Appendix 1)

## **Long Term Memory**

We have carefully considered and sequenced a curriculum that provides children with the opportunity to know more and remember more. Across the subjects, we have planned teaching of new knowledge in a logical step-by-step way. This helps the children to build securely on their previous knowledge. We use various retrieval cues to help our children retrieve previous learning so that they grow in confidence and gain automaticity.

- A short discussion at the beginning of a lesson - tell me what you know/remember from the last lesson?
- Teachers' thinking out loud when they model a task. This enables the children to become more familiar and build confidence with our objective 'what we want them to know' before we expect them to work independently.
- Introducing new content - links to previously taught content, carefully sequenced so that the children can retrieve and review it.
- Small, connected steps between the previous knowledge and new knowledge being taught.
- An opportunity to practice newly acquired skills beyond the initial learning. This leads to automaticity.
- Focus on language and vocabulary in a lesson and/or pre-teaching for groups of children that may need it.
- We use spaced retrieval practice so that information is delivered across more than one lesson. Regular quizzes, games and activities can be helpful for the children to be able to remember what they have previously learned.

We know that children can learn and easily unlearn things if they do not have exposure to something.

## **Monitoring our Curriculum**

We have regular subject review days that focus on teaching and learning. Evidence and information gained from these review days helps to monitor teaching and learning and the progress children are making, gain children's views and experiences, identify areas that are working well, changes we need to make, next steps and future professional development.

SLT and subject leads also have half-termly learning conversations to monitor the progression of the curriculum.

## Experiences and Visits

Research has shown that when learning can be related to real life, it gives it meaning and purpose, and therefore it is remembered. As a result, we fill our curriculum with real experiences, including visitors, theme days, events in school, trips and use of the local area. This also includes regular opportunities to access outdoor learning within the school grounds. In addition to this our Forest School allows children to develop themselves through healthy engagement with risk, problem solving and self-discovery, all within a natural environment with a hands-on approach.

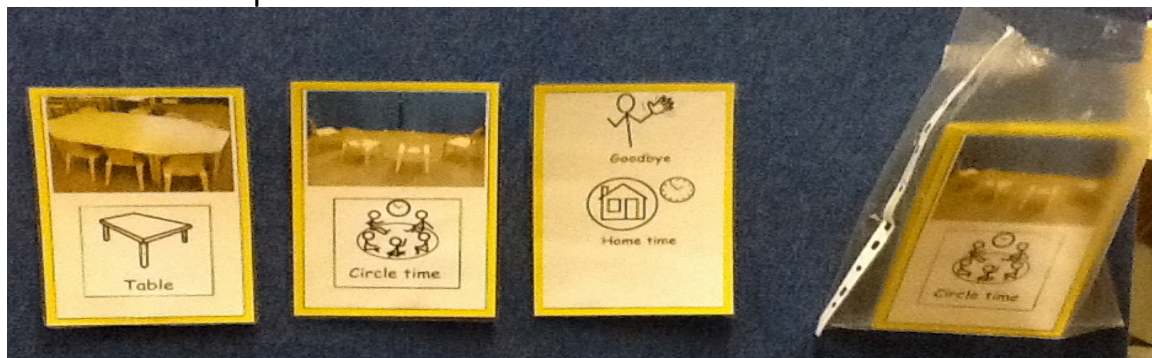
## THE LEARNING ENVIRONMENT

Children achieve their best when they are working within a stimulating, welcoming environment where they can become independent and active participants in their own learning. To achieve this every aspect of the classroom environment is designed to support children's learning and to enable children to learn as independently as possible.

Our Classrooms include:

### Visual Timetables

Visual support is helpful for all learners, but it is ESSENTIAL to support understanding of children who are learning English as an additional language and children with a special educational need.



Each visual has a photograph of the activity with a 'Communication in Print' symbol and caption underneath. Teachers go through the timetable at the start of a session. When a new activity is starting, the teacher points at the visual for that activity then starts the lesson or activity. At the end of each activity, the teacher takes the visual down and uses the Makaton sign for 'finished'. The children observe the teacher put the visual in the 'finished' wallet.

Some children have their own personal visual schedule or 'Now and then' board. These are prepared and used in the same way as the whole class visual timetable.

The power of visual support should never be underestimated.

The Learning Tool Kit is to encourage good learning behaviors. It is used to engage and remind children the importance of all these skills and how they help us with our learning.



- Glasses - Good Looking
- Chair & Carpet - Good sitting
- Ears - Good listening
- Lips - Good talking
- Medal - Do your best - Perseverance
- Magnifying glass - Keep focused
- Brain - Good thinking
- Target - Target
- Exclamation Mark
- Question Mark

**Learning Friends** - Our learning friends help promote positive attitudes to learning. They are also linked to our school values.

### Meet our Learning Friends

Kindness Kai



Perseverance Polly



Resilience Ruby



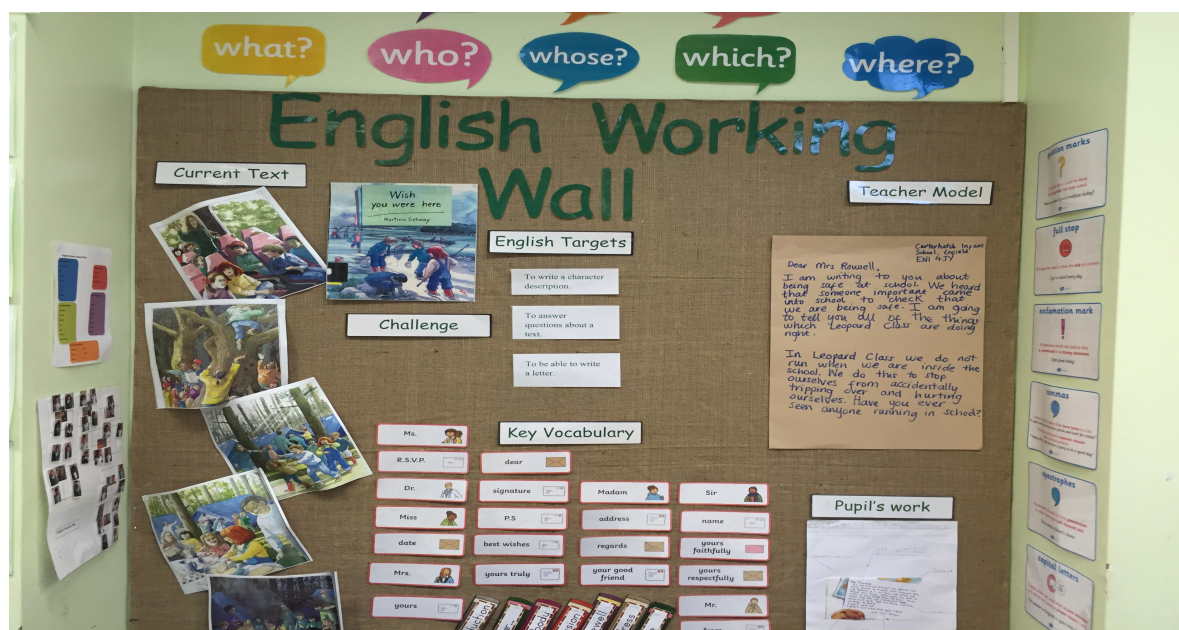
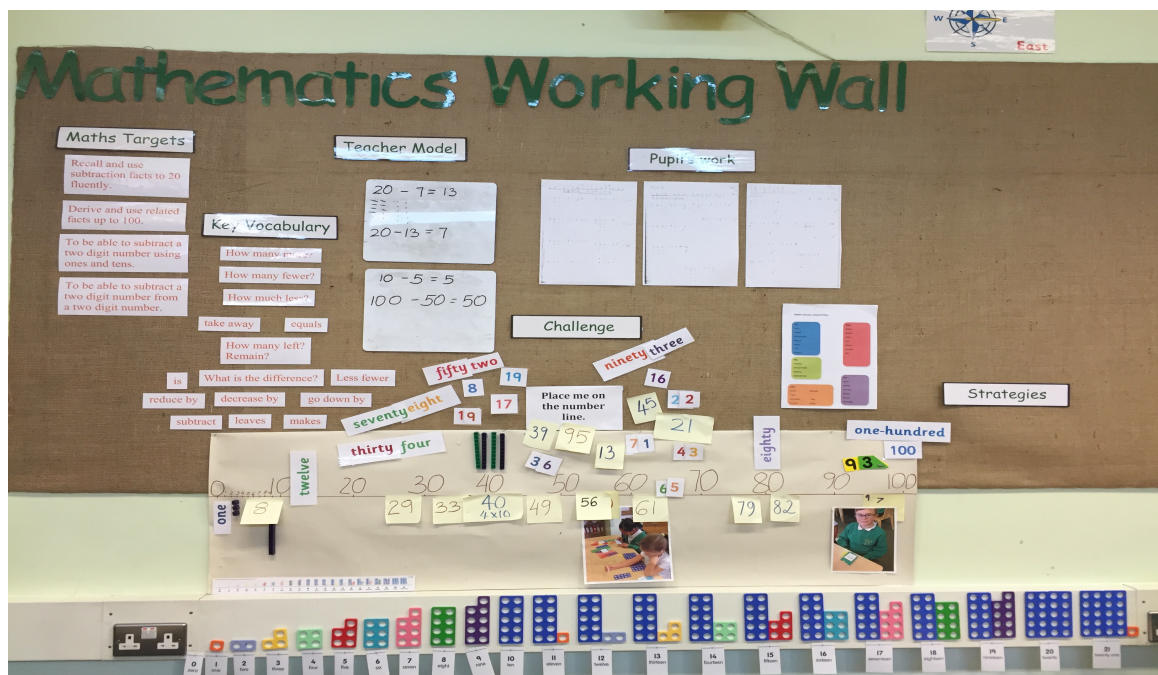
Challenge Chico



Children's achievements are celebrated with our learning friends' certificates. The certificates are linked to the areas our learning friends are promoting - kindness, challenge, perseverance and resilience. Staff, governors and children were involved in the decision making of what our learning friends should represent and what they should be named.



Working Walls, examples below, are used for teacher modelling and to support independent learning



- Daily Welcoming Routines - Classes have daily welcoming routines e.g., how many children in class, weather, date etc.... Progression of this is seen as the children move up through the school e.g., vocabulary, calendars used, weather in EYFS has a symbol and word, year 2 look at temperatures when talking about the weather.
- Interesting, stimulating, multicultural, celebratory displays, which represent current learning, which show work relevant to the children's learning.
- Our subject displays are planned to ensure that, across the school, the full breadth of the curriculum is on show for children to look back and remember what has been learnt in order to support their long-term memory.

## **THE ROLE OF THE CLASS TEACHER AND SUPPORT STAFF**

Teachers and support staff inspire confidence with good knowledge of the subject and the child's stage of development. We have high expectations, and the children are at the heart of our thinking. See Appendix 2 on Carterhatch Bus.

### **Planning**

When planning across the curriculum, we ensure that all objectives from the National Curriculum are covered as well as the Early Learning Goals in EYFS. We use a variety of resources and schemes to support our planning as we believe that a single scheme of learning would not represent or provide the unique teaching and learning experiences that we want our children to have. We hold regular professional development for staff to ensure that they are planning and delivering the best curriculum possible.

### **Long Term Planning**

**Knowledge and Skills Progression Overviews** - These are long term plans created to provide an overview of each subject from nursery to year 2. They outline the whole school progression of skills and knowledge and the development of vocabulary.

**Medium Term Planning** is created so that teachers make cross-curricular links and make certain that time is given to each curriculum area. It ensures that there is a strong sequence of lessons so that learning is coherent and builds fluency. It outlines the knowledge, skills and vocabulary needed for each subject and makes explicit links to previous learning.

**Short Term Planning** is used by teachers to break down units and concepts into daily objectives. These plans are for the teacher's own personal use and outline the aim of each lesson. They include an overview of each lesson, differentiated activities or tasks, key vocabulary and where targeted adult support will be deployed.

### **Pupil Voice**

We recognise the importance of providing opportunities for pupils to have a voice and feel their contributions are heard and valued.

### **EYFS**

In EYFS children's views are also gained during their focus week (Autumn Term). This is recorded on their learning journey (Tapestry) and discussed with their families. By allowing and providing opportunities for children to pursue their own interests in an enabling environment is another way of engaging children's views.

### **Key Stage 1 "Mindfulness Monday" - Every Monday Afternoon**

This provides children with the opportunity to have a voice and to be involved in the democratic process of decision-making. They are able to further develop social interaction skills and improve oral language skills through conversation. Some sessions are planned in response to issues within the school raised by children and parents or with a specific focus.



This also involves a 'child friendly' survey to gain their feeling towards school in general and things they may be worried about. It is part of our PSHCE curriculum and covers over-arching themes throughout the year:

- Relationships
- Living in the Wider World
- Health and Wellbeing

### **Whole School**

Children's voice is also sought during subject review days. Children are asked their views on specific subjects/activities and well as general safeguarding and well-being questions.

**This policy is designed to be read in conjunction with the following policies;**

- Assessment, Marking and Feedback Policy
- Home Learning Policy
- SEND Policy
- Relationships, Sex and Health Education
- On-Line Safety Policy

### **APPENDIX 1 - Talk To Your Partner (TTYP)**

#### **We use talk partners to:**

- ☺ Make sure that children are fully involved in whole class learning activities; giving them a chance to think, discuss and express themselves orally. When using talk partners children are expected to answer by turning to their partner.
- ☺ Give children the confidence to explore their ideas out loud with a friend rather than in front of the whole class.
- ☺ Give children more time to think about questions. This allows the teacher to ask more higher order questions.
- ☺ Help children to develop standard English structures (formal language) which they can use in their storytelling, recounts, and during writing activities.

#### **Effective partner work**

- Establish the management signals thoroughly by modelling - e.g., stop signal using your hand. (Makaton)
- Model how to ask a question and ways of starting a question response, especially when children are at the early stages of using talk partners.
- Identify the partner you want to use first and ask open ended questions.
- Do not ask TTYP questions for one-word answers.
- Model answering questions in sentences.
- Do expect the children to call these out as quickly as possible - either ask the question and say, "All together - 1, 2, 3..." Or give a clear 'my turn, your turn' signal.

#### **Example Talk To Your Partner questions and responses.**

Encourage children to talk about things which they are familiar with and expect a full sentence answer in response.

| Taught question                                    | Taught response                            |
|--|--|
| What do you like...?                               | I like...                                  |
| Which part of the story do you like best?          | The part I like best is...                 |
| What is your favourite food?                       | My favourite food is...                    |
| Why is it your favourite food?                     | It's my favourite food because...          |
| What do you like about Abdul's writing?            | I like the way he...                       |
| What would make this sentence more interesting?    | I think it would be more interesting if... |
| I think this story is exciting. What do you think? | I disagree because...                      |

## APPENDIX 2 - CARTERHATCH BUS

### The Carterhatch Bus



### What does it mean to be on the Carterhatch Bus?

If you are on the bus and in the right seat, the following will describe the sort of person that you are:

- You are passionate about meeting the needs of every child in your care. Passion is key to you being effective in your role. You are doggedly determined to do whatever it takes to ensure that no child is missed out or left behind. You want to make sure that every child is challenged and supported in a way that is most helpful to their learning. You keep every child in your care in your mind at all times. Because they are always in your mind, you will always be on the lookout for new things you can bring in, find or plan that will be just right for their next steps in learning.*
- You share and understand our vision and values.*
  - Vision: The best start in life for all our children - no excuses - no compromise.*
  - Values: Kindness, Resilience, Perseverance and Being Brave and challenging yourself.*
- You are a highly capable person, and you are, or you have the potential to be the best at what you do in the position you currently hold. You are extremely successful in what you do; you deliver good or outstanding progress for every child in your care or, more broadly,*

*your supporting role makes a clear contribution to the outcomes of children. You have the highest expectations of yourself, of the children, of parents and carers, and of your colleagues. You are a naturally highly organised person, or you have developed strategies to ensure that you are well organised. You have good communication and team working skills with the flexibility to work well on your own or with other colleagues, parents and carers.*

- If you are a teacher, you will be an outstanding teacher or if you have less experience, you will be a good teacher who aspires to become an outstanding teacher. If you work in a supporting role, you will be an outstanding practitioner. You will be flexible and capable across a number of areas and will specialise in a specific area. If you work in the EYFS, you will deliver outstanding Early Years practice as part of a strong Early Years Practitioner Team, in Key Stage 1, you will work closely with a class teacher to provide the best teaching possible. Otherwise, you will provide outstanding support for children with additional needs, including nurturing / attachment social support need, autism, global delay, speech and language difficulties and specific learning difficulties.*
- You understand what it's like to be a young child. For instance, if you work with 3-year olds, then you get what it means to be a 3-year old. You have an intuitive rapport with young children. They are naturally drawn to you because they know you are interested in them and that you are there to make them feel safe and to help them to be good learners. You have a good understanding of child development so that you know the sorts of environments, relationships, resources, activities, experiences, teaching and support that are needed for children to thrive across all aspects of learning. You have good, nurturing relationships with all the children in your care. Where a bond hasn't formed naturally, you go out of your way to get to know that child better, to get a good relationship going with their parents and carers, to find out what they are good at and what makes them tick, so that you are well placed to help them make the best possible progress. You will never give up with trying to have the best relationship possible with every child in your care, especially when this proves to be challenging.*
- You are self-motivated. If you see something that needs doing, if there's a gap to be filled, you instinctively want to do something to make it right. You are driven to do the right thing and you go to great pains to ensure that your actions don't impact negatively on the children or your colleagues. You are comfortable with the freedom to experiment and innovate within a framework in order to ensure things are constantly moving in the right direction for every child. You are equally comfortable with guidance, coaching, feedback and constructive criticism from colleagues as you know this will help you to continually improve in your effectiveness in meeting every child's individual needs. You are able to support your colleagues in a similar way. You are happy to learn from mistakes and encourage the children to feel the same way about learning new things.*

If you can relate to all of the above but you feel that you are not being successful in your role, it could be that you are on the wrong seat on the bus. Senior Leaders deliberate long and hard about where they might not have made good decisions in deploying people and they

think about what they can do to improve the situation in order to get the best out of people. We will give you opportunities to work in another role and will provide support, training and coaching to enable you to become an outstanding practitioner.

If you don't relate to all of the above, then it's quite possible you shouldn't be on the Carterhatch Bus. There is a strong chance that you are not delivering good outcomes for the children. We will always try to be as fair as we can, offering support and opportunities for every member of staff to become the best practitioner possible. However, we also want to be honest with our colleagues and we will have discussions to support you in considering if this is, in fact, the best job for you and whether or not you might find yourself being more successful, happier and more fulfilled in another line of work or in a different school. If your performance is consistently giving cause for concern, we will support you using our Capability Procedure.



