



Teaching and Learning Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 8.3.24

Teaching and Learning Policy

1. Aims and Objectives

- a) Our vision is to be a continually improving learning community for all, where children realise their potential. This policy aims to promote best practice and establish consistency across Stamford Green so that our pupils have a school environment that helps, supports and challenges them through, high quality teaching experiences that foster a love of learning.
- b) Teachers and support staff are responsible for providing a caring, supportive and stimulating learning environment where high expectations are held for all pupils. Children learn best when they feel safe to take on challenges, are engaged and motivated through purpose alongside feeling valued. We recognise the importance of building positive self-esteem in children. The essentials of positive self-esteem are:
 - i. **Belonging:** Each child has a contribution to make, we value and encourage these.
 - ii. **Aspiration:** Every pupil is encouraged to work towards high goals. Teachers express high aspirations for themselves and all the children they teach.
 - iii. **Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised.
 - iv. **Challenge:** Acquiring coping strategies are an important part of development and learning. Children are taught to take risks, to build resilience and learn through mistakes.
 - v. **Success:** Teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture. Praise is focused on effort and progress rather than ability.

2. Our seven commitments

Our school motto is 'Working together to be the best we can' and this is brought to life through our seven commitments.

HAPPINESS

It is our wish that the children at Stamford Green feel cared for and safe, so that sense of fun and positivity leads to happiness in all we do. Adults ensure that positive relationships are formed with the children and each other. Positive relationships underpin and create conditions where children and teachers can focus on learning, free from distractions. Positive relationships are also key in communicating trustable feedback that children will act on. We ensure that positive attitudes are fostered and created; there are some things in life that we all just have to do, but it is the attitude with which these tasks are approached that matters.

INSPIRING

We believe that the most effective learning comes from having hands on, enjoyable and memorable experience that feed the imagination and fuel the desire to find out more. Our carefully planned Thrive Experiences and Opportunities ensure that children have a variety of different experiences to complement their learning at school, allowing them to know more and remember more. We want the adults in school to inspire the children through our engaging curriculum, to enable the children to make links in their learning and ask questions to develop their learning further.

LEARNING

At Stamford Green, it is our goal to give all children the chance to shine. Children are given wide ranging experiences and opportunities, not only in the classroom but beyond, to express themselves within a supportive and challenging learning environment. Individual abilities and talents are recognised, fostered and developed and this contributes to the continued success of our pupils.

We believe that learning never stops for adults as well as children. In order to continually reflect and review different teaching strategies, adults take part in fortnightly instructional coaching development meetings, discussing the teaching and learning that takes place in their classrooms or with the children they work closely with. Instructional coaching allows adults to pinpoint where challenges arise, explore different and new teaching strategies, before committing to trying new techniques e.g. a particular questioning technique. During the fortnight between meetings, adults continue to review and reflect on the effectiveness of the strategy identified before exploring further in the next meeting. We believe that this strategy of instructional coaching and learning discussions contribute to the adults seeing themselves as learners, which is a great thing to role model to the children. Our instructional coaching meetings also demonstrate our continual emphasis of ensuring that all staff want the best for the children.

T O G E T H E R N E S S

We believe that excellence comes from creating an open and nurturing environment where evaluation from children, parents, staff and governors leads to improvement. At Stamford Green, we recognise that relationships matter and are key to success. Whether you are in the classroom, working with people for the good of the school or helping our community, we want everyone to feel safe, secure and above all else happy, as together everyone achieves more.

V A L U E S

Our twenty two school values are woven into everything that we do for the children. Our values are evident in the classroom, in the playground and in the corridor; it is an approach that underpins the way we organise ourselves by promoting positive human values, good relationships and high quality teaching and learning. It is our intent that our children leave Stamford Green, knowing and demonstrating these values. We want the children to show effort and be resilient for themselves, knowing that it is good to have a challenge and not give up. We aspire for our children to demonstrate good manners, have hope and aspirations to be the best that they can be and show humility. Staff encourage children to become independent in their learning and to have self-belief. As a values-based school, we seek to promote an educational philosophy based upon valuing self, others and the environment through the consideration of core ethical principles that guided behaviour. This approach helps pupils develop a secure sense of self, respect for others and supports the raising of educational standards.

A M B I T I O N

At Stamford Green, we constantly aim to raise children's aspirations, helping them to become lifelong learners. We want to equip them to succeed in the 21st Century, as we are not just educating the children of today but the citizens of tomorrow. We have created our curriculum around questions; for each of the wider curriculum subjects, there is an Enquiry Question where all the learning contributes to the children being able to answer the Enquiry Question by the end of the term. In all lessons, the children have a 'Learning Question', rather than a learning objective. This allows the children to have a clear understanding of the focus of the lesson and allows them to be able to answer it at the end. A learning question allows the children to be inquisitive and ambitious to find the answer.

A C H I E V E M E N T

It is our aim that the children feel a huge sense of achievement from the learning opportunities and experiences that take place from Nursery up to Year 6. In the summer term of Year 6, children work toward producing their 'Family Learning Review' to celebrate their achievements at Stamford Green with their families and teachers. The review is planned by and led by the child, giving them an opportunity to reflect and think towards their future.

Staff make sure that they know each child's strengths and areas of development allowing us to assist every child in moving forwards. Giving them individual support and strategies to success, aids their improvement and ensures progress.

3. Incredible Learning - Our 'Teaching and Learning Top Thirteen'

- a) To ensure all classrooms across the school are effective, with consistent high quality teaching and learning, where learners achieve their potential, we have created our 'Teaching and Learning Top Thirteen' strategies. These strategies will be used in lessons to demonstrate incredible learning. This teaching and learning framework of techniques can be grouped into the following categories, which Tom Sherrington, author of the WalkThru series of books defines as:
- i. **Behaviour and Relationships** – It is essential that teachers create an environment in which all students feel they belong to and safe; an environment that allows all students to thrive as individuals and as learners. This requires establishing appropriate learning focused relationships where expectations are set high and where everyone knows the boundaries.
 - ii. **Explaining and Modelling** – A central feature of effective teaching is the process of enabling students to develop their knowledge and understanding of concepts and processes and the ability to apply their learning to a range of situations. Explaining and modelling are vital elements of a teacher's repertoire of techniques
 - iii. **Questioning and Feedback** – All teachers ask questions and give feedback. However, there can be a significant range in the extent to which these practices have an impact in securing deeper learning with all students in a class. It is important to teachers to develop the capacity to be responsive, adjusting the exploratory inputs and tasks according to how well students are doing in making sense of the material.
 - iv. **Practice and Retrieval** – Students can improve their confidence and fluency with a wide range of knowledge and physical skills through engaging in practice, starting with closely supervised guided practice before moving on to practise more independently. An aspect of this is the role retrieval plays in securing students' fluency in storing and retrieving information from their long-term memory, tackling the ever present problem that forgetting is all too easy.

b) Our teaching and learning framework:



Tom Sherrington – WalkThru Series

- c) We will expect to see our teaching and learning framework across the school from Nursery to Year 6. Teachers may adapt the strategy slightly depending on the age of the children. However the principles of each strategy, from the teaching and learning framework, will be evident in every classroom.

4. The Learning Model

- a) Teachers ensure that when planning learning opportunities for children, they take into account research about how children learn best, such as cognitive science. Leaders ensure that all teaching staff have an understanding of the learning model and cognitive load theory and as a result, plan their lessons accordingly to allow children to make links with prior knowledge and for there to be a shift from the working memory to the long-term memory.
- b) Leaders ensure that there are regular, planned CPDL (Continuing Professional Development and Learning) opportunities for teachers to remain abreast with educational research and theories about how children learn.

5. Learning without Limits

- a) Teachers are aspirational for all children's achievements and as a result, there is an ethos in the school of Learning without Limits, meaning that there is not a ceiling to achievement. All classes are mixed ability and children sit in mixed ability groups. Children are encouraged to challenge themselves regularly within lessons and teachers plan opportunities for these levels of challenge to take place.
- b) As part of our Early Reading approach in the EYFS and Year 1, the school uses the scheme Read, Write Inc where the children are placed in small homogenous groups to allow the children to be taught within their assessed groups so that phonics teaching is targeted to the children's abilities and needs and ensures that children read words linked to their ability. It also provides quicker progression and further supports building confidence in their phonetic decoding skills and reading ability.

6. Roles and Responsibilities

- a) Teaching and Learning is a shared responsibility and all members of the school community have an important part to play.
- b) The Leadership Team will:
 - i. Have a clear and ambitious vision for providing high-quality, inclusive education to all.
 - ii. Celebrate achievement and have high expectations for everyone.
 - iii. Hold staff and pupils to account for their teaching and learning.
 - iv. Plan and evaluate strategies to secure high-quality teaching and learning across the school.
 - v. Manage resources to support high quality teaching and learning.
 - vi. Provide support and guidance to other staff through mentoring and coaching.
 - vii. Input and monitor the impact of continuing professional development and learning opportunities to improve practice and subject knowledge.
 - viii. Address underachievement and intervene promptly.
- c) Teachers will:
 - i. Provide a safe, friendly and supportive learning environment where children will be happy and grow in confidence.
 - ii. Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
 - iii. Recognise and be aware of the needs of each individual child.
 - iv. Ensure that learning is progressive and continuous.

- v. Be good role models, punctual, well prepared and organised.
- vi. Keep up to date with educational issues.
- vii. Meet the expectations set out in school policies, such as Safeguarding Policy, Behaviour Policy, Curriculum Policy.

d) Support staff will:

- i. Know pupils well and tailor support to meet their individual learning needs.
- ii. Support teaching and learning in classrooms with flexibility and resourcefulness.
- iii. Work closely with class teachers in order to support individual children and groups.
- iv. Have high expectations and celebrate achievements.
- v. Demonstrate and model themselves as learners.
- vi. Meet the expectations set out in school policies, such as Safeguarding Policy, Behaviour Policy, Curriculum Policy.

e) Parents are encouraged to support their child by:

- i. Working in partnership with the school and offering support.
- ii. Ensuring that their child attends school regularly, punctually and well rested.
- iii. Support their child with learning (particularly reading homework) which takes place at home.
- iv. Participate in discussions regarding their child's progress and attainment.
- v. Ensure early contact with the school to discuss matters which affect a child's happiness, progress and behaviour.

f) Governors will:

- i. Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- ii. Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- iii. Monitor the effectiveness of this policy and hold the Leadership and Management Team to account for its implementation.
- iv. Make sure other school policies promote high-quality teaching and that these are being implemented.

7. Use of other adults – Teaching Assistants/Pupil Support Assistants/Office Team

- a) TAs and PSAs are used to support individuals or groups of children across the school according to need. The deployment of TAs/PSAs is reviewed by the Deputy Headteacher for Inclusion and are allocated, according to priority, using the Additional Needs Timetable. Children with EHCPs are prioritised according to their allotted funding to meet their needs.
- b) In Reception, a Teaching Assistant is allocated to each class. In Nursery, staff ratios, as defined by the Department for Education, are followed. Please refer to the Early Years Policy for further information.
- c) The structure of the Office team has been specifically designed to support teaching and learning throughout the school. For example, liaising with parents/carers, the management of school visits, laminating/photocopying etc. are undertaken by the Office team.

8. Use of other adults – Subject Specific Teachers

- a) The school employs Spanish, Music and PE Teachers to teach Spanish, Music and PE across the school from YR - Y6. This is used to give the children high quality learning experiences whilst the teachers receive their statutory PPA (Planning, Preparation and Assessment) time.
- b) These teachers are responsible for the planning of lessons across the school, ensuring progression. These teachers follow the Spanish, PE and Music Compendiums to plan their lessons. Please see Spanish, PE and Music Compendiums for further detail about what is taught in each year group.

9. Use of other adults – Higher Level Teaching Assistants (HLTAs)

- a) Higher Level Teaching Assistants are used across the school to cover teacher absence. HLTAs will deliver lessons that have been planned for by the class teacher. HLTAs are sometimes used to cover some of statutory PPA time for teachers.

10. Professional Development

- a) Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to be the 'chief learners', attending courses, observing good practice, building and disseminating knowledge and best practice.
- b) Teacher Meetings take place on a Wednesday 3.30pm - 5.00pm. The focus for what learning takes place in Teacher Meetings is planned for in advance by leaders, based on the school's Raising Achievement Plan and other professional development that has been identified. All Teaching Staff and Higher Level Teaching Assistants attend the meetings each week.
- c) Instructional Coaching development sessions focusing on teaching and learning take place on a fortnightly basis in year groups Monday to Friday 10.00am-10.20am. Linked to the teaching 'WalkThru' series of strategies by Tom Sherrington, the sessions are facilitated by the Deputy Headteacher for Teaching and Learning and allow staff to reflect on the effectiveness of teaching strategies that they are using in the classroom or with groups of children. The focus of the instructional coaching is linked to practice and retrieval in the autumn term, questioning and feedback in the spring term and explaining and modelling in the summer term.
- d) TA/PSA CPDL sessions take place each half term. There is either a focus on Early Years for support staff who work in the EYFS or linked to CPDL for the TAs/PSAs who work across the school. TAs/PSAs take part in the Instructional Coaching development sessions every three weeks.

11. Assessment

- a) Our curriculum will build on children's prior learning, where everyone is challenged to ensure that progress is continuous.
- b) Teachers will:
 - i. Know what children have learnt in previous years.
 - ii. Know the next steps to make progress.
 - iii. Have high expectations which challenge all children.
 - iv. Be committed to supporting all children in meeting or exceeding year group expectations.
- c) For further information about assessment at Stamford Green, please refer to the Assessment Policy.

12. Monitoring

- a) The Leadership and Management Team (LMT) and Extended Leadership Team (ELT) are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction of the school.
- b) The LMT are responsible for school self evaluation and use monitoring and evaluation of teaching and learning to identify the strengths of the school and areas for development.

13. Equal Opportunities

- a) Our aim is that every child is given the opportunity and support to learn and develop their potential in every area of school life regardless of any protected characteristic.

Appendix 1

How do we use mini whiteboards in Y1 to Y6 at Stamford Green?

- As an instant assessment tool e.g. Show Me Walk Thru.
- For short retrieval activities.
- For a short response to a whole class question.

What staff should do:

- Actively ensure that number/letter formation is correct through instant feedback.
- Actively ensure that the children are applying CAN 'Concentrate, Apply and try, Non-stop effort'.

Opportunities

- Encourage each child to have a growth mindset:
 - Confidence to have a go at activities in books so that their learning and work in books is not rubbed away.
 - Mistakes are learning.
- Having more recording in books means children can't opt out and effort and progress in books can be seen by all.
- Maths – practise to be done before fathoms in books:
Short date
Practise
Fathoms
- Use of subject books for rough work, notes, etc.
 - Better for children who write with left hand and better posture for all.
 - High expectations.
 - Can't opt out/doodle/rub out too quickly/fiddle.
 - Missed opportunities to record.
 - CT can be clear about what needs to be recorded so children aren't distracted by writing questions before answers.
- Mini whiteboards will be one side blank, one side squared.
- Supplies of pens will be kept plentiful for teachers to replenish when needed.
- New mini whiteboards and rubbers will be bought as required.
- Teachers will need to plan how these will be stored separately to other equipment so that scratches and marks are avoided. A small budget is available should new table storage need to be bought. Once this is in place, high expectations to look after property will need to be put in place, with regular reminders. Nothing should be written on board rubbers.