St Anne's Infants' School

Reach for the Stars

Teaching and Learning Policy

Aims

At St Anne's Infants' School, our aim is to create a learning environment where all children are able to become successful learners, confident and aspirational individuals and responsible, educated citizens. We believe that all children are entitled to receive a high-quality learning experience where knowledge is built upon, leading to a consistently high level of achievement; this policy promotes best practice and establishes consistency in Teaching and Learning across the whole school and is underpinned by our star values which inspire children to be: self-believers, team workers, adventurous, resilient and successful.

This policy sets out the principles and expectations behind our approach, which is underpinned by the Teacher Standards. Rosenshine's Principles of Instruction (2012) inform the Teaching and Learning practices at St. Anne's Infants' School; Rosenshine's principles are based on research from cognitive science, the classroom practice of master teachers and cognitive scaffolds – an evidence informed approach to teaching.

This policy has been written with due regard to our obligations under the public sector equality duty.

The principles that underpin Teaching and Learning at St Anne's Infants' School are:
- to develop a love of learning and curiosity in all curriculum areas
- to grow and build upon children's knowledge through carefully planned, sequenced learning experiences
- to deepen knowledge and understanding through high quality teaching and enquiry led practices
- to ensure equal of opportunity and access to the whole curriculum for all children
- to ensure cross-curricular links are made in order to broaden and deepen children's understanding and provide them with the opportunity to apply their knowledge, strategies and skills within different contexts so connections are made
- to incorporate enriching activities into the curriculum to support children's cognitive and social development and help develop positive attitudes, knowledge and skills and to inspire and motivate
- to incorporate visits, visitors and trips to increase children's cultural capital, bring learning to life and ignite their curiosity

Effective Teaching (underpinned by Rosenshine's Principles of Instruction):

- **Daily review –** strengthens previous learning and can lead to fluent recall; new learning is built upon previous learning
- **Presenting new material in small steps –** learning delivered in small steps helps children to retain more information

- **Asking questions –** strengthens long term memory; questions consist of open, closed, comprehension and process related
- **Presenting models –** enhances learning links between new information and prior knowledge, allowing for deeper understanding; worked examples, examples of excellence and thinking aloud when solving a problem, supports learning
- **Guided practice –** provides learners with the time and support to practise retrieval, ask questions, explore, find out, practice, improve and apply their knowledge
- **Check for understanding –** ensures learning is embedded and allows teachers to identify any misconceptions
- **Achieving a high-success rate –** learners should strive for 80% success rate; 80% demonstrates that learners have been challenged but have still been able to learn new concepts
- **Scaffolding –** supports children's ability to access learning; scaffolding provides learners with the opportunity to gain higher levels of comprehension, knowledge and skills. Scaffolding is temporary and is withdrawn overtime as confidence grows
- **Independent practice –** ensures children take responsibility for their learning, whilst embedding knowledge and gaining fluency and automaticity as concepts are practiced over and over again.
- **Weekly and monthly review –** strengthens prior knowledge over weekly and monthly intervals; spaced retrieval practise supports children to make connections between new and previous learning.

High quality teaching at St Anne's Infants' School is supported by:

- A carefully sequenced and progressive curriculum that builds on children's knowledge
- Excellent subject knowledge which provides challenge and depth of learning
- High expectations for the children
- A commitment for collaborative professional development
- A rich vocabulary and stimulating learning environment that promotes engagement, collaborative and independent learning
- The provision of high-quality learning experiences outside of the classroom and the set timetable
- Ensuring that all vulnerable groups of people, including disadvantaged and those with Special Educational Needs and/or Disabilities, make accelerated progress
- Robust monitoring and tracking that reflects the school's commitment in ensuring that all children make accelerated progress
- Learning foci for each lesson which are shared and understood by the children
- Effective feedback and marking that highlights what children have done well and next steps for improvement
- Rigorous assessment processes resulting in adaptive teaching
- Formative assessment strategies used during lessons to check understanding and ensure appropriate challenge or scaffolds are put into place to meet the needs of all learners
- Summative assessment used to evaluate learning by comparing it to a standard or benchmark, e.g. the National Curriculum objectives.
- Examples of excellence making explicit how each step of building upon knowledge is integral to the sequence of learning in order to achieve the (shared) end goal
- Mixed ability groupings used during learning to ensure equality of opportunity and outcome and high expectations for all

- Talk partners used often in lessons to actively engage children in discussion, problem solving and to further collaborative learning
- No hands policy ensuring participation from all children and a means of assessment

This policy has links with other school policies

- Equalities policy
- Learning Environment policy
- PSHE policy
- Feedback and Marking Policy
- E-Safety Policy