



*'Playing and Learning Together  
to be the best that we can be'*

## All Saints C of E Infant School and Nursery

### Teaching & Learning Policy

#### SCHOOL AIMS

The Christian ethos of our small school provides a happy, caring atmosphere where the children can learn and flourish as part of 'The All Saints Family'. We aim to give each child in our care the best possible start to his/her school life, celebrating the uniqueness of every child, encouraging them to 'Let their light shine' whilst striving to develop everyone to their full potential.



#### Our Aim Statement:

***'To provide the kind of working environment within a Christian setting where every person is valued and respected.'***

It is important to remember that children grow and develop differently and just as they do not walk or talk at the same time, neither do they read, write or acquire other skills at the same rate.

Our school community has worked together to agree on a set of values to which we all aspire; these are firmly rooted in the Christian faith but are also shared by many faiths as values for life:



The team works hard to maintain the family atmosphere which is a hallmark of our School. Our Mission Statement is:

**"Playing and learning together to be the best that we can be"**

This is the key to our commitment to inclusive, child-centred education, within an active and creative curriculum. We strive to ensure that every child's learning is appropriate to them, whether their needs be intellectual, physical, emotional or social.

We are interested in the 'whole' child and want to develop children who are spiritually aware of themselves and the needs and beliefs of others. We work with them to enable them to become independent learners and confident citizens, in preparation for the wider world.

Our Teaching and Learning Policy defines the quality of education offered by the school and the learning experience of our children. The policy should be seen as a guide to being a good teacher at All Saints, setting out a clear picture of what we expect the educational experience of our learners to look like.

This policy is at the heart of what we aim to achieve, setting teaching and learning at the centre of everything we do.

It is designed to be used as a point of reference in determining how we achieve the highest possible standards of teaching and learning, by all those involved in education at All Saints.

## CURRICULUM

Our curriculum is broad, balanced, active and creative, following the Foundation Stage Guidelines (Development Matters) and extending beyond the requirements of The National Curriculum in Key Stage 1. We strive to enable our pupils to attain the highest academic standards and levels of achievement of which each is capable and engage all pupils in exciting and interesting learning experiences through a variety of cross curricular activities and opportunities. As a church school our Christian ethos is interwoven with the curriculum in addition to the dedicated teaching of R.E.



We have an established plan for themes and topics from Nursery through to the end of Year 2, and use a cross-curricular approach to teaching, with opportunities for first hand experiences as often as is possible. Children are taught core subjects of Maths, English and Science and

ICT, and other foundation subjects include History, Geography, Technology, Music, Art, P.E. and PSHE. As previously stated, Religious Education also plays an important part in our programme.

All Saints C of E Infant School & Nursery Long Term Topic Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 <sup>st</sup> year F.Stage	Colour Welcome to Reception Dinosaurs	Changes: Light & Dark Autumn	Bears	Food Shape & Colour	Mini- beasts Music & Sound	Transport, Travel & Holidays
2 <sup>nd</sup> year		Changes: Light & dark Autumn	All about Me	Traditional Stories Shape & Colour	Spring & Growing Music & Sound	
Year 1	Maps & stories All About Me	Bonfire Night Toys: push & pull	Opposites	Materials	Growing Things Victorian Homes	School: then & now Under the Sea
Year 2	Seaside & Place Study	Light & Dark	How & Why	Exploring the World	Creatures Great & Small	My World

## AIMS FOR TEACHING & LEARNING

That everyone will:

- Enjoy their learning
- Be sensitive and understanding: showing respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards their work
- Become confident citizens, valuing their roles in society.
- Achieve their full potential in terms of academic progress, physical, social and emotional development, and spiritual awareness: 'the whole child'.
- Create a well ordered environment where we celebrate diversity and where creativity and originality can flourish: 'Let their light shine'.
- Be supported by a team of motivated, professional and committed staff and governors.
- Promote challenge
- Promote the language of learning ensuring that children are encouraged to see themselves as 'life-long learners'.
- Encourage individuals to ask questions and experiment without fear of failure.
- Educators will make a real and lasting difference to pupils' lives.

For the Teaching and Learning to be effective, All Saints must be characterised by:

Learning environments that... see appendix 1

Children who...see appendix 2

Teachers who... see appendix 3

Teaching assistants who... see appendix 4

Lessons where... see appendices 5 & 6

## PROFESSIONAL DUTIES: TEACHERS

**Teachers hours** (Ref. The School Teachers' Pay and Conditions Document)

*"The School Teachers' Pay and Conditions document prescribes the working year for a full-time teacher as consisting of 1265 hours directed time, plus additional hours as may be needed to discharge effectively a teacher's professional duties. As a full-time teacher you shall be available for work for 195 days in any year. The 195 days, and the hours you will be expected to work on each day, will be as specified by your Headteacher.*

*If you are a part-time teacher you will be contracted to work a proportion of full-time (notionally 27 hours 30 minutes per week) and the rules governing the working year of a full-time teacher will apply pro-rata."*

### **Mornings and End of the day in school**

As a general rule teachers are expected to arrive by 8.15 a.m. and to stay on school premises until at least 3.30 pm. Unless otherwise agreed with the head-teacher.

Teachers must be in their rooms by 8.45 am. This gives an opportunity for parents to speak to the TA about any concerns and for the teacher to greet the children.

The bell rings first at 8.45 am for the T.A.'s on duty to open the cloakroom door, the second at 8.50 am is the signal for Reception parents to make their way out. The children gather on the carpet for registration at 8.55am at the last bell.

At the end of the day, the bell is rung at 2.55 pm and the playground gate opened.

The class-teacher is responsible for seeing the children out to their parents. Any children not collected by 3.05 pm. are to be taken to the Office.

NB: Nursery hours etc. are different

## **Staff Meetings and Professional Development**

There are two meetings each week:

1. Full staff meeting 12.20 pm – 12.45 pm Wednesday
2. Professional Development meeting 3.30 pm – 4.30 pm Wednesday

Courses and INSET are provided throughout the year in line with whole school and personal professional development issues.

All teachers are required to attend INSET days in proportion to their contracted hours.

### **PPA**

Each teacher is entitled to PPA in proportion to their contracted teaching hours.

A timetable is displayed on the staffroom notice-board, showing when each teacher has their PPA time and who is to provide the cover.

NB: In Foundation Stage it is the **class-teacher's responsibility to plan** for the lesson to be covered by their cover supervisor.

## **PLANNING**

In order for us to meet our aims it is essential that every teacher delivers carefully planned, high quality, differentiated learning experiences taking account of the needs of **EVERY** child in their class.

### Long Term:

All Saints has an **agreed long term topic plan** which has been very carefully planned from Nursery right through to Year 2, taking account of all curriculum areas. This plan was formulated and later revised with reference to government guidelines and schemes of work and **must** be adhered to in order to ensure the continuity, progression, breadth and balance of the curriculum offered to the children.

### Medium Term:

We have agreed planning formats for medium term planning in both Foundation Stage and Key Stage 1, which **must** be prepared before each unit of work. These plans are such that they can often be used with little alteration from year to year by the class-teacher. (see planning files)

### Short Term:

We also have agreed planning formats for short term planning in both Key Stages which **must** be prepared and put on display on the classroom planning board at the **beginning** of each week: Monday in Key Stage 1 & Reception and Wednesday in Nursery.

### Planning Files:

Each class-teacher has a planning file which is kept in the Head-teacher's office and it is their responsibility to **keep it up to date:**

1. Long Term plans in file in September.
2. Medium Term plans in file at the beginning of each 1/2 term.

3. Short Term plans in file at the end of each week, once taken down from classroom planning board.

The planning files will be available for monitoring by SLT and subject managers and are also helpful as a reference for supply teachers in the event of unexpected staff absence.

Electronic copies of planning for Years 1 & 2 are also kept on the Learning Platform for reference.

## **SEN**

We have a high percentage of pupils on the special needs register and aim to meet those needs both within the class and through targeted withdrawal support. It is essential that class-teachers plan differentiated work to meet the targets within the pupils' IEPs. IEP's are written by the classteachers with the support of SLT. Each class has a yellow SEN file, which is used both as a planning tool but also as a means of written communication with the SENCO: Mrs.Keeling (KS1) Mrs Gilbert (FS).

## **PROFESSIONAL DUTIES: TEACHING ASSISTANTS**

### **Classroom Duties**

Each class has its own designated classroom assistant and most have further TA's as individual support for children with special needs.

All TA's programmes of work are the responsibility of the class-teacher, in line with their job description (see enclosed) and in the case of special needs, with support from the SENCO. Roughly 50% of the TA's time should be spent supporting Wave 1 SEN work (in-class differentiated support with a group or individual).

One of the roles of the TA is to manage the day to day housekeeping of the class eg. collecting milk and fruit from the kitchen, filling and emptying and sterilising the water bottles, keeping the wet area tidy, mopping up spillages and ensuring that all cleaning equipment is kept clean and stored safely etc. They are also responsible for collecting, recording and managing the voluntary contributions fund for their class.

The TA's working hours are:

Begin work at 8.45 a.m and Finish at 3.15 p.m. (Total of 5 ½ hrs. per day).

EYE's hours in Nursery are:

8.15 a.m. – 11.45 p.m. and 12.30 p.m. - 4.00 p.m. (Total of 7 hrs. per day).

SEYE's Part –time hours in Nursery are:

8.00 a.m. – 11.48 a.m. and 12.25 p.m. – 4.13 p.m. (Total of 3hrs. 48 mins. per session).

As a school we are committed to a fair work/life balance and expect class teachers to respect these hours by not giving tasks to TA's that will require them to exceed their working hours.

### **Staff Meetings and Professional Development**

There are two meetings each week:

1. Full staff meeting 12.20 pm – 12.45 pm Wednesday
2. Nursery planning meeting 11.45 am – 12.25 pm Monday

Courses and INSET are provided throughout the year in line with whole school and personal professional development issues.

All TA's are required to attend INSET days in proportion to their contracted hours.

**For the Teaching and Learning to be effective, All Saints must be characterised by learning environments (inside and outside) that:**

- Are warm, calm and welcoming places.
- Stimulate children and adults.
- Have quality resources which are well organised and available for children to access appropriately for themselves.
- Promote learning through the provision of an enabling environment with clearly designated learning areas.
- Use displays which are interactive and relevant to the learning (e.g. Working Walls), regularly maintained and updated, so that they celebrate children's achievements, demonstrate progression and promote high standards.
- Are safe, clean and tidy and promote pride in the school environment.
- Promote children's ownership of their learning.
- Embrace diversity and inclusion.



**For the Teaching and Learning to be effective, All Saints must be characterised by children who:**

- Are enthused, engaged and have fun in their learning.
- Are confident working as a whole class, in groups, with a partner, as well as working independently (age appropriately).
- Develop and use strategies that will support their own learning eg, scissors to cut-out, access trolleys with materials and resources.
- Are confident learners, and are willing and able to learn from mistakes without fear of failure: trial and error, using assessment for learning.
- Know what is expected of them with regard to their work and behaviour, taking account of their own and others safety.
- Respect the staff and their peers in school.
- Take a pride in their work and the school.
- Develop self-confidence and a positive self image and “Let their light shine”.
- Feel valued and included as a member of the All Saints family, where diversity is celebrated.
- Know how to access resources, and use them to support their learning.
- Are aware of the purpose of their learning and how to succeed: next steps.
- Develop a strong set of transferable skills to provide a firm foundation, upon which to build their life long learning.

**For the Teaching and Learning to be effective, All Saints must be characterised by teachers who:**

- Enjoy teaching.
- Model themselves as learners: we don't claim to know everything but can help to find the answer.
- Inspire children and fill the classroom with awe and wonder.
- Have a good subject knowledge.
- Use the language of learning.
- Value and promote equality, diversity and inclusion.
  - Use assessment data to inform future planning.
- Plan consistently and effectively, with the flexibility to adapt teaching in response to assessment for learning.
- Give clear objectives and success criteria.
- Identify and differentiate the work effectively for all.
- Plan with and work collaboratively with other members of staff contributing to and supporting the team.
- Give time for children to research and find out information.
- Use open ended questioning to support and extend learning.
- Provide opportunity for children to be creative.
- Match teaching styles to learning needs.
- Make positive relationships with children and each other based on mutual respect and our Christian ethos.
- Maintain a calm and positive learning environment.
- Support, motivate and encourage children in their learning by regularly using praise and rewards, in line with our Behaviour Policy.
- Use consistent positive behaviour management strategies: Assertive Discipline.
- Be well-prepared within an organised learning environment.
- Build positive working relationships with parents and external agencies.
- Establish and support effective strategies for communication.
- Display positive team management skills where all feel valued and able to "Let their light shine".



**For the Teaching and Learning to be effective, All Saints must be characterised by teaching assistants who:**

- Enjoy working in the learning environment.
- Model themselves as learners.
- Value and promote equality, diversity and inclusion.
- Understand what is being taught and know the focus of the lesson or a series of lessons.
- Work with the teachers to inform the planning and delivery of lessons, assisting with AFL through discussion and observations.
- Use open ended questioning to support and extend learning.
- Understand when to offer support and/or challenge to pupils.
- Use the language of learning.
- Match teaching styles to learning needs.
- Work in partnership with other members of staff.
- Make positive relationships with children and each other, based on mutual respect.
- Maintain a calm and positive learning environment.
- Support and encourage children in their learning.
- Regularly use praise and rewards to motivate children.
- Are consistent in their use of positive behaviour management strategies.
- Help to inspire children and fill the classroom with awe and wonder.
- Have a proactive approach to maintaining the learning environment and its resources.
- Build positive relationships with parents and outside agencies.
- Establish and support effective strategies for communication.
- Fulfil any extra roles and responsibilities within the team: "Let their light shine".

**For the Teaching and Learning to be effective, All Saints must be characterised by lessons where:**

- There is a 'buzz' and sense of purpose.
- Children are 'on task', purposeful and productive and have a sense of ownership for their learning.
- There are strong and exciting stimuli.
- The learning outcome is made explicit: by the teacher and/or through the display of learning objective cards.
- Creative and physical activities are used to promote learning as part of an active curriculum throughout the school.
- Children access 'outside learning' or participate in educational visits.
- There are opportunities for children to work with the whole class, with partners, in groups or independently.
- Activities are differentiated to support and challenge the children appropriately.
- There are opportunities for children to reflect on and demonstrate their learning.
- Questions and trial and error are promoted as an important part of the learning journey.
- The teacher and teaching assistant are directly involved in working with the children for the majority of the time.
- The teaching and learning is well structured and scaffolded and follows the four main stages detailed below.

## **A typical lesson would be structured like this:**

### **Stage 1**

- Review and link to previous learning
- Share learning objectives
- Stimulate curiosity and provide a sense of challenge

### **Stage 2**

(Teaching)

- Instruction, demonstration, explanation, input

### **Stage 3**

(Learning)

- Processing
- Developing, demonstrating and assessing understanding
- Doing

### **Stage 4**

REFLECT, REVIEW, RECALL

- What has been learned
- How it has been learned
- Preview future learning

This is a flexible framework – the order of the stages should change according to needs of the lesson. Stages 2 and 3 may be used several times in a lesson. The whole structure may be gone through more than once. In Early Years, Stage 4 could be part of Stage 3 as part of their group work.