

PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

TITLE: Teaching & Learning Policy

DATE: June 2024

REVIEW: June 2026

APPROVED/MONITORED BY: Curriculum and Attainment Governor

AGREED BY: Whole school staff and Governors

‘Learning together to create memories’

Rationale

At Prior Heath Infant School, we believe effective learning takes place when children are provided with a quality learning environment in which everyone is given the opportunity to succeed. We strive to provide a happy, nurturing atmosphere in which all children recognise and value their achievements and experience a joy of learning.

At Prior Heath our aims are to:

- Create active and adaptable learners that strive to achieve their best.
- Teach our children to regulate their emotions and take responsibility for their own behaviour.
- Encourage our children to respect and show kindness to themselves, others and the world around them.
- Develop independence and perseverance in our pupils and encourage them to take risks within their learning.
- Support our children to form positive relationships and develop their personal and social skills.
- Promote diversity and encourage our children to celebrate their own views and beliefs and those of others.
- Develop our children’s understanding of how to live safe and healthy lives.
- Ensure that our children are aware of environmental and global issues and the contribution that our school can make to ensure a sustainable future.
- Effectively prepare our children for the next stage of their educational journey.

At Prior Heath an effective learner:

- Listens and follows instructions carefully.
- Ensures that they have the learning tools and equipment that they need to be successful.
- Welcomes challenge and perseveres with their learning tasks.
- Uses a range of strategies to solve any problems that they encounter.
- Takes responsibility for their own learning and behaviour.
- Evaluates and reflects upon their learning in order to continually improve.
- Takes pride in their work.
- Works collaboratively with others, showing kindness and respect at all times.

- Continues to learn outside of the school environment to enhance their own knowledge and curiosity within the curriculum.

At Prior Heath effective teaching includes:

- Providing high quality learning opportunities, with challenge for ALL.
- Setting high expectations for every child.
- Giving all learners the confidence to succeed.
- Using assessment for learning effectively to establish what learners already know and their next steps.
- Inspiring and motivating our learners.
- Promoting the school values within the curriculum.
- Continually reflecting on and adapting our curriculum to meet the needs of every child.

At Prior Heath governors ensure that:

- The school's finances are managed effectively to allow the aims of the teaching and learning policy to be achieved.
- They have a strategic overview of the school's development plan.
- They appropriately challenge school leaders and monitor the implementation of the teaching and learning policy.
- Performance management effectively addresses areas of development within teaching and learning.
- Continual professional development is taking place to enable staff to implement the teaching and learning policy effectively.
- They develop positive and supportive relationships with school staff to enable them to work collaboratively to ensure that the teaching and learning policy is adhered to.

At Prior Heath our parents and carers are expected to:

- Ensure that their child's attendance and punctuality is good.
- Understand and celebrate their child's progress and achievements, through attending parents meetings and school events.
- Support their child's education through engagement with home learning tasks.
- Inform school staff of any changes to circumstances at home that may affect their child's learning.
- Adhere to the school's home learning policy.

This policy should be read in conjunction with the following documents:

- DfE Teachers' Standards (appendix A)
- Curriculum subject policies
- Assessment policy
- Assessment, reporting and record keeping policy
- Behaviour policy
- Child protection and safeguarding policy

- Feedback and marking policy
- Equality information and objectives
- Home learning policy
- Home school agreement
- Looked-after and previously looked-after children policy
- Online safety policy
- Single equality scheme
- SEND and inclusion policy
- Visitors and visiting speakers' policy
- Whole-school healthy eating policy



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>