



Teaching and Learning Policy 2025

Introduction

At Eling Infant School and Nursery we provide a safe, supporting environment where children can learn, grow and succeed. When all adults have high expectations of all our children across all areas of the curriculum and when children take ownership of and responsibility for their own achievements learning becomes a rewarding and enjoyable experience which ultimately develops and increases the children's confidence, self-esteem and resilience. Positive partnerships between staff, children, parents and governors ensure that teaching and learning at Eling is consistent and produces independent children who have high expectations for themselves and others. Our aim is that all children achieve their true potential.

Aims and Objectives

Through our teaching we aim to:

- Raise attainment and accelerate progress for all learners.
- Relentlessly drive improvement in the quality of teaching and learning.
- Develop and apply a wide range of key skills which will enable children to grow into resilient, resourceful, reflective learners, who can build positive relationships to make them good citizens.
- Develop grit and determination in learning and brave to take risks
- Deepen and develop learning foundations to build on future learning
- Provide high quality learning consistently across our school.
- Teach effectively setting high expectations to enable children to learn efficiently to make sustained progress and to attain mastery at all levels
- Learn from each other through the adoption of creative, collaborative, enquiry based approach to teaching and learning, where good practice is shared.
- Create a positive learning environment that fosters the children's self-esteem and confidence which encourages the children to respect the ideas and attitudes of others.
- Refer and respond to educational research in order to inform and refine our practice.

Stakeholders

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the schools aims by:

- Feeling valued as individuals and is actively involved in the learning process.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.

- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Work as a team supporting and encouraging one another.

Teachers will ensure that:

- Effective prior preparation and planning resulting in a purposeful well prepared teaching plan that meets the needs of individual children.
- Good examples of successful learning is celebrated, modelled and displayed.
- Lessons must have clear learning objectives and success criteria which is based on assessment for learning from previous days teaching.
- Lessons deliver the national curriculum including appropriate cross curricular learning.
- Learning is relevant to our children and their situation and environment.
- A clear link to previous and future learning. Ensuring there is a clear progression of skills and knowledge that is built on throughout their learning.
- Timely interventions and mini plenaries to clarify misconceptions, secure knowledge and deepen learning further.
- Plenaries which could happen at any time during the lesson and prepare the child for the next instalment of learning.
- Flexi groupings ensures that children have the opportunity to embed learning and move on where necessary
- Teacher modelling through effective use of teacher talk time.
- Creative and well-judged teaching strategies that enthuse the children and engage them in learning.
- High expectations that challenge all children, children will be confident in being challenged to deepen their understanding.
- Pace of teaching and learning proportionate with capabilities.
- Key skills embedded across the curriculum.
- Good questioning that encourages independence, reflection and challenges children further (P4C)
- Questioning pushes children to think deeper and to make connections in learning.
- Positive relationships based on mutual respect.
- Opportunities for independent and creative learning and resilience development.
- Excellent behaviour management and behaviour for learning.
- Practical resources to support and scaffold children's different styles of learning.
- Rigorous marking and immediate feedback challenges misconceptions and tailors next steps of learning.
- Work in partnership with parents by providing formal and informal feedback on their child's learning journey.

Parents are encouraged to support their children's learning by:

- Ensure that their child attends school regularly, punctually, well rested and in good health.
- Ensure that their child arrives at school wearing the correct uniform and bringing the necessary equipment (book bags, PE kits, coats and sun cream)
- Providing a consistent approach to behaviour working in partnership with the school and class teacher.

- Support the work of educational targets and becoming actively involved in the implementation of any support strategies.
- Attending parents evening and participating in discussions concerning their child's progress and attainment.
- Ensure early contact with school to discuss matters which effect a child's happiness, progress and behaviour.
- Support the children in completing their home learning and give due importance to it.
- Ensure that all contact addresses and telephone numbers are up to date and correct.
- Allowing their child to become increasingly independent as they progress across the school.
- Informing the school of reasons for their child's absence.

Children are encouraged to take responsibility by:

- Being actively engaged and taking ownership of their own learning
- Taking responsibility for their own learning.
- Contributing to class discussions
- Supporting their peers with learning.
- Being reflective and resourceful which leads to independence.
- Knowing the next steps in their learning
- Working collaboratively as a team.
- Valuing others views and opinions even if they are different to their own.
- Being resilient to face challenges and to know mistakes are part of the process.

Governors will support by:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensuring that the school buildings and premises are best used to support successful teaching and learning.
- Asking challenging questions about the attainment and progress of all groups of learners.
- Having a sound understanding of the messages from published data.

The community is invited to support the school by:

- Contributing to activities such as assemblies and specialist outings and clubs.
- Presenting themselves as positive role models to be emulated.
- Organising activities and events throughout the year to deepen childrens knowledge and skills.
- Supporting school events.
- Voluntarily helping in the classrooms.

Effective teaching and learning at Eling is evidenced by:

- Pupils loving the challenge of learning and are resilient to failure.
- Curious, interested learners, who seek out new information to develop, consolidate and deepen their knowledge, understanding and skills.

- Children thriving in lessons and taking up opportunities to learn through cross curricular activities.
- Children who are eager to know how to improve their learning.
- Capitalising on opportunities to use feedback to improve.
- Having teachers that are determined that all groups of pupils achieve well.
- Having consistently high expectations of all groups including disadvantaged and those with SEND, teachers who have high aspirations for all children's attitude to learning.
- Having teachers that check children's learning systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers having secure subject knowledge which is used to plan learning that sustains pupils interests and challenges their thinking.
- Teachers using questioning skilfully to probe pupils responses and reshape tasks and explanations so that pupils better understand new concepts and deepens understanding.
- Effective scaffolding will mean that children learn concepts and strategies at a deep level and can use them independently to move on their learning.

Effective assessment at Eling is evidenced by:

- Good use of assessment to monitor progress, set targets and plan subsequent lessons.
- Making use of formative and summative assessment to secure pupils progress.
- All groups of learners including disadvantaged and those with SEN having targeted support and scaffolding.
- Observed opportunities to maximise children's individual learning journey and progress made.

Environment

All areas and resources of the school including the classrooms should be clearly labelled. Children should be independent and confidently aware of these resources and how to access them to support their learning including using working walls. Classrooms should be organised to ensure that children have the opportunity to learn in different ways. We believe that a stimulating environment sets the climate for learning, and exciting classroom promotes independent use of resources and high quality work by the children.

Learning takes place in an environment which is....

- Challenging and stimulating
- Peaceful and calm
- Happy and organised
- Well-resourced and clearly labelled
- Makes learning accessible and encourages independence.
- Welcoming
- Provides a working atmosphere
- Question rich

Links with other policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Assessment, Reporting and Recording Policy
- SEND Policy and Information Report
- Single Equality Statement and Action Plan

Policy adopted by governing body: May 2025

Policy review date: May 2027