



Teaching and Learning Policy





FARRINGTON ACADEMY

Teaching and Learning Policy



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Policy due for review:



FARRINGDON ACADEMY

Teaching and Learning Policy



Our aim within Inspire Multi-academy Trust to ensure that we provide consistency for our children, in terms of approach that is linked to our core principles, vision and values. However, we do maintain individuality within this and each academy also has its own Vision statement.

Inspire Vision

Inspire Multi Academy Trust is committed to providing the highest standards within its family of schools. It has clear aims, clarity of purpose and a vision that is shared by all stakeholders. The major aim is to create and foster a culture of high aspiration within all stakeholders and to enable and empower pupils to achieve to the highest levels regardless of their social or economic background. The Trust will strive for excellence in everything it seeks to achieve across all five of the participating schools, particularly in attainment and progress, the quality of teaching and leadership and management. Lifelong learning is at the heart of the Trust and is reflected by the engagement of all stakeholders in developing and improving learning while providing outstanding progress and achievement for all.

Farringdon Vision Statement

Learning is for life.

The process of learning will be an exciting and constantly challenging journey for every individual, for which we are all accountable. Together, all stakeholders in our school community will work in partnership and strive for excellence, empowering all children to achieve the highest of standards and reach their full potential in all aspects of life. As lifelong learners our children will be challenged, motivated and engaged through an inclusive, personalised and relevant curriculum. Innovative and inspiring teaching will develop confident, independent and resilient learners who will be encouraged to discover, develop and celebrate their talents. Children will be at the heart of all decision making where high aspiration, mutual support, honesty, challenge and inbuilt respect enables all to achieve their potential and be valued.

Together we will live, learn and inspire!



Aims and Principles:

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

At Farringdon our aims are to:

- Provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills, enabling them to make a positive contribution to school life and beyond.
- Instil a love of learning and promote high expectations, celebrating both success and effort
- Provide an inspiring, fun and engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of the community to maintain and develop a school of which we can all be proud.

We are committed to delivering high quality education to all children, by providing teaching that:

- Is relevant to the needs and interests of all children, giving them the opportunity to develop knowledge, skills and self-esteem
- Provides children with the essential basic skills
- Promotes high expectations
- Challenges and supports to empower all children including those with special educational needs and of higher abilities
- Enables children to take ownership of their learning with the confidence to question and be resilient in their approach to independence
- Supports families learning together

At Farringdon, we believe that children learn best when...

- They are happy, healthy, secure and confident

- They are actively involved in the learning process, whereby their voice is heard
- They are presented with learning tasks and quality skills based learning challenges that are meaningful, relevant and appropriately matched
- Engaged and motivated and are encouraged to take risks
- A variety of resources are used
- They are provided with achievable challenge and questioned to provoke deep and further thinking, and to meet their full potential
- They have clear boundaries and expectations
- The learning environment goes beyond the classroom
- There is a mixed pedagogy and lesson structures are used for purpose
- They are skilled at self-assessment

At Farringdon, we believe that teachers teach most effectively when...

- They feel valued within the school community
- They develop excellent relationships with their children
- They are able to work collaboratively with colleagues (in school and across the Trust), planning and evaluating together
- They are adaptable to change and feel supported to take risks
- They have access to high quality professional development opportunities
- They are well planned, organised and share learning objectives effectively with learners
- Clear boundaries and consistent expectations are set for learners
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- They teach to accommodate a range of learning styles

At Farringdon, we believe that Teaching Assistants support most effectively when...

- they feel valued within the school community
- they know the teacher and pupils well
- they have clear direction, linked to targeted planning
- they have secure subject knowledge and are pro-active in finding out when they don't
- they use initiative with confidence
- they work together to share good practise
- their strengths are utilised
- they communicate well with the teacher; assessment for learning
- they are enthusiastic and committed
- they are flexible to the needs of the children/school
- they are good role models

Non-negotiable Elements in Practice for all year groups (1-6)

KS1:

- Daily handwriting sessions (15 minutes)
- Daily 5 a day Maths sessions.
- Daily mental maths incorporated into Maths lessons.
- Daily guided reading sessions (20 minutes)
- Every child reads to an adult 1-1 once a week.
- Daily phonics / grammar sessions (20 minutes)
- Each class has a class novel which is read from daily.
- Weekly spelling tests are completed in the back of Literacy books.
- Weekly number bonds / times table tests are completed in the back of Maths books.

Outcomes in books:

Year 1 Autumn term - 2 Literacy and 2 Maths
Year 1 Spring term - 3 Literacy and 3 Maths
Year 1 Summer Term - 4 Literacy and 4 Maths
Year 2 - 4 Literacy and 4 Maths

Learning environments (additional to the Learning Environment checklist): Every class to have a purposeful role play area separate to the reading area.

KS2:

- Daily handwriting sessions (15minutes)
- Daily 5 a day Maths sessions.
- Daily mental maths incorporated into Maths lessons.
- Daily guided reading sessions (30 minutes)
- Every child reads to an adult once a week within guided reading.
- Daily phonics / grammar sessions (30 minutes)
- Weekly spelling tests are completed in the back of Literacy books.
- Weekly number bonds / times table tests are completed in the back of Maths books.

Outcomes in books :

Maths - 4 outcomes and 1 weekly investigation piece of work.
Literacy - 3 sentence level, 1 longer Literacy piece of writing and 1 longer Topic linked piece of writing.

Learning environments (additional to the Learning Environment checklist): Every class to have a purposeful reading area that may be linked to role play).

Curriculum

Key Stage 1 and 2

a) How is the Curriculum Planned? - Documents and Processes



Plan to Provide a Hook/Stimulus into the topic:

This is to provide a context for learning that is based around topics that will interest your children, whilst following the Curriculum skills for your year group. This can be a topic text (book linked to the topic) or an extract/idea from the book, to enrich learning through vocabulary and topic content.



Generate Questions:



- Children to generate questions, based on the stimulus. Through these questions, and where appropriate with some guidance by the teacher, decide upon a 'big' Key Question to lead the topic.
- Ensure that all of the children's questions are answered in some way before the end of the topic.



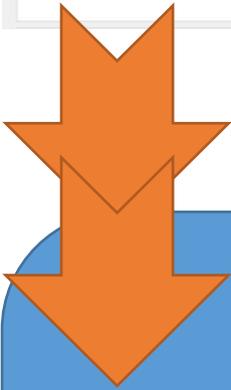
Use the Programme of Study:

- Use the programme of study for your year group to plan the relevant objectives/skills.



Year One	
Subject	Skills and Objectives
Art & Design	
Level 1	
*Art is split into different art forms. For each form of art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year unless there is clear progression.	
Drawing	<p>Skills</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To respond to ideas and starting points (stories, rhymes, objects, the natural world). <p>Objectives</p> <ul style="list-style-type: none"> To use drawing to develop and share ideas, experiences and imagination. To identify a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Using techniques to create effect</p> <ul style="list-style-type: none"> To draw lines of different shapes and thicknesses. To show with pencils, crayons, chalk to experiment with line, thickness, shape and texture (eg cross-hatching). To describe the shape and pattern they see. To colour in neatly, following the lines very carefully.
Painting	<p>Skills</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To respond to ideas and starting points (stories, rhymes, objects, the natural world). <p>Objectives</p> <ul style="list-style-type: none"> To use painting to develop and share ideas, experiences and imagination. To use thick and thin paint strokes. To use ready mixed or powder paints to show ideas. To paint pictures of what I see. To paint within my drawn lines. <p>Using techniques to create effect</p> <ul style="list-style-type: none"> To use ready mixed or powder paints to show ideas. To paint pictures of what I see. To paint within my drawn lines.

D&T	
D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more skills may progress to the level 2 skills, which can be obtained from the Year 2 D&T.)	
To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home and school.	
Knowledge / Understanding	<p>User 1: _____ User 2: _____ User 3: _____</p> <p>Working sheet: _____ Working sheet: _____ Working sheet: _____</p> <p>Working sheet: _____ Working sheet: _____ Working sheet: _____</p>
Design	<ul style="list-style-type: none"> Design purposeful, functional appealing products for themselves based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates and where appropriate ICT.
Make	<ul style="list-style-type: none"> Use a range of tools and equipment to perform practical tasks (eg. cutting, shaping, joining and finishing). Use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.
Evaluate	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas against design criteria.
Technical Knowledge	<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable.



Create a Medium term Topic Plan:

- This will include all subjects to be covered, a list of outcomes and activities, and the objectives that will be covered within these, taken from the National Curriculum.
- This will also include a draft overview of when the foundation subjects will be covered over the topic period.

INSPIRE Topic Planning			
Learning Topic	Class	Term / Stage 1	Number of Weeks / Weeks
Any Learning Topic	Class	Term / Stage 1	Number of Weeks / Weeks
Planned Outcomes	New children will understand the differences and similarities between life in China and life in the United Kingdom. There will be an element from their observation day.		
WEEK / Learning Context Units	A Chinese doctor the classroom or in school grounds to explore the issues they are presented with. Visit to China (over to outside Chinese food).		
Subject	ACQUIRED AND PROPOSED LEARNING OUTCOMES	CURRICULUM LINKS / OBJECTIVES	
English	<p>Students learn that the Chinese are a different story. Next to draw a picture. Chinese New Year.</p> <p>Additional notes: (to be completed with support from school staff)</p>	<ul style="list-style-type: none"> Learning to write between words. Learning to write and draw about using 'and'. Develops to maintain attention when a teacher uses a full stop, apostrophe and an exclamation mark. Using capital letters for some of people, places, the start of the week and the names of months. Further eg. 	
Maths	<p>Reason of adding and subtracting 10 with addition involving 2 numbers.</p> <p>Number range - 20000</p>	<p>Maths and English</p> <ul style="list-style-type: none"> Learning to write between words. Learning to write and draw about using 'and'. Develops to maintain attention when a teacher uses a full stop, apostrophe and an exclamation mark. Using capital letters for some of people, places, the start of the week and the names of months. Further eg. 	

INSPIRE Topic Planning						
Topic	Learning Objectives to be covered	Year 1 / Stage 1	Year 2 / Stage 2	Year 3 / Stage 3	Year 4 / Stage 4	Year 5 / Stage 5
PL	Developed and make clothes	Year 1 / Stage 1	Year 2 / Stage 2	Year 3 / Stage 3	Year 4 / Stage 4	Year 5 / Stage 5
Computing	Use the program to explore IT power	Year 1 / Stage 1	Year 2 / Stage 2	Year 3 / Stage 3	Year 4 / Stage 4	Year 5 / Stage 5
RE / PSHE	Observations, what is the best of each culture to explore from the children within their lives and the best of each of all other cultures. (to be done in the first week of learning in RE. The rest of the year will be spent on understanding the differences and similarities between different practices and disciplines, and making links to their own).	Year 1 / Stage 1	Year 2 / Stage 2	Year 3 / Stage 3	Year 4 / Stage 4	Year 5 / Stage 5
British Values	Connection of Chinese life in British life and values	Year 1 / Stage 1	Year 2 / Stage 2	Year 3 / Stage 3	Year 4 / Stage 4	Year 5 / Stage 5
English and Maths will be taught every day in the mornings. A rough timetable of other foundation subjects will be covered:						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
RE	RE	RE	RE	RE	RE	RE
RE	RE	RE	RE	RE	RE	RE
RE	RE	RE	RE	RE	RE	RE
RE	RE	RE	RE	RE	RE	RE
RE	RE	RE	RE	RE	RE	RE



Create Short Term Plans:

- Create your short term/Weekly planning, following your school's agreed planning formats.
- This will be expected for Reading, English, Maths and Topic, weekly.

b) How is the Curriculum Assessed? - including Marking and Feedback



English and Maths:

The children will be assessed using the Trust IPP (Inspire Pupil Progress) system. These are an overview of the Curriculum and are set out on grids for each year group. The appropriate grids will be stuck in the front of each pupil's English and Maths books, and in the correct file for Reading.

Each IPP system has its own progress weighting system, depending on the subject (See Assessment Policy/subject expectations).

Evidence will include children's outcomes within the books, including photographs and other media, reading dialogue that is recorded and some testing. In some cases, narrative observations will also be appropriate.

Foundation Subjects:

Monitoring and Assessment

Coverage
As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment
At the end of each unit, teachers must highlight the key objective (Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold), to show the following:

Green – 85% or above have achieved skills/objectives
Orange – 65-84%
Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

This page can be found at the front of your relevant year groups Programme of Study. It explains how to assess the foundation subjects for your class, indicating how to highlight according to percentage of class to achieve, recording initials of pupils working above or below and also to track coverage through the year.

How Teaching and Learning is monitored

Teaching and learning is monitored firstly through weekly book and planning scrutinies and fortnightly learning environment scrutinies carried out by middle and senior leaders. This evidence is used alongside teaching and learning observations, which incorporate learning environment scrutiny, and are carried out termly by the middle and senior leaders both in school and across the trust to give a holistic judgement and specific strengths and areas for development. Both elements feed into the performance management system which is reviewed termly. As a result CPD is tailored

to the specific needs identified in the areas for development. Coaching targets are set for all staff to support personalised development and the needs identified in the SIP.

Assessments of learning are continually updated through marking and evidencing the age related expectations. Assessment information is gathered termly by class teachers and used to evaluate and plan appropriate interventions. Moderation is completed in school and across the trust by middle leaders to ensure consistency and expectations are met. Pupil progress meetings ensure teachers are challenged about accuracy and understanding of data analysis to inform their intervention planning. Middle and senior leaders are then challenged to ensure the school is clear and focused in their drive for improvement.

Parent Partnerships

We engage our parents in a variety of ways to involve them as much as possible in their child's learning. These include:

- Home visits for children entering Nursery.
- A series of family sessions linked to priority areas in school across the year to inform and engage parents.
- A termly newsletter informs parents of key dates and information for the term.
- Termly parents' evenings inform parents on key information about their child's attitude to learning as well as attainment and progress.
- Termly curriculum leaflets inform parents about the learning their child will be experiencing that term and are also accessible on the website.
- Parents of children with SEND meet with class teachers termly to review support plans.
- Parents receive an end of year report which comments on attainment and progress across the curriculum.
- An open door policy in school ensures parents can share any concerns at the earliest opportunity.

Homework expectations:

Homework is set by each class teacher following the guidelines of:

- Weekly reading books with accompanied diaries for parents to record responses to the given books.
- Weekly spellings differentiated to the needs of the children.
- Topic homework is set at the beginning of each half term to enable children to create a project with their parents to reflect their learning focus.

Behaviour management

Pupils take responsibility for their own actions and support others to make the right choices. The school traffic light system of red, amber and green is used consistently

throughout the school, setting firm, clear and fair boundaries and consequences. Pupils develop personal class rules with their class teacher. Good behaviour choices are rewarded through weekly celebration assemblies and through their individual class systems.

(See behaviour policy for more detail)

Assessment, Evidence and Reporting

- Evidence of children's learning is collected within the lesson through outcomes in books and outcomes in the learning environment.
- Assessments are carried out each lesson through effective AFL strategies to inform marking and planning next steps.
- Termly assessment gathering for reading, writing and maths is carried out to benchmark where the children are in relation to age related expectations and identify progress made.
- Parents are reported to termly about attainment, progress and attitude to learning (including attendance information).
- End of year reports are written to inform parents about all areas of learning and school life.

(See assessment policy for more details)

Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

(See SEND policy for more details)

Learning Environments

Learning environments within Farringdon are set up to facilitate the way that we know our children learn best. Therefore they..		✓ Tick
Must be:	<ul style="list-style-type: none"> • Organised into areas • Non-negotiable areas – Maths, Writing, Role-play, Reading, Creative. • Areas must be enhanced to allow children to have opportunities to learn independently – at appropriate times • Age related • EYFS – Specific 	
Displays will:	<ul style="list-style-type: none"> • Majority child made • Backing created and designed by children (matching topic style and age appropriate to yr group skills) • Title created by children (matching topic style and age appropriate to yr group skills) • A 3d aspect – if appropriate • Begin with a ? and post its with questions by children • End with ! answering questions 	

Outcomes will:	<ul style="list-style-type: none"> • A range of subjects • Non-negotiable subjects – Writing, maths, the arts and science (where appropriate) • Majority age related work – showing some range – MA and SEN • Mixed up on the display • Range of media (ie photos, handwriting, pictures, 3D, typed) • Double backed in appropriate colours, by children, with a guillotine • Have ‘blurbs’ explaining what learning has taken place and which skills were used • Each piece to have children’s name on (neatly in fine liner on white card at bottom – chn to write where appropriate) • A piece from every child displayed • Make appropriate use of felt tips and highlighters! 	
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❖ Displays should be full by the end of the topic, but be added to throughout.

EYFS Learning and Teaching Policy

EYFS Vision & Values Statement

Across Inspire EYFS we provide a stimulating, creative and inspiring curriculum which captures individual interests and caters for all abilities ensuring achievement and excellence for all.

Our learning environments reflect the child's voice and promotes purposeful independence and high levels of resilience in our confident and motivated children. As a result of this rapid and sustained progress is evident throughout EYFS ensuring all children reach their full potential.

Clear communication and trusting partnerships with parents ensure that children are at the heart of everything we do through challenge and embedding skills to prepare them for lifelong learning.

Rationale

At Inspire we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, purposeful and challenging learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, Governors and other professionals to meet their needs and help every child to reach their full potential.

Well-being

Well-being focuses on the extent to which children feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health. The children's well-being is of utmost importance and we strive for all children to have extremely high levels of involvement and well-being.

Curriculum Aims and Principles

The EYFS principles which guide the effective work of all practitioners are grouped into the Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Our curriculum and planning is centred around the Characteristics of effective learning and is tailored to meet the individual needs and interests of the children. It is planned to ensure coverage, continuity and progression in the development of basic skills. Our enabling environments both indoor and outdoor, are well planned, well-resourced and enhanced to promote independent learning.

The seven areas of learning and development are divided into three prime areas

- Communication and Language
- Personal, social and emotional development
- Physical development

These are supported by specific areas that strengthen the prime areas, these areas are

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning are not discrete subjects but are planned for in a holistic cross curricular topic approach, making links throughout all areas of learning.

Staff Development and Support

Across Inspire trust all EYFS staff attend regular meetings, working as a team to develop key documents, principles and values. As a result of this CPD is tailored to meet the needs of the staff. Regular cycles of coaching take place termly to support personalised targets and ensure we have reflective practitioners.

Involving Parents

Our academies ensure that all parents and children are involved in the following:

- New parent meeting for the children in school.
- A home visit before or as the child starts the setting.
- A series of family activity sessions throughout the year to inform and work with parents on how children learn.
- Parents meetings where parents can meet individually with EYFS staff to discuss their child's development.
- Half termly newsletters to inform of topics and learning.
- An end of year report to parents commenting on progress and Characteristics of effective learning.
- We promote an open door policy to ensure effective communication between staff and parents.

Assessment and Record Keeping

Children in EYFS are continuously assessed through observation, in the form of:

- Snapshot observation of learning and development
- Spontaneous written observations
- Learning journeys
- Narratives
- Photographs

Children have individual learning journals to document their progress over the year. In addition to this Reception children have writing and Maths books to record outcomes from focused activities. Displays in EYFS reflect current practice, topics and interests covered and show progression over the year.

Monitoring and Evaluation

Monitoring of the Foundation Stage Includes:

- Lesson observations on teaching staff to ensure effective teaching and learning and provide appropriate support if necessary
- Annual action plan to identify key areas of development within Foundation Stage, monitored and reviewed regularly.

- Children's progress is monitored termly through individual tracking sheets.
- Teachers are accountable for children's progress and attainment and are expected to produce termly class reports.
- Weekly Working Planning scrutiny analyses planning and children's outcomes to ensure coverage and progress.
- Internal and cross trust moderation is carried out termly to ensure accurate judgements are consistent.