



Stalyhill Infant School

Teaching for Learning Policy Document

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Governor:	Curriculum committee

Teaching for Learning Policy

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Mission Statement: *'Inspiring young minds, creating learners for life.'*

This school policy is to be read in conjunction with the following policies and documents that have all been agreed by the school's Governing body;

- Curriculum Intent and Implementation wheels
- [Feedback for Learning Policy](#)
- [Special Educational Needs Policy](#)
- [Positive Behaviour & Anti-Bullying Policy](#)
- Assessment Policy
- School Development Plan
- Long term plans and topic webs
- Our 'High Expectations' and Core Offer to children

Introduction

At Stalyhill Infants our core function is teaching for learning. We aim to build a community of learners which includes pupils, staff, parents, Governors and the wider community.

We are a school that makes decisions rooted in evidence and research. We pay close attention to the work of the **Education Endowment Foundation (EEF)** and use their toolkits and recommendations to inform our own planning and practice.

We believe that learning is a lifelong process and that it should be a rewarding, challenging and enjoyable experience for everyone.

In our unique position as the only Infant School in Tameside, through our teaching, and through the variety of key experiences that we provide, we hope to lay the foundations of learning in all subjects and equip children with the skills, knowledge and understanding necessary to be able to build on these foundations as their learning journey continues.

Guiding Principles

- Working with smaller amounts of children leads to improved progress
- Children working independently are given quality skills based learning challenges that are well resourced
- Reading is the key to unlocking the full curriculum for all children
- Attention is paid to children's cognitive load to aid retention
- Learning is re-visited regularly to aid retention
- Key and ambitious vocabulary is taught and used
- Regular and effective verbal feedback leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid.

Effective Learning

At Stalyhill Infants, we believe that learning is the active process of acquiring and retaining knowledge, developing and applying skills and making sense of experiences in a way that is meaningful to the individual learner. Learning occurs when there has been an alteration in long term memory.

'If nothing has been altered in long term memory, then nothing has been learned.' OFSTED 2020

Children learn in very different ways, circumstances and contexts and in order to be meaningful, learning needs to be built on prior knowledge and incorporate opportunities for reflection.

All learners display a dominant sensory learning preference and are primarily visual, auditory or kinaesthetic learners. Effective learners display a combination of the three learning styles. Stalyhill Infants recognises and promotes this diversity of learning style and seeks to ensure through the school ethos and culture that any significant obstacles to learning are removed.

We offer opportunities for children to learn in different ways. These include:

- Through talk and vocabulary acquisition
- Through investigation and problem solving
- Through the development of cognition and meta-cognition
- Through individualised programmes of learning
- Through whole class, group and paired work
- Through scaffold and support
- Through research and finding out
- Through rote learning, recap and retrieval
- Through independent work
- Through questioning and curiosity
- Through the use of ICT
- Through experiential learning and visits to places of educational interest
- Through creative activities
- Through debates, role play and oral presentation
- Through designing and making things
- Through participation in physical activity
- Through reflecting on what has been learned
- Through learning out of doors
- Through the development of a 'Growth Mindset'

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them to learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned and unplanned (mini) plenaries throughout lessons to review the key learning objectives and to assess the level of understanding.

Quality First Teaching

At Stalyhill Infant School we want all of our children to reach their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

We believe teaching is of the highest quality when:

- Teachers are thoroughly prepared;
- Teachers and staff make use of regular, high quality CPD and training opportunities, in particular training delivered through the National College and the EEF. Training is targeted and based on individual's needs and areas for development;

- The latest educational research informs teacher's planning and practice;
- An enabling environment is provided, including classrooms which are well organised and accessible, with well labelled resources;
- Lesson design takes account of children's cognitive load;
- Children understand what they are learning, why and how this links to prior and future learning;
- Teachers ask open-ended, thought provoking and challenging questions of the children;
- New and subject-specific vocabulary is explicitly taught – often with the aid of visuals and displays;
- All lessons contain opportunities to practice and improve reading and a focus on books;
- Teachers make use of appropriate strategies such as 'scaffolding' and 'keep up' to prevent learners falling behind;
- Adults create an atmosphere where children feel secure enough to take risks and make mistakes;
- Teachers utilise innovative teaching methods that lead to enjoyable learning experiences and children being motivated and engaged;
- Lessons make explicit links to children's previous learning and activities that support the retrieval and retention of prior learning are incorporated in to all lessons;
- Lessons have appropriate pace;
- A programme of educational visits and visitors are utilised to reinforce and stimulate learning;
- Children's interests are built upon and incorporated into learning;
- Opportunities are provided to review and reflect on learning through Reflection Weeks;
- Opportunities are provided for children's effort and achievement in their work to be celebrated using a range of age appropriate strategies;
- Children are able to work in flexible groupings, driven by ongoing formative assessment and knowledge of the children's current performance – no ceilings are placed on any child;
- Regular opportunities for 'play' are included as these support the development of language and the application of learnt skills – See [Rationale for Play](#);
- Thinking time is given, if needed, when asking children to answer deeper questions;
- Developmental verbal feedback moves learning forward;
- Tools for aiding learning and thinking, such as BLP (Building Learning Power) and the development of a 'Growth Mindset' are explicitly taught;
- Every teacher understands they are a teacher of children with SEN and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
- Lessons enable children's understanding to be developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability and contain a level of challenge for all. When planning work for children with special educational needs we give due regard to information and targets contained in the children's SEND 'One Page Profiles'. Children identified as 'vulnerable' are provided with personalised programmes of learning that include appropriate interventions. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Stalyhill Infants should be of the highest possible standard.

All teachers establish positive working relationships with the children that they are teaching. We treat all children fairly and give them equal opportunity to take part in class activities through scaffold and support. We praise and reward children for effort and value mistakes, and, by so doing, help to build positive attitudes towards school and learning in general. We aim to promote 'growth mindsets' in our children and endeavour to ensure that our language and praise reflects that. We insist on good order and behaviour at all times.

Teaching Assistants and other adult helpers are deployed in a variety of ways that primarily support learning; working with individual children or small groups. Teaching Assistants are fully involved in the delivery of daily Phonics lessons and Guided Reading across school, they also deliver catch-up and keep-up programmes and targeted intervention.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly through the Performance Management and moderation cycles. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

Cognitive Load Theory

At Stalyhill Infant School, we recognise the importance of being mindful of a child's cognitive load when teaching;

Human Memory can be broken down into three main components;

Sensory Memory – brief visual and auditory inputs lasting only 1-2 seconds (faces, colours etc.). Do not usually reach consciousness.

Long Term Memory – permanent form of memory that utilises meaningful connections between information elements.

Working Memory – memory for operating a current task – holds information for a few seconds but almost all information is lost after 20 seconds unless it is rehearsed. Working memory is limited and can hold no more than 5-9 elements. Working memory can be easily overwhelmed.

It is therefore Working memory that we need to protect and manage, in order to allow knowledge and information to be transferred into Long Term Memory.

Impacts on Working Memory (the Cognitive Load)

Intrinsic Load – the load associated with performing the task itself and the inherent difficulty of the material being learnt.

Extraneous Load – the load associated with non-essential aspects of the task, including what is happening in the environment and what is happening in someone's personal life.

Germane Load – the load associated with developing strategies to facilitate learning. The process of learning itself.

Improving the Working Memory by managing the Cognitive Load

	Working examples
Managing the Intrinsic Load	• Limit the number of new elements being introduced • Provide an appropriate amount of time to complete new learning • Ensure opportunities for rehearsal are built in to lessons • Chunk learning (no more than 4 chunks at once)
Reducing the Extraneous Load	• Control the physical environment – limit interruptions, remove distractions, calm, orderly. • Ensure all basic needs are met to support concentration – water, food, exercise etc. • Support children's 'wellness' – mindfulness, nurture, morning chat etc. • Present information in a considered way – combining auditory and visual elements decreases extraneous load.
Optimising the Germane Load	• Ask clarifying questions • Summarise what has been taught • Make connections in learning

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning...

- Is part of effective planning
- Promotes commitment to learning objectives and success criteria
- Encourages self-assessment
- Engages the learner thoroughly with the learning process
- Affects learner motivation and promotes self esteem
- Helps learners know how to improve
- Is central to classroom practice

Please refer to our [Assessment Policy](#) for a detailed breakdown of assessment practices at Stalyhill Infant School

Pupils as Partners in Learning

At Stalyhill Infants we are committed to ensuring that pupils play a key role in their learning and make decisions about their own learning journey. We believe that successful learning is an active process that pupils must engage with, as opposed to passively allowing education to be something that is done *to* them.

In order to facilitate this we:

- Share learning objectives
- Involve pupils in the generation of Success Criteria in lessons
- Promote the use of self and peer assessment
- Offer a skills based approach to the curriculum that requires children to take an active role in researching, investigating and problem solving to forward their own learning
- Hold opportunities for reflection at the end of each topic in which children report back their learning to the teacher and rest of the class, using a range of media.
- Arrange classrooms, equipment and resources in a way that encourages independence
- Use a flexible groupings system
- Allow children the opportunity to 'self-select' their own level of challenge
- Hold regular Class council meetings that feed into the wider Learning and School Councils
- Feed the principles of 'BLP' ('Building Learning Power' by Guy Claxton) and Growth Mindset into lessons.
- Allow children to work in different ways, in different places and with different people.

Parents as Partners in Learning

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to engage and support parents in how they can help further their children's learning and confidence at school.

We value our relationships with Parents and seek to develop it in the following ways;

- Through regular Curriculum evenings/workshops
- Through regular Parent surveys
- Through our Remote learning offer
- Through our website and Twitter feed

Parents are responsible for ensuring that children attend school regularly. Holidays or extended periods of leave during term time must be avoided as these interrupt the child's progress. They miss important work and may fall behind. Periods of extended leave will only be authorised by the Headteacher in exceptional

circumstances. Parents are asked to inform the school of any absence on the first day so that we know they are safe at home and are encouraged to book children's dental and medical appointments out of school hours wherever possible.

Governors as Partners in Learning

Our Governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in the light of Health and Safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school's self review processes. These include the Headteacher's reports to Governors and the work of the curriculum and school improvement committees.

The Curriculum at Stalyhill Infant School

At Stalyhill Infant School we have developed our curriculum over a number of years and we work hard to continually evaluate and evolve our provision and practice, to meet both the changing and varied needs of the cohorts of learners that come through our school, and the changing needs of the wider community. We believe firmly that our learners should not be expected to fit into any box of our creation but that instead we should alter and amend our offer to children to ensure that their needs continue to be well met.

As the only Infant School in Tameside, we are in a unique position and one that enables us to have a sharp focus on EYFS and KS1 education and develop these as areas of expertise. We are a school that firmly believes that learning in the Early Years and KS1 should be investigative, practical, hands-on, exploratory, multi-sensory and fun and we aim to provide our learners with a wide range of experiences and opportunities to enable them to discover and cultivate their own strengths, passions and interests.

We also recognise, and take very seriously, our responsibility to prepare children for the next stage of their education and to begin their journey as 'learners for life'. For this reason, we have a clear and continual focus on the development of language skills, early reading and reading for pleasure, and a focus on learners' understanding of number. We have high expectations for all our learners and ensure that we send them to their KS2 settings fully equipped to tackle this next phase of education.

At Stalyhill Infant School our learners follow the National Curriculum and develop skills and knowledge in the full range of core and foundation subjects. We deliver this learning through a cross-curricular, topic based approach, in which children learn through question and challenge. We also strive to take our children's learning beyond the basic curriculum requirements, to develop their holistic wellbeing, positive mental health and cultural capital, and we aim to achieve this through a range of initiatives and programs such as our Stalyhill Character Awards, our Mindfulness program and our commitment to outdoor learning and enrichment.

We want our learners to leave us with a toolkit of learning strategies that they can use throughout their lives and we therefore explicitly teach and discuss, in an age-appropriate way, the Building Learning Power capacities and the value of having a Growth Mindset. Through our 'Super-learner characters', our children learn resilience, resourcefulness, reciprocity and reflectiveness and understand how they can apply these capacities to improve their own learning. We understand that we cannot have meta-cognition without cognition and so we use a mixture of direct teaching and discovery learning to help children transfer key concepts and skills to long term memory.

As a group of stakeholders, we have developed our 'Core Offer to children'. This is the minimum we pledge to offer all children that learn at Stalyhill Infant School. In addition to this our additional offer changes from cohort to cohort and year to year dependent on need.

Our [Core Offer to children](#)

Our [Curriculum Intent](#)

Our [Curriculum Implementation](#)

See Annex A – Subject specific Information

Annex A – Subject-specific Information (alphabetically)

Subject – Art

Intent – To foster an appreciation and knowledge of art in all its forms and to provide all children with the skills to create and express ideas, feelings and emotions through a range of artistic styles and forms.

Subject Lead – Debbie Ashley

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other Art Planning Process
	✓	✓	✓	✓	✓	✓	✓	✓	

Subject – Computing

Intent – To provide children with the skills and knowledge to safely access, use and learn through the use of technology and to begin to develop digital literacy for a life in today's ever changing technological world.

Subject Lead – Hayley Meehan

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other ICT Security Policy Social Media Policy E Safety Policy
	✓	✓	✓	✓	✓	✓	✓		

Subject – Design Technology

Intent – To provide opportunities for all children to learn, apply, discuss and strengthen essential knowledge and skills required in the designing, making and evaluating of an effective product for a given purpose.

Subject Lead – Debbie Ashley

Priority Linked Policies & Planning Documentation	Other	DT Planning Process	
	Educational Visits		
	Health & Safety	✓	
	Assessment	✓	
	SEND	✓	
	Feedback for Learning	✓	
	Teaching for Learning	✓	
	Curriculum Intent Wheel	✓	
	National Curriculum	✓	

Subject – English

Subject Leads – Charlotte Wright – reading & phonics
Hayley Meehan – writing

Priority Linked Policies & Planning Documentation	Other	Read, Write Inc.
		Talk 4 Writing
		Martin Harvey Handwriting
		Scarborough Reading Rope
		Simple View of Reading (Assessment tool)
	Educational Visits	
	Health & Safety	
	Assessment	✓
SEND	✓	
Feedback for Learning	✓	
Teaching for Learning	✓	
Curriculum Intent Wheel		
National Curriculum	✓	

Subject – Geography

Intent – To give all children a clear sense of their place in the world and to build the foundations for future understanding of the wider world, it's locations and human and geographical features and to ignite an interest in geographical enquiry to support future learning.

Subject Lead – Katie Bird

Priority Linked Policies & Planning Documentation	Other	
	Educational Visits	✓
	Health & Safety	
	Assessment	✓
	SEND	✓
	Feedback for Learning	✓
	Teaching for Learning	✓
	Curriculum Intent Wheel	✓
	National Curriculum	✓

Subject – History

Intent – To give all children a sense of 'time' within the world and an understanding of how events and people from the past have shaped our lives today. To develop a sense of chronology and ignite children's interest in historical enquiry to support future learning

Subject Lead – Katie Bird

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other
	✓	✓	✓	✓	✓	✓		✓	

Subject – Mathematics

Subject Lead – Leah Plant

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other White Rose Maths NCTEM I see reasoning Maths Vision Maths Implementation – What you will see Maths aims Maths Vocab list
	✓	✓	✓	✓	✓	✓			

Subject – Music

Intent – To foster an appreciation and knowledge of music in all its forms. To develop an early understanding of rhythm, melody, beat, tempo, pitch and pulse through listening, singing and playing a range of musical instruments.

Subject Lead – Debbie Ashley

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other Charanga Music Scheme
	✓	✓	✓	✓	✓	✓	✓	✓	

Subject – Physical Education

Intent – To enable all children to develop knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities, understanding the positive effect that physical activity has on their minds and their bodies.

Subject Lead – Leah Plant

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other
	✓	✓	✓	✓	✓	✓	✓	✓	

Subject – PSHE

Intent – To enable all children to become healthy, independent and responsible members of society and understand how they are developing personally and socially. To provide them with the skills and knowledge to tackle many of the moral, social and cultural issues that are part of growing up and appreciate what it means to be a member of a diverse society

Subject Lead – Andrea Weston

Priority Linked Policies & Planning Documentation	National Curriculum	Curriculum Intent Wheel	Teaching for Learning	Feedback for Learning	SEND	Assessment	Health & Safety	Educational Visits	Other You, Me, PSHE Relationships Education Policy SMSC Policy
	✓	✓	✓	✓	✓	✓		✓	

Subject – Religious Education

Intent – To enable our children to grow up in a diverse world, appreciating the similarities and differences that exist between us all and being respectful, tolerant and informed about world religions, faith and belief.

Subject Lead – Andrea Weston

Other Tameside Agreed Syllabus 2016 - 2021	
Educational Visits	✓
Health & Safety	
Assessment	✓
SEND	✓
Feedback for Learning	✓
Teaching for Learning	✓
Curriculum Intent Wheel	✓
National Curriculum	✓
Priority Linked Policies & Planning Documentation	

Subject – Science

Intent – To provide children with the skills and knowledge to understand and make sense of the world around them, developing a sense of curiosity and an enquiring mind that can be built upon throughout their lives

Subject Lead – Charlotte Etchells

Priority Linked Policies & Planning Documentation	Other	Stalyhill Science Principles	SEERIH	PLAN – Primary Science Assessment Scheme	TAPS – Plan for focused Assessment	ASE's – 'Be Safe' 4 th Edition
	Educational Visits	✓				
	Health & Safety	✓				
	Assessment	✓				
	SEND	✓				
	Feedback for Learning	✓				
	Teaching for Learning	✓				
	Curriculum Intent Wheel	✓				
National Curriculum	✓					