



Teaching and Learning Policy

Stoke Hill Federation

Last reviewed on: January 2025

Next review due January 2027
by:



Our Vision:

We work together to make Stoke Hill a great place to learn, work and play.

Our Mission Statement:

Inspire, Discover, Succeed

Inspire:

- Teaching is inspiring
- The content of the curriculum is personalised
- There is a culture where everyone is passionate about learning
- We inspire each other by what we think, feel, say and do

Discover:

- We value diversity
- We help children to discover their unique interests and talents
- Children learn that is not just what we can take from the world but what we can contribute that is important
- Quality talk and questioning sits at the heart of all we do

Succeed:

- The ethos of excellence is everywhere
- We do all we can to prepare children for life
- We do all it takes for every child and family to be successful

- We make sure that children feel safe and happy so that everyone can truly shine

Teaching and Learning Policy for all children at Stoke Hill Federation

This Teaching and Learning policy aims to ensure:

- Each unique child is offered a broad and balanced curriculum that is aspirational, engaging and enables them to develop a wide range of knowledge and skills.
- Quality and consistency in provision and practice so that every child makes good progress and no child gets left behind.
- Effective teaching and learning meets children's identified needs and interests.
- Children learn at different rates and each child's development is unique. Therefore, their starting points and progression will differ. Planning for the learning and development of each individual child is prioritised, and what they have learned is assessed and reviewed on a regular basis.
- Partnership working between practitioners and with parents and/or carers is valued.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- All children learn within a safe and inspirational environment.

This policy outlines the broad principles held by Stoke Hill Federation in relation to:

- Curriculum
- Effective teaching and learning
- Assessment
- Feedback and marking
- Inclusion
- Environment

Curriculum

Our curriculum is progressive, relevant and builds on prior learning from Nursery up to Year 6, as detailed in the Federation Curriculum Overview. It makes good use of the school grounds, local area, resources and expertise. Staff listen to and talk to children about their interests and experiences; they find out what children are curious about and use these details to shape future learning. Children are clear about the purpose of their learning which is of high quality throughout. In the EYFS, curriculum content is drawn from the statutory EYFS Framework. In Key Stages 1 and 2, using the Primary National Curriculum, teachers expand on the fundamental skills established in the EYFS, enriching the statutory outcomes. Curriculum plans reflect the Vision and Values of the Federation to ensure that a holistic approach is consistently offered, enabling all to thrive socially, emotionally and academically.

Effective teaching and learning

All staff use an inclusive approach centred around the Ordinarily Available Inclusive Provision model (OAIP) to ensure that the potential of all pupils is realised. Regular professional development and the sharing of best practice ensures that up to date and evidence-based strategies are implemented consistently.

The Stoke Hill Federation Curriculum Overview underpins all teaching and learning in each year group. Using this overview, staff devise medium term plans which ensures that teaching is sequential and builds on what children already know and understand. Learning intentions are clearly outlined, including specific relevant vocabulary. Knowledge and skills are broken into manageable chunks to aid retention and application.

In planning and facilitating what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. We acknowledge that children learn in a variety of ways and teaching is adapted to ensure all children make the best progress that they can.

The characteristics of effective teaching and learning:

- **playing and exploring** - children investigate and experience things and are willing to 'have a go'.
- **active learning** - children get involved in activities or experiences and show high levels of focus and concentration. Children show a positive attitude and will not be put off by difficulties or challenges and are supported to keep on trying if they encounter difficulties so that they can be proud of their achievements.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things and are encouraged to explain their thinking. We also model being a thinker; we don't always have the answer, or we might not always settle on the first answer.

Assessment

Assessment is purposeful and contributes to shaping an inspiring curriculum. We use assessment to find out what children know, need to know and what they want to learn. Assessment helps Federation staff to identify any barriers to children being successful learners. Parents/carers are kept up to date with their child's progress and development through Tapestry, regular face to face discussions and parent meetings. We aim to build a respectful partnership with parents/carers to support children's learning at home and at nursery / school.

The purpose of assessment is to inform future learning for the individual and to contribute to the picture of progress and achievement for the child, class, year group and key stage. Pupil Progress Meetings happen termly between class teachers and senior leaders in order to identify learning barriers and opportunities. Teachers use Insight to record, monitor and track assessment data and progress on a termly basis.

Stoke Hill Assessment comprises both formative and summative assessment. Strategies include; talking to children, looking in their books, observations of learning, written tasks and tests. Children also learn how to self-evaluate their learning to the point of doing this independently. Assessment for learning (AfL) is an ongoing daily expectation to inform future learning.

Early Years

Staff across the Early Years contribute to each child's Early Years Foundation Stage Profile (EYFSP), which builds a picture of their knowledge and skills linked to the Prime and Specific Areas of Learning. At the end of Reception, a copy of the EYFSP is shared with parents, in which teachers make a 'best-fit' judgements against the Early Learning Goals. Regular Little Wandle phonics and Maths assessments support teachers to identify gaps in learning and inform future planning. In addition, children complete a PIRA reading assessment at the end of Reception to assess early reading skills in readiness for Year 1. Formative assessments in the Early Years mainly take the form of observations by staff and parents during specific activities or free play. These are recorded on Tapestry to create a portfolio of evidence to support teacher's assessments.

Key Stage 1 and 2.

Teacher assessment is carried out within the core subjects on a termly basis. Early reading and phonics are assessed regularly using Little Wandle assessment materials. Reading teacher assessment is standardised using the PIRA test. Writing is moderated each term to ensure consistent and accurate judgements. Maths teacher assessment is validated using the White Rose Maths assessment materials.

Statutory assessments take place at regular intervals through the school. Children in Early Years complete Baseline assessments at the start of their school journey and they are assessed against the Early Learning Goals at the end of Reception. In Year 1, children's phonics and decoding skills are assessed using the Phonics Screening Check. At the end of Year 2 optional Standardised Tests (SATs) are used in Reading, Maths and SPAG to support teacher assessment. In Year 4, children complete the Multiplication Times Table Check. At the end of Year 6 SATs are carried out in Reading, Maths and SPAG.

Data is reported to Governors at regular intervals throughout the year.

Feedback and marking

All children receive high quality feedback, so they know how to improve their learning. Feedback is based upon talking and questioning. We use feedback to support children in learning from their mistakes and achievements. Written feedback in books is age appropriate and can be understood by children. However we recognise that live verbal feedback in the moment is the most powerful way to move learning on. Feedback is targeted and may provide a 'next step' for the child to apply in future learning. Children are encouraged to check and edit their own learning, leading to independent self-correcting.

Inclusion

We take pride in reflecting the diversity of our community and we aim to develop a culture of inclusion in which all those connected to the school feel proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Stoke Hill we use the No Outsiders programme to support our teaching of Diversity and prepare our young people for life in modern Britain. We consider the individual needs, interests and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

We recognise that all children learn at different rates so we adapt our teaching provision to ensure that every child makes progress, no matter their starting point.

There is a consistent approach to identifying and addressing additional needs across the Federation. The Federation has a clear SEND referral pathway from early concerns to focussed support which can be found on the website at <https://www.stokehill.devon.sch.uk/web/send/638495>. Staff follow a graduated approach to assess, plan and review children's progress against specific individual outcomes. OAIP is

paramount to ensure that the majority of children can access teaching and learning. For some children, more targeted teaching and support is necessary which may take the form of time specific interventions or scaffolds to support independence. Some children may need sustained and ongoing targeted support from specialist external agencies which may lead to an application for an Education, Health and Care Plan. Barriers to learning are identified by staff during termly Pupil Progress Meetings and strategies to support children to overcome their barriers are implemented. We work closely with parents and families, as well as external agencies, to ensure regular and thorough communication.

All staff know who our vulnerable children are and acknowledge that they will have unique barriers to learning. Details of the way the Pupil Premium is used and its impact can be found on the Federation's website at https://www.stokehill.devon.sch.uk/web/pupil_premium_/449160.

For children whose home language is not English we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We work in partnership with external agencies to provide targeted support for children who have English as an additional language.

Environment

All learning areas are inviting, fresh, well maintained and vibrant. They reflect and celebrate the diverse nature of our school community and enable children to access the resources they need. The environment supports and promotes independence. Learning areas celebrate but also aid further learning via display boards and working walls.

We endeavour to create a consistent environment throughout the school. Key features of each classroom include:

- a reminder of the school rules; Ready, Respectful, Safe
- an inviting and purposeful reading area
- a visual timetable to provide clear routines for all
- clearly labelled and independently accessible resources
- a Zones of Regulation area to support emotional regulation
- updated and relevant working walls, showing the sequence of learning and key vocabulary

We also recognise the value of outdoor learning and maximise the use of our extensive grounds at every opportunity.