



Rawmarsh Ryecroft Infant School

Teaching & Learning Policy

Reviewed: November 2025

Next Review Due: November 2026

Our Aims:

- To develop disciplinary and substantive knowledge in English (literacy), Maths (numeracy) and Computing, raising standards and striving to achieve excellence across all areas of the curriculum.
- To develop children's basic skills, raising standards and striving to achieve excellence across all areas of the curriculum.
 - To develop confident speakers and listeners through our oracy approach.
- To encourage happy confident pupils with the ability to question, enquire and be independent in their approach to learning.
- To provide a rich stimulating environment where learners can fulfil their learning potential through a broad, balanced and exciting curriculum.
- To promote the spiritual, moral, cultural and physical development of pupils, nurturing their strengths and talents.
- To work together to create a secure, caring place where learners will develop respect for each other, the community and environment.

At Rawmarsh Ryecroft Infant School we believe in the concept of lifelong development and in the idea that both adults and children constantly learn. We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and we understand that people learn best in a variety of ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. Through professional development we aim to continually improve and enhance the teaching skills of all staff involved in the education of our pupils.

Effective learning

We believe that all learners are entitled to:

- A calm purposeful learning environment
- Feel happy and secure
- Be stimulated and engaged
- Scaffolded activities delivered in a variety of ways designed to meet the individual learning needs
- Adults working in partnership to support their learning needs
- Acquire new knowledge and skills, be valued and have these achievements celebrated.
- Offered an exciting creative curriculum which challenges their learning
- Develop independence in all areas of their learning

To help children achieve their learning potential, we will:

- Value each individual's contribution
- Treat them with respect
- Use consistent rules and routines
- Have high expectations
- Support and encourage positive relationships

Effective Teaching

We will ensure that teaching:

- Builds on the child's previous substantive and disciplinary knowledge and meets their individual needs
- Has a suitable level of challenge and enables them to know, remember and do more.
- Is effectively planned and delivered and allows children to utilise longer term memory and not overload short term memory.
- Uses on-going assessment(s) to inform next steps and is adapted as needed
- Gives quality feedback to children 'in line' with the school's marking and feedback policy
- Sets targets for individuals and groups and tracks pupil progress.
- Meets the safety and well-being needs of all children
- Works in partnership with other agencies as needed.
- Is delivered in a quality learning environment with high quality resources.
- Provides opportunities to be reflective, share and develop good practice
- Uses a variety of open-ended, thought provoking, challenging questions.

- Is appropriately paced throughout each lesson with a balance of pupil/ teacher talk.
- Clear learning objectives and success criteria.
- Identification of scaffolding to ensure children of all abilities are given the best chance of making progress.
- Use of quality resources
- A range of teaching and learning styles and groupings used.
- Oracy Opportunities.
- Planning based on prior learning and identifying next steps with opportunity to review knowledge from recent and past learning.
- Opportunity to apply basic skills and previous learning as well as new learning.
- Plans shared with support staff.

To help children to be interested and motivated we will:

- Offer them lots of first-hand experiences as a basis for their learning
- Use open ended tasks such as problems and investigations with the use of interesting materials and artefacts wherever possible
- Utilise children's interests to develop engagement
- Ensure learning has a purpose and children know what that is
- Have a well organised classroom where they can access resources independently and activities to extend learning.

At Rawmarsh Ryecroft we recognise the factors which influence 'Teaching and Learning'

- The concentration span of a child is relative to age and specific needs
- Clear lesson format, recall of prior learning and links to build schema, introduction, main activities, learning stops, plenary.
- Prior learning recalled and related to the context and knowledge used in the current lesson
- There should be opportunity at the end of every lesson to review the learning that has taken place in order to consolidate or extend that which has been taught.

- Learning will ensure the time is balanced between teacher talk and pupil activity to create pace. A positive balance must be struck between the minimum teacher talk and the maximum pupil activity.

Schema is a general idea about something. Its plural form is schemata. Schemata can help students learn. In order to use schemata in education, teachers need to activate prior knowledge, link new information to old information and link different schemata to each other. Before introducing new material to pupils they should be questioned to find out what they know about the subject. Then staff should help them build the necessary schema through discussion. Encourage them to initiate or adapt activities and projects that will enhance their understanding.

To ensure adults in and out of schoolwork effectively in partnership:

- Parents will be welcomed into school with structured meetings and informal events
- Parents will be given guidance on how to help their children
- Parents views and concerns will be dealt with in a professional manner
- Teachers and teaching assistants will work closely together to support and enhance children's learning
- Teachers will take account of the assessments and recommendations made by adults supporting learning from external agencies.
- The expertise of staff in the wider Learning Community will be used to enrich and support teaching and learning

To build children's capacity to learn we will:

- Focus on providing opportunities to build and move learning from short term to long term memory and utilise this knowledge to stop it being lost. We use age-appropriate hooks such as 'sticky knowledge' to encourage this.
- Give them time to reflect upon their learning and make improvements
- Offer them choices and opportunities to solve problems
- Provide lots of oracy opportunities to share ideas, opinions and learning.
- Encourage them to be resilient - sticking at tasks even when they find it difficult
- Let them work collaboratively, share ideas, listen to each other and encourage them to ask questions and give their views
- Develop teamwork skills including negotiating, problem-solving and debating.
- Encourage them to think and work creatively, evaluating and explaining their thinking.

To ensure children achieve and celebrate success we will:

- make sure children know where they are in their learning and are aware of their next steps.
- identify barriers in their learning to ensure they know how to achieve success.
- have high expectations and be aspirational
- praise their achievements and efforts and reward with stamps, stickers and awards.
- offer opportunities for all children to feel a sense of achievement and success whatever their level of attainment.
- celebrate their successes at the weekly celebration assemblies and in the school newsletters.
- be proud of them and show it!

Monitoring Teaching and Learning

At Rawmarsh Ryecroft Infant School SLT have overarching responsibility for ensuring the quality of teaching and learning. All subject leaders are allocated time to monitor , adapt and improve their designated subject areas.

Some key points are:

Teaching

- A regular cycle of monitoring , that involves subject leads and SLT is in place and is linked to professional development.
- At times other professionals visit practise and support development.

Pupils work

- SLT and subject leads have the opportunity to scrutinise pupil's work and ensure progression across the subject and that the curriculum builds year on year.

Data

- Ongoing formative assessments are made by staff which allows learning to be adapted.
- Foundation Stage Baseline and the end of Foundation Stage Data is produced and used to assess pupil performance on transfer to Year 1
- The phonics screening test is carried out with pupils in year 1
- Key stage 1 assessments are carried out with pupils in Y2
- The EMAG is updated and completed by staff each term and monitored by the assessment lead (See Assessment Policy and calendar)

The role of the Headteacher

The Headteacher will: -

- work with curriculum leaders to prioritise areas for development and ensure that they are included on the Developing Excellence Plan (DEP).
- liaise with SENDCo and staff to ensure that we are meeting the needs of all children, including those with Special Educational Needs/ Disabilities.
- ensure that appropriate staff development and training is made available to equip the staff for their teaching role and to achieve the objectives set in the school DEP.
- monitor progress in the light of OFSTED outcomes and the Developing Excellence Plan, ensuring that new policies and schemes are implemented as they are approved.
- ensure subject leaders are accountable for and have the time to carry-out the monitoring of their subject effectively.
- keep the Governing Body, the LA and other professionals informed about the development state of the school in relation to teaching and learning.

The Role of the Governors

Our Governors will: -

- amend, approve, support, monitor and review the school policies.
- support teaching and learning by allocating appropriate resources effectively.
- ensure that the school buildings and premises are best used to support teaching and learning.
- monitor the school's provision in the light of health and safety regulations.

- monitor teaching and learning strategies in terms of raising pupil attainment.
- ensure that staff development and performance management policies promote good quality teaching.
- monitor the effectiveness of the school's teaching and learning policies through the Developing Excellence Plan, Headteacher's reports and OFSTED inspection reports.
- monitor standards of achievement through analysis of EYFS data, phonic screening results and the end of Key Stage 1 SATs results.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning and how to help them by: -

- Posting regular information about learning and other relevant information on the school website.
- Posting weekly Dojo messages and pictures about the children's learning that week and informing parents about any relevant upcoming events.
- sending an end of year written report which explains the progress made by each child and indicates how the child can improve further.
- involving parents in teaching and learning through discussion and planned information sharing meetings/ leaflets/ stay and play sessions etc.
- explaining to parents how they can help their child with homework e.g., reading together at home, learning phonemes and spellings, practising writing and number concepts.
- holding meetings with them to discuss progress and specific targets
- Providing a yearly overview of 'overarching' themes and learning that takes place within each year group.

We believe that children learn best when home and school work together with a common purpose.