St Faith's

Church of England
Infant and Nursery School

Teaching and Learning Policy

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."
Oscar Romero …. "Aspire not to have more, but to be more."

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **teaching and learning** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Our school aims and ethos

St. Faith's Church of England Infant and Nursery School endeavours to provide a sound educational foundation, offering a broad and balanced curriculum. We recognise that in order to achieve success there needs to be:

1. An appropriate environment for learning, which is stimulating, happy and secure, in order to nurture academic, social, spiritual, emotional, cultural and physical growth within a Christian ethos.
2. Valued relationships between staff, parents, children and those who visit us.
3. High expectations of our children and their work, including opportunities to develop independence and initiative, perseverance and a 'can do' attitude.
4. Children receiving the maximum support and encouragement to fulfil their potential, as well as recognising those with individual needs.
5. A positive ethos based upon a school behaviour policy which promotes learning and good behaviour.
6. A teaching focus on Foundational Knowledge and the skills our children need to achieve the best start to their learning journey.

Vision for Teaching

The teaching and learning in our school is lively and engaging, involving a blend of approaches that direct the children's learning. The pitch and pace of the lessons ensure that the children make progress as teaching expectations are high. The children are provided with good support but are also encouraged to work independently when required. The children are encouraged to initiate their own learning, using and apply skills that they have acquired. The Characteristics of Effective Learning, that support the children's learning in the Foundation Stage, are now woven through the curriculum in Key Stage 1. The Characteristics are Playing and Exploring, Active Learning and Creating and Thinking Critically.

The children are taught to recognise the attainment and the progress that they have made. They are given opportunity, with the teacher, to identify their next steps for learning and review them when required. Early intervention methods are put in place with children who are making less than good progress. A greater focus is placed on the First 20% of learners in each class as we believe that is much better for them to 'keep up' rather than 'catch up' wherever possible. Where a child's needs are significantly different to those of their peers personalised learning targets are put in place in collaboration with their parents and the schools SENDCO.

The classroom environment

The classroom is the children's main work station and this needs to be organised efficiently for both the children and adults to access resources. Labelling cupboards and drawers and having areas for specific learning allows children to choose and tidy away resources independently. Children can also learn routines, such as how many can play in the sand area, if clear signs provide this information for them. We are fortunate to often have other adults working alongside the teaching staff. Extra support in the classroom allows a larger number of children to have small group and individual help.

The outdoor area is seen as an extension of the classroom and is recognised as a vital resource. In a much larger area children can enjoy learning on a greater scale and develop important physical skills. Outdoors is also an exciting world of discovery and exploration, providing 'hands on' experience.

First-hand experience is encouraged in every area of the curriculum and is seen as a powerful approach to learning and understanding. We recognise that this enables children to widen their own experience and language and it encourages children to think for themselves and question what they see. We aim to provide a range of visits and enrichment activities to further embed knowledge and continue to develop a love learning for all.

Displays are often informative and are used as a reference point and to scaffold learning, or are interactive, so that children can further an interest or their own curiosity. Our school takes pride in children's achievements and every classroom celebrates these. Some displays celebrate children's work, with ones throughout the school corridors showcase different curriculum areas.

Curriculum Planning and Assessment

Our curriculum is based on the National Curriculum and Early Years Foundation Stage documents. In the Foundation Stage the children are taught through play and their own interests. Equal priority is given to all areas with emphasis on the importance of play. In Key Stage One, most subjects are taught through the topic though the teachers ensure that the specific time allocations for each curriculum area are adhered to. Across both key stages, we recognise the importance of providing a rich, broad and balanced curriculum which develops the 'whole child'.

We follow Little Wandle for the teaching of Phonics and handwriting, and Mastering Number and White Rose support our teaching in math. For the teaching of writing, we follow Scribble Club in nursery and Drawing Club in Reception, before moving on to Talk for Writing in Years One and Two. The details of this can be found in the Phonics, Reading and Writing and Maths policies. During these daily sessions, pace and high expectations are paramount and assessment for learning feeds learning in the next session. The format and planning for these is a consistent approach to maximise impact for every child.

Our curriculum is planned very carefully to allow sufficient time for all children to develop essential foundational knowledge and skills. It is broad and balanced allowing all children to have a range of experiences and develop a love of learning, whilst not overloading it. This allows for additional time for the children to practise key knowledge and therefore keep up rather than catch up.

We effectively plan for the five identified areas of Foundational Knowledge across EYFS and Key Stage 1. The identified areas are:

- Communication and language
- Executive function
- Early Reading
- Early Writing
- Early Mathematics

For further information about each of these identified areas please see our Foundational Knowledge Policy.

Throughout all the structured and formal planning of tasks we wish there to be a strong element of motivation through practical activities and first-hand experience. We aim to provide an interesting, challenging and thought-provoking curriculum which encourages children to be independent learners; able to solve problems through their own ideas and initiatives and using skills they are developing over time. We expect high standards of behaviour and concentration and hope to develop a sense of pride in the children about what they learn and achieve.

We feel it is very important to share with the children what the learning intention of a lesson is so that all are aware when achievement and learning have taken place; that they know exactly what they are trying to achieve and when, or if, they have done so. The learning intention is shared with the children at the beginning of the lesson and is revisited at the end of the lesson.

We aim for teaching which takes new initiatives into account and develops through continual identification of future needs. We place importance on personal development (through training etc.), self-assessment, monitoring and evaluation (of ourselves and in the support of colleagues). Documents such as the School Development Plan and action plans for subject areas give an indication of what the school is striving to achieve and where each member of staff is expected to contribute.

Inclusion

Inclusion is at the heart of our learning intention, and all children are given the support and opportunities they need to become effective learners and have the foundational knowledge to enable them to access later learning.

Children with barriers to learning have access to a rich and balanced curriculum that is adjusted and adapted to meet their individual needs. Children identified as having additional SEND needs, will have specific targets within their pupil profiles that focus on the next steps they need to reach for aspects of their foundational knowledge. Our teachers skilfully adapt and scaffold teaching and learning to ensure that it is accessible and with appropriate challenge for all children.

Assessment

Opportunities for assessment are identified at the planning stage when appropriate. The children are often assessed before a particular task, for example, to provide information about what they or their group need to do next. They are also assessed at the end of a unit of work or assessed to monitor their progress over a half-term, term or year. In the Foundation Stage the children are observed while participating in both child-initiated and adult-supported tasks, continually throughout the term.

Continual ongoing assessments are carried out throughout our Early Years Foundation Stage using Development Matters and, at the end of Reception, the Early Learning Goals. Where it is deemed a child is Cause for Concern', staff will take appropriate steps to address this through intervention routes or referral to specialist support. Children are identified as early as possible, through these and other means, for Special Educational Needs provision or specific 'targeting' (e.g. intervention groups). Individual Education Plans describe the provision that is made for children outside the normal range of teaching in the class.

In Key Stage 1, staff will make professional judgements against the National Curriculum and our progression plan. Again, concerns around language and oracy development will be promptly addressed to ensure our children are able to make progress. In Year One and Year Two, assessments are made for the core and non-core subjects each term.

We have termly Progress and Attainment meetings to ensure that all children are receiving all the support they need. Effective intervention aims for all children to keep up and not catch up. These take on a team approach so that resources and adult support are used effectively across the school.

Transition

We make efforts to ensure that the transition from the Foundation Stage to Year One is as smooth as possible. Transition meetings and whole-school discussions aim to ensure that all teachers are working towards similar curriculum objectives with a continuous, progressive development of skills, knowledge and understanding.

The involvement of parents/carers and the local community

As educators of very young children, we aim to work alongside the parents/carers of children who are of course their child's first educators. Together, we wish to support the development of the children and further their knowledge and skills, by sharing and extending the children's achievements and opportunities.

We encourage parents/carers to be involved in their child's education by:

1. Asking for parents to contribute to 'Tapestry' the online learning journeys in Nursery and Reception.
2. Sharing books and reading stories together.

3. Completing regular home activities where recent learning is extended to home via the newsletter, posters on classroom doors, leaflets etc.
4. An 'open door' approach, encouraging parents/carers to discuss concerns or successes. There is also opportunity for more formal consultation, such as open evenings and discussions about the children's end of year report.
5. Inviting parents/carers to visit school during their child's entry and transition between Nursery and Reception.
6. Inviting parents to meetings related to area of the curriculum e.g. Phonics and Reading.
7. Arranging shared learning sessions during the school day for the parent(s) and their child in the Foundation Stage and Key Stage 1, for example Family Friday, when parents and carers are invited into school each half term to share books with their child before the school day starts, to help to foster and develop a love of books.
8. Invite parents to special events e.g. class assemblies, Merit assemblies, school performances, Harvest Festivals.

St. Faith's enjoys playing a part within the local community. We regularly visit the local shops, restaurant, junior school, play park, Church, care home etc. Local people and businesses often visit school to share their experiences and talents with us. Our children are encouraged to develop a sense of pride in their surroundings and look after their own community. We also visit other Lincoln attractions e.g. the Cathedral, Lincolnshire Life Museum, the Lincoln Museum and the Usher Art Gallery and Lincoln Castle. In making the best use of the local area we are maximising the cultural capital for all children, providing them with many real-life experiences.

We see the teaching and learning process as a partnership between children, all staff and governors, parents, carers and the community for the benefit of the children's achievement and success.

Safeguarding procedures
At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website https://stfaithscofe.secure-primarysite.net/safeguarding-information-and-policies/.

Approved by the governing body on:	November 2026
Signed (Co-Chair of Governors):	Emile Van Der Zee
Signed (Subject Leader):	Lisa Kingston
Review Date:	November 2028