Farnborough Road Infant School

Policy on Teaching and Learning

'Learning, Caring and Achieving Together'

Introduction

At Farnborough Road Infant School, we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We maintain 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 high quality teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Values

We understand that people learn in different ways and have different life experiences. At our school, we provide a rich and nurturing learning environment that allows all children to develop their skills and abilities to reach their full potential.

Through our teaching, we aim to: excite and motivate children giving them the best possible start to their education.

Our children will……

Have access to a safe, friendly and accessible learning environment
Be encouraged to listen, share and support each other
Be confident, happy, healthy and enthusiastic learners.
Be proud of their achievements
Have access to an inspiring and stimulating curriculum that is built on Oracy and purposeful learning that will challenge our 21st century learners.

Our school will be a place where…

The foundations of learning are laid.
Children and adults develop good skills for listening and speaking.
High moral values and standards of behaviour are nurtured.
Children thrive through high expectations and excellent teaching
Everyone's views, cultures and learning differences are respected and appreciated.
Achievement is celebrated
All our Farnborough family feel valued and supported
Everybody is a learner

Effective learning

Children benefit from a range of well-chosen approaches, including clear explanations, modelling, purposeful practice, discussion, movement, practical experiences and feedback. Teaching is adapted in response to children's prior knowledge, developmental stage, language, strengths and needs. We do not assume that children have fixed visual, auditory or kinaesthetic learning styles.

We ensure the best possible environment for learning is created through a positive, stimulating play-based curriculum in which pupils feel safe and their feelings valued and they belong, in which they enjoy being challenged. Opportunities are provided throughout in our indoor and outdoor curriculum for the teacher to model skills and for the children to embed and achieve mastery in their learning through applying their knowledge, skills and understanding in all subjects. Cognitive ability is increased if children are hydrated so we ensure all children have access to drinking water throughout the day.

At FRIS, continuous provision is a deliberately planned and progressively developed feature of teaching and learning throughout Nursery, Reception, Year 1 and Year 2. It is not confined to EYFS or used solely as a transition arrangement. Adults design accessible indoor and outdoor environments, model and extend

learning, and ensure that provision enables children to revisit, deepen and apply taught knowledge and skills independently and collaboratively.

All teaching will maximise learning opportunities and sessions will be planned in accordance with the following principles:
Teaching should build on previous learning or experience in a sequence of learning.
Key learning objectives should be shared with the pupils and their relevance to the task
All teaching is inclusive and ambitious, with adaptive teaching, appropriate scaffolding and reasonable adjustments anticipating barriers to participation and achievement.
Teaching provides opportunities for children to build and apply understanding through direct instruction, guided practice, investigation, purposeful play and carefully planned continuous provision across EYFS and Key Stage 1.
High-quality adult–child interaction is central to our pedagogy. Staff use ShREC (Share attention, Respond, Expand, Conversation), purposeful commentary, vocabulary modelling, questioning and sustained shared thinking to extend language, reasoning and understanding. Explicit teaching and responsive interaction are balanced with time for children to practise and explore.

It should allow opportunities for the children to talk and practise speaking in full sentences, articulate what they have learnt and develop their listening skills.
It should have built-in opportunities for incisive feedback to the children, celebrating success and reviewing learning strategies and solving misconceptions.

We offer opportunities for children to learn in different ways. These include:
Debate
Talk outcomes
Discussing in different groups
investigation and problem-solving;
research and discovery;
collaborative work;
pair work;
independent work;
whole-class work;
asking and answering questions;
use of ICT;
visits to places of educational interest, visitors to school.
creative activities e.g. Arts Week, theatre groups.
discussions, role-plays and oral presentations;
designing and making things;
athletic or physical activity.
outdoor learning environments
The balance between teacher-directed teaching, guided activity and child-initiated learning changes responsively with curriculum content and children's development. Across Key Stage 1, continuous provision becomes increasingly challenging and subject-informed, with clear progression in vocabulary, concepts, independence and application of learning.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

Effective teaching and learning

When teaching, we motivate and challenge all children by building systematically on their existing knowledge, skills and understanding. Our sequenced curriculum is informed by the statutory EYFS framework and National Curriculum, as appropriate, alongside assessment and children's experiences. Clear curriculum intentions identify what children should know, remember and be able to do over time.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their next steps for learning. It enables them to consider the abilities of all their children, to ensure that individuals' skills and knowledge are developed. We strive to ensure that all tasks are inclusive.
Assessment is proportionate and purposeful. Staff use observation, discussion, children's work and retrieval opportunities to identify misconceptions and adapt next steps. Recording requirements must not displace high-quality interactions or create unnecessary workload.

Teachers retain responsibility for the progress, participation and development of every child, including those with SEND. They anticipate barriers, adapt teaching and resources, implement reasonable adjustments and work with the SENCO, families and relevant professionals. Targeted interventions complement rather than routinely replace high-quality classroom teaching and participation alongside peers.
Year group expectations are shared with the children and their parents. The progress of each child is assessed throughout each lesson and timely, targeted intervention provided to ensure expectations are met.
Lessons are planned with clear learning objectives ensuring that opportunities are given to allow children to achieve their full potential and end of key stage expectations. We take these objectives from the National Curriculum and the Early Years Foundation Stage Curriculum. Planning contains information about the tasks to be set, resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
Provision is evaluated for its contribution to curriculum progression, engagement and independence, rather than solely for the appearance of the environment. Subject and phase leaders work together to secure continuity from EYFS into Key Stage 1, including shared expectations for planning, adult deployment and progression in continuous provision.

Each of our staff establishes strong, working relationships with all the children in the class. We treat our children with kindness and respect. We recognise that they are all individuals with different needs, We treat children fairly, and give them equal opportunity to take part in class activities. All staff follow the school Relationships policy. We set and agree with children the class Golden Rules, promoting the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We have a variety of rewards that we use (praise, star of the week, special privileges, Going for Green, stickers and certificates). We expect good behaviour at all times.
We ensure learning activities, equipment and visits are appropriately risk assessed and supervised in line with the school's safeguarding, educational visits and health and safety procedures. Consent and suitability checks are completed as required by the relevant policies and statutory guidance.
We deploy teaching assistants and other adult helpers effectively. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
We strive to make our classrooms, outdoor provision and corridors stimulating learning environments. We change displays regularly following our display guidelines, so that the classroom reflects the areas of learning/subjects studied by the children. All classrooms have a range of books within their provision, as well as displays relating to English and Maths and other areas of the curriculum. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. Storage of resources in classes helps to promote independence and child initiated learning.
All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Good practice is shared and all staff have opportunities to observe other staff members through formal or informal observation.
We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

support the use of appropriate teaching strategies by allocating resources effectively;

Governors receive information about the impact of continuous provision and adaptive teaching across EYFS and Key Stage 1, including curriculum progression, outcomes for disadvantaged pupils and pupils with SEND, pupil voice, participation and professional development.

ensure that the school buildings and premises are used optimally to support teaching and learning;

check teaching methods in the light of health and safety regulations;

seek to ensure that our staff development and our performance management both promote good-quality teaching;

monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors, and a review of the in-service training sessions attended by staff.

take an active part in the compilation of the Self- Evaluation report.

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:

by holding parents' evenings to explain individual pupil progress/strengths/areas for development

Delivering Stay and Play/Learn sessions to explain our school strategies for English, Maths and other areas of the curriculum.

by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;

by giving them information via newsletters.

by sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;

by explaining to parents how they can support their children with homework.

by encouraging parents to help in school

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

to ensure that their child has the best attendance record possible

to ensure that their child is equipped for school with the correct uniform and PE kit

to do their best to keep their child healthy and fit to attend school

to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour

to promote a positive attitude towards school and learning in general

to work in partnership with the school to develop children's progress via homework activities

Equality Act 2010

Under the Equality Act 2010 Farnborough Road Infant School has due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The Headteacher and curriculum leaders will monitor the quality and impact of teaching, including continuous provision across EYFS and Key Stage 1, through proportionate learning visits, planning discussion, pupil voice, work scrutiny and assessment information. Findings will inform staff development and governor reporting.

Our Equality objectives are published on the school's website. If stakeholders wish to make us aware of any matters regarding equality they are encouraged to contact the school.

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy at least every 3 years.

Updated October 2026

Signed Date Headteacher.

Signed Date Chair of Governors.