



Studley Community Infants School

Teaching and Learning Policy

Rationale

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning. We believe that if children respond creatively to the world around them, they will grow to become considerate members of our community.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Purpose

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- meet the needs of all learning styles ie visual, auditory and kinaesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and

feelings of others;

- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this

community;

- help children grow into reliable, independent and positive citizens for the 21st century

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:-

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

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 learn and what, makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan

- ☐ A clear learning objective shared with the children both visually and auditory
- ☐ A clear link to previous and future learning
- ☐ A clear outcome to be achieved at the end of the lesson
- ☐ A review of the learning at the end of the lesson
- ☐ Appropriate challenge for all children
- ☐ Teacher modelling through effective use of 'teacher talk' time
- ☐ Be appropriately and readily resourced
- ☐ Good questioning
- ☐ Quality Interaction between teacher and pupil and pupil and pupil
- ☐ Pace
- ☐ Enthusiasm
- ☐ Fun, memorable and irresistible delivery, content and outcome
- ☐ Involvement of all the children
- ☐ Excellent behaviour management
- ☐ Opportunities for independent learning
- ☐ Elements of visual, auditory and kinaesthetic learning
- ☐ Follow up feedback through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Studley Community Infants' School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.

- ☐ We set targets for the children in Year 1 and 2 each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets. Children have targets in their books.

- ☐ Lessons are planned with clear learning objectives and we evaluate all lessons to that we constantly look for opportunities to improve our teaching. Teachers plan using a medium term overview and a short term weekly planning sheet.

- ☐ Our teachers and support staff make a special effort to establish very good working relationships with all children in the class.

The chance to make decisions and to take responsibility – both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.

Behaviour management

We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children have difficulty with following rules and using appropriate behaviour we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all. Each class will develop and display their own classroom rules based on our positive school ethos.

☐ We ensure that all tasks and activities that the children do are safe.

☐ We deploy learning assistants and other adult helpers as effectively as possible. 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.

☐ All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

☐ Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

☐ We teach daily phonics through Letters and Sounds.

☐ Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.

☐ We share the learning with parents through our parents meetings and we have an open door policy, where parents can come and talk to their child's class teacher when they need to.

☐ Pupil Voice in our school is very strong and we have regular Indaba assemblies where children are regularly consulted on school choices and decisions.

☐ We are specifically working on developing our children's 'Thinking Skills' and always encourage children to reflect at a level incorporate key questions words into our work to encourage children to ask a variety of questions.

Forest School at Studley Community Infants' School

As part of our strong environmental ethos, our curriculum has an integrated Forest School

Programme that all children throughout the school attend throughout the school year. Forest School is an inspirational process that offers children regular opportunities to appreciate and enjoy their local outdoor environment. Our Forest School nurtures an understanding and respect for natural places. Our children experience nature at first hand through a series of engaging and achievable tasks. The forest school experience brings learning to life and improves an individual's ability to work co-operatively while offering the opportunities to take risks, make choices and initiate learning.

Teaching staff accompany children to Forest School and fully participate in activities, using the opportunity to assess and evaluate learning outside.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating

to literacy and numeracy. Books corners are stocked with books from the school library and these are changed half termly.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

All our classrooms have a designated '**Working Wall**' which tracks the children's learning over a half term. This wall includes the objectives for the half term, key vocabulary, photographs, children's quotes and work samples.

Routines

To be effective they should be:

- visually displayed
- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but consistently used

Achievement

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards

The Role of Governors

Our governors determine, support, monitor and review the school 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 best used to support 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 the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the head teacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a half termly topic planner at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how
- holding Learning Review evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum
- sharing termly target sheets with parents in Year 1 and 2.
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in

Implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit and Forest School clothing on Forest School days
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in our Home School Agreement.