

Teaching and Learning Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of **all** in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Curriculum, Assessment, Marking, Behaviour, Equal Opportunities, DDA Scheme, Role of Curriculum Leader, SEN, Early Years, Healthy Schools, Able, Gifted and Talented, Home Activity Guidelines and all subject policies.

Key Principles

Learning should be a challenging and enjoyable process.

Aims

- To support the aims set out in our Curriculum Policy
- To identify the factors that will support and encourage learning and the development of key skills
- To identify the characteristics of effective teaching
- To give all children equal access to the curriculum in terms of their aptitude, ability and preferred learning styles
- To promote the basic skills and provide the opportunities and stimuli to allow all children to succeed to achieve their potential.
- To ensure a range of teaching and learning strategies are employed ensuring that the way we teach takes into account the ways in which children learn best

Children learning

We believe that effective personalised, purposeful learning will take place for children when:

- They are feeling happy, healthy, safe, secure and confident
- They are not afraid to make mistakes and are able to take risks as they move to higher levels of thinking
- They are clear about learning intentions and success criteria
- They are involved in creative learning experiences
- They are challenged, motivated and engaged through the pace and content of the lesson
- They are showing interest, enjoyment and enthusiasm
- They are focussed and concentrating on the task in hand
- The task is matched to their needs and abilities
- Lessons employ a variety of strategies suited to their different learning styles
- They regularly receive positive and constructive feedback about their work
- They are able to work independently using the knowledge and skills relative to their ability
- They can take increasing responsibility for some aspects of their own learning
- They can take the opportunity to reflect and consolidate
- They are engaged and able to show initiative, to apply concepts and skills already learnt, in new situations e.g. problem solving, investigational activities and structured play
- They respond positively to success, feeling valued and showing pride in their achievements within their school community
- They can value each others' contribution, listening to their opinions
- They are interacting positively with adults and peers
- They can work with others towards the achievement of their learning goals
- They are aware of clear expectations with regard to their behaviour
- They can ask questions to develop their knowledge, skills and understanding
- They are able to talk about their learning and illustrate it in different ways
- There are good home-school links
- The learning environment is attractive, stimulating and conducive to learning
- Expectations are clear and high

Characteristics of good teaching

We believe that effective teaching will take place when:

- All staff have a responsibility to promote the Basic Skills - English and Mathematics
- All staff have clear teaching aims and learning intentions linked to an understanding of how children learn
- Staff plan together in their year groups, identifying clear learning intentions linked to the school's schemes of work, identifying activities to promote learning and incorporate a range of learning styles and higher order thinking skills
- Staff develop long term plans that provide for integrated, skills based, cross-curricular learning wherever possible
- Teachers produce medium term plans that identify the learning objectives to be covered and short term plans that focus on learning styles and thinking skills to be addressed in the classroom
- Teamwork ensures that all adults work collaboratively within the classroom environment
- Teachers have a good subject knowledge, and are very clear about skills progression, so that lessons are delivered confidently and explained clearly
- Teachers differentiate the learning tasks to accommodate the personalised learning needs of the children and provide appropriate challenges
- Teachers are reflective practitioners, using lesson evaluation to inform future planning
- The social emotional well-being of the children is taken into consideration
- All staff recognise that assessment for learning is fundamental to teaching and learning
- Teachers use information from assessment to plan for individual/group needs
- All staff use a variety of teaching methods and strategies to suit the subject content and learning styles of the children
- Teachers manage time, resources, space, pupil groupings, and other adults effectively to develop the learning of knowledge, skills and understanding
- The learning environment is well organised and stimulating
- All staff provide opportunities for pupil self-reflection, evaluation and self expression
- Teachers provide positive and constructive feedback
- All staff have high expectations with regard to behaviour, quality, presentation of work and personal effort
- Staff value children's contributions and the individual voice of the child
- Staff have good relationships with children; they are firm, fair, and positive
- Communication is calm and clear to ensure good listening habits are established.
- The learning objectives and expectations of the lesson are shared with the children
- Teachers work in partnership with parents/carers and consult with them on their child's development and progress
- Opportunities are given for children to investigate, research, apply their knowledge and problem solve
- Teachers seek to foster independent learning

- Next steps are discussed with children individually, enabling them to move on in their learning
- Teachers have a positive attitude towards change and the development of their own knowledge
- Teachers present themselves as good role models

Teaching and learning environment

We believe that the teaching and learning environment has to be organised to facilitate both learning and teaching in a positive, attractive and stimulating manner. Therefore:

- We look after our school, keeping it clean and tidy
- The classrooms and adjoining areas reflect the breadth of our curriculum coverage
- Children's work is valued and displayed attractively
- Displays are used to stimulate future work
- Children are encouraged to contribute resources to display within their rooms
- Displays reflect the learning that is taking place and where appropriate are interactive
- Classrooms are organised to enable children to use and follow clearly defined procedures and routines, e.g. lining up for play and lunchtime, book changing, preparing for P.E., Fire Drill etc.
- The layout of the classroom furniture varies to meet the requirements of the subject matter or the particular learning needs of the class
- The units provide access to computer workstations to enhance their learning

Parents

As part of our induction for new parents, we hold a meeting introducing them to our approach to Teaching and Learning at Bournes Green Infant School.

Curriculum meetings are also held for Years 1 and 2 early in the Autumn Term.

Parents are kept well informed and encouraged to be involved through discussions at school and an annual written report. We encourage parents to take an interest in their children's work. Our curriculum letter provides an outline of learning undertaken during the term. Additional information related to English and Mathematics, may also be sent. Homework is set for children to complete at home as described in our Home Activity Guidelines.

Teachers produce a written report for parents in the Summer Term. This report includes a description of the work covered by the year group. It also includes information about the child's progress in the core subjects, targets to be achieved together with general comments. Year 2 also receive relevant end of key stage assessment information. Year 1 receive the result of Phonics assessments taken in the Summer Term.

Formal parent-teacher interviews are held by appointment during the Autumn and Spring terms. We have an open door policy and teachers are available at other times by arrangement.

English as an Additional Language

We support our EAL children in a variety of ways. Whole class sessions provide helpful models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focussed teaching. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

Equal opportunities

Whenever possible we include all children in every lesson. Some children may also benefit from using additional/special apparatus. After consultation with the Inclusion Manager, the class teacher may wish to consider if a particular lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of their work.

Positive efforts are made to avoid gender stereotyping or discrimination. We recognise that treating all children fairly is not the same as treating them all the same. For example, the curriculum will be delivered without any negative gender discrimination, but it may be adapted to suit the needs of boys or girls as necessary.

We embrace and build upon the diverse backgrounds of all children in the classroom.

Review

This policy was revised by the Staff & approved by the Governing Body in Autumn 2016.

It will be reviewed in accordance with our Policy and Key Documentation Timetable.