

Lindley CE Infant School

Teaching and Learning Policy

February 2016

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
N Beaumont	May 2012	May 2015
	February 2016	

Learning Together: Achieving Together

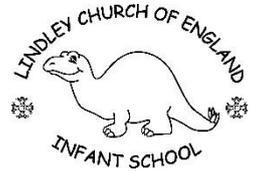


Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



INTRODUCTION

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

Purpose

This 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. We believe in the concept of lifelong learning and 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; it should be fun. 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy outlines how we organise teaching and learning to ensure that provision in our school meets the Ofsted criteria for outstanding. It will enable all children to make progress in every lesson taught. This means that all pupils are improving their skills, knowledge and understanding across all lessons and activities.

Definition of Learning

At Lindley Infant school we have a definition which has been developed by all and is shared by all:

‘Learning is the process of acquiring skills, knowledge & understanding in order that children can apply them to a range of real life contexts and building on what they already know.’

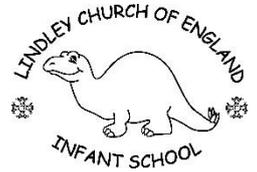
Aims of the policy

- To secure a whole school approach to teaching and learning ensuring consistency and continuity
- To ensure the quality of teaching and learning is of a consistently high standard
- To enable the teaching team to identify and share aspects of good practice as part of their commitment to continuous improvement.
- To implement the best features of educational practice when implementing the school curriculum
- To raise standards of achievement

Effective Teaching & Learning

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes to make children independent learners. We recognise the importance of making learning enjoyable, meaningful and memorable. For this reason we teach through a themed, cross curricular approach to enable children to make connections and link ideas and areas of learning. Our skills based approach to learning enables children to recognize what they need to do to become better in a particular area of the curriculum. We acknowledge that children learn in many different ways and our planning shows that wherever possible we incorporate a range of teaching strategies and pupil groupings into all our lessons.

Through our planning, timetable flexibility, delivery, creative use of resources and personnel, professional development and training, we will aim to make learning an enjoyable and meaningful experience for all our children.



Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school's long & medium term curriculum planning to guide our teaching. This sets out the aims, objectives and values of the school and details of what is to be taught to each year group.

The criteria for effective teaching are:

- The culture of the classroom is one of high aspiration and expectations.
- Pupils make significant progress and are expected to perform beyond norms.
- Pupils have a clear sense of what they are learning and how it relates to prior learning.
- The classroom ethos is positive with pupils largely self-regulating.
- The classroom is a friendly and safe place – relationships are positive and trust is high.
- The teaching is well paced, is inclusive and responds to the needs of individuals.
- The teacher encourages and praises frequently – focusing on effort and engagement.
- Available resources (time, staff and curriculum resources) are used in an effective and creative way in a stimulating learning environment.
- Assessment is regular and formative. Feedback is focused on improvement.
- Teachers have a shared understanding of what makes an outstanding lesson and can articulate what that means for their practice.
- Teachers have a strong understanding of, and commitment to, the curriculum-designed ethos.

Criteria for effective learning:

- Every learner is unique and effective learning requires responding to learners in terms of their needs.
- Learning is a social process; learning is likely to be most effective when it takes place in an environment of trust and high-quality relationships.
- Learners need to develop skills, strategies and confidence to accept increasing responsibility for their own learning.
- Learning is more effective if there is emotional and physical well-being linked to intrinsic motivation and resilience.

Outcomes of Effective Teaching and Learning

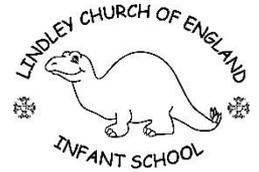
In our aim to provide all our children with outstanding learning experiences we expect:

- Children to develop good attitudes to learning where they are interested and eager to learn more
- children to be equipped with the skills to find out for themselves, encouraging investigation and discovery
- children to have enjoyable and memorable learning experiences
- children to be equipped with the skills for lifelong learning
- children's understanding to be deepened through repetition, reinforcement and challenge
- children to become confident & independent learners
- children's achievement is raised

Teacher's responsibilities

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school life. This should be reflected in the following areas of responsibility

1. Subject knowledge - We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject



leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

2. Planning - Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. Each class' short term planning is based on a systematic and accurate assessment of pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. The teaching strategies used are appropriate for the subject content and the profile of the class. All teachers will draw on a wide repertoire of strategies to facilitate engagement with learning. We choose, design and adapt tasks that will challenge all pupils, at whatever level are working eg through pace, questioning strategies or practical problem solving activities.

3. Differentiation – We aim to provide an appropriately differentiated curriculum for all children, throughout all areas of learning. We consider children as individual learners and we match all activities to their learning needs by careful assessment and planning, building in appropriate support and challenge where appropriate. Differentiation underpins all teaching to ensure that pupils learning is well matched to their ability, by matching tasks, materials and teaching input to the pupil's individual skills and previous learning experiences.

4. Interventions We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

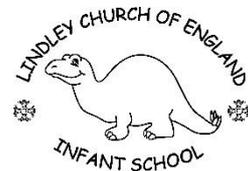
5. Assessment for Learning We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning. We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve. The purpose of all our feedback: in marking, in target-setting and orally is to give pupils' precise and motivating information about how well they are doing and what they should do next to improve.

7. Pupil Voice 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. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning Children need good models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the both the planning and evaluation process and be as creative as possible in seeking ways of making learning interesting and successful.

Basic skills

We recognise that the basic skills of reading, writing, maths and personal development are central to learning. Without this core set of skills children will find it difficult to make progress. We have organised our teaching programmes so that there are clear lines of progression in the basic skills; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning,



attitudes and progress. Our rigorous target setting process ensures that children are moved on to the next level at the appropriate point in their learning.

We have designed our whole curriculum to give pupils every opportunity to apply and so consolidate these core basic skills. The curriculum has been designed with the flexibility to provide 'provision for all' ensuring that even the more able pupils have the chance to reach the highest levels of performance. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons. We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

The Role of Support Assistants

We deploy Teaching Assistants effectively to support teaching and learning. Teaching assistants understand the criteria for teaching and learning and support classroom teachers in carrying out their responsibilities as set out above. They work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. Teaching Assistants are used effectively to target groups of children in enabling them to improve their skills and knowledge, enabling learning with all groups of children including SEN. There are occasions when teaching assistants will be responsible for the whole class under the direction of the class teacher enabling the classroom teacher to support groups of children. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed to support learning.

Classroom Climate

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. Through careful and imaginative planning; our high quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

The role of parents/carers

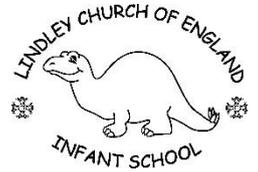
We believe that parents have a fundamental role to play in helping children to learn. We regularly inform parents about what and how their children are learning. We believe that parents have the responsibility to support their children's learning in school by fulfilling the requirements set out in the home school agreement.

We recognize the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

The Role of the Headteacher & Governing Body

The headteacher and governing body develop, monitor and review the school's policy on teaching and learning by:

- supporting the use of appropriate teaching strategies by allocating resources effectively
- ensuring that the school buildings and premises are best used to support successful teaching and learning
- monitoring teaching strategies in the light of health and safety regulations
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment
- ensuring that staff development and performance management policies promote good quality



teaching

- monitoring the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, the School Development plan, Performance Management and our monitoring and evaluation policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing progression;
- internal moderation of pupils' work;
- discussion with pupils;

The quality of teaching will be graded against the 7 key elements

- progress
- assessment
- checking
- marking
- teaching techniques and skills
- basic skills
- attitudes

Equality

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.