

Teaching and Learning Policy 2017

Introduction

At Holt Farm Infants 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.

At Holt Farm Infants we understand the importance of good and outstanding teaching and its impact on learning therefore we aim to make all teaching good or outstanding.

This policy sets out the criteria for teaching and learning. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The Head-teacher and Senior leadership team will monitor, evaluate and review teaching and learning to ensure that this high standard is met.

Aims

The aims of our teaching and learning policy are to:

- Provide a secure and supportive learning environment
- To establish an entitlement for all our pupils
- Enable the children so that they fulfill their potential in all aspects of the National Curriculum and Early Years Foundation Stage.
- Differentiate learning tasks according to ability, including to challenge most able learners
- Praise and encourage in order to develop self-worth, self-esteem and confidence
- Develop a respect for each other and learn to value the contribution of others.

They are consistent with the overall aims of the school and in our school we aim to have:

- Effective planning that takes account of the learning needs of all pupils
- Effective teaching that motivates and encourages all pupils to achieve their full potential
- Relevant opportunities for pupils to engage in a wide range of challenging learning experiences
- Appropriate continuity and progression in learning for all pupils

ENTITLEMENT AND CURRICULUM PROVISION

In our school our approaches to teaching and learning will aim to ensure that all pupils:

- Receive good and outstanding teaching at all times
- Are interested and motivated in their work
- Achieve success and make progress in their learning
- Gain satisfaction from their achievements
- Have confidence in their ability to work at an appropriate level
- Can access an appropriately broad, balanced and rich curriculum
- Have equality of access to learning within all curriculum areas
- Experience a range of teaching methods
- Are actively involved in carefully planned subject specific and cross-curricular activities

- Work individually and within groups
- Work with a range of adults
- Learn within and contribute to a purposeful atmosphere that promotes mutual respect between pupils and adults.

Effective Teaching

In order to achieve our aims, our teaching objectives are listed below. This is followed by the ways in which we put them into practice.

- In our teaching, we focus on motivating and engaging all learners, building on their knowledge, skills and understanding of the curriculum so that all learners reach the highest levels of personal achievement. Year group curriculum plans based on requirements of the Early Years Foundation Stage and the National Curriculum are used to guide our teaching, outlining what is taught when.
- Teachers make ongoing assessments of each child's progress which informs planning for lessons. It enables them to take into account each child's starting point when planning for the further development and deepening of knowledge, skills and conceptual understanding. When planning for children with special educational needs, we give due regard to information and targets contained in a child's one plan. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual and will strive to meet the needs of all of our children and to ensure that we meet all statutory requirements related to matters of inclusion.
- We set academic targets for each child striving to at least meet expected age related expectations. We monitor each child's progress towards their individual target on a half-termly basis. Pupils not making expected progress will be identified at the earliest stage and appropriate intervention and support implemented to close any gaps in achievement. Pupil progress meetings are held regularly to identify strengths/weaknesses in performance and/or identify CPD requirements. The senior management team monitor pupil progress through regular lesson observations, pupil progress meeting and planning/book scrutiny.
- Lessons are planned with clear, focused learning objectives taken from the EYFS and the National Curriculum programmes of study. Lesson plans contain information about the teaching sequence, teaching and learning strategies, tasks to be set, resources needed, assessments to be made. Lessons are evaluated so that future teaching can be modified and improved. Lessons will be well paced with time used effectively to maximise learning.
- Teachers ensure that they create a classroom climate conducive to effective learning based on good working relationships with all the children. At Holt Farm Infants School, we strive to create a caring, supportive learning environment in which all children are treated fairly and with respect. All teachers follow school policy in relation to discipline and behaviour, to promote the best learning opportunities for all. Rules are agreed and displayed by pupils and displayed in each class. Children are praised for their efforts to build positive attitudes to school and learning. We expect good order and behaviour at all times following guidelines and sanctions outlined in the whole school Discipline and Behaviour Policy.
- Every opportunity is used to promote children's spiritual, moral, social and cultural development reflecting and actively promoting British Values.

- Teachers use homework to reinforce and extend learning within school e.g encouraging reading through use of reading challenge.
- Helping pupils to discover and/or develop new interests is essential to personalised learning at Holt Farm Infants. During the school year a range of activities are organised to enhance the curriculum e.g educational trips, extra – curricular clubs, visits and visitors. This approach also extends beyond school hours with after school clubs and breakfast club facilities.
- Safety is a key consideration when planning learning activities. Both formal and informal risk assessments are conducted and actions taken to reduce and minimise risk. When activities are conducted away from the school site, risk assessments are completed and the appropriate permissions obtained following the Educational Visits Policy. Parents are informed of all visits and permission obtained prior to the visit taking place.
- It is expected that the great majority of pupils at Holt Farm Infants will make at least the expected rate of progress through high quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to fulfil their full potential. We deploy Teaching Assistants, other support staff and voluntary helpers as effectively as possible.
- Our classrooms and corridors are attractive learning environments. Displays are changed regularly to reflect topics studied by the children. Classrooms will have ‘Working Walls’ displaying key features of e.g. English, Mathematics, topic work to support children’s independent learning. Displays are used as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting, well-organised classroom promotes independent use of resources supporting effective learning.
- All teachers regularly reflect on their practice identifying strengths and areas for further development. As a school, we give high priority to, and actively support teachers’ on-going professional development to ensure teaching of the highest quality which results in highly effective learning and progress for pupils.
- We aim to establish good relationships with all our families and to provide a climate open to dialogue. We can offer advice and support through external services, for example, school nurses, speech and language therapy, learning support services, learning mentor and family support workers.

Effective Learning

- Research tells us a lot about how to maximise learning. We know that people learn in many different ways, responding differently to different teaching/learning strategies according to their preferred learning style. Some learners learn best through strategies which are more visual, auditory, or kinaesthetic. When selecting activities and teaching and learning strategies to deliver the curriculum, we must take into account the range of learning styles in our classes.
- We aim to provide the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong and where they enjoy being challenged, . We ensure children have access to water throughout the day in order to maintain hydration levels important for effective learning.
- Characteristics of effective lessons:

Learning is connected with previous work;

Learners are given the 'big picture' of the whole lesson;

Learning objectives are explained and what success will look like is shared;

Information and learning is presented using a range of styles;

Pupils are given opportunities to develop their own understanding through carefully planned or facilitated learning experiences and activities;

Learning is reviewed during and at the end of the lesson to aid retention of new knowledge, skills and concepts;

Feedback is provided, both verbal and written which celebrates success against the learning objective and/or personal targets and which identifies next steps for improvement.

- We offer opportunities for children to learn in different ways. These include:

Independent, partner, group and whole class work;

Asking and answering questions that encourage recall, probe thinking and explanation, develop higher order thinking skills;

First hand experiences including visits and visitors to motivate and engage learners;

Discussion, debate, role play and oral presentation;

Investigation and problem solving activities;

Creative and expressive activities using a variety of media;

Designing and making activities;

Using a range of information technology;

Physical activities.

- We encourage children to take responsibility for their own learning to reflect on what helps them to learn effectively and what can hinder their learning.

The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Ensure that the school buildings and premises promote successful teaching and learning
- Ensure that high quality staff are appointed
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders.
- Ensure that staff development and performance management policies promote good quality teaching and learning.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

The role of parents

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

- Holding induction meetings on entry to Nursery and Reception and 'Meet the Teacher Meetings' in September in KS1 classes to give parents information about topics to be studied and how learning in school can be effectively supported at home e.g through home reading, learning spellings, homework tasks
- Holding parents' evenings and workshops to explain our school strategies e.g. for phonics, Mathematics, EYFS and pupil progress and targets.
- By sending reports in which we explain the progress made and the achievements of each child and what he/she can do to improve further.
- Sending home whole school fortnightly newsletters and weekly year group newsletters reporting on work covered and work to be covered with ideas to support learning at home.

We believe that parents have a 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 take advantage of all that school has to offer;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Inviting Year R parents into class each week with their child to share their learning journey.
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home-school agreement signed on entry to school.

Role of the child

We believe that the child has a responsibility to:

- Participate as fully as possible in the learning opportunities and help other children to do the same.
- Be organised bringing necessary kit, taking letters home and returning reading books regularly
- Work hard and try his/her best.
- Behave appropriately in school according to the school's behaviour code
- Be polite and helpful to other pupils and adults in school
- Come to school regularly and be on time.
- Take good care of the school environment.
- Do the homework regularly and bring it back to school.
- Wear the correct school uniform.
- Tell the teacher or an adult at home if he/she finds the work difficult.

Monitoring and Reviewing

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Katrina Stanford

Deputy Head

Approved by Headteacher

Next Review Autumn 2018