

Stanford Infant School



LEARNING & TEACHING POLICY

POLICY

AIMS, PRINCIPLES

AND PRACTICE

Stanford Infant School

A POLICY FOR TEACHING AND LEARNING

1. Background:

This policy is the outcome of a series of staff meetings and 'teaching and learning' weeks that have taken place over the last five years.

2. Purposes of the Policy:

- to ensure a consistently high quality broad and balanced educational entitlement for our pupils;
- to provide consistency and coherence in our teaching practice and approach;
- to draw together our professional beliefs and educational values and develop a whole school consensus;
- to ensure the existence at all times of an ethos that promotes high achievement and educational excellence;
- to provide a clear framework in which educational quality can be systematically and consistently monitored according to agreed policy procedures and processes.

3. The Structure and Layout of the Policy:

Our policy comprises a number of key statements of intent. Each of these has been broken down further into how we actually intend to put our beliefs and values about good practice into action in the classroom. In this way our policy also doubles up as a type of checklist/aide memoir that can be used to monitor our provision and ensure that the policy is put into practice.

4. Our Educational Beliefs

CHILDREN LEARN MOST EFFECTIVELY WHEN...

They are happy, healthy, fed, safe and rested. We will monitor this and liaise with parents and any other professional agencies as appropriate if we have any concerns.

They are motivated, interested and involved:

We will:

- provide interesting and relevant learning experiences;
- ensure that the purposes and expected outcomes of activities are clearly explained and understood by the children;
- enlist children's ideas and utilise them in planning wherever possible;
- encourage children to critically reflect upon and evaluate their learning and achievements;
- ensure that children's ideas and achievements are valued and appropriately celebrated.

There is an appropriate and stimulating learning environment:

We will:

- ensure that the classrooms are well structured, resourced and kept tidy;
- ensure that every classroom has clearly defined areas that can promote different areas of learning;
- ensure that classrooms are bright and attractive through the appropriate use of displays and artefacts;
- ensure that resources are clearly labelled using both words, pictures and/or symbols;
- ensure that each class has a 'Challenge Area' and this is enhanced by a 'Challenge Area' in the school;
- ensure that resources are kept tidy and in good condition and that they are stored appropriately to promote free and easy access and independent use by the children;
- make display an aid to learning and ensure that the highest standards of presentation are evident according to our display policy;
- ensure that the room is arranged such to promote opportunities for whole class participation, collaborative group work and individual/paired study.

The ethos is conducive to learning:

We will:

- promote a calm and purposeful atmosphere where noise level is kept reduced and appropriate to the learning focus;
- ensure that any classroom rules and expectations are clearly understood by everyone and that they are consistently and fairly applied;
- act in a calm and well disciplined manner and actively adopt strategies to promote in children self discipline and the care and consideration of others;
- use our own voices appropriately, avoiding the need to raise them unnecessarily;
- expect to listen and be listened to; children will only speak one at a time during whole class carpet sessions and will put up their hand first;
- be aware of the rights and entitlements of others;
- actively promote equality of opportunity in all that we do;
- have a positive and praise orientated approach;
- provide a consistent routine and inform children of any changes and the reasons for them;
- ensure that children know the boundaries and the sanctions to be expected by crossing them.

Effective and efficient Assessment, Planning and Recording are in place:

We will:

- ensure that planning is differentiated to take account of individual learning needs;

- monitor and review our planning and recording systems regularly;
- ensure that recording is carried out regularly as appropriate;
- ensure that diagnostic assessment of children's learning is carried out regularly and used to inform further planning;
- involve children in our planning, recording and assessment methods as much as practicable;
- ensure that work is carefully planned and that resources are appropriately deployed to meet the identified learning intentions;
- all adhere to our Assessment, Planning, Recording and Reporting policy and practice as outlined in section 2.

Teachers deploy a range of different teaching strategies and methods of organisation to effect the best match between method and purpose:

We will:

- be aware of the different teaching approaches we use and select them on the basis of an assessment of their appropriateness to purpose and learning outcome;
- use a variety of different organisational approaches e.g., whole class, small groups, pairs and 1:1;
- use a variety of teaching strategies and techniques e.g., questioning, modelling, directive and highly focused teaching;
- identify strategies and methods on our planning sheets as appropriate;
- be able to justify and explain our choices of the above if asked.

There are plenty of opportunities for reinforcement and consolidation of previous learning.

New learning experiences are carefully planned and introduced in a highly systematic structured way:

We will:

- ensure that new aspects of teaching are adequately resourced;
- ensure that new teaching is based on carefully documented records and assessments of children's achievements and their future learning needs;
- make full use of any additional support we may have in the classroom.

There are plenty of opportunities to handle real materials and objects and to learn from first hand experiences.

There is a close and supportive partnership between home and school:

We will:

- enlist parents' help in the classroom and around the school wherever practicable;
- ensure that parents and other classroom helpers are always well briefed of what is happening in the classroom and what is required of them (providing

new parents with a copy of the 'information for parents helping in school' booklet);

- always make parents feel valued and welcomed in school;
- make full use of the various communication mechanisms in school to ensure that parents are kept up to date, i.e. news and information letters, meetings, publicising our policy documents, schemes of work, open days, consultation evenings, resources on our learning platform etc;
- actively listen to parents and take on board comments and suggestions wherever feasible or appropriate;
- be available and accessible to parents as much as possible;
- find out about children's experiences and interests at home and build upon these where relevant in school.

Teachers and support staff feel both professionally and personally valued:

We will:

- make time to listen to and support each other;
- work together as a team, co-operating flexibly and sharing ideas and expertise;
- actively praise and acknowledge our strengths and contributions;
- ensure that our Performance Management and CPD Policy is in place and working effectively;
- provide time for colleagues to share information and issues with senior staff;
- ensure effective communication;
- ensure mechanisms and structures are in place for all staff to participate in decision making;
- ensure that all staff have the opportunity to maximise their particular skills and strengths for the benefit of the whole school;
- all work together to minimise the effects of stress and anxiety.

CHILDREN ARE ENCOURAGED TO DEVELOP INDEPENDENCE AND ORGANISATIONAL SKILLS THROUGH...

Well organised and accessible classrooms and work areas.

Opportunities for training and practice in skills and routines.

Being shown clear and consistent examples of how things could be done and what is expected.

Understanding expectations and knowing purposes, uses and functions.

Being involved in the construction of routines and being able to anticipate the pattern of events, knowing what to expect next, what to do when finished, e.g. visual timetables, etc will be in evidence and operating effectively.

Having a clearly observed continuity between classes to ensure equality of access and entitlement.

Making sure that resources are clearly labelled and stored and organised in a consistent and accessible way.

Teaching, where and when appropriate, specific skills, competencies and attitudes to enable children to “learn how to learn”.

Allowing children to have responsibility and extending this as appropriate.

Allowing children to take supported risks and make decisions in their own learning thus helping them to develop a sense of responsibility for their own decisions and actions and the consequences of them;

Providing many opportunities for children to work together on open ended, collaborative problem solving activities.

Raising children’s self esteem and confidence.

Expecting independence and trusting children to get on with their learning without continuous supervision. This would look as follows:

Year Group	Independence and responsibility would include:
Reception	<ul style="list-style-type: none">• self help skills: dressing/undressing, toilets, book bags, coats, etc and being responsible for own things• locating and selecting equipment and resources and returning them correctly after use• sorting and tidying: “helping hands”• purposeful use of systems for choosing own activities and sustaining concentration at them
Year One	Build on Reception and in addition: <ul style="list-style-type: none">• know when to ask for help• working and collaborating sensibly within established classroom routines• begin to manage own time through using a visual timetable/jobs lists• utilise the classroom environment to gain help e.g. word banks, simple reference books, ask a friend
Year Two	Build on year one and in addition: <ul style="list-style-type: none">• sustained concentration at tasks e.g. independent writing• participate in setting and reviewing their own learning targets• help younger children as role models and

	<p>“buddies”</p> <ul style="list-style-type: none"> • maintenance of all classroom equipment • use of library unsupervised • self sufficiency in use of familiar I.C.T. programs and routines from ‘log on’ to ‘log off’
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Active encouragement from all staff and parents.

Explaining change, and the reasons for it, and discussing with them methods of managing change positively and constructively.

Talking with children about their approach to their work where relevant, what will they need, how they are planning to set about the task, why did they choose the approach they did and how they improve or develop their approach. Also help children to reflect on what was successful in their learning and why.

CHILDREN’S LEARNING TAKES PLACE IN AN ENVIRONMENT THAT IS...

Stimulating:

We will:

- have high quality display of children’s work showing work of excellence and best achievement;
- have a wide variety of display in which the purpose is clear and understood by the children: different types of display reflecting different purposes should be in evidence at any one time;
- provide activities that are enjoyable, meaningful and relevant to the children and which capture and reflect their interests as far as possible;
- provide activities that are appropriately structured and always presented attractively so as to promote inquiry and participation;
- provide a wide range of objects and artefacts to promote interests and discussion.

Encouraging and offers praise:

We will:

- place great emphasis on the celebration of children’s achievements in their widest sense;
- have a weekly assembly to celebrate achievement in its widest sense and continually encourage children to do their best: we will monitor this to ensure that every child is acknowledged over time;
- provide rewards and motivators, e.g. stickers, notify the Head or SLT of the achievement for a special sticker;
- send children to share their achievements with other classes;
- always aim to provide praise and positive feedback.

Well resourced:

We will:

- ensure that resources are relevant and appropriate to the task they are being used to support;
- ensure that children are responsible for keeping resources tidy and well cared for.

4.3.4 Happy and Supportive:

We will:

- Develop and sustain positive relationships between:
 - child/staff;
 - parent/staff;
 - staff/staff;
 - parent/parent;
 - child/parent;
 - child/child.
- work closely in partnership with Governors;
- through our policies and teamwork develop a shared vision that is then reflected in our aims and purposes;
- develop skills through our PSHE programme to enhance feelings of sympathy, empathy, sharing and consideration of others;
- provide opportunities for children of different ages to work, co-operate and share together;
- provide a learning environment that is calm, secure and fun to be in;
- provide consistency and fairness in our approach;
- ensure that everyone knows and understands the reasons for our rules, rewards and sanctions and the expectations that underpin them.

Well organised, well structured and kept clean and tidy:

We will:

- aim to provide the appropriate furniture;
- ensure that furniture is arranged to provide ease of movement and access;
- ensure all individuals are aware of the classroom organisation and how it works;
- teach children to return equipment to the appropriate place after use;
- display any **rules** as appropriate;
- ensure that there is a good range of structured equipment in every class to meet the ability and developmental range of the children;
- adhere to the other points raised in other sections.

Welcoming, inviting and informative:

We will:

- keep the main reception area attractive and up-to-date;
- greet people warmly and offer help;
- ensure that display is kept in good condition;
- provide signs and notices to direct visitors around the building and provide information;
- provide a staff board with photographs of all staff along with their names;
- aim to use the schools' resources to develop community participation as much as possible;
- refer to all visitors by name as much as possible;
- develop positive and professional relationships with all parents of children in the class and afford them equal status.

Providing appropriate learning opportunities for all children:

We will:

- match activities and learning experiences to the needs and abilities of the children;
- differentiate learning tasks to meet individual needs;
- have high expectations of the children's abilities and always strive to provide appropriate challenges.

5. Display and Presentation

We are committed to the highest standards of presentation (see **Art & Design Policy section on display**). Displays in classrooms and around school will serve a number of important purposes:

- celebrate achievement
- provide information and serve as a teaching aid
- stimulate interest and enquiry by being interactive for children to use actively
- provide support and help with aspects of classroom learning

Work will always be mounted neatly and carefully. The colours of mounts will be chosen carefully to enhance the work and contrast with the background colour of the display. Where children's work is to be cut out from the paper it was done on, they will be informed of this. They should be encouraged to do this for themselves as soon as they are reliably able.

Use will be made of fabric and artefacts where these further enhance the display.

An accurate transcript, where reading by others would be impossible or where making it so would significantly deface the work, should accompany children's writing. For writing that is largely correct, a few corrections can be inserted by underlining the word and writing the correct spelling over the top in the same medium the child has used.

Script explaining displays, captions, questions and labels etc should reflect a variety of fonts and sizes in keeping with the display. Letter templates and I.C.T. can be used. Adult written captions should always be done using the school's agreed handwriting script.

Display boards outside classrooms will be allocated to particular classes and/or year groups. They will sometimes display recycled work from the classrooms.

Each year group or particular classes will oversee the display boards in the hall.

The portable display board(s) will be used for particular focus displays and will be co-ordinated by whoever seems the most appropriate person, as mutually agreed within the staff team.

6. Continuity

Continuity of experience will be planned through the curriculum framework and schemes of work. This policy also provides educational continuity through ensuring a consistent and cohesive educational approach throughout the school. The approach to behaviour and discipline, the layout of the classroom environments and routines and expectations, all provide children with a consistent structure in which to promote increasing confidence and independence.

7. Progression

This is achieved through the increased complexity and demand inherent within the schemes of work in each year group. Careful records also help ensure that children are moved on systematically from where they are in their learning. Classroom equipment is often different in each year group becoming increasingly challenging, as children become older. Flexible use of equipment between year groups supports differentiation in meeting individual needs.

Progression is also supported through pupil workbooks and folders. as shown in the table below:

Year Group	Work Books
Reception	<ul style="list-style-type: none"> • Plain yellow cover: Language • Yellow Folder: Language • Green Folder: Maths • Red Folder: Topic • A5 Yellow, part wide lined: Handwriting • Sketchbook
Year One	<ul style="list-style-type: none"> • A4 Blue cover, half lined: English • A5 Blue cover, 2cm squared • Yellow Folder: Language • Green Folder: Maths

	<ul style="list-style-type: none"> • Red Folder: Topic • A5 Blue cover, part lined with guidelines: Handwriting • Sketchbook
Year Two	<ul style="list-style-type: none"> • A4 Blue cover, full page lined: English • A5 blue cover, 1cm squared: Maths • Yellow Folder: Language • Green Folder: Maths • Red Folder: Topic • A4 plain, red cover: Topic • A4 full page lined with guidelines: Handwriting • Small, lined Spelling books • Sketch Book

Any worksheets or work done on other paper will be put/stuck into the appropriate workbook/folder.

Reviewed by the Teaching and Learning Leader

Madeleine Denyer 30.03.10

Agreed by staff on:

Ratified by governors on:

To be reviewed every two years