

Teaching and Learning Policy

INTRODUCTION

At Glenfield Infant School our intent is that learning should be a rewarding and enjoyable experience for everyone; it should be engaging, meaningful and fun. Through our teaching aim to develop effective learning behaviours that enable children to develop positive dispositions and attitudes to their learning. At the heart of our curriculum is a focus on developing children's language and literacy skills. Our wider school curriculum has been planned so that prior skills and knowledge in core and foundation subjects are built upon. Learning is therefore enriched and deepened across the Early Years Foundation Stage and Key Stage One.

Our school is inclusive and we believe that all pupils should be enabled to realise their potential by receiving a broad range of high quality, challenging learning experiences and opportunities across the curriculum.

OBJECTIVES (Intent)

Across the school and in every classroom there will be

- children actively involved in the learning process
- a 'can do' and 'everyone will' culture where praise, encouragement and self-esteem is high and everyone achieves
- consistently high standards of behaviour and all relationships based on mutual respect
- equality of opportunity and strong sense of inclusion where all children make at least good progress
- children showing high levels of well-being and involvement
- opportunities to discuss their learning, ask questions and express opinions
- opportunities to apply their skills and knowledge across the curriculum (problem solving, exploring and investigating, engaged in open-ended creative activity)
- support and challenge
- opportunities to work in different ways e.g. individually, in pairs, groups and as a whole class

Through our teaching we aim to:

- enable children to become confident, resilient, 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, cultures and values and feelings of others;
- help children grow into reliable, independent and positive citizens.

The school's objectives are to:

- ensure the school's teaching and learning policy is implemented consistently by all staff;
- identify and remove barriers to learning;
- ensure pupils have access to appropriately differentiated curriculum learning opportunities to match their ability;
- ensure the classroom ethos and environment supports learning;
- ensure lessons are well structured, have a brisk pace and provide opportunities to extend and review learning;
- ensure teachers' subject knowledge and planning takes account of continuity and progression in learning, and takes account of pupils' prior attainment;
- ensure pupils receive feedback on how they can improve their learning.

EFFECTIVE TEACHING (Implementation)

Our overall curriculum plan details what is to be taught to each year group to ensure continuity and progression in children's learning. These objectives are taken from the National Curriculum Programmes of Study for Key Stage 1 and the document 'Development Matters in the Early Years Foundation Stage'. The organisation and implementation of our curriculum enables children to make connections in their knowledge and develop and deepen their skills from the Early Years Foundation Stage to the end of Key Stage 1.

We base our teaching on our knowledge of the children's level of attainment and use this to plan for next steps in children's learning. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Education Needs we give due regard to information and targets contained in the children's EHCP and Passport Plans.

We set academic targets for the children in each academic year and we share these targets to children and their parents. We review and update the progress of each child on a termly basis and set revised targets.

Our topic based curriculum provides the opportunities for children to develop a range of skills and to deepen their learning by applying their knowledge in different contexts across the curriculum.

These include:

- discovering and making connections through hands-on experiences
- questioning and exploring, investigation, problem solving, researching, finding out
- comparing, evaluating, developing and improving

Topics are introduced with a 'hook' to engage children's interest and provoke questions from them. Examples of a 'hook' include introducing artefacts to explore or investigate, educational visits and visitors to the school, developing role-play or drama or introducing a piece of music or art to discuss, a shared celebration at the end.

Effective teaching in the school is characterised by:

- clear planning to meet pupil diversity
- well-structured lessons, which have an opening, a main part and a plenary
- lessons being delivered using a variety of teaching approaches
- a classroom climate based on mutual respect and focused on learning
- assessment, recording and reporting of pupils' progress that informs planning and teaching
- clear learning objectives which are shared with and understood by pupils
- the teacher modelling and demonstrating expected learning outcomes
- pupil self-evaluation as part of the plenary
- high expectations
- good discipline and behaviour management
- the effective use of resources, which include ICT
- the effective use of teaching assistants
- pupils being encouraged to take greater responsibility for their own learning
- classroom displays being utilised to extend, support, and enhance pupils' learning
- teachers having secure subject knowledge
- sits alongside Hamwic Training & Learning Handbook

ASSESSMENT (Impact)

Assessment is an integral part of the teaching and learning process. It is an ongoing process, which takes account of pupils' different rates of learning development. All children are entitled to have their learning achievements and progression recognised.

All teachers observe, assess, reflect and review the achievements of each pupil on a regular basis. They make ongoing observations of pupils' learning in the classroom and regularly analyse pupils' work, in order to identify their learning needs and next steps.

Pupils are given regular constructive feedback on their learning and this helps them to know when they have mastered a skill, or how they can improve. Pupils' learning achievements are also recognised through teachers' verbal praise, having their work displayed in the classroom or on the Headteacher's special board, the awarding of stickers and being 'Star of the Week', and opportunities to celebrate pupils' learning achievements in school assemblies.

Moderation of assessment takes place in the school in year groups and across the whole school. We attend meetings led by Hamwic Trust and the Local Authority for Statutory Assessment in Reception and Year 2. We also meet with other local schools throughout the year to ensure accuracy of assessment in all year groups in all core areas.

ROLES AND RESPONSIBILITIES

The Headteacher and senior leadership team monitor and evaluate the quality of teaching and learning throughout the school within performance management procedures.

The senior leadership team support the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from pupils' underachievement.

Subject co-ordinators are responsible for the quality of teaching and learning within their classroom.

Learning support assistants provide targeted additional learning support to deliver a specific learning programme as part of a 'catch-up' learning intervention, to narrow the learning gap for specific pupils.

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

THE ROLE OF PARENTS

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

- holding parents' evenings to explain individual targets
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- learning forecasts
- sending annual report to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with work at home.

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
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside 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 the home/school agreement
- support child's learning at home

MONITORING AND REVIEW

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.

The quality of teaching and learning is evaluated using the following performance indicators:

- analysis of pupil progress and attainment data
- review of teacher planning
- lesson observations
- review moderation of pupils' work from across the curriculum
- tracking of individual pupils, or cohorts of pupils
- discussions with pupils about their progress
- discussion with teachers about pupil progress
- evaluations from the impact of staff CPD and INSET on teaching and learning
- evaluation of the impact of additional resources e.g. Learning Support Assistants
- evidence from parental and pupil surveys/questionnaires
- evaluation of pupil premium spend