



# Glenfield Infant School

## Teaching and Learning Policy

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Approved by: \_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_

## **Vision**

At Glenfield Infant school, we provide a stimulating, nurturing, and inclusive environment that enables all children to become lifelong learners and achieve their full potential. Our curriculum is designed to be engaging, meaningful and challenging, covering all areas of the curriculum while promoting a holistic approach to education.

Our school is inclusive, and we have high expectations for all learners. We believe all pupils should be enabled to realise their potential. As a school we strive to foster a love for learning and ensure every child feels valued and respected.

Learning is planned so that prior skills and knowledge in core and foundation subjects are built upon. Learning is enriched and deepened across the Early Years Foundation Stage and Key Stage One.

During their time with us, we aim to enable children to develop strong foundations in literacy, numeracy, and other key subject areas, while also focusing on their personal, social, and emotional development.

## **Aims of Policy**

At Glenfield Infant School we are committed to providing a high standard of education for all pupils. Teaching and learning are at the heart of the school, and our success is judged against the pupils' learning, progress and attainment. This policy aims to promote best practice and establish consistency in Teaching and Learning across the school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and great attitudes towards learning. The Teaching and Learning Policy works in conjunction with a number of policies; the Home School Agreement, the Home Learning (Homework) Policy, the Behaviour Policy, the Marking and Feedback Policy and the Classroom Environment and Display Policy.

## **Principles of Teaching and Learning**

Learning is the purpose of the whole school and is a shared commitment. At Glenfield Infant School, we recognise that education involves children, parents, staff, governors, the community and the Trust, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- activate prior knowledge and build from there;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- offer a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- cultivate enduring values of respect, honesty, equality, integrity, fairness and trust;
- inspire children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- urge children to become active and responsible citizens, contributing positively to the community and society;

- set suitable learning challenges, respond and adapt to pupil's diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- address racism at all levels;
- promote pupils' own sense of personal and cultural identity

### **Inclusion**

We believe that all children have the right to be included in the teaching and learning organised for them. We achieve inclusion by:

- Our commitment to our guidelines for promoting positive behaviour;
- Adapting the learning activities according to individual needs;
- Providing for specific needs by detailing them in individual education programmes;
- Organising additional support as required;
- Setting a high priority on quality first teaching and support in class where needed.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community (staff, parents, children and governors) have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

All staff will endeavour to:

- provide a creative, challenging and stimulating curriculum that promotes enjoyment and high levels of engagement;
- raise and maintain high pupil self-esteem and self confidence in a range of ways;
- recognise and be aware of the needs of each individual child;
- use a range of personal development strategies such as Bubble Time and VIP to show the value and individuality of every child;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice;
- use a range of Behaviour for Learning awards regularly to promote positive learning behaviours across the school;
- use regular praise for pupils for improved behaviour, good manners as well as for educational improvements and milestones;
- comment on any inappropriate behaviour that they witness throughout the school and take responsibility for speaking with pupils about it.
- value the wider curriculum and hold it in equal esteem to the core subjects.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school consistently, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- supporting the school's Home Learning (Homework) Policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school; • informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school daily and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc; • conducting themselves in an orderly manner in line with the Behaviour Policy;
- taking increased responsibility for their own learning.

### **Our environment**

Teachers will create an environment:

- That supports the learning and teaching in the class and children and teachers actively refer to the displays in their work;
- That is conducive to learning, stimulating and inviting;
- That will have a low noise level where appropriate;
- Where pupils should experience low stress and high challenge in their environments;
- That reinforces the learning of the classroom;
- That may pre-empt the learning through key word display;
- That presents a positive image of the pupils, school and their work;
- That explicitly displays the class rules and expectations;
- That reflects the cultures, religions and nationalities of the pupils which make up our school community;
- That provides an atmosphere where the child feels secure, comfortable and confident to take risks;
- Which is resourced effectively so as to maximise pupil's performance;
- That creates opportunities to develop the child's social skills;
- That offers challenge and promotes enjoyment and enthusiasm.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment, including a carpet area for younger classes;
- Creating an environment which stimulates interest in the theme of study, e.g. wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning;
- Creating a space for each child, labelling trays and pegs;
- Creating a focus area around the board – look at the room from a child's eye level!

- Teaching, and expecting the children to respect and care for the environment;
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment;
- Providing an attractive class library.

### **The Curriculum**

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

Our curriculum 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'. Using these, staff are creating a curriculum which is well-planned and sequential so that it builds upon children's prior knowledge and experiences. This enables children to make connections within and across their knowledge and develop and deepen their skills from the Early Years Foundation Stage to the end of Key Stage 1.

To further enrich our curriculum offer, we make use of our woodland setting. Forest school sessions are run weekly and provide further opportunities to make links between learning, take part in self-directed and adult modelled experiences and benefit from being in the natural world.

Teachers receive training from expert colleagues and outside providers to support them in developing in-depth subject knowledge and the use of a range of teaching strategies that are tailored to meet the needs of all learners (including those with additional needs). Professional development is encouraged and supported to ensure that teachers are knowledgeable about the latest research and teaching strategies. Collaboration and sharing of best practices among staff is fostered to maintain high standards and continuous improvement in teaching and learning.

At Glenfield we place a strong emphasis on the development of social skills, emotional well-being, and positive, safe behaviours. Staff create positive and inclusive learning environments, where children feel safe, respected, and valued. This is further supported through the use of [Coram Life Education & SCARF](#) materials within our RSHE offer.

Our school has robust systems in place for promoting positive behaviour, managing any challenging behaviour effectively, and fostering a strong sense of belonging and school community.

#### At Glenfield, teaching will:

- \* inspire curiosity, creativity, and critical thinking among children
- \* promote a 'can do' and 'resilient' culture where praise, encouragement and self-esteem is high and everyone achieves
- \* use carefully planned lessons, which are engaging, and make effective use of time
- \* be sequenced to allow children to build upon their prior knowledge and experiences
- \* clearly model expectations for learning, behaviour and resilience
- \* allow for active participation and independent learning
- \* see staff use an adaptive teaching approach to ensure all children are appropriately challenged and supported
- \* effectively use information and targets contained in children's EHCP and Passport Plans to support the development of skills and knowledge and to ensure learning opportunities are accessible
- \* identify children who would benefit from early intervention and provide targeted support
- \* provide opportunities to ask and answer questions and express opinions
- \* use a variety of resources, including hands-on activities, technology, and real-life experiences, to make learning meaningful and relevant to children
- \* offer opportunities to apply their skills and knowledge across the curriculum (problem solving, exploring and investigating, engaged in open-ended creative activity)
- \* provide feedback to the children on how they can improve their learning and share these with parents and carers

\* be mindful and supportive of pupil's well-being and promote mental and physical health

Through the consistent, high-quality delivery of the curriculum, we ensure there is:

1. **High Achievement:** Children make significant progress academically, across all areas of learning as a result of the excellent teaching they receive.
2. **Love for Learning and Confidence:** Children develop a positive attitude towards learning, displaying curiosity, resilience, and confidence in their abilities, setting them up for lifelong learning.
3. **Well-Rounded Development:** Children acquire a wide range of skills, knowledge, and understanding across the curriculum, ensuring their holistic development and preparing them for the next stage of their education.
4. **Strong Parental Engagement:** Parents are actively involved in their children's learning, informed about their progress, and provided with opportunities to contribute to their child's development, fostering strong home-school partnerships.
5. **Positive Well-being and Social Skills:** Children develop emotional intelligence, empathy, and effective social skills, promoting positive well-being, good mental health, and positive relationships within the school and wider community.

### **Subject Leadership**

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the provision of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- ensuring there are clear end points in every year group which are understood by all teachers;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending CPD and disseminating this to staff.

### **Pupil Voice**

We encourage and respect pupil voice. We have a School Council and a Learning Council which meet regularly and make recommendations and undertake work to improve our school. Children's opinions are regularly sought through pupil conferencing, questionnaires and suggestion boxes.

### **Monitoring and Evaluation**

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open-door policy, encouraging parents to call the office to arrange a convenient time to meet with the teacher.