Waterthorpe
Nursery Infant School

Teaching and Learning Policy
January 2015

Approved by: **Steering Committee**

Date: **January 2015**

Next Review Date: **Spring 2018**

INTRODUCTION

At Waterthorpe Nursery Infant School 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. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices about the important things throughout their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This teaching and learning policy forms the context in which all other curriculum and pupil related policy documents should be read.

AIMS

1. To enable each child to reach his/her full potential in terms of academic achievement, social development and spiritual and moral awareness
2. To enable children to become effective and independent learners
3. To differentiate and provide equal access to the curriculum for all pupils by taking into account factors that affect achievement such as gender, social background, ethnicity, special needs, interests and learning styles
4. To raise self-esteem and help children to build positive relationships with others

EFFECTIVE TEACHING

When teaching we focus on motivating the children and building on their skills, knowledge and understanding. We have developed curriculum plans, mapped from the National Curriculum, that motivate and engage children for learning based on their own experiences. This is a holistic approach which develops thinking skills, communication skills and personal and social skills. We use a range of effective teaching strategies to ensure that the pupils are provided with the best learning experiences possible.

Effective teaching strategies:

* **Clear shared learning objectives**
* **Concluding lessons by returning to the objectives**
* **Clear success criteria:** *Children must know what would make a particular piece of work successful*
* **High expectations of achievement**
* **To praise and encourage children and help them to develop their self-confidence**
* **Making learning relevant and interesting**
* **High quality, well planned activities**
* **Relating teaching to what they already know, making links with previous learning**
* **Appropriate use of grouping**
* **Appropriate match of tasks and differentiation**
* **Use of a range of teaching styles and opportunities to support learning**
* **Appropriate pace**
* **Involvement of pupils in organising their own learning**
* **Effective intervention, questioning, addressing misconceptions**
* **Challenge, encouraging risk taking and learning from mistakes**

* **Managing pupils well and achieving high standards of discipline**
* **Marking pupils work sensitively, constructively and giving learning points** *(See Marking Policy and guidelines)*
* **Assessing pupils work thoroughly and constructively** *(see Assessment, recording and reporting Policy)*
* **Conducting our teaching in an atmosphere of trust and respect**

EFFECTIVE LEARNING

Effective learning takes place when the children are:
* involved in and enjoying their work and play
* developing understanding and the ability to sustain concentration
* making progress in knowledge, understanding and skills
*

Opportunities need to be structured for pupils to be able to listen, to observe, to discuss, to explore ideas, to experiment and to read for information and enjoyment. We recognise the importance that the outdoor environment can contribute to children's learning and develop opportunities to apply this knowledge. We teach children to be good learners through Guy Claxton's Building Learning Power (BLP). The Four R's (listed below) are recognised and reinforced throughout school.

Effective learning strategies:
* **Resilience –** keeping going even when things are difficult
* **Resourcefulness –** Solving problems
* **Reflectiveness** – thinking about what you have already learned and using it
* **Reciprocity –** working with others and sharing good ideas

TEACHING METHODS AND CLASSROOM ORGANISATION

A range of teaching methods are employed which are appropriate to the spread of age, ability and the subject matter being taught.

Teaching methods include:

Whole class teaching: This gives the teacher opportunity to engender enthusiasm and raised expectation.

Group work: This allows for focused teacher intervention and takes account of variations in pupil's capabilities allowing a better match of task thus enabling the teacher to combat under-achievement e.g. among boys, more able pupils etc. It provides opportunity for collaboration and the more effective use of resources.
Flexibility of grouping is important i.e. mixed/similar ability depending on the subject matter being taught.

Individual work: Where this is used, it is important that the pupils are given sufficient support, challenge and teacher intervention.
Whatever the organisation, **direct teaching** is essential. The teacher is not just the facilitator. Direct focused teaching takes place to the whole class, to groups and to individuals so that teaching matches children's existing attainments and builds on them. For each of these

teaching methods the teacher should build in ways of feedback from herself, by providing opportunity for peer feedback (e.g. peer evaluation) or by self feedback (e.g. read through work checking for full stops).

RESOURCES

The resources within the school can be divided into two categories, those that are centrally held and those held in the classrooms. Centrally held resources are those related to a specific topic or focus. Class based resources are those in daily/frequent use.
Resources need to be clearly labelled and easily accessible for the children so that they may become more independent. Children should be encouraged to select and use appropriate resources for a task. This is also important for supply teachers who need to be able to see clearly the resources available.

CURRICULUM ENRICHMENT

The curriculum is enhanced by:
1) Visitors to school
2) Educational visits
3) Links with the community
4) Participation in events
5) Extra-curricula activities
6) Special events in school

THE ROLE OF THE CO-ORDINATOR

A curriculum co-ordinator will:
* Lead the development and review of policy
* Draw up action plans for inclusion in the School Improvement Plan
* Act as a consultant for colleagues including co-ordinating Inset
* Monitor and evaluate the subject's delivery and outcomes by: (see School Improvement Plan for policy and monitoring timetable):
  - checking KS1 planning
  - scrutinising pupil's work
  - visiting and observing classes
* Attend training, where available, and keep abreast of developments in the subject and to disseminate these to other members of staff
* Be responsible for their subject budget and organise resources
* Maintain a subject file for staff

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 by:
* holding Parent's evenings to explain our school strategies for teaching Literacy, Numeracy and for launching new initiatives
* holding workshops for parents to introduce our homework schemes e.g. Maths Bags
* sending homework activities home with children linked to what they are doing in school and to support classroom activities

* holding individual parent's consultations in which targets and progress can be discussed
* sending out annual individual reports to parents on pupil's progress
* meeting termly with parents of children, identified as having special needs, to discuss progress against Individual Education plans (I.E.P.s)

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 comes to school having had a good nights sleep and a healthy breakfast
* inform school if there are any matters outside of the school that are likely to affect a child's performance or behaviour at school
* promote a positive attitude towards the school and learning in general
* give children support with completing homework and by listening to them read

TARGET SETTING

We maintain a database for pupil progress tracking for each cohort. The data includes information about the pupils such as gender, Free School meals, Special Educational Needs (SEN) etc. It also contains performance data e.g. Early Years Foundation Stage profile results and teacher assessments. Teachers use their own assessments alongside the other pupil data to set Key Stage targets for pupils.

We recognise that performance will not improve every year because of the nature of different cohorts of children. Our focus will be on the value added factor of pupil progress.

Teachers set targets for pupils through Assessment for Learning (AfL) methods. Teachers will use 'stars and wishes' when they mark work. Children will be given opportunity to reflect on these and encouraged to use what they have learnt in future pieces of work.

MONITORING AND REVIEW

This policy will be monitored regularly through a range of processes (see Monitoring Policy). Aspects of it will be reported on through the Headteacher's termly report. We are aware of the need to review the 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.

Review date: Spring 2015

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Teaching and learning Policy	14/1/15

Priority Level	
High	**x**
Medium	
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes, Caryn Moffatt & Michelle Appleby
Others involved in the assessment (peer review/external challenge): Steering Committee members

What are the aims of the policy or project?   5. To maximise achievement. To enable each child to reach his/her full potential in terms of academic achievement, social development and spiritual and moral awareness.   6. To enable children to become effective and independent learners.   7. To provide equal access to the curriculum by taking into account factors that affect achievement such as gender, social background, ethnicity, special needs, interests and learning styles.   8. To raise self-esteem and help them to build positive relationships with other people.
Who is the intended customer/service user of this project or policy?   **Pupils and staff**
What are the desired outcomes from this project or policy?   **To ensure that learning is an enjoyable and rewarding experience for all.**
List any other key policies, procedures, projects or strategies that this policy/project has implications on: **All curriculum policies, inclusion, assessment, recording and reporting, monitoring and evaluation**

What are the racial, disability and gender equality implications of the policy or project? The policy states that there should be equal access to the curriculum by taking into account factors that affect achievement such as gender, ethnicity or special needs	

Does the policy or project have any significant positive impact for:
 	
   ▪ **Different racial groups**
   ▪ **Disabled persons**
   ▪ **Men and women**
   ▪ **Boys and girls**
	YES where positive action is applied e.g. through differentiation

Does the policy or project have any significant adverse impact for:
 	
   ▪ **Different racial groups**
   ▪ **Disabled persons**
   ▪ **Men and women**
   ▪ **Boys and girls**
	No

Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take : Previous action taken				
If you have indicated there is a negative impact, can it be justified?		**YES**	**NO**	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A		**YES**	**NO**	
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:				
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy), Lesson observations, learning walks and work scrutiny				

Signed (Person completing the form):	Date: 14/1/15