

Elmwood Infant and Nursery School

Teaching and Learning Policy



November 017

Article 28 'Every child has the right to an education'

Article 29 'Education must develop every child's personality, talents
and abilities to the full'

Article 31 'Every child has the right to relax, play and take part in a wide range of cultural and artistic
activities'



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Date Policy Agreed: Autumn 2017
Review Date: Autumn 2019

Introduction

At Elmwood we believe in the principle of lifelong learning, enjoyment and excellence for all. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching and learning we equip children with the skills, knowledge, understanding and personal attributes necessary to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy should be read alongside the following:

Feedback and Marking Policy
Specific Subject Policies

Aims:

We aim to encourage a school community that seeks to create an environment where all children and adults can work together with mutual respect, valuing the differences, beliefs and opinions of others. It is our aim to provide rich, relevant and varied learning experiences which allow children to develop their skills, interests and abilities and to achieve, be proud and succeed together.

Rights, respect and responsibility is the underpinning structure to all the teaching and learning at Elmwood Infants School. We aim to provide children with the opportunities to develop towards their full potential; academically, emotionally and socially.

Our aim is to develop a challenging, creative and diverse learning ethos where all members of the community are encouraged and supported to achieve their best.

We believe that all children should have equal opportunities to access and benefit from a wide ranging curriculum. Children are individuals and will be treated as such. Personalised learning, the use of challenges and differentiation will be used to enable all children to achieve.

We encourage children to take responsibilities for their own learning, to be involved in reviewing the way they learn and to reflect on how they learn and how they can improve their learning.

We believe every teacher is a teacher of special needs. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We are an inclusive school and we will strive to meet the needs of all children. We have high expectations of all our children and believe that their work should be of the highest possible standard that they are capable of achieving.

At Elmwood we believe that every child has the right to:

- Achieve their full potential in all aspects of school life
- Receive high quality teaching and resources
- Feel safe, secure and happy within their learning environment
- Be cared for and kept safe
- Have ownership of their learning and environment
- Be included in the school community
- Have their individual needs recognised and met
- Feel that their contributions are recognised and valued
- Be treated equally and fairly
- Have a go, whatever the outcome
- Develop their basic skills within a broad and balanced curriculum
- Be interested, stimulated and actively involved in their learning
- Have equal opportunities to learn
- Learn in a stimulating, supportive and well-structured environment

Effective Learning:

At Elmwood we recognise that people learn in many different ways, and respond best to different types of input (visual, auditory, kinaesthetic); we therefore deliver our teaching in different ways to address the needs of our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and they feel they belong. We are committed to ensuring that we create a learning environment where:

- all areas of the school are colourful and family friendly and enable children, their families and visitors to feel welcome
- classroom resources are accessible, well organised and labelled and children are trusted to look after the equipment
- all children's work is celebrated and displayed within the school
- EYFS outdoor spaces are used to provide learning that reflects and extends the learning indoors
- displays are lively, stimulating, exciting and reflect the cultural and linguistic diversity of the school
- classrooms and other teaching areas are rich literate and numerate environments that are also visually stimulating
- children listen attentively to each other and to other people
- children are encouraged to care for their school environment
- visitors and newcomers are made welcome
- all members of the school community are approachable
- school and class charters are used to support children's understanding of their rights.

We believe that all children can achieve and that there should be no ceilings on their learning. We encourage children to have a voice, be involved and make decisions about their learning. Different levels of challenge are planned and children select their own differentiated challenge.

We have three challenges; hot, boiling hot and on fire. Children are given the responsibility of selecting which level of challenge they feel confident to complete. Children have the opportunity to move up and down the challenges depending upon their achievements. Within some lessons,

children can complete LAVA challenges, which encourage children to apply their knowledge, understanding and skills.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- The teaching should build on previous learning
- Children should be given the ‘big picture’ of the intended learning and understand how the lesson fits into this
- The teacher should explain the learning objectives and challenges and these are reviewed throughout the lesson
- Children are not put in ability groups, instead they are allowed to select the level of challenge they want to work at (hot, boiling hot and on fire). Where necessary, staff will guide children through discussion (and occasionally direct them) to a challenge more suitable to them to prevent learning being slowed.
- Where appropriate LAVA challenges will be planned to extend learning
- The lessons should incorporate opportunities for a range of learning styles to be accommodated. Teachers are encouraged to be flexible and creative in the way they structure their lessons and to use approaches that move away from the 3 part lesson.
- Children should be given opportunities to reflect on and review what has been learnt, e.g. traffic light self-evaluation and next steps
- There should be regular opportunities for feedback to the children, celebrating success and providing children with next steps for their learning
- Children should be given opportunities to collaborate with others.

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

- asking and answering questions
- investigation and problem solving
- research and discovery
- collaborative work – in groups / pairs
- independent work
- whole class work
- use of ICT
- visits to places of educational interest
- guest and visitor performances
- creative activities
- looking at pictures and other visual images
- listening and responding to music
- play, including small world and role play
- group discussions and debates
- designing, creating and constructing
- talk partners
- participation in physical activities
- celebrating the cultural and linguistic diversity of our school community and the world

Super Skills for Learning

Children are encouraged to be independent in their learning and develop their use of the school’s ten “Super Skills for Learning”.

An effective learner is someone who is

- **organised**
- **reflective**
- **confident**
- **inquisitive**
- **adventurous**
- **creative**
- **independent**

An effective learner has

- good **communication** and **collaboration** skills
- and shows **perseverance**

Recognition is given to children when they are observed using these skills in their learning and when they recognise these skills in both their own and other's learning.

Effective Teaching:

When we are teaching, we focus on motivating the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach their highest level of personal achievement.

At Elmwood we believe the most effective teaching takes place when:

- The classroom environment is well organised and managed and supports children's learning
- Teaching promotes resilience, confidence and independence in pupils
- The teacher has high expectations of behaviour
- Lessons are well planned, prepared and resourced
- Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning
- The teacher feels happy, relaxed and supported
- There are high expectations of effort, achievement and presentation
- The teacher has used the appropriate assessment strategies to establish where the children are at and what they need to achieve
- Lessons are delivered with appropriate pace
- The teacher takes the child's learning forward and pupils make good progress
- The teacher is responsive, creative and flexible in their teaching
- Parents / carers are informed and encouraged to be actively involved in their child's learning
- The needs of individuals or groups of children are taken into account
- Other adult support is effectively managed

All staff make every effort to establish good working relationships with all the children in the class. We treat children with kindness and respect. We recognise that they are all individuals with different needs but we treat them fairly, and they are given equal opportunities to take part in class activities. We involve the children in creating a 'Class Charter' for their room and use the charter to establish our agreed expectations for learning and behaviour. We praise children for

their efforts and achievements and by doing so we help to build positive attitudes towards school and learning.

At Elmwood support staff are clearly directed to support learning so our children can be effectively targeted and progress maximised. All learning support staff are fully engaged with pupils at all times. They should sit next to the pupil/pupils they are working with, quietly engaging them, explaining the task or using other resources to maximise progress, eg: a number line to facilitate learning. Our teachers and teaching assistant work as a team and the onus is on the teacher to prepare activities for the teaching assistant to do with the children.

A teaching assistant's involvement should be communicated before the start of the lesson and/or planning shared. Teachers make it clear on their plans how they would like their TAs to support learning during every stage of the lesson and the plan at all times should be shared. TAs should be clear about who they are supporting and why and they should be involved in assessing pupil's understanding, recording observations and feeding back assessments and key information to the teacher, where appropriate.

Planning

Curriculum planning is based on:

- The needs of the children
- The National Curriculum
- The Statutory Framework for the Early Years Foundation Stage
- The Locally Agreed Syllabus for Religious Education (Croydon)
- Letters and Sounds
- In addition to the above the school uses a range of published schemes to support learning.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all children. Our prime focus is to develop further the knowledge and skills of all the children including those with English as an Additional Language (EAL), those who are more able and those who are assessed to have a Special Educational Need or disability (SEND). Teachers differentiate teaching and learning as appropriate for children to meet their individual needs. We strive to ensure that all tasks set challenge each child at their own level. When planning work for children with SEND, we give due regard to information and targets contained in the child's SEND support plan.

The role of the Head Teacher and other Leaders

The Head Teacher and other members of the leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- The formal performance management and appraisal of teaching over time, involving lesson observations, book scrutiny, learning walks and analysis of progress
- Team teaching and working alongside teaching colleagues
- Talking to children about their learning in lessons
- Monitoring pupil's work in their books
- Monitoring teachers marking and feedback

- Monitoring pupil's assessment records
- Constructively challenge teachers and staff where it is necessary

The role of Parents and Carers

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies and what their children are currently learning.

We do this by:

- Holding regular half termly curriculum meetings
- Sending home half termly newsletters
- Updating the school website with key information
- Holding workshops / coffee mornings to explain different areas of the curriculum and ways parents/carers can support their child / children at home
- Holding termly consultation evenings where their children's progress and attainment is explained

We believe that parents/ carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents / carers:

- To ensure that their child has the best possible attendance record
- To ensure that their child is equipped for school with the correct uniform and P.E. kit
- To do their best to keep their child healthy and fit to attend school
- To inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- To promote a positive attitude towards school and learning in general
- To fulfil the requirements set out in the home/ school agreement
- To support their child's 'home learning' (see the school's Home Learning Policy)

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching and strategies by allocating resources effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Seek to ensure that our staff development and our performance management both promote high-quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment, particularly attainment and progress of vulnerable groups including, disadvantaged children
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes

Monitoring and Evaluation

Elmwood's Teaching and Learning policy is monitored regularly by the leadership team, staff and governing body so we can take account of new initiatives and research, changes in the

curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if necessary.

Racial and Equality Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Elmwood Infant School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.