



## **TEACHING AND LEARNING POLICY**

At Pinewood Infants we believe that learning is an ongoing process where new things are learnt every day by children and adults. Good teaching should encourage children to think and reflect on their experiences in order to make connections between previous skills, knowledge and understanding and apply the resulting ideas or abilities to new situations.

Children are individuals and will be treated as such; personalised learning, open-ended challenges and differentiation will be used to enable all children to achieve. We encourage children to take responsibility 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 that it is important to recognise that children learn best when they can make sense of their learning and enjoy learning for its own sake. We want children to have the confidence to take risks in their learning which will help them become responsible, independent citizens of the future.

### **Aims**

This Teaching and Learning Policy is intended to promote consistency and high standards and support the achievement of the school aims. It aims to clarify for all practitioners the school's expectations of provision and practice, for planning, monitoring and evaluating the quality of teaching and the effectiveness of children's learning and through this improve outcomes for all children. It reflects the ongoing changes and developments to improve teaching and learning and accelerate children's attainment in all aspects of the curriculum.

We aim to:

- develop an enjoyment of, and commitment to, learning where children take pride in achievement and have a desire to succeed;
- involve children in their learning;
- develop children's sense of identity;
- develop thinking and key learning skills;
- develop the confidence to cope with change;
- help children learn through practical first-hand experience;
- help children learn through collaboration, cooperation and independence;
- help children learn at own pace;
- ensure time to practice and repeat skills as necessary;
- have high expectations of teachers and learners;
- encourage achievement through praise, clear learning goals and targets;
- encourage pride in achievement and a desire to succeed;
- encourage effective links between the school, the child's home and the community;
- ensure children feel happy, safe and cared for;
- ensure equality of opportunity for all.

## **Effective Learning**

We recognise that children learn in many different ways and we know they need to develop strategies that allow them to learn in the ways that suit them best. These include:

- whole class work, group work, pair work, independent work;
- investigation and problem solving;
- research and questioning;
- reflecting upon and evaluating what has been learned;
- creative activities, including design and production;
- participation in physical activity;
- use of a wide range of ICT;
- fieldwork and visits to places of educational interest.

We encourage children to be involved in planning their own learning. This may be in collaboration with teachers when planning topics, or independently as child-initiated learning. Children are actively encouraged to self-evaluate what they have learned and are involved in setting targets for their next stage of development. Shared identification of barriers to learning is also an integral part of ensuring success.

## **Effective Teaching**

We believe that our children have the right to consistently outstanding or good teaching. Our main intentions when teaching are to engage and motivate the children to learn and to clearly convey the skills and knowledge required for success. By fostering a positive and safe climate in class, we encourage children to take risks and to independently apply skills in new and exciting ways. Teaching staff use a variety of methods to engage children and stimulate discussion and questioning.

We believe children learn most effectively when the teacher:

- encourages positive relationships;
- makes explicit high expectations of learning and behaviour;
- provides rich tasks that enable all children to make visible progress;
- provides an atmosphere where children are prepared to take risks;
- has a clear purpose for a lesson that includes expectations of children's achievement and outcomes of tasks;
- demonstrates innovative teaching which offers talk, exploration, questioning, prediction and investigation;
- plans lessons where children's previous knowledge and interests are built upon;
- makes good use of Assessment for Learning and uses information gained to structure future teaching and learning such as the use of breakaway groups in the lesson;
- offers developmental feedback on children's work, encompassing child/teacher conferencing;
- provides opportunities to review and reflect on learning;
- allows thinking time before answering questions;
- considers or supports for the learning of children with differing abilities or needs offering personalised learning where appropriate;
- supports children with home learning where required to ensure equal opportunities for all;
- involves parents in their child's learning;
- provides opportunities for individual working and collaborative working with children from various classes;

The prime focus is to further develop children's knowledge and skills. Through careful use of Assessment for Learning (AfL) we aim to ensure that all tasks set are appropriate to each child's level of ability. For children with Special Educational Needs and Disability (SEND) due regard is given to information and targets contained in their Individual Education Plans (IEP's). We have high expectations of all children, and embrace a fully inclusive culture where all children are involved and enjoy success.

Teaching Assistants and other adult helpers are deployed in a variety of ways to support children's learning. This includes working with individuals or with small groups and encompasses the delivery of various support programmes. They are also involved in planning, preparation and assessment of activities.

In order to ensure that our practice reflects our beliefs about learning, and that as adults we remain open to new ideas, we:

- read and reflect upon a variety of up to date texts
- encourage open and honest debate
- use high quality resources
- seek opportunities to try new ideas and be flexible in our approach
- reflect continuously on our own practice in order to evaluate strengths and weaknesses
- review and adapt planning at all levels,
- share the belief that children are valued as individuals in a caring, positive and aspirational school community
- provide a stimulating and attractive environment as well as accessible and interactive planned activities which ensure full and equal access to the curriculum for all children,
- show enthusiasm and excitement for learning.

Above all we believe that varied learning experiences, matched to individual needs, help children to be positive about their learning both now and in the future.

### **Roles and Responsibilities**

The Governing Body is responsible for: the school's policy and approach to teaching and learning. It must oversee and monitor the school's work.

The Headteacher is responsible for: ensuring liaison with parents and other professionals in respect of children's progress and guidance on children's development; advising and supporting other practitioners in the setting on teaching and learning; introducing and ensuring that appropriate continuity of teaching and learning strategies are in place across the school, performance management and monitoring of teaching and learning.

Classroom teachers are responsible for: the day-to-day teaching, learning and progress of all children in the classroom and managing the support staff to effectively meet the needs of the children in the classroom.

### **Please read in conjunction with:**

- The curriculum policy
- The marking policy

Responsibility: Children and Learning Committee

Approved: June 2019

Review cycle: Three-yearly

Next review: June 2022