



Teaching and Learning Policy 2016-19

To be read in conjunction with all other policies plus:-
Disability and Equality Scheme
Gender Equality scheme

1 Introduction

At Broadway 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; it should be fun. Our mission statement is:

A caring school promoting excellence through curiosity, confidence, creativity, and cooperation

2 Aims and objectives

2.1 We believe that people are unique. We recognise that they learn best in different ways and at different rates. At our school we provide a rich and enabling learning environment that allows children to develop resilience and confidence so that they become capable and confident; developing their skills and abilities to their full.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, 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, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. In Foundation Stage children learn by leading their own play and by taking part in play that is guided by adults. As children grow older, and as their development allows, the balance of play based activities in Foundation Stage gradually shifts towards activities led by adults, to help children prepare for the more formal learning that takes place towards the end of Year 1 and beyond. Transition into year 1 is play based matching Foundation Stage practice.

3.2 We offer opportunities for children to learn in many different ways throughout their time at Broadway Infant School whether it is play based or adult directed. For example:

- investigation and problem solving;
- research and finding out;
- group work, pair work, independent work;
- whole-class work;
- asking and answering questions;
- use of technology and audio visual materials;
- fieldwork and visits to places of educational interest;
- creative activities;
- active participation, role-plays, oral presentations etc.;



- designing and making things;
- physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them to learn and what makes it difficult for them to learn.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Our planning is based on statutory and non-statutory curriculum content and guidance. For example we incorporate:

- The National Curriculum
- The Statutory Framework for the Early years and Foundation Stage
- Development Matters
- Published curriculum guidance

We also plan taking into account children's particular interests or questions.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we strive to ensure that their work at Broadway Infant School is of the highest possible standard.

4.3 We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

4.4 We plan our lessons with clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed. We evaluate all lessons so that we can modify and improve our teaching in the future. Success criteria are included and developed with the children when appropriate.

4.5 All of our staff establish good working relationships with all children. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we inform parents and obtain their permission.

4.7 We deploy learning assistants and other adult helpers as effectively as possible.

4.8 Our classrooms are attractive learning environments. We change displays regularly to ensure that the classrooms reflect the learning taking place. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.



4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

5.1 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 health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and staff appraisal promotes good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. These include the school SEF, the reports from the Headteacher, subject leaders, the School Improvement Advisor.

6 The role of parents and carers

6.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding regular parent/carer information sharing events that explain how they can support their child's learning
- provide information to parents/carers at the start of each term in which we outline the topics that the children will be studying during that term at school;
- regularly explaining the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. For example, regular shared reading time, targeted maths activities etc.
- holding regular 'stay' sessions in school when parents can spend time in class with their children sharing their teaching and learning environment and lessons.

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

7 Monitoring and review

7.1 This policy will be reviewed every three years 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.

Signed: *JE Lambert*

Head teacher: Juliet Lambert

Date: 28.11.17