



Teaching and Learning Policy 2020-23

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:

Inspiring curiosity, achieving excellence

2 Aims and objectives

2.1 We believe that children 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 know and understand that children learn in many different ways and we recognise 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. These opportunities include:

- investigation and problem solving;
- research and finding out;
- group, pair and independent learning;
- whole-class activities;
- 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 teach the children how to be effective learners through the use of our learning characters. Teaching them the key skills required to be the best learners they can be. The characters are:

- Stickability squirrel
- Finding out fox
- Problem solving Percy
- Dreaming dragon
- Resourceful rabbit
- Mastery mouse

3.4 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 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 attainment. When planning work for children with special Educational Needs we give due regard to information and targets contained in the children's Pupil Passports or Educational Health and Care Plan as appropriate. 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 Teachers plan lessons with clear learning objectives taken from the National Curriculum. Lesson plans detail how the concept will be taught to the children and contain information of the tasks to be set, the resources needed. Success criteria is included for use during lessons where appropriate.

4.4 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 behaviour management, expecting excellent behaviour at all times. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

4.5 We ensure that all tasks and activities planned are safe and appropriate risk assessments are completed as needed. When we plan to take children out of school, we inform parents and obtain their permission.

4.6 We deploy teaching assistants and other adult helpers effectively so that learning is supported.

4.7 Our classrooms are attractive learning environments. There are working walls for English and Maths in all KS1 classrooms that are used to show the journey of learning. Other classroom displays are updated regularly to ensure that the classrooms reflect the learning taking place. All classrooms have a range of dictionaries, fiction and non-fiction books and have a range of age appropriate resources to support children's learning within the classroom. We believe that a stimulating environment sets the climate for learning, promotes independent use of resources and results in high-quality work completed by the children.

4.8 All our teachers reflect on their strengths and areas for development 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.

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 inform parents and carers about what and how their children are learning by:

- holding regular parent/carer information sharing events that explain how learning can be supported at home;
- 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 and other home learning activities;
- 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 attends school regularly and on time and inform the school of any reasons for absence.
- Request leave of absence before they take their child out of school during term time.
- Encourage high standards of behaviour so that their child is a positive member of the school community.
- Let the class teacher know about any concerns or problems that might affect their child's work or behaviour.



- Support their child in carrying out shared home activities, including book-sharing, maths targets, homework etc. plus any other opportunities for home learning.
- Attend parent/teacher meetings and discussions about their child's progress.
- Support the school's ICT policies and curriculum by teaching their child/children about the appropriate use of technology and social media.

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.

Head teacher: Jodie Tumelty

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