

Folly Hill Infant School



LEARNING AND TEACHING POLICY

Curriculum suite

Date: Autumn 2019

Review Date: Autumn 2021

Signed **Chair of Governors**

Signed **Headteacher**

The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done."

Jean Piaget

At Folly Hill School we believe in the concept of lifelong learning and the concept 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. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able 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.

(The term "parent" includes all carers)

AIMS AND OBJECTIVES

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

We believe children learn best when:

a variety of learning styles is embraced.

they are motivated and well- challenged.

they feel secure in their environment.

learning is clearly defined and matched to ability.

they are confident to share their ideas, thoughts and feelings.

there is praise and encouragement.

they are valued as individuals.

resources are easily available, adequate and well organised.

there is support and encouragement at home.

they are given effective feedback and given time to reflect and consolidate.

there is an ethos of mutual respect throughout the school community.

they are encouraged to value their learning and their view is respected.

they are encouraged to learn through taking risks as a building block to learning – we learn through our mistakes.

they are physically and mentally stimulated.

they enjoy themselves!

EFFECTIVE LEARNING and IMPLICATIONS for our PARENTS and CHILDREN

We acknowledge that people 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.

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

- investigation and problem solving
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- visits to places of educational interest
- creative activities
- watching television and responding to music and film
- role-play and oral presentations
- designing and making things
- participation in physical activity.

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 learn and what makes it difficult for them to learn.

WHAT DOES LEARNING LOOK LIKE AT FOLLY HILL SCHOOL?

Children are:

- Showing responsibility for their own learning- they are aware of learning intentions and success criteria, make appropriate cross- curricula links and also know their own personal learning targets.
- Engaged and on task constructively impacting on learning and appropriate behaviour.
- Contributing- orally in pairs, groups etc and by other forms of communication. They are actively involved.
- Learning from their own needs identified by teacher assessment
- They are learning at their own level according to their own personal needs.
- Asking questions
- Using appropriate resources including IT.
- Learning from a variety of sources including different members of their community.
- Using learning tools effectively in all learning situations.
- Learning in a variety of environments- indoors, outdoors and in the local and wider community.

EFFECTIVE TEACHING and IMPLICATIONS for SCHOOL STAFF

We teach and promote learning in an atmosphere of trust and respect for all.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

Target setting

We base our teaching on our knowledge of the children's level of attainment through formative and summative assessment. We apply the ethos of assessing pupil progress in order to develop our knowledge of a child's level of attainment and most appropriate next steps. 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 child's provision map or group intervention plan. We have high expectations of all children.

We set academic targets for the children in each academic year and we share these targets with children and their parents (targets set in Reading, writing and maths). We review the progress of each child at the end of the academic year and set revised targets. Targets are rigorous, in order for all pupils to reach high levels of performance.

Planning

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the EYFS (Early Years Foundation Stage) framework and National Curriculum and work at children's own level of learning. Lesson plans show the learning intention based on prior learning, success criteria, assessment opportunities and differentiation when appropriate. We evaluate all lessons so that we can modify and improve our teaching on the future.

Relationships

Each teacher establishes good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and all children are included. We give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to managing behaviour. We expect all children to comply with our school values and golden rules that we devise to promote the best learning opportunities for all and 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.

Safety

We ensure that all learning activities are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Risk is assessed where appropriate.

Staff roles

All classroom staff are involved with planning, preparation and assessment of learning.

Learning environment

Our classrooms, both indoors and out, are attractive learning environments. We change displays to ensure the classroom reflects the topics studied by the children and the continuous provision. We believe that the environment sets the climate for learning, and an exciting classroom both indoors and outdoors promotes independent use of resources and high-quality work by the children.

We encourage children to be independent learners teaching them through continuous provision.

Our skills

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

Practitioners strive to challenge pupils through pace, questioning strategies and practical problem-solving activities.

THE ROLE OF GOVERNORS

Our governors support, monitor and review the school policies on learning and teaching, which is reflected in our school development plan targets.

In particular they:

- support the use of appropriate learning strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitor teaching strategies in the light of health and safety regulations
- critically analyse data and look for patterns and trends
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment
- Monitor effectiveness of school's monitoring systems
- ensure that staff development and performance management policies promote good quality teaching and learning.
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from subject leaders and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by the staff.

THE ROLE OF PARENTS

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

- sending information to parents at the beginning of term or the beginning or end of each week in which we outline the topics that the children will be studying during that week at school. This will enable parents to support their child's learning.
- sending annual reports to parents in which we explain 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. We suggest, for example, regular shared reading with very young children and support for older children with their projects and investigative work and also with Maths lending library for all children.

We believe that 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, water bottle and PE kit
- do their best to keep their child healthy and fit to attend school

- inform school if there are matters outside 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.

MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning 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.