

DRAYTON COMMUNITY INFANT SCHOOL

Policy for Teaching and Learning



To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded this policy is included under the safeguarding umbrella.

Other relevant policies:
Early Years/Foundation Stage
Gifted and Talented
SEN
Assessment/AFL
Marking

Reviewed annually
Ratified: March 2010

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1. Introduction

- **This is** a statement of the aims, principles and strategies for teaching and learning at Drayton Community Infant School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It has been developed to reflect the five outcomes of the Every Child Matters agenda.
- 1.1 At Drayton Community 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. Through our teaching we equip children with 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 lead happy and rewarding lives.

2. Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school we provide a rich And varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 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 other people;
 - 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 the community;
 - help children to 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.

The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning for teaching and learning styles.

3.2 We offer opportunities for children 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;
- using computers and the internet;
- field work and visits to places of educational interest;
- imaginative and creative activities;
- watching television and responding to live music or c.d./audio material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity and exercise.

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 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. We use the curriculum in the

Primary Strategy, the National Curriculum and the Foundation Stage curriculum, 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.

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 child Individual Education Plan(IEPs). We have high expectations of all children, and we believe that their work at Drayton Community Infant School is of the highest possible standard.

- 4.3 We set academic standards for children each academic year. We review the progress of each child at the end of the academic year and revise these targets
- 4.4. We plan our lessons from the National Curriculum, Primary Strategy, and the Early Years Foundation Stage Statutory Framework. Our plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.
- 4.5 Each of our teachers, support and administrative staff aims to establish good working relationships with all children in the class and school. We treat the children with kindness and respect.
We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the schools policy with regard to discipline and class room management. We agree and set the class rules with the children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. 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 comply with the Government Regulations for Educational Visits.
- 4.7 We deploy Teaching assistants and other adult helpers as effectively as possible. Some times they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom resources.
- 4.8 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. 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 Assessment for learning is an essential, integral part of our teaching and learning strategy. Its key principles state that it:
- * is part of effective planning
 - * focuses on how pupils learn
 - * is central to classroom practice
 - * is a key professional skill
 - * fosters motivation

- * promotes understanding of goals and criteria
- * helps learners know how to improve
- * develops the capacity for self and peer assessment
- * recognizes all educational achievement.

4.11 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 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 performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the head teacher's reports to governors and the school self-review processes.

6. The Role of Parents

6.1 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:

- holding parents evenings to explain our school strategies for teaching and learning.
- promoting an open door policy.
- making information available to parents at the start of each term in which we outline the topics that the children will be studying during that term.
- By sending an annual report 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 home work.
We suggest, for example, regular shared reading with very young children, and support for older children with projects and investigative work.

6.2 We believe that parents have a 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 and PE kit;
- do their best to keep their child healthy and fit to attend;
- 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;
- fulfill the requirements set out in the home -school agreement.

Date.....

Review date.....

Appendix 1

BASIC PRINCIPLES

What children can do (rather than what they can't do) is the starting point in the child's education.

The adults and children with whom the child interact are of central importance

Learning is not compartmentalized

The curriculum should emphasize children as initiators and decision makers, constructing their own knowledge through active learning.

The curriculum should be appropriate to the development stage the children have reached.

It is important for adults to reward children's success with praise or other means

Parents are children's first and main educators in the early years

S.E.N. children require a carefully planned and structured environment, if they are to succeed.

Children need time and space away from adults so that they can create "worlds of their own"

Encouraging children to review their own learning is at the heart of effective teaching.

Appendix 2

FOUNDATION PRINCIPLES

The Norfolk Curriculum Policy Statement is developed from eleven foundation principles.

These are summarized below:-

- 1.1 All pupils are entitled to equal regard and equality of opportunity in learning
- 1.2 Opportunities should be provided for pupils to become progressively more responsible for their own learning
- 1.3 Education for every pupil should be continuous and coherent.
- 1.4 The development of values and attitudes are important and need to be balanced with the acquisition of skills and factual knowledge
- 1.5 Education should be the means of achieving greater independence without impairing the rights of others.
- 1.6 Everyone should be given the best possible opportunities of fulfilling his/her educational potential in preparation for work, leisure and for family and social living.
- 1.7 All pupils should experience a broad and balanced curriculum
- 1.8 The links between knowledge, understanding and skills need to be made through the whole curriculum.
- 1.9 The curriculum and pupils' achievements need to be regularly monitored
- 1.10 Pupils' learning needs to be assessed in order to record their achievements and diagnose difficulties
- 1.11 There needs to be a commitment to the planned professional development of all staff.