

Mrs Bland's Infant and Nursery School



**Teaching and Learning Policy
Reviewed May 2023**

Mrs Bland's Infant and Nursery School

Teaching and Learning Policy

School Aims and Implementation

Mrs Bland's School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high-quality learning and attainment. (Challenge and Curiosity)
- Providing a high-quality learning entitlement and environment. (Curiosity and Creativity)
- Valuing each other and ourselves. (Community)
- Working in partnership with parents and the community. (Community)

Teaching and Learning Policy Introduction

- a) Teaching and learning are the key functions of our School.
- b) At Mrs Bland's School we work towards the aims of the school through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
- c) We believe that:
 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
 2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
 3. High quality teaching and learning experiences and interacting support children to be able to lead happy and rewarding lives, now and in the future;
 4. High expectations of learning behaviours are evident through explicit teacher modelling.

This is how we support teaching and learning at Mrs Bland's.

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Mrs Bland's and that these are consistently applied to:

- Promote high quality teaching and learning across the school through creativity and challenge
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning through a creative curriculum which is well sequence and has clear progression
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding and the use of specialist teachers in PE, music and outdoor learning to find and nurture the Childrens' gifts and talents.
- Promote the idea of lifelong learning for all members of the school community

School Staff

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers through positive interactions
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately adapted to meet the needs of all of the children;
- Celebrating achievements for all the good things the children do, both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which enable children to become confident, independent learners.

Children

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult, they can ask for help;
- Taking pride in their work, persevering, understanding that not all learning is easy and aiming to get better all the time

What is good learning?

At Mrs Bland's School we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and challenging activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

At Mrs Bland's School we believe that children learn best when they are encouraged to become increasingly autonomous learners;

- Children showing initiative and taking responsibility for their own learning including;
 - i. Independently organising their own learning resources and are quickly able to begin their work;
 - ii. Self-assessing their own work and thinking of ways to improve;
 - iii. Having some opportunities to plan and direct their own learning;
 - iv. Having access to clearly labelled resources and being able to select and use them with increasing independence;
 - v. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

At Mrs Bland's School we believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem-solving tasks;
- Children having the opportunity to work both within the school environment and in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being able to use oral and written feedback effectively (at the age-appropriate level) to see gaps in their learning and what they need to do to make further progress.

At Mrs Bland's School we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they can explore their own ideas and feelings and to respect the views of others;
- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children modelling the values of the school independently.

At Mrs Bland's School we believe that children learn best when their learning is well structured and delivered

- Children aware of the learning goal and steps to success for the lesson and the pace at which they are expected to work at to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

At Mrs Bland's School we believe that children learn best when their learning is effectively adapted

- Children engaged in activities which are adapted effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

At Mrs Bland's School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in PSHE, Circle time sessions and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the school's values in their learning and actively participate in demonstrating these effectively.

What is 'good teaching'?

At Mrs Bland's School we believe that good teaching is when teachers (and other School staff);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and adapted, where appropriate, in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles to sustain their concentration, motivation and application;
- Use the Rosenshine Principles of Instruction and model small steps giving children to secure knowledge in their long-term memory
- Develop and sustain good links and focussed communication with parents/carers to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the school offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and subject knowledge needed to provide the children with the best possible learning experiences both in class and when undertaking interventions.

What is a good lesson?

At Mrs Bland's School we believe that a good lesson should follow the Rosenshine Principles: to enable new knowledge and concepts to go from new learning (short term memory) to retrieval (long term memory). In practice this means providing children with enough time to ask questions, practice retrieval, or get the help they need to retain information, so children can make connections and links within their learning and use this knowledge and skills by applying it to future learning.

Planning - Before the lesson teachers will:

- Use formal and on-going assessments to determine where the children are in their learning and their next steps;
- Establish a clear learning Intention (WALT) ' I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these (WILF);

- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning goal Intention lesson's steps to success with the children so that they know exactly what they need to do to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the children and the teacher to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:

- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process in small steps and the task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:

- Adapted activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and Learning Support, to support learning and/or move it forward, using interventions such as precision teaching, colourful semantics, re-teach groups, pre-teaching and target groups;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly children making assessments which will inform future learning;

- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the school's marking codes);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed for them to achieve this.

Monitoring and Review

The Headteacher and Deputy Headteacher will monitor the effectiveness of this policy throughout the academic year.