



Calmore Infant School Teaching and Learning Policy

Drawn up by teaching staff

Approved Governors March 2018

Review March 2019

At Calmore Infant School, we believe in lifelong learning.

AIMS

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad, balanced curriculum which provides opportunity for all pupils to acquire learning through variation and differentiation.
- To promote a wide range of enrichment and first hand experiences which enable children to make connections and links between all forms of learning.
- To develop lively and enquiring minds through encouraging children to ask questions, discuss and give opinions, in order to make informed decisions.
- To promote positive attitudes to learning, behaviour and understanding. To nurture self-esteem so children feel motivated to learn and develop the ability to work and co-operate with others.

We know that high quality teaching is the most effective way of making our children successful learners. To ensure that teachers are given every opportunity to develop into high quality teachers there is a responsibility on the leadership of the school to ensure all teachers have access to quality training that is based on building their areas of development into areas of strength through reflection. This can be achieved through access to training courses, in-school coaching and mentoring. Incisive and quality feedback to teachers from formal lesson observations, book scrutiny, peer monitoring and from speaking to children about their learning all build a picture of the high quality teaching and learning in a class.

Effective and planned Performance Management is recognised as an important part of ensuring that teachers have time to reflect on their impact in the classroom.

What does a successful learner at Calmore infant school look like?

A child who has resilience, and persistence. Who can make links and apply knowledge, think creatively and who has emotional well being

We believe that key drivers for learning are:

- Curiosity
- Imagination/ creativity
- Motivation
- Resilience

All of which are underlined by emotional well-being. Without the emotional well-being we believe that children are not ready to learn so we have to do all we can to support wellbeing.

School expectations

We expect all children to follow the 4 Rs that are demonstrated in our school learning heroes

Resilience
Reflection
Reciprocity
Resourcefulness

- Staff have high expectations of themselves and all pupils
- Staff create an environment where children are encouraged to learn through 'muddles'
- Teachers generate enthusiasm in their teaching which encourages a high level of engagement from children.
- We expect children to be making progress in lessons
- We expect teachers to systematically check understanding, intervening with misconceptions when needed and ensuring all children making progress
- We expect all pupils to be challenged and where appropriate individual needs to be met
- We expect teachers and LSAs to provide high quality marking and constructive feedback so that children have the chance to see how their work could be improved and reflect on any 'muddles.'
- We expect that teachers are clear about a child's next steps

We believe that children will be best placed to learn when they:

- Feel safe and happy to ask questions and make mistakes, talk openly and share and take risks so they enjoy being challenged
- Are confident, feel secure and know the boundaries
- Are interested and motivated, challenged and stimulated
- Are engaged in their learning
- Develop independent learning strategies
- Can feel proud of their success at all levels
- Clearly understand the tasks and learning objectives which match their ability

Teaching

We expect ;

- *Teachers to deliver at least good teaching and learning experiences. Opportunities to peer assess and observe lessons are planned so that teachers can be reflective of their strengths and weaknesses so they can grow and develop.
- *Teachers expect children to be independent learners
- *Staff to have secure subject knowledge and understanding
- *Teachers to model positive attitudes to learning within their teaching- reference to learning heroes, praise for the effort the child has made
- *Every lesson has a clear learning objective that is communicated to the children and remains on display and referred to in the lesson
- *AFL to be highly effective and clearly evident in planning, references in the lesson and in the marking of books
- *Learning is varied and differentiated to ensure children are given chances to explore, develop and practice new concepts and skills
- *Learning is planned carefully and focused on the building of the skills that need to be in place in order to achieve a final outcome.
- *Staff to cater for a range of different learning styles and cultural diversity to ensure pupil participation and engagement
- *Staff to provide appropriate resources which support learning outcomes and provide challenge for everyone
- *Staff use questioning effectively to deal with misconceptions, give challenge and deepen learning.
- *Staff to have high expectations of the presentation and quality of work
- * Staff to be well organised and clear about the learning in each lesson
- *Ensure children are involved in setting their own targets so children are aware of what they need to do to get better- master a skill
- *Ensure children see teachers as learners ‘Muddles are good!’

Learning

Expectations of learning

Pupils are engaged and enthusiastic to learn

Children talk openly about their learning-what has helped them, what they found hard and how they overcame the difficulty. They refer to the learning heroes and building learning power attitudes

Teaching staff and LSAs give immediate feedback either verbally or through marking and encourage children to reflect and make their work better by editing / peer assessment

Children know what they have to do to get better- they refer to their targets and help to set their own targets because they know what they need to do.

Children respond positively to ‘making a muddle’ and talk about ‘muddles’ being good and the way to learn- reinforcing the point that learning is hard.

Children’s books evidence the progress and learning of each child.

In order to create a positive learning environment, teachers will ensure that:

They have a positive attitude and commitment to the progress of every child

They talk about learning and encourage children to talk openly about their learning.

They model strategies to be efficient and effective and positive attitudes to learning that will bring success –reference to school Learning Heroes, the importance of making mistakes- ‘muddles’ to learn.

They tell children how their work could be improved and encourage children to reflect on their work.

They have high expectations of everyone regarding work ethic in class.

They set well thought out challenges and use questioning effectively to challenge learning

They create an ordered, secure and safe atmosphere to take risks and try new ideas

Classroom rules and procedures are explained, understood and adhered to and, whenever possible, mutually agreed

The environment is stimulating and attractive and children are proud of it.

Their expectations are understood in relation to behaviour, working practices and the outcome of each activity

They praise positive behaviour and working practices where a child has tried hard and made an effort.

They differentiate tasks when appropriate according to abilities, encouraging children to challenge themselves.

Children have opportunity to work in a variety of groupings including friendship groups

Children have their own private space, e.g. desk or tray

Classrooms are kept tidy by the children and children are able to access resources and encouraged to be independent learners.

They demonstrate respect for the children’s work, accepting their ownership of it and encourage children to have pride in their work.

Displays are of a high quality and regularly changed.

Working walls demonstrate the learning and the learning journey clearly and are referred to by the teachers and children.

4. Monitoring the quality of teaching and learning

The Head Teacher and Subject Leaders will regularly monitor the quality of teaching and learning. Outside educational support may also be involved through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Children conferences
- Focussed learning walks around the school

The Head Teacher will also invite other professionals to the school to support high quality teaching and learning.

5. The role of governors

Our governors monitor and review the school policies on teaching and learning. In particular they:

- Ensure that school buildings and premises are safe and 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 performance management policies promote high quality teaching and learning
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include updates from subject leaders and the termly Head Teacher's report to governors
- . Monitor the impact and effectiveness of interventions
- . Monitor the learning environment through learning walks, talking to children, visits into school

6. The role of parents

We believe that parents have a fundamental role in helping children to learn and we aim to inform parents about their child's learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Weekly newsletters
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further
- Explaining to parents how they can support their children with Home Learning
- . Providing regular parent workshops in Maths and English
- Inviting parents into school to discuss their children's progress on at least two occasions per year
- . Discussion with the intervention leader about the interventions that a child may be having in school and how to support at home.
- . Ad hoc discussions with parents if there is an area of concern or strength that can be worked on together in partnership to support the child

Website blogs that update parents on the learning in class

Praise certificates regularly sent home where teacher has praised a child for effort to engage parents with child's learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to: (see Home/ School Agreement)

- 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
- Ensure homework is returned to school
- . Read regularly with their child and record this in the reading diary
- . 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

7. Monitoring and review

We are aware of the need to review our 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. This policy shall therefore be reviewed annually