



Teaching and Learning Policy

Reviewed: May 2017

Ratified by Governors:

Next Review: Spring 2020

1. Introduction

This policy outlines the fundamental aims, which underpin all Learning and Teaching at Rokesly Infant and Nursery School.

2. 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 deliver a broad, balanced and creative curriculum which provides opportunity for all children to acquire skills and knowledge
- To establish a safe and stimulating environment for pupils, rooted in mutual respect
- To ensure that we have high expectations and set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- To build on pupils prior knowledge and experience to inspire, motivate and challenge pupils to have a love of learning and the desire to continue to learn
- To reflect the shared philosophy of the school and underpin other school policies

3. We aim to teach pupils to:

- Be inquisitive
- Collaborate – appreciate others' strengths/weaknesses and others' points of view
- Develop self-esteem, confidence, creativity, independence
- Develop socially – demonstrate a respect for others
- Enjoy learning – acquire life-long learning skills
- Be able to reflect on their learning – appreciate that in some instances there may not be a 'right' answer, or there may be several equally valid answers
- Take intellectual risks – to experiment; to understand that mistakes can be valuable learning opportunities

4. We believe pupils learn best when:

- They are happy and secure in school, valued for their individuality and learning is enjoyable
- Work is well-planned and differentiated with provision for challenge, reinforcement and extension
- Teachers plan, record and assess each pupil's learning progress and give appropriate feedback to pupils, parent/s, Subject Leaders, SMT, Governors
- There are strong links between home and school and the importance of parental involvement in pupils' learning is recognised, valued and developed
- Their physical, spiritual, moral, cultural, social and emotional needs are respected, valued and taken into account in school
- Their learning environment is inspiring, purposeful, interesting, positive, calm
- Resources are easily accessible for independent learning

- They have a positive, confident and motivated attitude towards learning and they value and respect their peers, adults and others in the wider community
- They are supported by a positive behaviour policy
- There are agreed schemes of work and subject learning policies to ensure a broad and balanced curriculum, continuity and progression throughout the school
- High expectations are implicit – teachers provide good role models, achievements both academic and non-academic are valued and celebrated. Success is acknowledged through assemblies and displays
- Pupil voice is valued - their opinions are sought through questionnaires, discussions, suggestion box and school council

5. Curriculum

- We provide a broad and comprehensive curriculum which is stimulating and accessible to all pupils taking into account the range of learning needs and styles i.e. visual, oral, aural and kinaesthetic
- Agreed subject policies are implemented by all staff and are reviewed and updated regularly with input from staff and governors
- Subject coordinators monitor implementation of policies and schemes of work and advise staff accordingly
- Teachers are given opportunities for regular training and development to keep abreast of curriculum issues and new teaching and learning approaches
- There are a wide variety of enrichment opportunities for pupils in KS1 through lunchtime and after-school clubs

6. Planning and Assessment

- Year groups plan together both half termly and weekly to enable teachers to share ideas, reflect and evaluate, look for cross-curricular creative links whilst ensuring coherence, consistency and shared standards across the year groups and the school
- Plans are made available for the school community
- Planning provides for equal opportunities and diversity of culture, gender, SEN and gifted and talented with high expectations for all children
- The National Curriculum and Early Years Guidance are used to ensure that teachers cover all statutory requirements. Schemes of work are followed to ensure continuity and progression
- Year group teams create the context for learning that most inspires and engages the children
- Regular meetings take place between the SMT and subject coordinators of the Infant and Junior schools to ensure curriculum continuity, shared high expectations and a smooth transition from the Infants to the Juniors
- Planning includes clear, differentiated learning objectives matched to pupils' ability
- Teachers keep agreed records in line with the assessment policy – **including agreed set deadlines**
- Children are aware of their learning objectives and next steps
- Work is marked regularly and pupils have opportunities to self assess in line with the school marking policy

7. Learning Environment

- We provide a welcoming, stimulating and inclusive environment both in and outdoors
- There is good classroom organisation with readily accessible and well labelled resources
- Interactive displays support learning, celebrate pupils' work and reflect their social and cultural diversity

- ICT provision in all classrooms and the ICT suite enhances learning and teaching opportunities
- We provide opportunities for pupils to have links with the local and wider community through visits

8. Resources

- All curriculum areas are appropriately resourced
- Resources are well organised and labelled to enable children to access them independently
- Pupils are encouraged to look after school resources and taught to use them safely

9. Inclusion

- All staff are committed to overcome pupils barriers to learning
- We regard pupils equally in relation to their individual needs, so that no pupil feels excluded because of gender, social background, culture, language or ability.
- All staff constantly consider teaching style, environment, rules and expectations of behaviour to ensure every pupil feels confident, happy and secure
- The curriculum reflects and values the cultural, religious and linguistic background of all peoples – especially those represented in the local community
- Pupils on the SEN register are set targets on their IEP's that are realistic, achievable, and closely linked to the curriculum
- Each pupil's IEP is reviewed regularly with the involvement of the pupil(as appropriate) and parents who may be asked to support targets at home
- To enhance support already in place in school – when necessary – there is close liaison and regular appointments with outside support services

10. Home/School/Community links

- We recognise the importance of parental involvement in pupils learning and this is valued, encouraged and developed and in our school there are strong links between home and school
- An active Parent School Association is encouraged
- Good communication is maintained through Headteacher newsletters, year group letters, class and playground noticeboards, annual reports, parent consultation evenings, annual year group meetings setting out the year's aims, coffee mornings, texting service and school website
- Parental help in class/school is actively encourage
- Parents and other adults support the school and ensure that all adults demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Parents are informed of ways in which they can develop pupils learning at home i.e. home/school reading, IMPACT maths, personalised targets (in KS1)
- Curriculum evenings are arranged for parents annually, to explain various aspects of subject areas and how parents can support their children at home. These are usually linked to key priorities on the school improvement plan produced each year
- Staff are approachable and readily available by appointment
- Work/ artefacts bought from home are valued
- Staff work in partnership with parents on the management of emotional, behavioural and learning difficulties for individual pupils
- There are strong links with the Junior School to ensure a smooth transition for pupils from year 2 to year 3

- The local area is drawn upon to enhance pupils learning experiences e.g. 'Making a Difference' Age Concern volunteers working with classes on a funded project to promote a greater understanding and empathy between both age groups

11. Governors

- Help define the strategy and direction of the school, in particular through input to the School Self Evaluation Form (SEF) and the School Improvement Plan (SIP) plus input to school policies
- Monitor progress towards objectives on SIP each term
- Governors with responsibility for a subject meet termly with coordinators and arrange visits to monitor subject progress and view teaching across both key stages
- Provide regular feedback and appraisal to the Headteacher

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