

PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

TITLE: Learning & Teaching Policy

DATE: February 2018

REVIEW: February 2021

APPROVED/MONITORED BY: Children and Learning Committee

AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

Our school strives to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued member of our community. We endeavour to provide a happy, caring atmosphere in which all children are able to recognise and value their achievement and those of others and engage fully in the joy of learning.

Our Aims

Our school is a place where children are given the opportunity to:

- Fully participate in their learning and achieve their best.
- Observe, investigate, question, learn to think for them and collaborate.
- Develop curiosity, imagination and creativity in a safe and secure environment.
- Be inspired to develop a positive attitude towards learning.
- Attain independence in all aspects of learning and development.
- Respect and care for the world around us.
- Develop understanding of environmental and global issues.
- Understand how to live active and healthy lives.
- Celebrate being part of a diverse local, national and global community.

The children are encouraged to develop their personal qualities such as:

- Building confidence, independence and self-worth.
- Showing commitment, perseverance and self-discipline.
- Encouraging sensitivity for others and respect for all.
- Sharing, listening to and respecting the views, beliefs and cultures of others.
- Forming friendships and developing social skills.
- Recognising their impact on the environment and taking a responsibility for its sustainability.

Objectives

The purpose of this policy is to raise awareness of the principles we follow, to ensure teaching and learning in our school excites and inspires the children we teach.

Principles

At Prior Heath Infant School we aim to:

- Ensure a whole school approach to learning and teaching where everyone is working to the same shared goal.

- Provide a framework for continuity, progression and coherence in our approach to learning and teaching.
- Address the needs of all the learners by providing an effective learning environment for all.
- Make learning at the heart of planning, resources, the school environment and delivery of the curriculum.
- Inform parents, carers, governors and outside agencies of the school's approach to learning and teaching.

Assessment recording and reporting procedures

Assessment and recording is completed according to the schools Assessment policy and Assessment for learning policy.

Responsibilities

The governors at Prior Heath School support the learning and teaching by:

- Managing the school's finance to ensure that best value is achieved.
- Having a strategic view of the development of the school.
- Being aware of educational initiatives and attending training.
- Ensuring performance management takes place.
- Ensuring that staff have access to continuing professional development.
- Visiting the classrooms and teachers and being a 'critical friend' through knowledge of the work of the school.

Children at Prior Heath take an active part in their learning by:

- Being prepared to share, listen to and respect the views, beliefs and cultures of others.
- Being aware that school is an environment where they actively participate in learning.
- Sharing and continuing their learning with people at home.
- Remembering to bring in appropriate equipment to enable them to take part in learning each day.
- Respecting the school environment and resources.

Parents at Prior Heath support their children's learning by:

- Working with the children, teachers and governors to support and respect the ethos of the school.
- Encouraging children to develop independence.
- Ensuring children are ready to be active learners by attending school daily, arriving promptly and being ready to start their day.
- Attending parents' meetings and interviews and informing teachers of any changes at home that may affect their child's learning.
- Following the school's homework policy and individual targets and by supporting their child's learning at home.
- Celebrating their child's achievements and attending school events.
- Taking an active interest in the life of the school by reading and responding, where necessary, to school correspondence.

1. Set high expectations and give every learner confidence they can succeed

	What does this mean for teachers	Links to policies
1a Demonstrating a commitment to every learners' success	<p>Teachers will plan lessons which include differentiation, assessment for learning and involve a range of different learning styles.</p> <p>Teachers will target set for children and track their progression on the assessment system.</p> <p>Teachers will celebrate the achievement of every learner through praise, sharing and displaying work.</p> <p>Teachers will use TAs to support children's learning.</p>	<p>Assessment policy</p> <p>SEN and Inclusion policy</p>
1b Making learners feel included, valued and secure	<p>Teachers will provide a caring, comfortable environment where all children feel valued.</p> <p>Teachers will ensure inclusion of all children irrespective of background, gender, ability and emotional need.</p> <p>Teachers will inform parents of the aims of the school in a variety of ways, such as the prospectus, meetings, curriculum information and the Home-School agreement.</p>	<p>Behaviour policy</p> <p>SEN and Inclusion policy</p> <p>Anti-Bullying policy</p> <p>Single Equality Scheme/ Policy</p> <p>Home-School Agreement</p>
1c Raising learners' aspirations and the effort they put into learning	<p>Teachers will raise children's aspirations by encouraging a sense of value in the work that they do and the work of others.</p> <p>Teachers will inform parents of their child's next learning steps in order that they can support their child's learning.</p> <p>Teachers will set challenging but achievable objectives.</p>	<p>Marking policy</p> <p>Assessment policy</p>
1d Engaging, where appropriate, the active support of parents or carers	<p>Teachers will keep parents informed of their children's progress.</p> <p>Teachers will keep parents informed of the curriculum by inviting them to a year group meeting and providing half termly information sheets.</p> <p>Teachers will provide opportunities for parents to support learning in the classroom and on school trips.</p>	<p>Home-School Agreement</p>

2. Establish what learners already know and build on it		
	What does this mean for teachers	Links to policies
2a Setting clear and appropriate learning goals	Teachers will ensure coverage of National Curriculum and EYFS Curriculum in their planning. Teachers will use their knowledge and assessment of the children to plan appropriate learning goals to meet individual learner's needs. (appendix A for storage and processes of assessment)	Assessment policy
2b Explaining learning goals	Teachers will share their learning objectives with the children at the start of each lesson. They will write the objectives on the board and share them verbally. Teachers will encourage the children to explain the learning objectives in their own words. Teachers will share with parents their child's individual learning goals at parent interviews and in their annual report.	Home-School Agreement Assessment policy
2c Making every learning experience count	Teachers will ensure through thorough planning and assessment to ensure every lesson will be a learning experience that is relevant for the children. Teachers will revisit the learning objectives during and at the end of each session.	Curriculum policies Assessment policy
2d Creating secure foundations for subsequent learning	Teachers will revisit, where appropriate, previous learning to build on knowledge and skills. Teachers will find out through questioning, observations and concept mapping, children's understanding and use this to inform our teaching. Teachers in the Early Years Foundation Stage will deliver a curriculum which is based on play and practical experiences to secure a firm understanding of the Early Learning Goals, from which children can build stepping stones to their future academic success. Teachers will foster an ethos where children feel confident to take risks as learners. Teachers will use analysis of pupil performance to modify planning and resourcing.	EYFS policy Curriculum policies Assessment policy

3. Inspire learning through a passion for the subject		
	What does this mean for teachers	Links to policies
3a Bringing the subject alive	<p>Teachers will plan opportunities for interactive and practical experiences (such as using interactive whiteboards, hot seating and talking partners)</p> <p>Teachers will create a safe learning space avoiding the display of inappropriate materials.</p> <p>Teachers will create stimulating and informative displays that may provide opportunities for interaction.</p> <p>Teachers will enhance the curriculum by using visitors and outside agencies and organising educational trips as part of a school plan.</p> <p>Teachers will organise themed days and weeks to give children a passion for the subject.</p> <p>Teachers will use a range of resources and teaching styles that stimulate visual, auditory and kinaesthetic learners.</p> <p>Teachers will use INSET effectively to deepen their own subject knowledge.</p>	<p>Curriculum policies</p> <p>Assessment policy</p> <p>Visitors policy</p>
3b Making it relevant to learners' wider goals and concerns	<p>Teachers will plan for and teach the key skills for Literacy, Numeracy and Computing across the curriculum.</p> <p>They will maximise opportunities for cross curricular application of maths, literacy and ICT skills and knowledge.</p> <p>Teachers will make explicit links between the skill that they are learning and how it is applied in the wider world (e.g. weighing, money).</p>	<p>Curriculum policies English, Mathematics and Computing policies</p>

4. Structure and pace the learning experience to make it challenging and enjoyable		
	What does this mean for teachers	Links to policies
4a Using teaching methods that reflect the skills to be learned	<p>Teachers will ensure that teaching methods allow children to learn and apply new skills.</p> <p>Teachers will show in planning a range of teaching styles.</p> <p>Teachers will use a range of questioning techniques.</p>	
4b Matching the maturity of the learners and their learning preferences	<p>Teachers will match the learning experience to the needs of the children.</p> <p>Teachers will plan for and use visual, auditory and kinaesthetic learning styles and resources.</p> <p>Teachers will use differentiation to cater for all learning preferences.</p> <p>Teachers will use assessment data to understand children are learning preferences.</p> <p>Teachers will use Assessment for Learning to assess progress and inform future lessons.</p>	Assessment policy
4c Involving levels of time on task	<p>Teachers will ensure pace and motivation by time bonding and breaking up the lesson with different activities.</p> <p>Teachers will allow time for children to contribute to the dialogue and make lessons interactive by using talking partners and individual whiteboards.</p> <p>Teachers will make learning challenging and fun to keep children interested and involved.</p> <p>They will ensure all subjects receive the appropriate allotted time (Appendix B TOTAL TEACHING TIME (39 weeks)</p>	
4d Making creative use of the range of learning opportunities available within and beyond the classroom, including ICT	<p>Teachers will exploit a variety of resources to support learning beyond the classroom, including trips, whole school events e.g. working towards the art exhibition, using the environment around the school and visitors from the community.</p> <p>Teachers will use Computing to support learning across the curriculum, for example, using the internet to provide information which would otherwise be unavailable.</p> <p>Teachers will use interactive whiteboards in their teaching to engage the children and enable them to be active in their learning.</p> <p>Teachers will use shared and outdoor spaces effectively.</p>	Computing policy Curriculum policies

5 Making individuals active partners in their learning

	What does this mean for teachers	Links to policies
5a Building respectful teacher-learner relationships that take into account fully learners' views and experience and data on their performance	<p>Teachers will ensure that children have the opportunity to take an active role in lessons: time to discuss and think, time to question, time to make links to other parts of their learning.</p> <p>Teachers will value children's views and promote their confidence by giving them opportunities to share their previous knowledge and experiences. For example, through class circle time and the School Council.</p> <p>Teachers will share with the children information on their progress and achievement through marking and feedback.</p> <p>Teachers will ensure pupils have opportunities to respond to this feedback e.g. verbal/written record.</p> <p>Teachers will provide opportunities for children to develop their independence.</p>	<p>Marking policy</p> <p>PSHE policy</p>
5b Using assessment for learning to help learners assess their work and reflect on how they learn	<p>Teachers will enable children to participate in self and peer evaluation.</p> <p>Teachers will provide success criteria to focus children on what they are looking for, for example, check lists as an aide memoire and a clear marking scheme, including teacher and child self-marking.</p> <p>Teachers will provide opportunities in the plenary for the children to evaluate work recognise where they can make improvements and identify next steps.</p>	<p>Assessment policy</p>
5c Using assessment to inform subsequent planning and practice	<p>Teachers will use what the children have learned to plan for next lessons, taking learning styles into account.</p> <p>Teachers will amend short term planning as appropriate to cater for their children's needs.</p>	<p>Assessment policy</p>

6 Developing learning skills and personal qualities		
	What does this mean for teachers	Links to policies
6a Developing the ability to		
6ai think systematically	Teachers will provide children with key visuals where appropriate to help structure their thinking. Teachers will allow children thinking time to formulate their answers or gather their ideas. Teachers will give children opportunities to evaluate and reflect on their learning and the processes they may have used.	
6aia manage information	Teachers will give children opportunities to organise their own work or organise how they are going to show what they know.	
6aiii learn from others	Teachers will give children opportunities for peer evaluation with their talking partners and also share their work with others. Teachers will plan for opportunities where children can work collaboratively in pairs or groups. Teachers will give opportunities for children to learn from others within the school community or by inviting visitors and outside agencies from the wider community.	Assessment policy
6aiv help others to learn	Teachers will provide opportunities for children to share their learning strategies and share examples of their work. Teachers will encourage social skills that promote collaborative learning	Assessment policy
6av developing confidence and self-discipline	Teachers will foster an ethos where every voice counts and children feel their contributions are valued. Teachers will praise children to boost self-esteem. Teachers will set routines and expectations for the children so they can develop and demonstrate self-discipline.	PSHCE policy
6b Developing an understanding of the learning process	Teachers will help children to understand that there is not always one correct answer and that there may be more than one way to solve a problem. Teachers will help children to recognise the factors that help them learn best.	Assessment policy

Appendix A Storage of assessment records and processes

AUTUMN

- Reading records on progress to be kept in the teacher's English Assessment Folder.
- Comments to be recorded in the child's home reading diary - weekly
- A child's parent interview sheet will be updated prior to the parent interview noting any points to raise. Targets are set and a copy of these made to be given to the parents. Parents comments can be recorded on the form during or after the interview
- Assessment data to be put in half termly into Excel assessment tracking
- EYFS assessments started and inputted into relevant Excel Assessment

SPRING

- Reading records continued.
- Reading diaries continued.
- Parent interview sheet updated for second parent interview. Targets reviewed and new ones set. Copy made for parents.
- Assessment data to be put in half termly into Xcel assessment tracking

SUMMER

- Reading records continued.
- Reading diaries continued.
- End of Key Stage tests and tasks performed.
- Year 2 continue to complete T.A. in Core subjects.
- Assessment data to be put in half termly into Xcel assessment tracking
- Annual report sent to parents in accordance with statutory requirements.
- End of Key Stage Tests and tasks results and teacher assessment are reported to parents and provided for transfer to schools in line with statutory requirements.
- Liaison with Junior Schools and transfer of records for Year 2 children.

On-going assessment recording that spans the year will be:-

- moderation for the school assessment portfolio as a continuing process to ensure whole school agreement of teacher assessment against EYFS and National Curriculum criteria.
- assessment for children with special needs will be advised by the Special Needs Co-ordinator.
- assessment tasks for subjects will be identified in planning for each year.

Appendix B

TOTAL TEACHING TIME (39 weeks)

Please Note:

The allocation of time was initially worked out on a weekly basis as shown here. It may be that blocks of time are allocated to a subject to cover a unit of work. Therefore not all subjects are necessarily covered on a weekly basis. Additionally please note that many activities are cross curricular in the EYFS and KS1 therefore these are approximate guidelines.

YEAR 1 AND YEAR 2

ENGLISH	6 hrs
MATHEMATICS	4 hrs.40 mins.
SCIENCE	1 hr. 50mins.
INFORMATION TECHNOLOGY	30mins.
GEOGRAPHY	50mins.
HISTORY	50mins.
ART	1 hr 10mins.
DESIGN TECHNOLOGY	1 hr
PHYSICAL EDUCATION	1 hr 40mins.
MUSIC	1 hr
RELIGIOUS EDUCATION	50mins.
P.S.H.C.E.	30mins.

YEAR RECEPTION

COMMUNICATION LANGUAGE AND LITERACY	7 hrs.
MATHEMATICAL DEVELOPMENT	4 hrs. 40 mins.
UNDERSTANDING THE WORLD	2 hrs. 50mins.
CREATIVE ARTS AND EXPRESSION	3hrs
PHYSICAL DEVELOPMENT	2 hrs.
RELIGIOUS EDUCATION	30mins.
PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT	30mins.