

## **Teaching and Learning policy**

### Purpose

- To establish an entitlement for all pupils to learn.
- To establish expectations for teachers to teach effectively
- To promote continuity in teaching and learning across the school
- To state approaches to teaching and learning
- To provide creative, enjoyable and challenging learning experiences for children
- To promote the teaching and learning of basic skills in literacy and numeracy.

### To achieve this we will

- Provide effective planning that takes into account the learning needs of all pupils
- Use effective teaching that motivates and inspired all pupils to achieve their best work
- Take account of different learning styles
- Provide relevant opportunities for pupils to engage in a wide range of challenging and enjoyable learning experiences
- Plan for appropriate continuity and progression in the learning of all pupils from reception to year 2
- Use a combination of the best features of educational practice whilst implementing the Foundation Stage Curriculum, the National Curriculum and national strategies

## **Implementation**

### **Entitlement and curriculum provision**

At Hyde Park Infant School teaching and learning will ensure that all pupils

- Develop as learners and are equipped with lifelong learning skills
- Are interested and motivated in their work
- Achieve success and make progress in the work
- Derive satisfaction from the achievements
- Have confidence in their ability to work at an appropriate level
- Experience an appropriate broad and balanced curriculum

- Have equality of access to learning
- Experience a range of teaching methods and styles
- Are involved in integrated and subject specific activities
- Work individually and as a member of a group
- Have progress in the key skills of learning monitored and recorded
- Learn how to become partners in their learning
- Work with a number of adults
- Learn in a purposeful atmosphere where there is respect between pupils and adults

This entitlement will take account of the seven dimensions for effective teaching and learning.

1. Learning relationships-developing children as effective partners in learning with their peers, teachers and other people.
2. 2 Changing – children have the philosophy and confidence that they can be more effective learners over time and develop strengths in other learning dimensions.
3. 3. Resilience – children being able to realise that they will face challenges and that they need to cope with their emotions when faced with these challenges and persevere.
4. 4. Critical curiosity- children developing a sense of wonder to try and find out what is really going on (why?/what?/where?/how questions are important)
5. Meaning making – children become good connectors, who can see that what they might be learning in the classroom relates to a wider world, and who can make links with prior knowledge and learning in their own lives.
6. Strategic awareness – children become responsible for their own learning and have a toolkit of strategies which they are able to use in any particular learning situation.
7. 7 Creativity – children being encouraged to use their imagination and not to be constrained by rules.

We continue to develop these dimensions through effective cross-curricular planning, our learning tress programme, successive School Improvement Plans and a progressive CPD programme.

## **Learning Environments**

We will provide learning environments which

- Enable pupils to develop their ideas through independent enquiry
- Allow pupils to take appropriate responsibility for the organisation and care of learning resources
- Enable pupils to make the best use of space and learning resources
- Are organised so that pupils have access to learning resources of good quality
- Contain high quality stimulating and interactive visual aids including ICT
- Provide resources to cater for a variety of learning styles
- Remove or take account of barriers to learning
- Engage and encourage pupils learning
- Enable pupils to use ICT to enhance their learning across all areas of the curriculum

## **Learning**

Pupils need to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills

They are expected to

- Respect the environment in which they work
- Contribute to the development of their work and environment
- Work collaboratively with other pupils and adults
- Know what they are doing and why
- Have sufficient time to complete tasks
- Become critical and reflective learners so they can evaluate their work and know how to improve
- Listen and respond

Pupils should have opportunities to

- Demonstrate an understanding of what they have learnt
- Communicate their findings in a variety of appropriate ways
- Improve their ability to concentrate

- Pose their own questions and solve problems
- Demonstrate positive attitudes to learning
- Become confident about learning from mistakes as well as successes
- Overcome barriers to learning
- Make decisions and choices
- Produce work for a variety of audiences
- Select their own resources
- Take part in structured play activities

## **Teaching**

Teachers will value all pupils irrespective of their ability, race, gender age or achievement. Teaching will promote

- Effective and positive interaction between teachers and pupils
- Positive and constructive feedback using praise and rewards
- High expectations with attainable challenges for all pupils
- Effective assessment leading to the setting of SMART targets

Teaching will use a range of teaching styles to ensure pupils only apply themselves purposefully and confidently. An appropriate balance of approaches relevant to activities will be used including

- Direct teaching (class, group and individual pupils)
- Discussion and debate
- Question and answer
- Using ICT
- Individual and group investigations
- Investigating a range of sources to develop enquiry skills
- Role play and drama
- Story telling
- Visits and visitors

There is a balanced use of demonstration, explanation, discussion, practice, investigation and problem solving.

There is a balanced use of high quality learning resources including artefacts, books, illustrations, ICT, music, pictures and people.

Teaching will use well timed interventions to help children make good progress, Teachers questioning will be clear and understood by pupils with opportunities for pupils to formulate their own questions.

Teaching is planned to enable pupils to learn skills, knowledge concepts and attitudes. Planning will be subject specific or cross curricular. Where possible work will be planned in blocks with clear learning outcomes.

- Effective planning and assessment ensure teaching meets the needs of all pupils
- Tasks are appropriately challenging with activities matched to age and ability of pupils
- Lessons have clear objectives which are communicated effectively to pupils
- Planning identifies learning resources and the use of adults
- Teaching provides feedback to pupils about progress
- Pupils are encouraged to assess their own performance and identify the improvements they could make in their own work.

### **Leadership and management of teaching and learning**

**This policy will be reviewed and adapted in the light of developing practice taking into account any priorities with the current school improvement. This review will involve Staff, SMT and governors**

### **Monitoring and evaluation**

In the planned programme of monitoring and evaluating the quality of teaching and learning, the school

- Agrees the role of subject leaders and teachers
- Use opportunities for general overviews or specific analysis
- Decides how information is collected for example through classroom observation, sampling children's work, discussion with staff and pupils
- Decides how information gathered is used to inform strategic planning
- Identifies strengths and areas for development

- Decides how support is provided