



STUDLEY COMMUNITY INFANTS' SCHOOL

LEARNING AND TEACHING POLICY

Section 1

Aims

We believe that education is ongoing throughout life and we contribute to this process by providing a broad, balanced and differentiated curriculum.

We also believe that the children in our care, between the ages of 3 and 7 years, have an entitlement to a specific Foundation and Key Stage 1 curriculum, which is planned for their development and provided to meet their needs so that they can develop positive dispositions to learning. In order to be independent learners and thinkers we seek to develop the following elements: -

- . Self-Belief
- . Positive Attitudes
- . Creativity
- . Determination
- . Energy
- . Courage

In order to do this we provide: -

- . an environment, which is stimulating and challenging so that children develop a real appetite for learning.

We believe that citizenship is an important part of learning and we develop this in our children by teaching them: -

- . to value themselves and others, to be considerate, co-operative and to appreciate right from wrong.
- . to understand the reasons for rules and to obey them in our school, the local community and to connect this to the wider world.
- . to develop a respect and understanding of people of other races, religions and ways of life.

to understand the need to keep healthy physically, mentally and spiritually.

We believe that if children respond creatively to the world around them they will grow to become considerate members of our community. We do this by:-

- encouraging care for our school environment.
- by involving the children in community projects and by providing them with a physical environment, which enables them to be actively engaged in their surroundings.

Section 2

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge for future learning.

We believe all children need a dynamic and active curriculum.

In the course of their daily work the staff will contribute to the development of this ethos through:

- Having a thorough and up to date knowledge of the relevant aspects of the Foundation and National Curriculum and related strategies and providing children with purposeful tasks related to them.
- Devising planning from the school's agreed schemes of work and relevant aspects of the National Curriculum.
- Using an appropriate range of strategies to ensure that there is appropriate pace and challenge in lessons for all pupils.
- Providing a calm, quiet and effective working environment at all times, in which each child can strive to achieve his or her maximum potential.
- Work towards managing a balance between child initiated learning and adult initiated learning.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the School's 'Behaviour' policy.
- Maintaining purposeful record keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Valuing and celebrating pupils' success and achievements
- Reviewing personal and professional development and attending appropriate INSET, training and giving support to other colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching both teaching and non-teaching students.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy (see school policies folder), all children at Studley Community Infants' School must be given full access to, and the opportunity to participate in every aspect of the curriculum and school life. Staff will take account of the needs of individual pupils in their planning.

Section 3

Classroom Management and Organisation

I Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organized according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop skills, concepts and knowledge. This is particularly important in the Foundation Stage.

Teaching assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

II Behaviour Management

We will maintain high levels of behaviour and discipline, dealing promptly and effectively with misbehaviour by following the school's agreed Behaviour Policy.

We will at all times set clear expectations for maintaining appropriate learning behaviour.

Each class will develop and display their own classroom rules based on our positive school ethos. All staff must follow the agreed reward and sanction

system for it to be fully effective.

III Time Allocations

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the whole school, long-term curriculum plan. Teachers will follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

At Studley Community Infants' School we are committed to following the programmes of study as required by the National Curriculum, National Literacy and Numeracy Strategy.

We will take account of further curriculum guidance i.e.

- QCA and Schemes of Work
- Foundation Curriculum
- Warwickshire's agreed syllabus for RE
- Top Sport
- Val Sabin.

Teachers will give children a clear purpose for their work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources.
- Planning extension activities, which can be carried out by individuals or groups of pupils.
- Provide opportunities for pupils to explore, concentrate for extended periods of time, reflect, discuss and review.
- Be clear about freedoms and constraints.

The Allocation of time for the ICT curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit ICT lessons.

IV Organisation

Staff will consistently and effectively use a range of appropriate strategies for teaching and classroom management. Teachers should manage effectively and creatively the full range of resources available including adults other than teachers.

- The classroom will be comfortable and attractive.
- In the Foundation Stage areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play, which will

contribute, to learning in a purposeful manner.

- Pupils will be involved in the care of all equipment and resources.
- Resources and displays should, wherever possible, reflect diversity of cultures within our society.
- Classrooms should contain good quality environmental print.

Staff should understand and apply lesson structures; classroom organisation, teaching strategies and methods appropriate to motivate different pupils.

Planning

Planning needs to be flexible and responsive to observed needs.

Planning will take place half termly in year group teams, with reference to the National Curriculum, Foundation Stage Curriculum, the Whole School Long Term Plan and the Schemes of Work produced by QCA.

Teachers will meet weekly in year group teams to plan. The Weekly Planning documents will be submitted to the Head teacher at the end of each week to be monitored. Teachers are responsible for keeping support staff informed.

Differentiation

Teachers will take account of the needs of individual pupils and groups when differentiating the curriculum by:

Task

Outcome

Teacher/adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Teachers will provide positive and targeted support for any pupils with particular learning needs, through reference to IEP's.

Record-keeping and Assessment

Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

From 2003:

- Nursery pupils are monitored using ASPECTS at the beginning and end of the year.

- All Reception pupils are monitored using the Foundation Profile throughout the year and Pips at the beginning and end of the year.
- Year One pupils will be screened Pips at the end of the year. During the year selected children are screened for involvement in the Early Literacy Support (ELS).
- Year Two pupils will be screened for mathematics and English using the Key Stage 1 Statutory Assessment Tests.

All results from these assessments will be analysed and used to inform future planning and will be used to report to colleagues when changing classes.

Monitoring and Evaluation

We will also monitor the progress of pupils through the continuous assessment of attainment against the learning outcomes set. We will use this information to set targets for improvements.

- The head teacher will observe each class teacher in a specified curriculum area at least once per term and provide constructive feed back.
- As and when possible subject co-ordinators will monitor lessons.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Home visits, to initiate contact and a relationship between parent, child and teacher in Nursery class
- Modeling learning
- Provision of an integrated curriculum both inside and outside the Foundation classrooms
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation and Key Stage 1
- Teacher observation
- Discussion and questioning (open and closed as appropriate) encouraging openness to ideas
- Didactic teaching
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for critical reflection by pupils
- Demonstrating high expectations and a clear purpose for their work

- Providing opportunities for reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgments and responding to individual need
 - Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success by establishing criteria initially
 - Using a range of communication strategies – verbal and non-verbal
 - Regularly review work and provide constructive feedback to pupils.
 - Capitalise on the unexpected without losing sight of the original teaching objectives
 - Stimulate pupils' imaginations, making significant connections with other learning and experiences
 - Value and celebrate pupils' creative and innovative contributions

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work.

Resources

Each classroom will be equipped with a basic set of resources, including ICT, and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the curriculum Co-ordinators. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials, which may need ordering.

A resource order book in the school office should be used to alert admin assistant to the lack of general consumables.

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Learning how to make connections and see relationships
- Being encouraged to think and behave originally
- Evaluating effects of ideas and actions

We acknowledge the contribution that ICT can make to learning.

At Studley Community Infants' School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

It is important that we utilize the connection between different curriculum subjects. We will ensure that all pupils make appropriate and constructive progress against their prior attainment.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. At this school we pay attention to the different ways children learn with emphasis on providing opportunities for visual, auditory and kinesetic learning. Boys generally learn more successfully kinesetically.

These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

Section 5

Governors' Role

It is the Governors' role to monitor and review the policy and its practice through:

- Regular visits to oversee the delivery of their schedule subject
- Reporting to the curriculum sub-committee
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the head teacher/and or the Teacher Governor
- To attend INSET
- To receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths

Parents' Role

Parents are encouraged to support their children's learning by:

- Supporting their child and teacher by becoming actively involved in their learning
- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings and other meetings
- Liaising with their child's teacher with regard to any Special Educational Needs processes and implementation of Individual Education Plans
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to, and supporting, the school's homework policy
- Welcoming staff at home-visiting times, such as before starting in Nursery
- Contributing relevant information to the Foundation Profile
- Attending all medicals and health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence preferably on the first day of absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs
- Support school events
- Voluntarily helping in the classroom

Community Role

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Support school events
- Voluntarily helping in the classroom

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up curriculum meetings
- Giving reasonable/appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Reasonable adjustments will be made to this policy in order to accommodate additional needs/disability in children/young people.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed in January each year and only put before the governing body if amendments have been made.