

Halfway Nursery Infant School



Teaching and Learning Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
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HALFWAY NURSERY INFANT SCHOOL

TEACHING AND LEARNING POLICY

As a school we believe in giving our children the opportunity to develop their full potential as learners. To achieve this we have set out the features necessary to ensure that the needs of all our pupils are met and their learning potential is maximised.

Our overall model of delivery though is flexible and adaptable to the needs of the children in our classes. As these needs change, then so does our teaching. Our overall aim when delivering a lesson is to ensure that children **ENJOY** learning, are actively **ENGAGED** in learning and make good **PROGRESS**. We do this by using all the approaches that will be highlighted throughout this policy and by using the following consistent model throughout school:

Experience/Engage: Children should be exposed to and engaged in a concept/idea in as many different ways to gain experience of it. This is an essential part of the learning process. If children haven't seen, heard or felt part of an idea or concept then they can't possibly claim to have any experience of it. A child with limited or no experience of something cannot possibly develop learning to enable them to use this concept/idea in real life. It is our role as teachers to provide exposure to and experience of a whole range of notions, ideas and concepts to enable children to understand them and use them appropriately in the real world. Whilst providing experience its essential that teachers assess children as individuals' starting points will be very different. AfL at this stage will provide a valuable insight into what future learning needs to take place for children to gain a true understanding.

Develop: Once children have gained some experience of a concept/idea and teachers have activated prior learning and clearly identified gaps in learning, then together, teaching can be shaped to develop skills and knowledge to fill gaps in understanding and move learning on. It is in this stage where children should make most progress in developing basic skills and teachers should be constantly reflecting on learning and shaping (and re-shaping lessons) teaching to maximise progress for all children.

Use: Once children have developed skills and knowledge and can confidently use them in isolation, it is important we provide children with opportunities to use and apply these newly developed skills and knowledge in real life, purposeful and meaningful situations. It is only in these situations that children will truly show a genuine understanding of a concept/idea, as they should be able to transfer skills/knowledge in the real world, explaining what they have been learning, why they have been learning it and what use it is to them!

This policy will now set out in more precise detail how we ensure children ENJOY learning, are ENGAGED in learning and make good PROGRESS.

- 1. For learning to take place it is important that children must feel secure both emotionally and physically**

- Class activities that raise and build self-esteem are very important.

- Praise should always outweigh criticism
- Always have high expectations
- Children like and need routines. Establish these early, be consistent and re-inforce them throughout the year.
- Success should be celebrated in all areas.
- Systems should be in place which regularly develop skills of self evaluation.
- It is important that children feel that they can talk with someone who will listen to them and help them with their problems.
- It is important that children feel that they are valued and treated as individuals.

2. **The learning environment plays an important part in promoting both conscious and unconscious learning**

- All rooms should be welcoming and allow the children to feel comfortable and safe.
- All classrooms should be stimulating with a variety of quality displays including interactive, children's work and information (key words, numberlines etc.).
- Resources in the classroom should be well organised and easily accessible to both staff and children.
- There should be a 'range' of children's work on display and all children should have at least one piece of work on view. Learning walls should be available for phonics, literacy and numeracy.

3. **Effective teaching strategies help to facilitate and maximise learning Opportunities**

- Learning is about making connections. It is important that at the start of a lesson the children know what they are going to learn (learning objective) and how it connects with what they already know or have studied previously and how they will be successful in this lesson (Success criteria/steps to success). It is also important that children can see patterns in what they are learning (numbers, spellings, story structures etc.). These may have to be made explicit to children initially.
- It is important for children to know that they may already have some understanding/knowledge of what is being taught. We therefore need to be receptive and give time to listen to the children's ideas and contributions in order to assess understanding and be aware of any misconceptions.
- Children enjoy variety and information can be learned through a variety of forms (whiteboard, big book, video, role-play) and this can stimulate learning and make it more memorable.
- Children need practical hands on experiences to develop their understanding.

- Children need to learn in such a way that thinking and problem solving skills are being developed rather than being given information. Children often rise to the challenge of solving a problem.
- Children need to see the ‘big picture’. Lessons should start with what the children will be doing and learning and throughout the lesson ‘reflect and reshape’ times should be used to assess children’s understanding and progress. Clear steps to success should be shared so that children know exactly how to achieve the learning objective successfully.
- Children need to be given time to make sense of what they have learned.

This can be done through plenary, feedback sessions giving children the opportunity to explain how they did something or how something works.

- Children (and adults) are able to recall information that is presented in short bursts and when both hemispheres of the brain are stimulated. This can be achieved by varying - changing the pace of lessons, including physical movement and (having different parts within a lesson) by breaking lessons up into shorter parts.
- Information is more readily learnt if it has meaning or purpose for the learner and if it relates to them.
- Children’s learning is empowered if they have strategies to help them with their learning – e.g. if they are taught to use word support systems.
- Direct teaching is an important part of children’s learning.

Effective Teaching Strategies

Summary

- Be clear
- Be enthusiastic
- Use a variety of approaches
- Review and evaluate

4. Children’s Achievements

- We must recognise that children’s intelligence may not be measured just in terms of linguistic or mathematical ability. It is important that achievements in P.E., PSHE, art, drama etc. are celebrated too.
- We must ensure that the curriculum is broad, balanced and relevant to give children the opportunity to develop skills in all areas.
- Staff should treat children in a positive way acknowledging the things they are good at.

- Staff should know children's strengths and build on them using those strengths, where possible, to overcome weaknesses.
- Stars of the week should be identified in each class every week, and their learning celebrated by all children. A whole school learner of the week will also be sought, with their learning being celebrated by the whole school.
- Happy and proud and WOW snapshots are to be recorded by staff and parents in children's special books.

5. Learning Styles

- It is important to recognise and address the needs of children's different learning styles. Most children are able to use all three styles (auditory, visual and kinaesthetic), but some may have a dominance towards one style in particular. Where possible, staff should identify each child's preferred style. Mixed ability and streamed groupings should be used throughout lessons, and these should be flexible enough to allow for children's preferences.
- Lessons should attempt to address the needs of learners with a balance of auditory, visual and kinaesthetic activities.

6. Equal Opportunities

As a school, we recognise that the learning needs of different groups of children e.g. boys, girls, ethnic minorities, disadvantaged families etc. are not always the same, and in terms of 'equal opportunities' it is important to recognise these differences and plan teaching and learning sequences accordingly.

7. Teaching Methods/Approaches

We recognise that the following teaching methods/approaches help children learn in the classroom.

Lessons that:

- Have variety both in delivery and content
- Are clearly planned and build on what is already known, identifying clear gaps in learning
- Use direct teaching, group work and continuous and enhanced provision.
- Be differentiated throughout the whole lesson (including carpet times – use the 'onion' technique of stripping away groups)
- Are clearly focused with clear learning objectives and effectively shared steps to success (success criteria)
- Follow established routines

- Provide clear guidance and feedback through marking, verbal feedback and next steps.
- Involve structures/supported activities
- Build on self esteem with praise and rewards
- Involve the learners in practical/physical activities
- Are challenging, enjoyable and interesting
- Allow children to develop investigative and enquiry based skills.
- Allow children opportunities to work independently.
- Ensure progress is made for all children.

8. Special Educational Needs & Disabilities (SEND)

All of the above points are relevant to children identified as having special needs of whatever kind e.g. learning difficulties or exceptional abilities.

For SEND children learning will be enhanced by:

- Identifying what the need is through careful diagnostic assessment and tracking
- Planning a structured programme of personalised learning and provision
- Having “small step” targets
- Using highly tailored and specific interventions and additional support systems when necessary.
- Reviewing progress and celebrating success regularly with the child and their parents.

9. Resources

- All classes should have the necessary resources to allow the delivery of the curriculum and the development of independent learning skills based on the Early Excellence approach.
- Systems for collecting/clearing away resources should be well known to the children and well practised.
- Resources should be clearly labelled and organised so that they can be easily accessed by the children.

10. Parental Involvement

Parents are important partners in developing children’s learning skills.

They are crucial in fostering a positive and constructive approach to learning which is vital in raising achievement.

Learn/Share morning should take place every Friday to share next steps in learning with children and parents.

Signed (Headteacher).....

Signed (Chair of Gov.)

Minute Number