

## **Biscovey Infants' School**

### **Policy on Teaching and Learning**

#### **Equal Opportunities**

Biscovey Infant School is committed to offering all children equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

#### **Rationale**

At Biscovey Infant School we believe that learning should be relevant, meaningful and an enjoyable experience. Through our teaching, we equip children with the skills, knowledge, and understanding necessary to be able to make informed choices in other areas of their lives.

#### **Aims and objectives**

This Teaching and learning policy is intended to promote consistency and high standards and support the achievement of the school aims, as outlined in the School Development Plan.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- a high standard of literacy, numeracy and ICT skills;
- foster children's self-esteem, and help them to build positive relationships with other people;
- show respect for a diverse range of cultures and, in so doing to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it.

#### **Effective Learning**

At Biscovey Infant School we take into account the ways of learning when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe, in which they enjoy being challenged, but in which they enjoy learning and know they will succeed.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- Teaching should be built on previous learning;
- The learning objectives are shared during the lesson.

- Teaching is exciting: pupils' attention is captured; all are engrossed in their activity.
- Targets are written in response to children's attainment and clearly identify next steps. They are shared with children and are discussed with parents at parents evening.
- Children receive well focussed, diagnostic comments that inform them how well they are doing.
- Teaching assistants are well directed ; they reinforce and support learning very effectively.

We encourage children to be involved in planning their own learning. This may be in collaboration with teachers when planning topics , or independently as child-initiated learning. Children are actively encouraged to self-evaluate what they have learned and are involved in setting targets for their next stage of development.

### **Effective teaching and learning.**

When we are teaching, we focus on motivating all the children, and building on their skills knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching.

Teachers make formative and summative assessments, of each child's progress and they use this information when planning their lessons/activities. We ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we consider information and targets in the children's Individual Education Plan/Education and Health Care Plan. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Lessons are planned with clear learning objectives taken from the National Curriculum. We evaluate all lessons, so that we can modify and improve our future teaching.

We change displays frequently, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their own work at some time throughout the year. We use the displays as learning prompts eg VCOP.

We believe that that a stimulating environment and an exciting classroom promotes independent use of resources, which results in high quality work by the children.

All staff use the appraisal system to reflect on their strengths and weaknesses, and plan their professional development accordingly. We support staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.  
The role of governors.

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.

### **The role of parents and carers**

We believe that parents and carers have a fundamental role to play in helping children to learn.

We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings to explain our school strategies for literacy, numeracy and other curriculum areas;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work. Also how to prepare for 'Big Write' and 'Big Talk'.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;

- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

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