



Willow Bank Infant School

Teaching and Learning Policy

Approved by	School Development
Review Period	Three Yearly
Approved	June 2018
Next Review	June 2021

The children at Willow Bank Infant have the opportunity to experience a curriculum which

- Is broad and balanced
- Promotes the spiritual , moral, cultural , mental and physical development
- Prepares them for the opportunities responsibilities and experiences of later life
- Meets the requirements of the National Curriculum and Early Years Foundation stage Framework
- Encourages personal achievement
- Values creativity which encourages them to be imaginative, innovative individuals with the confidence to try new ideas and be curious and questioning in the world around them

Teachers will ensure that pupils receive appropriately challenging work based around the 3 principles of inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We want the children to

- Have memorable experiences that inspire
- Develop independence and responsibility
- Show care and respect
- Be fully included in all the we do
- Share in our high expectations

Creating the conditions for Learning

We have to create the right conditions for learning which include:

- Relationships
- The quality of teaching
- The learning environment

These 3 elements operate within and around the whole school, including the playground and at a group and individual level.

If we are successful in creating the right conditions for learning children will:

- Use their initiative
- Have a positive self-image as learners
- Make choices, interpret information, ask key questions and hypothesise
- Set their own success criteria and goals
- Collaborate and negotiate with others
- Positively listen and value each other's opinions
- Have a purpose for their learning

Relationships

Positive working relationships are established when:

- Everyone is treated with kindness and respect
- Children come to understand that they belong to a community and feel valued as part of that community
- Individuals' different needs are recognised
- Everyone is treated fairly
- An emotional environment is created that is welcoming, safe and where children can take risks
- Children are motivated, inspired, engaged and challenged as learners
- Achievements are celebrated
- A nurturing curriculum exists that builds self-esteem and encourages children to value each other as learners
- A learning community is established that raises aspirations for lifelong learning
- There is respect for all cultures which promotes positive attitudes towards others
- Teaching is conducted in an atmosphere of trust and respect for all
- Children are supported to talk about feelings and relationships

Quality of teaching

In order to ensure that all children make good progress teachers:

- Use continual assessment to identify where children are and the next steps they need in order to move them on in their learning
- Plan lessons that take into account different learning styles and are appropriately differentiated
- Plan a sequence of lessons that develops children's conceptual understanding, knowledge and key skills
- Encourage exploration, collaboration, reasoning and the transfer of key skills across the curriculum
- Provide opportunities to develop thinking and questioning skills
- Provide opportunities to review and reflect on learning
- Give learning a purpose by contextualising and relating to the wider world
- Make learning exciting, fun and challenging where children develop motivation and interest in their work
- Respond to children's diverse needs and give support or challenge appropriate, so that they respond to our high expectations and experience success
- Give children the opportunities to work independently or cooperatively within a peer group
- Use a range of teaching styles
- Provide regular feedback
- Promote positive attitudes towards their learning with high expectations for behaviour
- Ensure there is continuity and progression

The Learning Environment

Learning Takes Place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is safe
- is happy and caring
- is well organised
- is well and effectively resourced
- makes learning accessible
- is encouraging
- is welcoming
- provides equal opportunities
- provides a working atmosphere

Displays should be updated on a regular basis and be related to the current curriculum and units of work being taught. Some should be interactive to model, demonstrate and support good practice and celebrate children's achievements

This policy, the Framework for the Early Years Foundation Stage, the national Curriculum and schemes of work, will together provide a structure within which each teacher will plan on a termly and weekly basis appropriate to the children's age and for their individual needs.

Continuing professional development is an important element to raise the quality of learning and teaching and standards of achievement within a broad and rich curriculum. All staff will be encouraged to develop professionally and every effort will be made to ensure that they have regular access to a range of suitable opportunities and training.

The quality of teaching and learning, the environment and relationships are monitored on a regular basis by the Headteacher /member of the Senior Leadership Team through termly lesson observations, scrutiny of work, discussions with the children, review of data, learning walks and children's progress . There is also informal monitoring. The subject leader will monitor the teaching and learning of their curriculum areas through data, assessments, looking at planning and if appropriate, observing lessons.

The governors also monitor teaching through Headteacher reports, visits into school, learning walks ,performance management , the school improvement focus and looking at data and progress towards targets

The Teaching and learning policy should be read in conjunction with:

- The Curriculum Statement
- Policy for Equal opportunities
- Policy for Behaviour and discipline
- Assessment and Reporting
- Partnership in learning
- Safeguarding Policy