



Brimington Manor Infant & Nursery School TEACHING AND LEARNING POLICY

Introduction

At Brimington Manor Infant & Nursery School we believe in the concept of life long learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

At the heart of teaching and learning are the children. Therefore, as a whole this policy displays the ways we enrich their school experience and prepare them for the opportunities, responsibilities and challenges of adult life.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This teaching and learning policy is intended to promote consistently high standards and the achievement of the school aims. At our school we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of literacy and numeracy skills and an enquiring mind that wants to learn more each day
- Imagination and creative expression through a wide range of media
- Independent young people who are confident, flexible and able to co-operate with others
- Young people who are tolerant and respect of others' thoughts, feelings and values
- Pride in their achievement and a desire to succeed
- Effective links between the school, the child's home and the community which promote aspiration and high expectations
- Equality of opportunity for all

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence - linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. We must take into account these different forms of intelligence when planning teaching and learning experiences.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Multi-sensory approaches
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Questioning
- Using the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Structured play
- Learning both indoors and outdoors
- Watching television programmes linked to topic work and listening to a variety of media presentation e.g. educational video, CD etc.
- Debates, role plays and oral presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learned

Quality First Teaching

When teaching, it is important to focus on motivating children and building on their skills, knowledge and understanding. We believe children learn effectively when the teacher provides:

- Thorough preparation
- Shared learning objectives which are understood by the pupils
- Class, lesson and personal targets that children understand and work towards

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- An atmosphere where children are secure and supported and so are therefore prepared to take risks
- Innovative teaching
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Opportunities for peer and self assessment
- Opportunities to review and reflect on their learning
- Clear expectations of what the pupils are expected to achieve by the end of the session
- Open ended, thought provoking, challenging questions of the children
- Support for the learning of pupils with different abilities
- Appropriate pace for the lesson
- Lessons where children's understanding is developed through active, practical and first hand experiences
- Involving children in individual and collaborative talk, exploration, questioning, prediction and investigation so that the lesson makes a difference
- A planned programme of educational visits and visitors into school to reinforce and stimulate learning
- Thinking time before answering questions
- Developmental feedback and constructive criticism of pupils work
- Opportunities for children to direct their own learning

Our Learning Environment

Because children learn best when their surroundings are lively and interesting and when they feel happy, secure and valued there will be evidence in all our learning environments both indoors and outdoors of:

- a familiar routine
- praise
- respect for others and our environment
- stimulating displays reflecting a range of curriculum areas
- children's work being valued and celebrated
- interactive display
- development of imaginative play
- wide variety of activities
- giving time to talk about their own interests
- ability to access resources independently
- well resourced and accessible reading areas

- computers, Interactive Whiteboards, visualisers and laptops
- writing tables
- interactive maths wall

Resources

Because children learn best when they have access to a wide range of appropriate resources there will be evidence in all our classrooms of:

- resources for progression throughout the school
- organisation so that children know where things are
- labelling appropriate to age group
- clearly marked learning areas
- children taking responsibility for the care of all resources
- allowance for experimentation in a safe and controlled way
- ease of access to frequently used resources
- a wide range of VAK resources and ICT based tools

Learning Organisation

Because children learn best when they have opportunities for practical exploration and collaborative group tasks there will be evidence in classrooms and in our outdoor environment of:

- first hand experience
- children learning through play
- investigations
- problem solving
- opportunities for practical activities reflected across the curriculum
- individual and collaborative work
- time allowed for children to consolidate and extend own learning
- flexible groupings related to the task in hand - mixed, set, ability, peer grouping, preferred learning style
- time for relevant talk and discussion
- talk being valued, through children and adults listening and responding to each other
- children discussing and completing tasks in pairs and groups
- development of active listening skills
- opportunities for reflection and concentration

Equal Opportunities

Because children learn best when their work is matched to their individual needs there will be evidence in our classrooms of:

- teaching adapted for multi-sensory learning (VAK)
- challenges for more able children
- appropriate support for less able children
- equipment/resources adapted to meet the needs of children with disabilities
- provision for vulnerable children
- effective use of teaching assistants to support children
- resources which reflect a variety of cultures, beliefs and religions
- opportunities and resources which challenge gender, racial and cultural stereotypes

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closed matching of the tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It also helps to identify future planning and teaching strategies. It also helps recognise and move on from success.

Assessment for Learning

- Part of effective planning
- Focuses on how children learn
- It is central to classroom practice
- Promotes self esteem
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Recognises progress made by child

How to link assessment to better teaching and learning

- Weekly planning evaluated to inform next weeks plan
- Use data from formal assessments to inform planning and setting
- Profiles used for each child from Nursery to Y2 showing progress
- Assessment informs planning
- Tracking progress through itrack
- Headteacher / teacher pupil progress meetings

We encourage children to work independently and to take responsibility for their own learning. Targets, self review and peer review strategies are used, as well as a planned plenary at the end of lessons to review the key learning objectives and the success criteria for the work done as well as assess the level of understanding.

Role of Governors

Our Governors determine, support, monitor and review the school's policies on teaching and learning, in particular they:

- Support use of appropriate teaching strategies by allocating resources effectively
- Monitor impact of teaching and learning on raising pupil attainment
- Ensuring school buildings and premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in light of health and safety regulations
- Ensure staff development and performance management policies promote good teaching and learning.
- Monitor the effectiveness of teaching and learning policies through school self review
- Discuss and review databooks and Raise online each year
- Governors are linked to a subject coordinator in school

Role of Parents

Parents have a fundamental role to play in helping their children to learn. We strive to inform and support parents in how they can help further their children's learning and confidence. Parents' consultation meetings are held to discuss progress and strategies for further improvement.

The school sends information to parents at the start of each term about the work that the children will be doing in their class through a topic and homework newsletter and via the school website.

Parents receive a detailed school report in July. This outlines their child's achievements during the year, and how they can improve and develop in the future. At the end of

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Reception, Year 1 (phonics) & Year 2 parents are informed about how their child is achieving relative to age expected levels.

Parent's evenings are also held in the Autumn and Spring terms, so parents are kept fully aware of their child's progress and can discuss any issues with the class teacher.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time are actively discouraged. Parents are asked to inform the school of any absence on the first day before 9.20am so that we know children are safe at home.

Reviewed Date: Autumn 2016

Governors Adopted: 14th September 2016

Review: Autumn 2018