

Lancastrian Infant School Teaching and Learning Policy



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Introduction

This policy was developed through discussions with our whole school community including staff, governors, pupils and parents so that it reflects the views of all of those who work with the children in our school.

Our school ethos reflects our commitment to the teaching and learning of all pupils in our school:

“Our school is an inclusive, nurturing and aspirational learning environment where everyone works together as a team to give the children the best possible start to their education.”

We are committed to delivering high quality teaching and learning to raise standards of achievement for all children. This policy incorporates all of the key aspects that we believe to be fundamental when ensuring that the standards teaching and learning are consistent throughout the school and that all pupils have an early education that is stimulating, exciting and challenging at the right pace for each individual.

Principles

Learning is at the heart of all we do and we want to develop pupils who have a love of learning and an understanding of how they learn as well as how to improve and develop their skills as independent learners.

At Lancastrian we have a broad, balanced and creative curriculum. We base our learning on the National Curriculum subject areas and ensure that we provide exciting, stimulating, creative and challenging learning opportunities to support this.

Our ethos and creative learning curriculum is built upon an agreed set of ‘Core Learning Values and Skills’ that permeates through all learning opportunities and activities across the school. Learning is also underpinned by the collaborative WWO (Working with Others) approach which develops emotional intelligence, collaboration, communication, trust and problem solving skills. An overview of these values is displayed around the school and on our school website.

Our Lancastrian 5 values are:

**We make Lancastrian special by:
making friends, listening, learning, resilience and caring.**

We will work together to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure that children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied context and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;

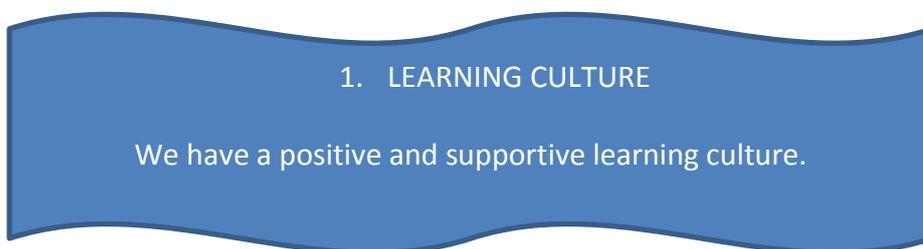
- develop children’s confidence and capacity to learn and work independently and collaboratively;
- develop children’s core values in line with our Lancastrian 5;

Responsibilities

It is the responsibility of our whole school community to work towards the school’s Teaching and Learning principles by:

- recognising children as individuals and respecting their rights, values and beliefs
- developing positive relationships and a sense of belonging
- providing a well ordered environment in which all are fully aware of the behavioural expectations
- working together to support and encourage each other

We believe that effective and exciting learning is achieved by focusing on **four key areas**.



Why is it important?

- We learn best when we feel happy and secure.
- We want to learn to work and co-operate with others.
- We want to learn to respect the views of adults and children.
- We have positive Growth Mindsets.

How will it be done?

By...

<i>Realising that we can always achieve</i>	<i>Having a positive Growth Mindset to have a go</i>	<i>Working with a range of different children in pairs or in random groups</i>
<i>Working with Others</i>	<i>Developing our ability to learn from mistakes</i>	<i>Following the school’s behaviour policy</i>
<i>Being confident to take risks in our learning</i>	<i>No worrying if we can’t do it... yet</i>	<i>Feeling safe, relaxed and confident at school</i>
<i>Being treated fairly and consistently</i>	<i>Understanding how we are expected to behave; that there are consequences to our actions.</i>	<i>Making choices in our own learning</i>
<i>Following our Lancastrian 5 Values</i>	<i>Taking part in all activities</i>	<i>Supporting each other to learn and grow our brains</i>

2. THE LEARNING ENVIRONMENT
 The teachers provide us with stimulating, organised and supportive learning environment.

Why is it important?

- We want to be independent and to learn to think for ourselves.
- We learn best when we have things around the room to help us.
- We learn when are challenged and interested in what we are doing.
- We want to be able to find the things that we need easily.

How will we make sure it is done?

By having...

<i>Exciting learning opportunities inside and outside</i>	<i>Quality questions on display for us to answer on our learning walls</i>	<i>Clear, specified learning objectives</i>
<i>Clearly labelled and stimulating resources that we can find easily</i>	<i>Visual timetables on display in the classroom</i>	<i>A comfortable reading area to promote a love of reading in the classroom</i>
<i>Clear rules that we have all agreed</i>	<i>Interactive displays about our topics</i>	<i>A well organised classroom</i>
<i>Access to interactive technologies</i>	<i>Opportunities to use our imagination and play games</i>	<i>Our work displayed so that everyone is proud of us</i>

3. LEARNING STRATEGIES

The adults help us to learn in a variety of ways

Why is it important?

- We want to work independently and as part of a team.
- We want learning to be relevant, practical and fun.
- We want to participate in a range of activities.
- We want lessons that let us learn in different ways.

How will we make sure it is done?

By...

<i>Having work modelled or scaffolded for us</i>	<i>Sharing and talking about ideas</i>	<i>Links being made to other subjects</i>
<i>Going on visits and finding out about places</i>	<i>Taking part in practical activities</i>	<i>Being independent</i>
<i>Taking part in activities that need and use different learning styles</i>	<i>Being asked open ended quality questions that make us think</i>	<i>Being supported and guided when we need it</i>
<i>Working with other adults around the school</i>	<i>Having visitors to the school and classrooms</i>	<i>Being encouraged to always do our best and to not give up</i>
<i>By having our efforts recognised and praised</i>	<i>Challenging our thinking</i>	<i>Knowing that making mistakes makes our brains grow</i>
<i>Taking part in a variety of activities</i>	<i>Making learning fun and relevant</i>	<i>Working with others in a variety of ways</i>

4. CHILDREN'S INVOLVEMENT IN THEIR LEARNING
We want to be involved in all aspects of our own learning

Why is it important?

- There is no limit to our learning
- We want to be interested and challenged.
- We want to make decisions on what happens at school
- We want our rights to be respected, heard and recognised.

How will we make sure it is done?

By...

<i>Sharing our achievements and interests</i>	<i>Being told when we are doing well and how we can get better</i>	<i>Helping to set targets and review for ourselves</i>
<i>Attending after school clubs</i>	<i>Using the library and technology for learning</i>	<i>Having our efforts recognised</i>
<i>Being part of our class, our taught groups, clubs and teams</i>	<i>Talking to our School Council and having our views represented</i>	<i>Talking to each other during circle time or in groups and pairs</i>
<i>Understanding what we are learning and why</i>	<i>Answering questions asked by our teachers</i>	<i>Being set work that is challenging and interesting</i>
<i>Being asked what we would like to find out</i>	<i>Completing take-away tasks</i>	<i>Self-evaluating our own achievements</i>
<i>Asking for help when we need it</i>	<i>Knowing what is happening in the school day and when</i>	<i>Evaluating our own learning and that of others</i>

Curriculum

The Reception class will follow the requirements of the Early Years Foundation Stage this is a play based self-initiated curriculum which develops with the children's interests and needs.

Pupils in Key Stage 1 will follow the requirements of the National Curriculum. Exciting learning opportunities and topics will be based on key high quality texts that support children's learning and needs and will incorporate both core and foundation subjects. Some subjects, like Maths, may be taught discretely to ensure that pupils have access to all of the aspects of learning that are required. Pupils will be taught RE according to the agreed West Sussex syllabus. PSHE and British Values are taught through Working with Others.

Planning will:

- show learning objectives for what the children are to learn and how these will be achieved in a lesson or a series of lessons
- summarise what pupils will do and the resources needed

- show how knowledge and understanding can be extended and how the work will be differentiated
- identify opportunities for a variety of learning styles
- be annotated to show what changes have been made and adaptations made to suit the learners
- be evaluated to inform future planning.

Assessment for Learning will:

- be central to classroom practice
- help learners know how to improve
- be part of effective teaching and learning
- focus on how pupils learn
- encourage self-assessment
- give pupils ownership of their learning