

Purbrook



Infant School

Teaching and Learning Policy

Statement

At Purbrook Infant School we believe in the concept of lifelong learning and that all learning should be a rewarding and enjoyable experience. Through our teaching and our curriculum, we work to equip our children with the skills and knowledge necessary to lead happy, rewarding lives and make an active and positive contribution to society.

We know that people learn in many different ways and plan to offer opportunities that will include all children's preferred style of learning and enable all children to access the curriculum at a level appropriate to them.

Aims of the Policy

1. To raise standards of achievement and attainment
2. To develop further the quality of effective learning
3. To make our philosophy of learning explicit to the whole school community
4. To ensure consistency of approach that reflects the needs of our children

Key Principles and Philosophy

We believe that successful learning takes place when children:

- are having fun and develop an enthusiasm for learning
- are engaged in learning that is meaningful, involving real life/hands on experiences
- have ownership of and are involved in planning their learning
- know what they are learning and why
- know they can take risks and have a go
- know the steps and skills involved in what they are learning
- have the chance to use their developing skills independently
- can share their learning and work collaboratively
- can build on their prior knowledge and skills
- are happy and secure
- know support is available if needed and how to access it
- have opportunities to use different learning styles
- build positive relationships with others in the school
- are provided with challenge and understand how important this is

Implications for our teaching

Our curriculum is planned following consultation with all adults involved in the learning process. This process

- includes the children within the planning process, incorporating their needs, interests and ideas
- provides challenge at each stage
- promotes high expectations and aspirations in terms of progress, attainment and behaviour
- reflects National Agendas and the key priorities of our school as identified in our School Improvement Plan and individual and class data analysis

Our entire curriculum planning, in all subject areas, is based on the above principles and those set out in our Core Values of Respect, Independence and Resilience

What we will provide:

Before Learning

- Know our children's needs, interests and abilities well using thorough and regular assessment opportunities
- Assess prior learning
- Involve children in the planning process
- Ensure learning intentions are clear, progressive and shared with the children so they are able to identify their targets and contextualise their learning
- Ensure the environment supports our school ethos and enables, encourages and fosters independent learning and AfL opportunities (see Display / Environment and AfL policies)
- Plan a range of differentiated, age and stage appropriate activities that are flexible and personalised for the individual children
- Ensure all learning styles are catered for (VAK)
- Plan a balance of independent, mixed-ability, ability grouped and collaborative activities as appropriate
- Equip children with the vocabulary they will need to access the topics successfully
- Share the 'big picture'
- Plan learning for indoor and outdoor (When it is beneficial to the learning)
- Plan opportunities for children to work with children who are older or younger than themselves

During Learning

- Give time to address misconceptions
- Encourage, support and challenge
- Use AfL strategies to take learning on further
- Use open ended questioning
- Listen to and record the children's learning verbally and pictorially as well as the recorded work
- Adapt learning where necessary in response to individual and group needs
- Learn alongside the children to encourage lifelong learning and act as role models
- Allow children to make their own choices about how they record their learning
- Create opportunities for the children to be the 'teacher' and to support others with their learning
- Encourage children to manage their own learning
- Ensure clear links are made between subjects within the learning journey
- Remind children to utilise / practice their key skills at all times
- Reflect regularly on the learning process to share good practice and reinforce the learning

After Learning

- Celebrate achievement, effort and risk taking
- Value the whole learning process
- Make links with other subjects so skills can be used successfully elsewhere.
- Allow time for peer and self-assessment
- Share next steps with the children and develop their skills to identify their own next steps
- Plan the on-going learning based on careful and accurate assessment

The Environment

We recognise the importance of the environment in achieving high quality learning. The way it is set up tells the learner what sort of interactions is expected. We want to promote independent learning and the use of transferable skills.

To support this, we will:

- Ensure there is consistency across classes and year groups
- Plan independent learning areas to promote 'bumping into learning'
- Plan areas so children can practise their skills and access resources easily
- Provide opportunities for learning both indoor and outdoor
- Ensure health and safety are adhered to at all times
- Label resource areas clearly to promote independence
- Involve children in setting up their environment and how the areas are resourced
- Promote care of and respect for resources and the environment
- Value clear spaces as well as busy areas
- Re-resource as necessary to support changing topics and learning needs
- Ensure the environment reflects the diverse world in which we live