

Spire Nursery and Infant School. Teaching and Learning Policy

Introduction.

At Spire Nursery and Infant School we aim to:

- Provide a happy, secure and welcoming school where each child wants to learn and has high ambitions for their future.
- Provide a stimulating and inclusive environment where children can observe, explore, question and discuss,; developing a range of learning skills
- Promote access to outdoor learning opportunities whenever appropriate

We believe that all children should...

- Have access to learning opportunities that are appropriate to their individual needs
- Experience a sense of personal achievement and to celebrate their own and others' success
- Have their medical and physical needs met

As a Nursery and Infant school we have the vital role of establishing positive attitudes to learning which will endure into adulthood. We teach children how to learn as well as deciding with them what they will learn. It is important, therefore, that we assist children in establishing a positive work ethic from the beginning of their school life and help them to realise that attitudes such as perseverance, team work and creative thinking are important and to be actively engaged in their own learning

Rationale.

The purpose of this policy is to ensure that everyone involved in children's learning at Spire Nursery and Infant School shares the ethos described above and is clear about ways to promote this positive approach on a daily basis. This policy serves to provide guidance to practitioners and stakeholders of our commitment to the personal development of pupils and staff alike. Our child-led curriculum is based on the needs and interests of our children; they are involved in decision making when planning topics and learning opportunities. We are committed to the inclusion of outdoor learning opportunities whenever relevant.

Aims.

With high quality teaching we aim to develop children who are:

- Successful learners who enjoy learning make progress and achieve well.
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Effective learning.

We aim to develop strategies that will allow children to learn in ways that suit them and in ways that suit the task or knowledge/skill to be learned using all areas of the school.

The following approaches are widely used:

- Investigation and problem-solving
- Research/finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Asking and answering questions
- Using ICT
- Use of the outdoor environment
- Visits to places of educational interest
- Debates, role play, presentation
- Creative activities/Music/Drama/ hot-seating

Environment.

We strive to make our classrooms, outdoor spaces and communal areas attractive learning environments.

Displays are changed regularly and are often interactive. They are used for a range of purposes to support current learning and consolidate prior learning:

- Engage pupils in learning - interactive display, questions, learning objectives, success criteria
- Provide support to enable learning to take place - word lists, number lines, key vocabulary
- Keep learning in mind- - key ideas, key skills and SEAL themes, topic links
- Raise expectations - setting targets, objectives, questions, next steps
- Celebrate success - display of good work, pupil photographs, certificates
- Clarify routines - timetables, labelled resources
- Encourage independence - word banks, charts, labelled resources

Role of governors.

Governors agree, support, monitor and review the school's policy on teaching and learning. In particular, they:

- Support the use of teaching and learning strategies by allocating resources effectively
- Monitor the impact of teaching and learning on raising pupil attainment
- Monitor teaching and learning strategies in light of health and safety regulations
- Monitor the effectiveness of teaching and learning through the school self-review process including the headteacher's report to governors and an overview of in-service training undertaken by staff
- Ensure the school building and premises are effective in supporting successful teaching and learning

- Ensure staff development and performance management polices promote good teaching and learning

Role of parents.

We believe that parents have a vital role to play in supporting their children's learning and our aim is that children, teachers and parents work closely to enable effective learning to take place. The following systems are in place to promote this:

- Home visit prior to children entering the nursery
- An induction meeting for parents of pupils entering the reception classes to explain routines, procedures and an overview of teaching and learning
- A home-school agreement which clearly sets out the responsibilities all pupils, parents and school
- Parent consultation evenings to discuss pupil progress
- Termly newsletters on the school website outlining topics activities and suggested homework for the term
- Parents' meetings to explain maths and literacy teaching
- Weekly, homework activities
- Parents invited to do morning work with their children daily
- Links to learning opportunities through the school website
- Open days when parents can visit their child's class and take part in their learning, meet the teachers
- An annual written report outlining progress, achievements and future targets
- Rigid attendance monitoring to ensure that parents fulfil their responsibilities to ensure that children attend school regularly and punctually.

ICT

The use of ICT is an integral part of teaching and learning in all areas of the curriculum. All children are given the opportunity to use ICT regardless of gender, race, culture or ability.

Staff.

All staff are expected to plan creative, skills – based activities, making full use of our indoor and outdoor learning environment, using our Curriculum Document which has been developed to fulfil the requirements of the National Curriculum, therefore encouraging the acquisition of knowledge and understanding alongside transferable skills that will equip children for the world of work.

Teachers in each key stage meet each term to plan together for the next term's topics. They are encouraged to reflect on their strengths and areas for improvement through the performance management and curriculum monitoring processes. When teachers are released for PPA (planning, preparation and assessment time), we ensure that provision is made for pupils to continue to receive high quality teaching: members of SLT provide all PPA cover. In addition to this, TAs are used to provide absence cover whenever possible.

Equal opportunities and Inclusion.

We ensure that all pupils have equal access to a broad and balanced curriculum regardless of but appropriate to their level of development, ability, race or gender .We do this through planning that is differentiated to meet the needs and learning styles of all pupils in the class.

Health, safety and risk assessment

Activities are planned with due regard to our Health and Safety Policy. Risk assessments are undertaken as appropriate and kept in the H&S file.

PPA arrangements.

PPA cover is usually provided by the deputy and assistant heads. This ensures consistency of high quality teaching for pupils and also serves as a means of SLT (senior leadership team) monitoring of planning, teaching and learning.

Continuity and progression.

Key stage joint planning sessions ensure continuity and progression throughout and across each key stage. Termly levelling and forecasting tracks progress and each child's progress is discussed during PPMs (pupil progress meetings) each term to ensure that all pupils make at least expected progress, new targets can be set and that potential underachievement can be addressed.

Assessment, recording, reporting.

Please refer to the assessment, recording, reporting policy.

Monitoring and evaluation.

Evaluation of our planning and teaching enables us to modify and improve our teaching for the future. Short term planning is evaluated on a daily and weekly basis and is used to inform future planning and teaching. Termly evaluations of planning are used to identify future skills/knowledge to be taught based on learning outcomes achieved. Curriculum teams monitor planning and scrutinise work each term and use their evaluations to modify their curriculum where appropriate.

This policy will be reviewed annually so that we can take into account new initiatives, changes to the National Curriculum, developments in technology or changes to the school environment.

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Agreed by governors February 2015

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