

PADNELL INFANT SCHOOL
BOARD OF GOVERNORS



POLICY FOR TEACHING AND LEARNING

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	October 2016
Date of Next Review	October 2019
Name of Headteacher	Mrs Mandy Grayson

Administration Record

Issue	Modification	Approved
1	Curriculum & Standards Committee Approval	07 November 2016
1.1	Curriculum & Standards Committee Comments Incorporated	15 November 2016

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1 Introduction

1.1.1 In pursuing our school aims at Padnell we believe that effective learning and teaching is undertaken when:

- We feel good about ourselves;
- We experience success;
- We know how to learn;
- We think of our own ideas;
- We work well with others;
- We want to learn.

1.1.2 This will be evident in the quality of our learning and teaching both in the product of our work and the processes we undertake.

1.1.3 The Teaching and Learning Policy has been divided into three distinct sections in order to clarify this process.

1.1.4 These include:

- Learning;
- Teaching;
- Teaching for learning.

2 Learning

2.1.1 We believe that children learn best when:

- They are motivated to have a go and are prepared to make mistakes and learn from them;
- Learning is relevant and enjoyable; tasks are challenging, but achievable;
- They feel successful;
- Personal achievement is maintained by building upon previous learning;
- They feel happy and confident in their environment and know that they are valued as individuals;
- They are self-disciplined and can work by themselves when necessary
- They have the necessary skills for learning such as; making decisions, organising, evaluating, reasoning, processing information, enquiring, applying imagination and applying previously gained knowledge in new contexts;
- They think of their own ideas and extend them;
- They work well with others through listening, collaborating and talking; outcomes are communicated in a variety of ways;
- Their parents are included in the education partnership at home and school.

3 Teaching

3.1.1 We believe that teaching is best when:

- The teacher plans effectively based on prior learning and assessment;
- The teacher sets clear objectives and success criteria that are understood by all;
- The teacher shows good subject knowledge and understanding;
- The teaching methods used enable all pupils to learn effectively;
- Pupils are well managed and high standards of behaviour are insisted upon;
- Pupils' work is assessed thoroughly with misconceptions being corrected as they happen;
- Pupils achieve productive outcomes;
- The teacher makes effective use of time and resources;
- Learning Support Assistants and all other adults are deployed to support pupil progress;
- Homework is used effectively to reinforce and extend learning when appropriate.

3.1.2 We would expect to see:

- Objectives and success criteria being clearly communicated;
- Materials ready and resources accessible to the children;
- Good structure to the lesson adapted to meet the need;
- The learning objective and success criteria reviewed at points throughout the learning;
- The learning needs of those with Pupil Passports are incorporated with the teacher's planning;
- The teacher having a thorough knowledge of the subject content covered in the lesson;
- Knowledge that is made relevant and interesting for pupils;
- The lesson being linked to previous teaching and learning and based on pupils interests;
- The ideas and experiences of pupils are drawn upon;

- A variety of activities and questioning techniques is used in order to challenge ALL pupils;
- Instructions and explanations are clear and specific;
- The teacher involves all pupils, listens to them and responds appropriately;
- High standards of effort, accuracy and presentation are encouraged;
- Appropriate methods of differentiation are used;
- Pupils being praised regularly for their good attitude to learning achievement;
- Prompt action is taken to address any poor behaviour;
- All pupils being treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups;
- Pupil understanding being assessed throughout the lesson by the use of teacher's questioning;
- Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning;
- ALL pupils remaining fully engaged throughout the lesson and make progress in the lesson;
- Pupils understand what work is expected of them during the lesson;
- The pupil outcomes of the lesson are consistent with the objectives set at the beginning;
- Time being well utilised and the learning is maintained for the full time available;
- Good use is made of any support available e.g. Teaching Assistants, Parent Helpers, Students;
- Appropriate learning resources being used e.g. Information Technology (IT);
- Homework is set if appropriate;
- Homework learning objectives are explicit and relate to the work in progress;
- Homework is followed up.

4 Teaching for learning

4.1.1 Systems, classroom organisation and teaching strategies are employed to encourage good attitudes to learning and the acquisition of learning skills.

4.2 Systems

4.2.1 Many school policies and guidelines support the quality of learning and teaching especially those relating to self-esteem, self-discipline and responsibility.

4.2.2 Please refer to following policies and guidelines:

- Behaviour;
- Special Educational Needs and Disability (SEND);
- Equalities.

4.3 Classroom Organisation

4.3.1 The learning environment will need to:

- Be welcoming, attractive, tidy and motivating;
- Have effective interactive displays that value children's current work;
- Be one in which there is emotional and physical security;
- Stimulates and supports learning.

4.3.2 Be well organised with:

- Effective storage and labelling of equipment and resources for easy access by children;
- Have a wide range of learning resources available so that children can choose the appropriate materials for the task;

4.4 Teaching Strategies

4.4.1 For successful learning and teaching, we need to show commitment, enthusiasm and a sense of fun.

4.4.2 Active Learning demands Active Teaching. Involving the children and engaging them with practical, relevant, first hand experiences promote effective learning.

4.4.3 We learn in a variety of ways and staff should plan to use a range of styles in their teaching.

4.4.4 These include:

- Kinesthetic – doing, moving, hands on, trying it for yourself, first-hand experience;
- Visual – reading, seeing for yourself, making notes, working by yourself;
- Auditory – speaking and listening, explaining ideas to others, reciting, hearing the words in your head;
- In a variety of groupings - for example: individually, paired, small group, class, year group, whole school.

4.4.5 Lesson structure should be adapted to suit the learning of the day and built on previous assessment.

5 Summary

5.1.1 The priority is that children move forward in their learning. Teachers are given autonomy as to the ways they achieve this and the school does not set in stone a particular method or structure. It is essential that the teacher considers the group of learners they have in front of them, the learning they want to get across, the prior knowledge of assessment and the resources available, to create a lesson that enables high levels of engagement and progress.