

Mount Street Infant and Nursery School Teaching and Learning Policy

Introduction

At Mount Street Infant and Nursery School we believe in Lifelong learning and the idea that adults and children learn new things every day. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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 and adults to lead happy and rewarding lives.

Aims

The aims of this policy are closely allied to the aims of the school which are set out below:

- ◆ To teach children to become independent learners
- ◆ To educate and develop the whole child
- ◆ To provide high quality teaching and learning
- ◆ To provide a safe, happy and stimulating environment
- ◆ To build positive relations with parents and the wider community
- ◆ To develop responsible citizens for the future
- ◆ To involve parents in a partnership
- ◆ To encourage lifelong learning

Effective Learning

Effective learning takes place when children are:

- ◆ happy, healthy and secure
- ◆ Enjoy their learning
- ◆ Are encouraged to make positive contributions and to take a pride in their achievements
- ◆ Are able to achieve and recognise their potential
- ◆ Are given tasks which match their ability, especially children with additional needs
- ◆ Are aware of the learning objectives and success criteria
- ◆ Have the confidence to ask questions and to learn from their mistakes
- ◆ Are in a well ordered environment
- ◆ Are aware of behavioural expectations.

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow children to learn in the ways that best suit them. We take into account the seven main areas of intelligence:

linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal and intrapersonal (reflective) when planning learning experiences. (*Howard Gardner*)

Some of the learning opportunities we offer to children and members of the school community are:

- ◆ Investigation and problem solving
- ◆ Research and finding out
- ◆ Group work
- ◆ Paired work and Talking Partners
- ◆ Independent work
- ◆ Asking and answering questions
- ◆ Use of ICT
- ◆ Fieldwork and visits to places of educational interest
- ◆ Creative activities
- ◆ Listening to or watching recorded music and educational tapes
- ◆ Debates, role play and oral presentations
- ◆ Designing and making things
- ◆ Participation in physical activity
- ◆ Teamwork
- ◆ Application of skills to familiar and unfamiliar situations

We encourage children to take responsibility for their own learning, to review what they have learned, to reflect on how they learn and on the obstacles to their learning. (*Assessment for Learning Policy*).

Inclusion

Within the Teaching and Learning Policy is an awareness of other relevant policies including Equal Opportunities, Race Equality, Gifted and Talented, SEN, EAL and RE.

Relationships are built on mutual respect and tolerance. We offer consistent support and encouragement to one another. All children at Mount Street Infant and Nursery School regardless of physical, emotional, academic ability, gender, religion or race will be given equal opportunities at accessing and thriving within all aspects of school life.

Effective Teaching

At Mount Street Infant and Nursery School we base our teaching on the Long Term Framework which sets out the subject areas to be covered during the year and the medium term plans which detail the specific learning objectives for subject in each unit of work. We ensure equality of provision by using the medium term plans for each year group and by planning in teams.

We believe that children learn effectively when the teacher provides:

- ◆ Thorough preparation
- ◆ Shared learning objectives which are understood by the pupils
- ◆ Shared success criteria
- ◆ Clear expectations of what children are expected to do
- ◆ An atmosphere where children are prepared to take risks
- ◆ Opportunities for child initiated activities
- ◆ Lessons where children's previous learning and experiences are built upon
- ◆ Opportunities to reflect and review the learning
- ◆ Thinking time before answering questions
- ◆ Appropriate pace to the lesson
- ◆ Open ended, challenging questions
- ◆ First-hand experiences and active involvement
- ◆ Support for children with additional needs
- ◆ Differentiated tasks with carefully matched activities which show progression
- ◆ A safe working environment which encourages the confidence to question and share success and failure
- ◆ A good balance between individual, group and whole class teaching
- ◆ Opportunities which cater for different learning styles using visual, kinaesthetic and audio approaches
- ◆ Clear expectations of support staff and other adults
- ◆ Involvement of children in their own learning
- ◆ Time for children to demonstrate prior learning
- ◆ Displays which assist children in their tasks
- ◆ Provide achievable targets, short term and long term and recognise when these have been achieved

Other Adults

At Mount Street Infant and Nursery School we place great importance on the role of Teaching Assistants in the planning process, in the delivery of the curriculum and in their assessment of children's achievements. We acknowledge their skill as professionals and share knowledge of children's progress on a regular basis. We support them in their own learning through a planned Professional Development Process.

We plan and prepare activities for other adult helpers, students and volunteers, and ensure that they fully understand what is expected of them.

To ensure continuity, teachers leave written plans for supply teachers covering planned absences, and make our planning available for unplanned absences. Other teachers in the year group should assist the supply teacher in the event of an unplanned absence of a colleague.

Parents as Partners in Learning

We believe that children's learning is enhanced by positive relationships between parents and school. Parents have a fundamental role in helping children to learn. Research has shown that the home has 12 times the influence that school has in the first seven years of a child's life.

We inform parents of their children's learning by:

- ◆ Sending information each term in which we outline the topics that children will be studying
- ◆ Hold parents consultation evenings in October, February and July to update parents on their child's progress
- ◆ Send a written annual report which details progress and targets for the coming year
- ◆ Hold informal workshops on, for example, helping children to read, numeracy, managing behaviour, handwriting and other areas which may be of interest
- ◆ Having regular meetings where there is a particular need, eg Special Educational Needs, behavioural or social problems

Parents have a responsibility to support their children's learning. This can be done in a variety of ways:

- ◆ Following the *Home/School Agreement*
- ◆ Ensuring that the child is equipped with the correct uniform and PE kit
- ◆ Making sure their child is on time and attends every day except when he /she is ill
- ◆ Informing school of any issues out of school which might have an impact on the child's learning or behaviour
- ◆ Promoting a positive attitude towards learning
- ◆ Ensuring their child is ready to learn by providing a good night's sleep and breakfast.

There are certain times in a child's education when additional support may be required, both for the child and the parents. The transition and induction to Nursery, Reception and Y1 and the transition to Y3 can be particularly stressful. We aim to provide as much information and support as we can at these times.

The Learning Environment

The Learning Environment can be defined as the physical surroundings where learning takes place. A stimulating environment sets the climate for learning and promotes independent use of resources and high quality work. The school buildings can also enhance the local area. As learning can take place

anywhere, it is not limited to the classroom. Learning outside the classroom is an important element. Learning takes place in:

- ◆ The classroom
- ◆ The hall
- ◆ The outdoor areas
- ◆ The library
- ◆ The ICT suite
- ◆ The local area
- ◆ Visits to places further away

Every effort is made to ensure that each environment is well managed, stimulating, comfortable and safe. Learning takes place in an environment which is

- ◆ Challenging and stimulating
- ◆ Peaceful and calm
- ◆ Happy and caring
- ◆ Organised
- ◆ Well resourced
- ◆ Makes learning accessible
- ◆ Provides flexibility for individual, group or whole class lessons.

Display

Displays serve two main purposes; to celebrate achievement and to assist in learning. Displays should be used to provide a stimulating and attractive environment. They should be meaningful, useful to children and sometimes interactive, as well as celebrating good work and achievement.

Resources

All classrooms should have a range of resources which are labelled and accessible to children. Children are encouraged to choose, collect and return appropriate resources where appropriate. Children and teachers work together to promote respect, care and value for all resources.

Governors and the wider community

Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- ◆ Support the use of appropriate teaching strategies by allocating resources effectively
- ◆ Ensure the school buildings and premises are best used to support teaching and learning
- ◆ Monitor teaching strategies in the light of health and safety regulations
- ◆ Monitor how effective the teaching and learning strategies are in terms of raising pupil attainment

- ◆ Ensure that staff development and performance management policies promote good quality teaching
- ◆ Monitor the schools teaching and learning through the school self review processes.
- ◆ Take an active role in the teaching in school by visiting regularly and attending assemblies and concerts
- ◆ Support the use of the school premises for use by community groups.

The wider community engages with the school to support teaching and learning by:

- ◆ Ensuring good relations between homes and pre-school establishments and post Y2 schools by passing on relevant information, working together, ensuring continuity of practice and planning visits to provide a seamless transition.
- ◆ Create and enhance children's and teachers learning experience by sharing expertise and talents both inside and outside of school
- ◆ Creating dialogue with community groups to tackle issues such as vandalism, traffic, anti social behaviour and care of the local environment
- ◆ Visits to school by church leaders and community workers such as the Urban Ranger and the community police.
- ◆ Members of the community offer to help in school with reading and other activities.

The school supports the community by:

- ◆ Making the school premises available for hire
- ◆ Training and community events
- ◆ Adult literacy
- ◆ Skills for lifelong learning/learn direct
- ◆ Supporting local churches and using their premises

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Approved by Governors on

Reviewed: