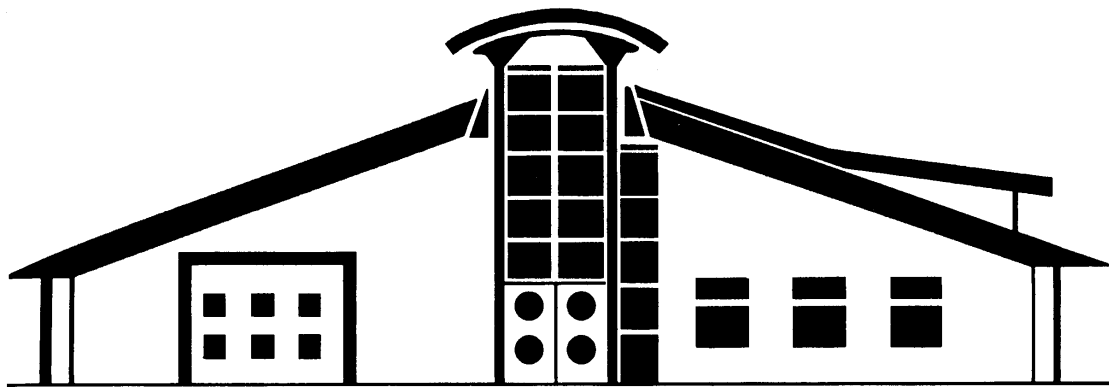


HHOLMESDALE COMMUNITY INFANT SCHOOL AND NURSERY



TEACHING AND LEARNING POLICY

Approved by Governors January 2024

Review Date January 2025

Holmesdale Community Infant School and N Nursery

Learning and Teaching Policy

Definition of Learning:

“The acquisition of knowledge or skills through study, experience or being taught.” Oxford Dictionary

Introduction

The policy for Learning and Teaching is the core policy of the school. It is intended to give a clear statement of the beliefs, aspirations and agreed approaches that underpin all learning and teaching in our school. We understand that evidence from research should inform our teaching practice and believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that learning should be a rewarding and enjoyable experience for everyone, and we want to equip children with the knowledge, skills and understanding necessary for them achieve their potential and fulfil active roles in society.

Aims

- Provide clear guidance for learning and teaching ensuring consistency across the school.
- Enable staff to identify aspects of their practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation, school improvement and accountability.

<u>AIM</u>	<u>LEARNING ENVIRONMENT</u> Providing an attractive, stimulating and well-maintained learning environment, where the children are safe, secure and confident to learn from first hand experiences.	
• This is <u>what</u> we aim to do	This is <u>why</u> we do it	This is <u>how</u> we do it
<ul style="list-style-type: none"> • We value all children and ensure that they feel comfortable and secure. • Every area of the school is used as a learning environment. • The safety and well-being of the children is at the forefront of all staff's decisions about learning. • We place a strong emphasis on developing and maintaining a high-quality learning environment which supports the working memory and does not add to the extraneous load. • Where the learning environment is tidy and organised with resources readily available, it promotes independence. 	<ul style="list-style-type: none"> • Children respond to their immediate environment. • We recognise that all areas of the school are a powerful tool for the promotion of learning. • We believe that a high quality, organised and well-maintained learning environment supports high quality learning. • An attractive, stimulating environment promotes respect for themselves, others, and their surroundings. 	<u>Foundation Stage</u> Indoor and outdoor areas are carefully organised to allow all children access to a rich, stimulating environment which promotes independence and enables children to flourish across all the areas of learning while developing the characteristics of effective learning.
		<u>Key Stage 1</u> The layout and the furniture of the classroom will reflect the changing teaching and learning strategies as children develop. Children continue to be encouraged to be independent and responsible for their learning environment.
		<ul style="list-style-type: none"> • Throughout the school, displays should be attractive, well- maintained, informative, stimulating and where appropriate interactive. They should be child-centered and value all learning. • Staff will continually monitor and review the environment including cognitive load, space, light, furniture, and temperature. • When planning our learning environment, we recognise that this includes both the physical and emotional environment.

<u>AIM</u>	<u>ETHOS AND VALUES</u> Everyone in the school community to share and demonstrate values and a shared ethos	
This is <u>what</u> we do to achieve this aim	This is <u>why</u> we do it	This is <u>how</u> we do it
<ul style="list-style-type: none"> • Have as a priority the wellbeing of children and staff. • Listen to the views of all stakeholders, when shaping the ethos and values of the school. • Everyone is given a voice that is valued. 	<p>Children learn best when:</p> <ul style="list-style-type: none"> • They feel happy, secure, and supported. • There is a sense of calm and purpose in the school. • Where there is care and respect for each other. • Where children are confident and have high self-esteem. • Staff are valued and have the tools they need to carry out their role. • The school works in partnership with families. 	<ul style="list-style-type: none"> • Staff meetings, inset days and team meetings provide opportunities for open discussions on the beliefs, aspirations and well-being of the school community which underpin the teaching and learning of the school. • Adults value the views of the children given individually or through such forums as the school council. • Adults ‘model’ the behaviour that they want to see in children. • Each month the school focuses on a different value, and this is shared with children in assemblies and PSHE sessions. They are embedded within the curriculum and lived day to day. • All staff are involved in promoting, celebrating, using positive praise and certificates to celebrate success. • The school values reflect British values. • As we believe learning should be lifelong enterprise, children are taught 6 learning behaviours. Staff model, teach and celebrate our learning behaviours.

<u>AIM</u>	<u>QUALITY OF TEACHING AND LEARNING</u> Provide outstanding teaching and learning for all members of the school community	
This is <u>what</u> we aim to do	This is <u>why</u> we do it	This is <u>how</u> we do it
<ul style="list-style-type: none"> • Motivate staff to aspire to provide outstanding teaching and learning. • Teachers will plan effectively, to ensure engagement and progression. • Staff have a good understanding of the Characteristics of Learning and use it to support planning. • Teachers to be secure in their subject knowledge or know where to get support. • As part of the Greensand Trust, staff know and employ the Pedagogy, Assessment, Curriculum and Expectations (PACE) Framework which exemplifies what great teaching looks like. 	<p>Children learn best when:</p> <ul style="list-style-type: none"> • the pursuit of excellence is a shared goal. • Children know what is expected of them, both in standards of attainment and behaviour. 	<p>In order that staff have a commitment and enthusiasm for their job, they have an entitlement to excellent professional development. The school will provide training and development which has a sharp focus on teaching and learning and meets the needs of staff at different stages of their professional development.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Have high expectations of all children and value them all. • Use our learning behaviours to develop lifelong learners. • Share clear learning objectives and steps to success with children and adults working in the classroom. • Use adaptive and responsive teaching strategies to support and challenge pupils. • Assess pupil's learning and use assessments to plan the next steps. • Give opportunities for pupils to self-assess and be reflective learners. • Use a variety of ways to group children to suit individual needs and also prepare appropriate resources. • Manage behaviour effectively, in line with our school behaviour policy. • Plan and deliver an ambitious, coherent, and balanced curriculum. • Work as part of a team to support colleagues. • Ensure their class team mirrors the same high expectations and are provided with the information they need to support learning for all children.

<u>AIM</u>	<u>CURRICULUM</u> Offer to all children, a variety of stimulating, challenging and well-planned educational experiences, which enable them to learn through different learning styles.	
This is <u>what</u> we do to achieve this aim	This is <u>why</u> we do it	This is <u>how</u> we do it
<ul style="list-style-type: none"> • Planning of learning is considered, rigorous and thorough. • Planning takes into account children's interests and individual needs. It also includes the learning of basic skills and opportunities for independent learning. • Staff are supported by a curriculum leader and those with particular expertise. • Curriculum review is ongoing. 	<p>Children learn best when:</p> <ul style="list-style-type: none"> • There is a broad and balanced curriculum, which is stimulating and challenging. • They have a say in what is being learned and how it is being learned. • They have opportunities to be active, to learn outdoors, have fun, use ICT and have opportunities to be autonomous and choose what they do. 	<p><u>Foundation Stage</u> The curriculum follows the EYFS framework. Learning is planned so that children progress towards achieving the Early learning Goals. The curriculum is thematic, follows the children's interests and is based on building on firsthand experiences. Teachers plan in year groups and observations from all staff inform the planning process.</p>
		<p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • Teachers plan in year groups. • Teachers provide planned activities that match the learning objective. • Objectives are relevant and meaningful to the children. <p><u>Key Stage 1 and Foundation Phase</u></p> <ul style="list-style-type: none"> • Phonics, Reading, Maths, Music and P.E. are taught using recognised schemes. • R.E. follows the Surrey R.E. syllabus. • PSHE is taught through Jigsaw. • Maths is taught using White Rose and Mastering Number <p>Across the Key stages there will be opportunities to enhance learning through visitors coming into school, extending learning outside in the grounds and by visiting the wider community. We will also seek to draw positively on cultural, family and religious values.</p>

AIM**RELATIONSHIPS**

To promote positive, supportive, and co-operative relationships between and amongst staff, children, parents/carers and the wider community.

This is what we aim to do

- We provide a safe and secure environment where children's social and emotional development needs can be met.
- We welcome parents/carers into school as part of the school community.
- We make effective communication between all stakeholders a priority.
- We will endeavour to make strong links with the wider community, locally, nationally, and internationally.
- We encourage positive relationships between staff based on mutual respect.

This is why we do it

- Children learn best when:
- there is a positive and relaxed interaction between adults and children and where opinions are valued and respected.
 - when parents are supportive of the school's aims and ethos.
 - when all stakeholders in a child's education recognise that learning does not stop once the child leaves school.

This is how we do it**Foundation Stage**

- There is daily contact with parents/carers at the beginning and end of the school day.
- Parents are invited into school to share their child's Learning Journey book.
- There is an annual review of the induction and transition arrangements.
- Parents will receive information about how we teach core subjects and what can be done to support learning at home.

Key Stage 1

- There is daily contact with parents/carers at the beginning and end of the school day.
- Information evenings in September at the beginning of the school year for parents.
- Transition between year groups is carefully planned and annually reviewed.
- Parents/carers are encouraged to meet with staff at the end of the school day if they have any queries or concerns.

- There are regular newsletters, and the Head teacher operates an 'open door' policy.
- Weekly learning is shared with parents.
- Parents/Carers meet with their child's teacher to discuss progress

formally twice a year.

- Information evenings are held during the year on different curriculum areas.
- There are links with other community groups.