

Kenmore Park Infant & Nursery School

Teaching & Learning Policy



Article 23

A right to special help if you need it

Article 28

A right to learn

Article 28

A right to learn



Teaching and Learning Policy

1 Introduction

1.1 At **Kenmore Park Infant & Nursery School** we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. ***This is echoed in our strap line 'Together Achieving Life Long Learning' (T.A.L.L.) and expanded on within our mission statement.*** We maintain 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 of the dispositions of an effective learners which support the school's drive to encourage increase independence and personal responsibility for their learning & making informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives

2.1 We believe that people learn best in a variety of different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent citizens capable of making a positive contribution to their community.

3 Effective Learning

3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles. The school promotes a Challenge for All approach – in which every child is challenged, irrespective of attainment. As a Visible Learning school, Building Learning Power - an approach which looks to foster useful dispositions for learning (resourcefulness; reflectiveness; resilience and reciprocity) – is used in all year groups. To engage learners and help them to remember the dispositions, each characteristic is assigned an animal – Sensible Squirrel; Wise Owl; Tough Tortoise & Team Ant. Activities are organised which develop thinking skills to engage with and encourage learning where personalised learning styles and strategies can be applied by

all in order to achieve to the best of their abilities. Reward systems are linked to demonstration of these dispositions in learning.

- 3.2** We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
 - research and finding out;
 - group work;
 - pair work including discussion with partners/groups;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of the computer, interactive white board and the internet;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - experiencing a variety of media including music; television programmes and the internet;
 - debates, role-plays and oral presentations;
 - designing and making things;
 - participating in athletic/physical activity

- 3.3** We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective Teaching

- 4.1** When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use ***pre-unit tasks to inform the school curriculum plan and guide our teaching***. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.
- 4.2** We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability ***with an emphasis on challenge for all***. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's ***SEN Support Plans or Group Education Plans (GEPs)***. We have high expectations of all children, and we believe that their work here at **Kenmore Park Infant & Nursery School** is of the highest possible standard.
- 4.3** We set targets in English & maths for the children in each academic year in line with the National Curriculum, ***identified through on-going assessments using a variety of assessment materials and an in-house assessment system***. These targets are shared with children and their parents throughout the academic year. We review the progress of each child against the year group targets from the start to the end of the academic year and set revised targets where the year group ones may not be appropriate.
- 4.4** We plan our lessons with clear learning objectives (WALT), which are taken from the ***Early Years Foundation Stage framework or the National Curriculum 2014***.

Our lesson plans contain information about the tasks to be set, any differentiation, ability groups within the class, the resource needed, success criteria against which learning is to be assessed. We evaluate all lessons so that we can modify and improve our teaching in the future (annotated notes on plans where applicable).

- 4.5** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them an equal opportunity to take part in class activities. All our teachers follow the school's policy with regard to discipline and classroom management. We set and agree with children the class charter – based on UNICEF's Conventions on the Rights of the Child (CRC). At the beginning of every school year, each class identifies the articles from the charter which they feel are most important, agree how they can respect these rights and indicate their willingness and desire to do so by e.g. signing the document/illustrating it or providing a handprint, etc. We praise children for their efforts in respecting rights and reward systems are linked to respecting the articles through e.g. Class Dojo points. As duty bearers for children's rights, teachers outline their responsibilities on the class charter to ensure that children enjoy their rights. The school currently holds the Level 2 Rights Respecting School Award.
- 4.6** Adults use positive behaviour strategies and, in doing so, build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy supported by the language of Rights.
- 4.6** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Then the educational visit is carefully organised and a risk assessment carried out.
- 4.7** We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and/or work with small groups delivering a range of **intervention programmes such as Fisher Family Trust, Maths Catch up, Literacy Catch Up, Letters & Sounds Catch Up, Social Skills Groups or Working on Specific Targets** to name but a few. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.8** Our classrooms are attractive learning environments. ***The aims of classroom displays are to be interactive and supportive of day to day learning with learning walls where things are added over the days and weeks linked to the teaching at the time in the core subjects. These are changed and updated regularly and in some cases maintained for a period of time to ensure learning is reinforced - for revision purposes.*** The Visible Learning targets for reading, writing and mathematics are also displayed in every classroom with an image of the child next to the target they are working on. ***We change corridor displays to ensure that the environment reflects the topics studied by the children during that specific period of time.*** We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating and interactive environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. This includes use of electronic devices enabling teachers to video their lessons to enable them to review their practice (Using IRIS connect). The expectation is that teachers do this once per term.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Role of Governors

5.1 Our 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 that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that Career Professional Development and Professional Review policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The Role of Parents

6.1 We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding seminars to explain our school strategies for teaching English and maths and **providing opportunities for parents to view teaching sessions in Reception, Year 1 and Year 2 with a specific focus on an aspect of English or maths;**
- giving parents access to information detailing what the children are learning in every term of the school year via the school website.
- providing all children access to resources on the School's Managed Learning Platform (MLE) including access to a variety of learning resources.
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative **work for their learning logs.**

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. **This is emphasised in our home-school agreement that parents are expected to sign on admission and the attendance contract.**

We would like parents to:

- ensure that their child has the best attendance record possible;



- ensure that their child is equipped for school with the correct uniform and PE kit (all items to be labelled), and to adhere to a NO JEWELLERY policy;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

7 Monitoring and Review

- 7.1** We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology, feedback from pupil self-assessment or changes to the physical environment of the school. We will continue to review our policy regularly as new initiatives are introduced or analysis of school and external data indicates the need for a changes to be made in order to meet the learning needs of the pupils.

Signed: R. K. Mahil-Pooni

Date: Sept 2017

Approved by the Governing Body: 11th October 2017

Date of next review: September 2020