

Lymington CE (Aided) Infant School

Teaching and Learning Policy

Achieve: Respect: Thrive



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Teaching and learning Policy



'Achieve Respect and Thrive: The 'ART' of living a Full Life.

Creative learning is at the heart of our teaching and learning policy at Lymington Infant School. We believe that developing creativity in pupils leads to learners with an excitement for learning, a confident and enquiring attitude, increasing independence in learning and willingness to take risks.

Aims of the policy

For all learners to;-

- experience Christian values through the culture of the school
- develop an excitement for learning with a high level of motivation, which nurtures a love of life-long learning amongst pupils and staff
- engage positively and actively with high quality teaching and broad learning opportunities which are relevant to children's own lives
- achieve the highest standards, making demonstrable progress which is monitored and celebrated
- have access to an inclusive, creative curriculum that is relevant and challenging, and which builds on a sound knowledge of basic skills
- ensure equal opportunities in relation to gender, race, class, special needs and belief by fostering respect for all cultures.
- experience a safe and stimulating learning environment

Teaching and learning strategies

Teaching strategies are varied and involve different teaching styles. For example, pupils may be taught in large or small groups, as individuals or whole class. Sometimes a whole class input to a lesson may be appropriate, often it is not and children are taught appropriately for their needs in groups. Lessons involve pupils as actively as possible to maximise engagement with learning. Pupils are given opportunities to work individually, in pairs or in groups. Within lessons pupils have opportunities to work independently and with teaching support.

We identify these strategies that are key to promoting creative learning at Lymington Infant School;-

- Effective questioning of pupils that encourages independent thinking and a spirit of enquiry
- Focussing on problem solving and communication
- Promoting the development of speaking and listening to explore ideas, to encourage empathy, make decisions and build confidence
- Addressing and celebrating diversity
- Differentiating for individuals and groups to ensure appropriate level of challenge
- Adapting different styles of delivery to meet needs of individuals and groups
- Meeting the needs of pupils with SEND, EAL or disadvantaged
- Involving learners in assessment, review and evaluation
- Recognising and recording progress and achievement

- Celebrating success
- Providing effective feedback that moves pupils' learning forward
- Enabling pupils to take increasing responsibility for their own learning
- Ensuring progression and attainment of all pupils
- Sharing learning with home

Creative learning

Creative learners engage enthusiastically with their learning and develop these characteristics;-

- Questioning of each other to develop thinking skills
- Responding positively to challenges
- Making connections and seeing relationships
- Understanding their next steps in learning
- Exploring ideas and options
- Reflecting critically
- Working collaboratively
- Explaining, discussing and debating, opportunities for speaking and listening

Teachers and teaching assistants engaged in effective teaching display these characteristics;-

- High expectations for all pupils
- Effective questioning of pupils to develop their learning
- Long term commitment, readiness to adapt and to take risks
- Working collaboratively with shared goals and aspirations for pupils
- Willingness to share good practice and continuing engagement with professional learning
- Good subject knowledge to support pupils' enquiry, independent thinking and debate
- Effective engagement with the wider community
- Continual review, reflection and development of new approaches to teaching and learning to maintain effectiveness of creative learning

Creative curriculum

Curriculum provision is central to the development of creative learners. The curriculum is regularly reviewed and adapted to ensure that it engages and motivates pupils and provides continuous opportunities for pupil development. The curriculum is delivered mostly through a 'topic' approach with cross curricular themes which motivate pupils. Each topic begins with a 'hook', an activity which engages pupil interest such as an educational visit, a play, a mystery. Each topic ends with a celebratory event when parents are invited to share in the outcomes of the pupils' work during the topic. Some subjects continue to be taught discretely;- eg Maths, PE, and RE through progressive units of work.

Planning and assessment

Sequences of lessons are planned by teachers in year group teams. This planning provides parity for pupils in the year group and ensures that all pupils have equal opportunities. Teachers are able to

work collaboratively, to plan to move pupils on progressively and to moderate pupil work more effectively.

Effective planning for creative learning includes;-

- Regular review and update of schemes of work
- Session plans which incorporate outcomes from learner assessment (next steps in learning evident)
- Careful planning which indicates opportunities for enquiry, debate, speculation, experimentation, and review
- Learning opportunities which engage pupils in active learning
- High expectations with clear learning objectives which learners understand and articulate through use of successive 'I can' statements
- Involvement of other adults in the classroom effectively through purposeful planning and communication

Assessment for learning plays an important role in developing learners. Opportunities for pupils to become involved in self-assessment and peer assessment encourages them to be questioning and challenging, and to reflect on ideas and outcomes, all key aspects of creative learners.

Effective assessment for learning;-

- Recognition of pupil achievement and plans for next steps in learning
- Use of pupil observation, pupil interview and work sampling to provide evidence of achievement
- Sharing of steps in learning clearly with pupils
- Encouraging pupils to increasingly self-assess using strategies according to age or tasks – 'thumbs up', traffic lights, progressive success criteria.
- Providing feedback to pupils which is meaningful and supporting them in understanding the next phase
- Monitoring progress of individuals and groups and setting targets for future achievement
- Marking work in accordance with school guidelines
- Moderating pupil work across groups and classes

Environment

A safe and stimulating learning environment is key to supporting pupils' learning.

- Safe and healthy learning areas,
- attractive learning resources of high quality
- well organised and resourced learning areas
- accessible resources; including ICT
- stimulating displays which celebrate pupils' achievements
- integrated learning technologies where appropriate

Parents

The school recognises the importance of parental support in children's learning and staff actively encourage parents to become regularly involved in their children's learning. Support for parents is provided through curriculum workshops, curriculum newsletters, and communication through reading diaries and one to one parent meetings.

Senior Leadership Team

Regular monitoring and evaluation will be carried out by the SLT and other subject leaders to ensure that none falls behind and underachieve. They will embed a pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. They will measure the impact of this policy through lesson observations, progress and attainment data, work scrutiny and pupil surveys and report to governors on the findings.

Governors

The governors will monitor the success and implementation of the policy, through formal channels such as the Teaching and Learning Committee and through less formal channels such as link visits and their day-to-day interactions with the school, for example this may include school visits in the case of parent governors.

The governors will make sure they understand and agree with the focus of the curriculum for any given year. They will agree with the SLT the benchmarks against which progress will be assessed and the measures and outcomes that will indicate success.

The governors will provide help, through their own contacts and professional expertise, to link the curriculum to the local community where possible.

Related policies

Positive behaviour and Anti-bullying policy

Marking and Feedback Policy

Curriculum Subject Policies

Equal opportunities