

## **Bidbury Infant School**

### **Policy for Learning and Teaching**

**Achieve all we can**

**Believe in ourselves**

**Care for each other**

In pursuing our school aims at Bidbury Infant School we believe that effective learning and teaching is undertaken when:

<b>We feel good about ourselves</b>	(Respect)
<b>We experience success</b>	(Achievement)
<b>We have the skills to learn</b>	(Independence)
<b>We think of our own ideas</b>	(Creativity)
<b>We work well with others</b>	(Interdependence)
<b>We want to learn and try our best</b>	(Motivation)

Our values support our positive ethos and culture, which in turn promotes effective learning and teaching for all by reducing barriers to learning and ensuring good progress. Effective learning and teaching, both the product of our work and in the processes we undertake is the core purpose of our school.

## **Ethos and Culture**

We believe that learning and teaching is best when:

- ❖ A calm, effective working environment is established
- ❖ The environment is welcoming and courtesy, kindness and respect are fostered and practiced by all
- ❖ Adults provide positive role models and build positive, caring relationships with children, colleagues, family and community
- ❖ A fair and disciplined environment promotes appropriate behaviour for learning
- ❖ Children's successes and achievements are celebrated and valued
- ❖ Children's views are encouraged and listened to
- ❖ Children are encouraged and provided with the tools to take responsibility for their own learning

Other school policies and guidelines support the school ethos and the Policy for Learning and Teaching. These include:

- Behaviour and Bullying
- Inclusion
- SEN
- Equality
- Race Equality
- Intercultural
- Learning Environment
- Able Child
- Personal Development
- SMSC

## Learning

We believe that children learn best when:

- ❖ They actively participate in their own learning, know what is expected of them and can use success criteria to support progress
- ❖ They know the purpose of their learning/lesson and the wider context of their learning
- ❖ They reflect on their learning and know what they do well and know their next steps
- ❖ They are challenged to retain new information and have strategies to achieve this
- ❖ Learning is relevant and enjoyable: tasks are challenging, achievable and understood
- ❖ They feel successful
- ❖ They take ownership of their learning and become the experts
- ❖ Personal achievement is maintained by building on previous learning
- ❖ They feel safe, secure 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 communicate and work well with others through listening well, collaborating and talking so that outcomes are communicated in a variety of ways
- ❖ They can apply previously learned knowledge to new contexts
- ❖ They think of their own ideas and extend them
- ❖ Their parents are included in the education partnership at home and school

## Teaching

We believe that *quality first teaching* is achieved when:

### **The teacher plans effectively and sets clear objectives that are understood**

This means that:

- ❖ Learning intentions are communicated clearly to the children using child friendly language
- ❖ Children clearly understand their tasks, are engaged and understand expectations and success criteria to be successful
- ❖ Resources and materials are ready and appropriate including the use of ICT which should always be clear, minimal and simply presented for young children
- ❖ There is an appropriate structure to the lesson which can vary from lesson to lesson to keep learning fresh.
- ❖ Each lesson is a mixture of assessment, development and application that gradually builds on the learning of children in an active and engaging way
- ❖ Each lesson is adapted to the needs of the children and learning is personalised as necessary
- ❖ Throughout each session learning is reviewed and extended with the children's views and understanding taken into account

### **The teacher/LSA shows good subject knowledge**

This means that:

- ❖ The teacher/LSA has a thorough knowledge of the subject content covered in the session and is able to digress as necessary to meet the needs of the children and address misconceptions
- ❖ Lesson content is appropriate for the children and clear links are made between prior and new learning
- ❖ The teacher can explain in different ways and adapt vocabulary for different learners
- ❖ Knowledge is made relevant and interesting for learners and they are provided with strategies to support them to remember
- ❖ Teachers/LSA's can link learning and vocabulary for children across subjects

## **Teaching methods used enable all children to learn effectively**

This means that:

- ❖ Learning intentions are linked to previous learning
- ❖ New experiences are provided and built upon for each individual
- ❖ The ideas and experiences of the children are drawn upon so they are actively involved
- ❖ Appropriate activities and questioning techniques are used to encourage children to learn and remember
- ❖ Children are expected to lead and collaborate in group/paired learning activities, talk with each other extensively to encourage deeper learning and make it more memorable
- ❖ Instructions and explanations are clear and specific (verbal and display)
- ❖ Appropriate groupings are used (same/mixed ability/size)
- ❖ The teacher/LSA involves all children listening to them and responding appropriately using suitable techniques
- ❖ High standards of effort, accuracy and presentation are encouraged and expected
- ❖ Appropriate methods of differentiation are used by outcome or task/grouping
- ❖ There is good pace, structure and progression throughout the session
- ❖ The home/school partnership is used to reinforce learning
- ❖ The 80/20 ratio of adult/child talk is promoted at all times

## **Pupils are well managed and high standards of behaviour for learning are insisted upon**

This means that:

- ❖ Children are regularly praised in such a way for good effort and good learning, so that self-motivation is promoted
- ❖ Prompt action is taken to address poor behaviour for learning in line with class codes and the Policy for Behaviour
- ❖ Children are treated fairly, respect is modelled by the teacher/LSA with an equal emphasis on the work of all children to support their learning

- ❖ Teachers ensure that they work with all groups of children to support their learning equally and understand their next steps
- ❖ Consistent and clear expectations are made of the children and Consistent Intervention Plans for individuals are written and must be followed by all adults without exception
- ❖ Children are well managed and effective systems for transition which promote order and reduce wasted time are in place within year groups and around the building

### **Children's work is assessed thoroughly**

This means that:

- ❖ Children's understanding is assessed throughout the session using a range of appropriate techniques
- ❖ Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning
- ❖ Children's work receives written or verbal feedback linked to learning intentions /success criteria in good time to be meaningful
- ❖ Opportunities for peer and self-assessment are provided throughout a lesson
- ❖ Assessments made contribute to planning for new learning and adaptations to existing planning

### **Pupils achieve productive outcomes**

This means that:

- ❖ Children remain fully **engaged and motivated** and make obvious **progress** in the session
- ❖ Children understand what is expected of them during a session and know what they are learning or have learnt
- ❖ Outcomes for children are consistent with the learning intentions and shows differentiation
- ❖ Children understand why they are doing a task and the task meets their needs

- ❖ Children show evidence of linked/transferable skills
- ❖ The adult and children work at a good and purposeful pace
- ❖ Children have the resilience and confidence to work independently

### **The teacher/LSA makes effective use of time and resources**

This means that:

- ❖ Time is well utilised and the learning is maintained for the full time available
- ❖ Children are aware of how long they have and the expectations placed upon them are challenging but realistic
- ❖ Productive use is made of any adult support that is available to enhance children's learning
- ❖ Appropriate learning resources are used and are of a high quality and accessible by all

### **Teaching for Learning**

For a successful learning and teaching dialogue to take place with the children we need to show commitment, enthusiasm, a caring manner and a sense of fun.

## **ACTIVE LEARNING DEMANDS ACTIVE TEACHING**

Involving children and engaging them with well thought through practical, relevant, first hand experiences promote effective learning. Ensuring that the ratio of talk between the children and adults is in favour of the children and effectively supports engagement (80/20). Learning should be memorable and teachers should ensure that they employ a range of strategies to encourage children to remember knowledge and skills so that they can be built on and applied to future learning experiences in the context of the 'Big Picture' for their learning.

We believe that the physical learning environment also supports effective teaching for learning. Adults in school must ensure that the physical learning

environment is welcoming attractive, clean, safe and tidy with interactive displays that value children's current work. It will be well organised with effective storage and labelling for equipment and resources. There should be a wide range of learning resources available which can be accessed easily by the children. (See policy for Learning Environment)

## **Teaching Strategies**

This section should be read in conjunction with the school handbooks for the Curriculum and Planning Policy, and Assessment Policy. We learn in a variety of ways and teachers should plan to use a range of styles, groupings and thinking strategies in their teaching,

### **VAK**

<b>Kinaesthetic</b>	<b>doing, moving, hands on, trying it for yourself, first hand experience</b>
<b>Visual</b>	<b>speaking and listening, drawing/reading diagrams, reading, explaining ideas to others, reciting, hearing the words in your head</b>
<b>Auditory</b>	<b>Listening to explanations, and ideas, recitations, hearing the words in your head</b>

### **Groups**

- ❖ **Individual**
- ❖ **Paired ( talking partners)**
- ❖ **Small group ( ability and mixed)**
- ❖ **Class**
- ❖ **Year group**
- ❖ **Whole school**

### **Thinking**

<b>Knowledge</b>	<b>Exhibits previously learned material by recalling facts, terms, basic concepts and answers</b>
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<b>Comprehension</b>	<b>Demonstrating an understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas</b>
<b>Application</b>	<b>Solving problems by applying acquired knowledge, facts techniques and rules in a different way</b>
<b>Analysis</b>	<b>Examining and breaking information into parts by identifying motives or causes making inferences and finding evidence to support generalisations</b>
<b>Synthesis</b>	<b>Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions</b>
<b>Evaluation</b>	<b>Presenting and defining opinions by making judgements about information validity of ideas or quality of work based on a set of criteria.</b>

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