



The Dragonfly Federation

East Ruston and Stalham
Infant and Pre-schools

A Flying Start for all



Learning & Teaching Policy

INTRODUCTION

This policy is an agreed school statement about how the school will approach teaching and learning. It is the major policy for the school, through which the understanding of the processes of teaching and learning have been shared and discussed by staff and a consensus agreed upon. It will provide the basis to develop through use and is to be referred to by staff in the planning stages. It has been produced following extensive discussion by teachers and reflects the Aims of the School.

This policy makes statements which:

- reflect the professional consensus of the staff
- will ensure a consistent approach
- will enable staff to operate within clear guidelines

Each statement is supported by guidance drawn up by staff which will enable the statements to be translated into classroom practice.

LEARNING AND TEACHING

Learning and teaching is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirement of the new National Curriculum, Religious Education and Collective Worship.

We see learning and teaching as a process of cooperative teamwork, welcoming and encouraging the involvement of parents and others in the community.

All staff in the school believe that the learning environment is important. We aim to use space and resources to stimulate and motivate children to want to learn, within a supportive, caring environment. We encourage the children to have confidence and a positive approach to their learning, being prepared to move from the familiar to the unfamiliar.

Every child is entitled to equal regard and equal opportunity, regardless of gender, race, culture or special educational needs. Children with learning difficulties should be expected to succeed and be provided with appropriate opportunities to succeed. Successful teaching and learning will depend on the effectiveness of the differentiation as well as to the extent to which:

- the learning process is broken down into manageable steps
- children are aware of their own successes and progress
- children are able to maintain their self-esteem

All children should be given appropriate challenges so that they can fulfill their potential.

High expectations of all children is important.

High expectations of teachers and support staff is important as the school endeavours to move from 'good' to 'outstanding'.

1. Teachers will use a range of teaching styles, appropriate to the tasks.

Guidance

- whole class/group/individual
- cross curricular/subject based
- sensitive intervention - possibility of individual discussion, or making a point to whole class/intervene directly to make a point or indirectly to question or lead a child
- a range of teaching techniques - explain, question, demonstrate, give information, observing, assessing, evaluating
- open/closed tasks
- organize/manage space/time/people

In line with New National Curriculum requirements distributed curriculum leadership and management teams have been created. These teams are led by teachers and supported by teaching assistants and each team has a link governor. The curriculum distributed leadership and management teams enable the curriculum to be planned and organised to provide the children with a rich, motivating and exciting curriculum (see curriculum page on website). Planning is child initiated where possible.

2. There will be opportunities for participation individually and cooperatively in a variety of groupings.

Guidance

- class/groups of various sizes/individual
- ability/mixed ability/interest/friendship/random/mixed age
- consideration for personality mix
- awareness of gender
- consideration given to dominant and passive characters

3. Teachers will plan to include a range of learning experiences for all children.

Formative assessment is seen as a key factor when planning work. Lessons will include a learning intention and success criteria (where appropriate)

Guidance

- first hand experiences
- drawing from someone else's experiences
- discussing
- observing
- asking and answering questions
- secondary experiences (books, posters, videos etc.)
- handling materials
- creating/making
- example/role models
- role playing

- listening
- making links
- drawing on previous knowledge
- practice and reinforcement
- chance to lead and be led

4. Teachers will use any whole-school agreed frameworks and policies when planning.

Guidance

- use a Curriculum Plan as a basis for long-term planning
- breadth and balance taken into consideration when planning for a year. Annual outline plan to be given to Headteacher so that a record is held.
- appropriate (but not forced) links made between subjects. Other blocks included as separate items.
- Topic and short-term weekly planning to be completed within an agreed framework and kept in a planning folder available for supply and Headteacher
- assess children's work and use assessments to inform future planning; to be compiled in the classroom assessment folder.
- Reception class will follow the Early Years goals agreed with pre-school provision

5. Children will experience work relevant to their needs, interests and abilities.

Guidance

Optimize the children's interests and provide for a range of abilities and needs by:-

- involving the children in planning and evaluating where possible
- providing active, participative learning
- providing a range of resources to suit all abilities and interests
- providing a balance of free play/directed play
- taking these methods of differentiation into account when planning

outcome
support
input
resources
different tasks

- providing open-ended tasks
- structuring apparatus available to channel/extend exploration
- providing a broad, balanced and relevant curriculum, concerned with whole-child development
- organising the learning environment to maximize opportunities for self-motivated, creative learning
- use success criteria to self evaluate their own achievement
- encourage pupils to mark and aim towards their targets so enabling them to understand what is required and the next steps in their learning

6. Children will be provided with progressive responsibility for making choices, taking part in the planning and managing their own time.

Guidance

*How the learning environment is organized

- equipment is labeled
- equipment is accessible (possible health and safety restrictions)
- children are encouraged to choose, collect and return their own equipment

***Planning and decision making**

- children should be encouraged to consider the questions they need to ask to find out about something
- in so far as time allows children should be given the opportunity to follow through a particular interest or question asked
- through identification of learning intentions pupils are encouraged to assess their own achievements
- through identification of learning intentions and appropriate success criteria, pupils are encouraged to assess their own achievements

***Managing time**

- completing specified activities
- completing work with time given
- sustaining work over a period of time
- planning use of own time (within a given framework)

7. Children will be given appropriate experiences to enable them to develop and extend language skills.

Guidance

- as appropriate teachers repeat what children say to extend/elaborate/put into sentence/correct grammar
- discussion in pairs/small groups/class/other adults
- use of word games e.g. blockbusters, true/false, I Spy
- role playing, possibility of using an older child or adult to extend language
- give instructions (possibly on tape) or directions
- puppets and masks
- stories without words
- use and encourage children to use full range of questioning words (e.g. how, why, what if, when, where)
- question understanding of instructions
- appropriate use of Standard English, depending on purpose
- subject specific language - brainstorm and make word lists for topics.

8. Children will be provided with opportunities to reflect upon and discuss their learning

Guidance

*Opportunities given to the children both informally as they arise and more specifically planned for (on a day-to-day basis and at the end of a topic)

- encouragement given to evaluate own work, with time and opportunity to modify
- let children know how they are doing by giving constructive critical feedback supported by encouragement

- clarification discussions, a child talking about what he/she understands and what he/she needs more support with
- a child's own comment included as part of the Report to Parents
- Plenary time - explaining to other children what he/she has been doing and any problems encountered, inviting questions and possible solutions from others

9. Children will be encouraged to develop a positive attitude to their learning and be flexible in their thinking

Guidance

*Support and encouragement given for the children to

- check through their work
- appreciate that there is not always one correct answer
- appreciate that there are different ways to complete a task and to respect others' ideas
- discuss and draw together a range of ideas for approaches to and solutions for open-ended tasks
- continue work and modify work on another day
- check work with a 'talking partner'
- work together on some activities
- approach investigative work and open-ended tasks positively
- be confident to have a go, safe in the knowledge that their attempts will be valued and used for further teaching as necessary
- persevere in a task

*Supportive and appropriate intervention, both planned and incidental should be given.

*Children should be provided with or have access to equipment which gives choice and room to experiment.

10. Parents will be encouraged to support the School Aims and their child's learning

Guidance

All staff should assist in helping parents to

- feel welcomed and involved
- be aware of what the children are being taught; homework, newsletter
- be aware of expectations (new parents meeting, occasional curriculum meeting)
- be informed of child's progress (parents evenings Autumn and Spring terms, written Report, easy access to staff)
- be informed if problems occur
- be part of a partnership, recognizing that parents are the child's first teacher
- sign the home/school agreement
- an awareness of how pupils can be helped at home eg. Mathematics and Reading, learning logs and independent books