



Policy for Teaching and Learning

Key Principles

Teaching at Village Infants is 'Learning - Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Village Infants we believe that children learn best when:

- They feel good about themselves. This will happen when they feel safe to make mistakes and learn from them. They need to not perceive difficulty as a failure but as an opportunity to embrace challenge and learn something new.
- Learning activities are well planned, ensuring progress in the short, medium and long term
- Learning and teaching activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- The learning environment is ordered, the atmosphere is purposeful and pupils feel safe
- There are strong links between home and school with the importance of parent involvement in their children's learning is recognised, valued and developed

Key Principle

Children learn best when they feel good about themselves. They need to feel safe to make mistakes and learn from them, so they can perceive difficulty as an opportunity to learn and not as failure.

There will be evidence in the learning environment of:

- Perseverance and resilience
- Problem solving
- Trying new things
- Pupils talking about their learning

Staff will ensure that:

- Successes are celebrated and improvements seen as an opportunity for new learning
- They explicitly use language that encourages children to take risks and celebrate challenge eg “I’m pleased that this is making you think. It means that you are learning something new. If you already knew how to do it, then there would be no new learning.”
- They ensure pupils feel safe so they can make mistakes and discuss their learning.

Implications for whole school will be:

- All adults will celebrate challenge and explicitly model the fact that it is OK for adults and children to make mistakes, because that is how we all learn.
- To acknowledge the qualities of resilience and perseverance as central to learning.
- When giving feedback to children, adults will always celebrate success with them before discussing improvements

Key Principle

Children learn best when learning activities are part of well-planned sequences of learning that support pupil progress through linked up learning in short, medium and long term planning.

There will be evidence in the learning environment of:

- Effective exposition and focused learning consolidation activities with clear objectives and outcomes.
- A clear understanding by pupils of the method and purpose of activities in which they engage.
- Progress in pupils' learning – academic and behaviour.

Staff will ensure that:

- Work is planned in sequences of learning that allow pupils to connect their learning through short, medium and long term. Plans will be saved electronically in staff files. Planning will be shared every half term with parents; offering ideas on how parents can support and engage with their children's learning.
- Termly and weekly plans adhere to the progression of skills and knowledge.
- Lessons will be planned with high quality differentiated activities – these will be planned to enable pupils to work with increasing independence as opposed to adult resources directing next steps.
- Planning is holistic, recognising opportunities to promote pupils' spiritual, moral, social and cultural development.
- They must adapt, or at times abandon, a lesson plan if such a decision allows for more effective learning.

Implications for whole school will be:

- Programmes of study will be informed by the National Curriculum for EYFS and KS1.
- Continuity and progression will be ensured through linked up learning and meaningful transition between year groups and key phases.
- Subject specific policies.
- A monitoring cycle that tracks progress for all pupils [pupil progress meetings, book looks, monitoring of planning by leaders, learning walks and lesson observations]

Key Principle

Children learn best when teaching and learning activities enthuse, engage, and motivate them to learn; and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- Creative teaching and creative learning.
- Pupils enjoying their learning.
- Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and learn more.
- A pace of learning that is optimised for progress and high quality outcomes – pupils will evidence an urgency to write and engage with their work.
- Pupils' home learning being valued.
- Pupils learning independently.
- Pupil collaborating in work based activities.

Staff will make sure that:

- Well-judged and effective teaching strategies successfully engage pupils in their learning.
- Lessons are characterised by 'A hook' to initiate interest, followed by a high quality lesson exposition using talk for learning questioning to check pupil understanding. After this, consolidation tasks will allow pupils to engage with their learning with increasing independence. LA pupils will not become over reliant on adult help – their task will have resources to support independence.
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across a range of subjects and areas of learning.
- Well framed questions and use of discussion promote deep learning through 'Talk for Learning' strategies.
- Lessons provide a careful balance of teacher exposition and consolidation activity.
- Appropriate home learning is provided to nurture and develop pupil understanding and progress.

Implications for whole school will be:

- Learning and learning outcomes are celebrated within school and with parents
- Personalised CPD to ensure teachers and Support Staff are empowered to be on their own 'learning journey' to ever-improving practice.

Key Principle

Children learn best when Assessment for Learning informs teaching so that there is provision for support, repetition and extension of learning for each child, at every stage of their learning journey.

There will be evidence in the learning environment of:

- Pupils using frequent and accurate feedback from teachers [both oral and written] to improve their learning eg improvement prompts being used and evidenced in future work, redrafting work in collaboration with the teacher.
- Pupils who are motivated to learn through differentiated learning activities that build on prior attainment and issue challenge that is pitched at a level that is achievable when they work and try their very best.
- Pupils with specific needs receiving support at the time and level required to optimise their learning.
- Pupils supporting one another as appropriate.
- Independent learning where pupils use assessment information to direct their own learning – knowing their targets and able to use improvement prompts.

Staff will make sure that:

- Every pupil has a clear understanding of the LO of the lesson. This will be shared at the start of every lesson and kept 'alive' throughout the lesson.
- Every pupil understands the task they are asked to do through the sharing of success criteria and showing pupils/modelling 'this is what I expect your work to look like.'
- Pupils are encouraged to see mistakes as valuable for improved performance.
- The pace of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupil feedback.
- Marking is frequent and regular and most importantly – has impact on pupils progress. [see marking policy]
- They have high expectations for all pupils and plan, resource and direct differentiated learning activities that give support and challenge to all pupils.
- They keep agreed assessment records and submit termly pupil data for Maths, Writing and Reading.

Implications for whole school will be:

- There is an efficient system for tracking pupil data.
- Staff adhere to Village Infants Assessment Policy.
- Inclusion is supported by the school SENCo and SLT.

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- An atmosphere of mutual respect between adults and pupils.
- Pupils who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice related to SEND, sexual orientation, gender, race, religion or belief systems.
- Pupils' high self-esteem with pupils feeling safe and secure.
- Pupils taking risks with their learning and learning from their mistakes.
- Pupils learning outcomes displayed around the classroom and school for others to appreciate and admire.
- Organisation of classroom routines and resources to optimise learning.

Staff will make sure that:

- They teach pupils how to behave well so that classrooms are calm and provide a productive working environment for all pupils. This does not mean classrooms will be silent but that pupils will be able to do their work without being distracted by other pupils.
- They employ positive strategies for managing pupils' behaviour that help pupils understand school expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school Behaviour Policy; and that these will be applied fairly and consistently.
- Good behaviour is modelled by them at all times in their interaction with pupils and other adults, with conflict dealt with in a calm and fair manner. They will not shout or lose their temper.
- Pupils will be encouraged in their learning and their efforts will be praised [specific praise] both in class and assemblies.
- Pupils are encouraged to see mistakes as valuable for improved performance.
- Any pupil improvements will be constructive and pupil self-esteem will always be maintained.

Implications for whole school:

- A clear Behaviour Policy is in place and all adults working in the school have complete understanding of its content so that it is applied fairly and consistently across the school.
- High expectation of behaviour, including pupil attendance and punctuality. [Teachers and the school Attendance Officer to work closely towards improving attendance]
- A clear Safe guarding Policy is in place and all adults working in the school have complete understanding of its content so that procedures are in place and adhered to consistently across the school.

Key Principle

Children learn best when there are strong links between home and school; and the importance of parental involvement in their learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- Pupils' home learning being valued.

Staff will make sure that:

- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally through parent consultations and annual written reports.
- Parents know how they can support their children's learning at home and at school.
- They are approachable and available to parents.
- Information about class trips, class and school events and other relevant topics are communicated efficiently to parents.
- Parents are welcomed to help in school.
- They set age and stage appropriate home learning activities to develop pupil understanding of topics and learning covered in class.

Implications for whole school:

- Ensure parents are informed about school events and relevant topics through regular newsletters, the website and noticeboards.
- Provide regular meetings to discuss how parents can best support their child's learning at home.
- Provide termly parent consultations.
- Provide support with curriculum matters through parent workshops and the website.
- Provide a user-friendly website.
- Welcome parents to help as volunteers in the school.