

Springfield Infant School and Nursery

Teaching and Learning Policy

Springfield is a Rights Respecting School.



Article 3- The best interests of the child must be a top priority in all actions concerning children.

Article 12 – Every child has the right to say what they think in all matters.

Article 28 – Every child has the right to an education.

Article 29 – Every child has the right to develop their personality, talents and abilities.

What is Teaching?

- The planned and organised provision of knowledge's, skills and understanding, attitudes and values.
- A complex process involving a variety of contexts, environments, techniques and strategies.
- The effective communication of high expectations and challenge in a sensitive and appropriate way.

What is learning?

- The acquisition and application of knowledge, skills, understanding, attitudes and values.
- Strongly influenced by previous knowledge and experiences.
- A life-long process that results in a change for the learner.
- How children understand and organise their own world.

The following were identified as key principles of Teaching and Learning at Springfield School, based upon the responses from the Junior Governors;

(Article 12: Every child has the right to say what they think in all matters, and to have their views taken seriously.)



Children learn best when...

- they are encouraged to be independent learners;
- there is a good rapport and trust between teacher and pupils;
- they know why they are doing something and take responsibility for their own learning;
- their contributions and achievements are valued;
- lessons are effectively planned and evaluated;
- a variety of teaching techniques, strategies and contexts are used appropriately;
- there is a supportive relationship between home and school, and positive links with the community;
- they have opportunities to apply learning in a variety of situations;
- they are suitably resourced;
- they develop self-confidence;
- the whole school team works and develops together.

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Introduction

We acknowledge that each teacher will offer the children something unique and these individual strengths are clearly desirable.

(Article 29: Education must develop every child's personality, talents and abilities to the full).

However, if consistency, continuity, progression and balance are to remain meaningful there must be guidelines and agreed practices which are evident throughout the school.

This policy is based upon the school aims and includes the viewpoints of the children (Article 12).

Purpose

The purpose of our policy is to -

- underpin school aims and vision statement;
- translate school aims into practise;
- raise standards;
- develop a shared understanding of teaching and learning;
- encourage consistency, coherence, continuity;
- affect and reflect teaching and learning;
- guide and enhance the quality of relationships between the school, child and parent (ethos).

The Teaching and Learning policy will -

- drive all other policies;
- inform and ensure consistency of approach;
- act as criterion for monitoring and evaluation;
- help inform new teachers and staff to the school.

Children learn best when they are encouraged to become independent learners. (Article 29)

In the learning environment, there will be -

- organised and effective management;
- places for children to work independently.

Teachers will -

- be patient and encouraging so that the children will take a role in their own learning;
- encourage children to take risks with their own learning;
- develop the confidence to allow children to take risks;
- ensure that children are well trained in the use of the classroom;
- ensure that the level of intervention is carefully considered.

The school will ensure -

- classroom areas have similar labelling of equipment and usages throughout the school;
- the learning environment is safe, orderly and purposeful;
- routine procedures are standardised as much as possible;
- there are opportunities for staff to develop their knowledge, understanding and skills;
- there is an awareness of different levels of independence to be achieved throughout the year groups.

Children will -

- be expected to take opportunities provided by staff to make decisions;
- know their classroom well and use it effectively.

Parents and the wider community will be given the opportunity to -

- receive support and guidance to enable them to support children as independent learners;
- support the School in developing children's independent learning skills.

Children learn best when there is a good rapport and trust between staff and pupils (Articles 12 and 28)

In the learning environment, there will be -

- places to work outside the classroom;
- appropriate access to all areas of the School.

Teachers will -

- have circle/sharing time;
- encourage pupils to contribute and share;
- develop quality relationships in the classroom;
- listen to pupils;
- develop self-esteem;
- know the children well;
- respect their individualities;
- encourage their initiatives;
- value their efforts and achievements;
- be fair;
- provide good role models for children.

The school will -

- have clearly defined expectations for standards of behaviour;
- have active supervision in the playground;
- make provision for places to work in shared areas of the library;
- have a personal and social education programme;
- celebrate the children's successes.

Children will -

- have the opportunity to work out of their classroom;
- use general areas and equipment with confidence.

Parents and the wider community will be given the opportunity to -

- support the staff through providing a positive role model for pupils;
- celebrate the children's successes during parent evenings and special assemblies.

Children learn best when they know why they are doing something and taking responsibility for their own learning (Article 12)

In the learning environment, there will be -

- well organised and effective management;
- resources available, accessible and clearly labelled;
- basic items in each class, common to each class;
- an attractive, welcoming and well-maintained space for learning (see the classroom management policy.)

Teachers will -

- make sure the purpose of the work is made clear;
- ensure the children understand their expectations;
- teach strategies for independence;
- constantly re-enforce targets;
- clearly display their class charter;
- positively reinforce and encourage children;
- allow children time to respond and take on initiatives.

Children will -

- be able to tell someone else what they are doing and why they are doing it;
- respond appropriately to task set;
- be on task;
- be involved in reviewing, evaluating and assessing their own and others work;
- be encouraged to take risks in their learning and to want to have a go;
- improve for themselves and not just to please;
- suggest ideas and follow them through;
- challenge themselves further;
- be resilient learners;
- change their minds and revise their opinions;
- manage their time in meeting deadlines.

Parents and wider community will be given the opportunity to -

- gain an understanding of the curriculum being offered to children through expressing an interest;
- attending curriculum meetings and parent's evenings.

Children learn best when their contributions and achievements are valued (Article 12)

In the learning environment, there will be -

- displays of all children's work labelled with names;
- the 'thumbs up' tree, will be regularly used daily.

Teachers will -

- differentiate tasks and outcomes which give all children the opportunity to experience success at their own level;
- share pupils work with pupils orally and through displays;
- mark pupils work using positive comments and stickers;
- promote regular verbal feedback, that is specific, positive and forward looking;
- encourage pupils to contribute and share;
- encourage pupils to mark and discuss their own work and successes;
- employ strategies which celebrate success;
- develop children's self-esteem.

The school will -

- have assemblies where children's participation is encouraged and learning shared and their achievements celebrated;
- ensure opportunities to challenge gender, racial and multi-cultural stereotyping are planned and happen;
- encourage and respect the contribution of all children during council meetings.

Children will -

- value the achievement and contributions of others;
- feel their work and ideas are valued;
- be monitored through recognition of their achievement.

Parents and wider community will be given the opportunity to -

- support the School through reinforcing the recognition of their child's achievement;
- attend workshops and visit classrooms to demonstrate their appreciation of pupil's achievements.

Children learn best when lessons are effectively planned and evaluated (Article 28)

In the learning environments, there will be -

- clear, labelled resources for pupils and teachers.

Teachers will -

- incorporate assessment into planning;
- plan activities with learning intention using the school planning framework;
- ensure that all levels of planning relate to each other;
- ensure that they and their pupils evaluate work covered;
- ensure that they evaluate their own planning and offer this to others;
- make sure pupils know what they are expected to do;
- have key questions;
- have differentiated tasks and enrichment activities;
- use records for planning purposes;
- ensure planning progresses over the key stage;
- use the correct statutory documentation to support with planning, teaching and assessment;
- ensure planning meets the curriculum objectives for a specific year group;
- build on existing knowledge;
- plan the most effective deployments of all adults;
- use appropriate teaching techniques.

Please refer to the marking policy.

The school will -

- have a School planning framework; electronic and hard copy
- share plans;
- have a policy for assessment, recording and reporting;
- exchange and share ideas;
- continue to develop moderation.

Children will -

- be made aware of the learning objectives at a developmentally appropriate level;
- be able to discuss their learning and the expected outcome of the lesson;
- self-assess their learning using the learning objective and success criteria as a guide.

Parents and the wider community will be given the opportunity to -

- enhance their understanding of their child's curriculum experience.

Children learn best when a variety of teaching techniques, strategies and contexts are used appropriately (Article 28)

In the learning environment, there will be -

- opportunities for first hand experiences – observational work, investigations, use of memory and imagination, practical work and secondary sources;
- interactive displays, which the children can use to support their learning;
- resources and displays which reflect the cultural diversity of our society.

Teachers will -

- draw from a range of techniques and ensure a balance of these techniques;
- select the technique that is most fit for the purpose in terms of the curricular objectives, the task and the children;
- ensure that the focus teaching is to promote the learning by determining the specific intentions and pre-determined outcomes;
- be flexible in group formation;
- refer to the individual learning plans (ILPs) and EHCPs;
- be aware of different learning styles.

The school will -

- ensure chosen techniques provide equality of opportunity and access;
- be flexible and responsive;
- promote opportunities for both interactive and individual learning experiences;
- ensure that the number of teaching groups and activities at any one time is manageable.

Children will -

- be involved in group selection when appropriate;
- work within a variety of environments including class, school, home, local community and further and contrasting localities;
- work both within the contexts of topics and discrete specialist areas.

Parents and the wider community will be given the opportunity to -

- support the children in researching and thinking through their ideas;
- invited to attend workshops, support groups and parent's evenings.

Children learn best where there is a supportive relationship between home and school, and positive links with the community (Article 18: Both parents share responsibility for bringing up their child and should always consider what is best for the child.)

In the learning environment, there will be -

- parents working in school;
- a warm welcome to all parents in school;
- notice boards in shared areas to enhance parent-school communication;
- members of the wider community will be working and welcome in school.

Teachers will -

- ensure they give appropriate tasks to adults;
- share activity planning sheets;
- communicate with parents and carers regularly and effectively;
- have an 'open door' policy;
- reply to comments in the home-school communication books;
- plan and set homework which is supportive to the children's education;
- ensure they plan where, when and how parents are best used.

The school will -

- show that we value parents input;
- seek parent's opinions on important issues;
- provide opportunities for parents to take up training, for example, reading helpers;
- use parental expertise as positive role models;
- have an 'open door' policy when communicating with parents;
- provide opportunities for parents to gain information about the curriculum and their children's progress;
- involve parents and children in reporting procedures;
- support the responsibilities of Governors;
- invite visitors and visit sites of interest in the local community;
- support local charities;
- maintain and develop existing links with other schools;
- support the activities of the Friends of Springfield.

Children will -

- respond appropriately to other adults in the classroom and the School;
- children will be respectful to all adults in school.

Parents and the wider community will be given the opportunity to -

- receive support and guidance to enable them to support children's learning;
- attend parent's evenings, workshops and curriculum evenings to enhance their understanding of school life and the curriculum;
- support staff through providing a positive role model for pupils.

Children learn best when they have opportunities to apply learning in a variety of situations (Article 29)

In the learning environment, there will be -

- attractive and interactive displays with clear labelling, for example, open questions, information, etc;
- artefacts, labelled with stimulating questions;
- on-going investigations;
- opportunities to use a range of resources around the school;
- challenge areas;
- inviting displays of attractive and relevant books.

Teachers will -

- be enthusiastic and well organised;
- plan for investigations in both short and long-term planning;
- allow time for investigations;
- plan in time for challenge and reasoning;
- plan engaging starting points for large or small topics, for example, role play, focused class sessions with artefacts, brain storming;
- offer opportunities for children to follow their own lines of enquiry;
- vary teaching styles;
- refresh displays.

The school will -

- ensure resources and ideas are shared and reviewed;
- ensure storage is available and labelled for resources;
- ensure artefacts and resource books are built up;
- plan topics and learning to suit all learners and their interests;
- regularly change role play and shared areas to ensure child engagement;
- ensure displays in corridors are 'child friendly', to further stimulate curiosity;
- ensure there are guidelines for educational visits.

Children will -

- apply learning in a variety of situations to cater for a range of different learning styles;
- engage with different teaching styles;
- be resilient and challenge themselves to take their learning further.

Parents and the wider community will be given the opportunity to -

- support the school through reinforcing the recognition of their child's achievement;
- attend workshops and visit classrooms to demonstrate their appreciation of pupil's achievements.

Children learn best when they are suitably resourced (Articles 28 and 29)

In the learning environment, there will be -

- classroom items clearly labelled;
- specific resources highlighted and displayed;
- role play in every shared area;
- basic items in each class, common to each classroom.

Teachers will -

- set a good example with 'no clutter';
- ensure that children will be made familiar with organisation early in each year;
- ensure that children are adequately trained in safety, management and location of all resources for example, library, science, technology, physical education and mathematics;
- involve children in planning and organising resources;
- consider the needs of dyslexic, dyspraxic and developmentally delayed children who become upset by change;
- regularly 'stock take' to ensure that the class and school have the correct and appropriate resources for learning;
- ensure that specific resources for topic work are relevant and offer opportunities for differentiation of learning.

The school will: -

- have a management system for centrally resourced equipment;
- have effective monitoring of stock;
- have curriculum groups maintain resources for their curriculum areas and offer guidance in their use to non-specialist staff;
- recognise that all staff are our most valuable resource and do everything it can to ensure their training and development needs are met.

Children will: -

- select resources appropriate to the task;
- treat and respect resources;
- to take pride in their learning environment and maintain it.

Parents and the wider community will be given the opportunity to -

- support the school through offering their specialist talents and services when appropriate;
- take advantage of any training opportunities for School offers;
- support each curriculum area as it becomes the focus of the school development plan.

Children learn best when they develop self –confidence (Article 29)

In the learning environment, there will be -

- displays of children’s work labelled with names;
- differentiated tasks and outcomes which give individuals opportunity to experience success at their own level;
- opportunities for role play, self expression and creative expression.

Teachers will -

- share pupils work with other pupils orally and through displays;
- mark pupils work using positive comments and stickers;
- encourage peer and self-assessment;
- use the behaviour trees;
- ensure verbal feedback is regular, positive and forward looking.

The school will -

- have achievements mentioned in assembly;
- encourage contributions from pupils in assembly;
- have whole school initiatives;
- take opportunities to challenge gender, racial and multi-cultural stereotyping;
- value the junior governor’s input;
- seek children’s opinions about important racial issues.

Children will -

- respond and respect other children, their contributions and work.

Parents and the wider community will be given the opportunity to -

- support the school in developing children’s self-confidence;
- take opportunities to celebrate children’s achievements and to share concerns.

Children learn best when the whole school team works and develops together (Articles 12 and 28)

In the learning environment, there will be -

- positive role models where teachers show each other and children mutual respect, trust, tolerance and understanding.

Teachers will -

- maintain their own professional development;
- work together as professional partners/critical friends to challenge and support one another;
- value each other's contributions, talents and expertise;
- communicate regularly with each other (verbal, written, disseminating information, feedback etc);
- plan, review and evaluate together;
- contribute to the process of school development planning.

The school will: -

- be a learning environment;
- develop a rigorous School Improvement Plan (SIP);
- develop a rigorous inset programme based upon school and individual needs;
- identify and work to people's strengths and preferences;
- involve as many as possible in school In-Service training;
- create a climate where all individuals are valued and differences can be aired;
- establish quality time and specific opportunities to work with each other;
- apply all agreed policies with consistency;
- ensure that part timers are valued and informed as the rest of the team.

Children, Parents and the wider community will be given the opportunity to: -

- recognise and value the different roles and responsibilities of all members of the team;
- offer any expertise to support the development of the school.

Springfield Team 2023/24