

COTTESBROOKE INFANT & NURSERY SCHOOL TEACHING AND LEARNING POLICY

1. UNDERLYING PRINCIPLES

The management of teaching and learning at Cottesbrooke Infant & Nursery School ensures a consistent approach to teaching and learning throughout the school and across the curriculum. It provides a framework for teachers joining the school and assists those involved in judgements concerning the quality of teaching and learning.

2. AIMS

1. To develop independent learners who are confident, self-disciplined and enthusiastic about their work
2. To foster, as a school and within individual children themselves, high expectations both academically and socially in order that all children shall meet their full potential
3. To develop positive attitudes towards teaching and learning

3. RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents/carers, pupils and governors) work towards the school's aims by:-

- recognising children as individuals and respecting their rights and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relations, behaviours and work as a team, supporting and encouraging one another

Senior Leadership Team work towards the school aims by:-

- monitoring and reviewing the quality of teaching and learning and related policies
- providing a good role model
- monitoring and reviewing curriculum provision across the school

- monitoring the effectiveness of policies and reviewing practice with particular reference to Behaviour Management, Planning, Assessment, Recording and Reporting, Marking and Inclusion

Teaching Staff (Teachers and Teaching Assistants) work towards the school aims by:-

- planning and delivering a range of stimulating and differentiated lessons in accordance with statutory requirements and adhering to appropriate school policies
- taking into account the need to provide for a variety of learning styles (Visual, Audio, Kinaesthetic) and interests when planning the curriculum including the regular use of Brain Gym
- taking into account a variety of interventions in order to provide opportunities for personalised learning
- developing an environment which reflects the schools rules and values on Behaviour Management
- developing an environment which promotes healthy self esteem, mutual respect and empathy towards others as expressed in the Personal, Social and Health Education Policy relating to being a good role model and fundamental British values
- acting at all times in a professional capacity and maintaining professional relationships with children and other members of staff
- having a commitment to their own Continuing Professional Development and a positive attitude to change
- having a regard for the use of first hand and play experiences, giving careful consideration to the use of worksheets. Role play, drama and the use of other expressive media are encouraged
- preparing learning targets for individual children to be shared with both parents and children on a regular basis and taking part in the school's tracking procedures
- encouraging all children to organise, plan and evaluate their own work at a level appropriate to their age range and/or ability
- liaising and co-operating with outside agencies in order to meet the needs of individual children
- establishing links with the wider community including industry where appropriate as part of the curriculum provision
- developing positive relationships with parents/carers, adhering to the school's open door policy and within reason being available for consultation at mutually convenient times/by prior arrangement
- creating an appropriate learning environment
- working collaboratively with a shared philosophy and commonality of practice
- encouraging participation in lessons by all children by not expecting children to raise their hands to answer questions

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- ensure that all work is marked in a timely manner inline with the school marking policy

Governors work towards the school aims by:-

- monitoring and reviewing curriculum and related policies and practice across the school
- taking an active part in the daily life of school by supporting and liaising with teaching staff regarding matters relating to teaching and learning
- sharing the school's vision and showing a commitment towards the overall aims
- taking an active role in the appointment of staff
- supporting and liaising with parents regarding matters relating to teaching and learning
- facilitating effective liaison with the wider community through personal and work related links outside of school

Parents/Carers work towards the school aims by:-

- ensuring that children attend school in good health maintained by appropriate diet, exercise and sleep
- ensuring that children attend school regularly, punctually and adhering to the practice of out of term time holidays only
- being organised – e.g. reading school literature, returning reply slips on time, ensuring children have 'the right thing on the right day'
- providing support for the school's policies with particular regard to Behaviour Management and the role of the teacher
- being realistic about their child/ren's abilities and offering encouragement and praise
- participating in discussions concerning their child/ren's progress and attainments
- ensuring early contact with the school to discuss matters which may affect a child's happiness, progress or behaviour
- giving due importance to completing homework, including hearing children read and assisting them as necessary
- allowing their children to take increasing responsibility as they progress through school
- showing a positive commitment towards the Home/School Agreement
- attending parents meetings and workshops in order to support their children's learning

Pupils work towards the school aims by:-

- actively participating in lessons with particular regard to opportunities for speaking and listening

- conducting themselves in an orderly manner in line with school rules and the expected code of behaviour
- taking a growing responsibility for their own learning by maintaining interest and enthusiasm
- showing respect for the views, opinions and beliefs of others
- completing homework activities as required

4. WAYS OF WORKING

Strategies for Teaching and Learning

- The Key Stage 1 curriculum is based on the National Curriculum and is taught through topics which incorporate literacy and maths skills in foundation subjects. Topics usually launched through a special 'Wow' day.
- In the Foundation Stage the curriculum is based around the 7 Areas of Learning (three prime areas and four specific areas). These are taught through topics led by the children working with the staff to develop themes based on their interests. The children continually develop new directions in their learning.
- The teaching of RE is informed by the Birmingham Agreed Syllabus
- Children are organised into parallel classes within each year group
- Within this structure a variety of flexible groupings are encouraged according to the needs of the children and the curriculum eg. sets/ability/mixed ability/social/behaviour/friendship groups
- Class teachers are responsible for delivery of all curriculum subjects, however, team teaching and the use of individual teachers' expertise is encouraged
- Teachers are mainly responsible for planning and organisation of Teaching Assistant time, taking into account programmes and interventions planned to meet the needs of individual children/small groups
- Teachers are responsible for the organisation of timetables for voluntary helpers, work experience pupils and trainees
- The school follows the Read Write Inc. scheme for the teaching of reading and phonics where children are set by ability. Groups are led by teachers and TAs.
- The school encourages the children to develop their speaking and listening skills through talk partners, discussion groups and methods other than the raising of hands for children to answer questions
- Children are encouraged to assess their own learning through a system of self-assessment and on occasion the learning and work of their peers
- Staff set learning objectives and success criteria for the children using the acronyms WALT (we are learning to) and WILF (What I'm looking for) to ensure that children are clear about their own learning and to make appropriate assessments against when marked.

Strategies for the use of Resources

Whole School Resources: The purchase, storage and maintenance of whole school resources are the responsibility of subject leaders each of whom has a budget available and who is responsible for securing best value in the purchase of such resources.

- A selection of commercially produced schemes of work are used where appropriate to support teaching.
- A range of central resources are also available and are generally stored in designated areas
- The Deputy Head has responsibility for the purchase of exercise books which are then distributed accordingly in order to take advantage of bulk purchase prices.
- All stationary is ordered by the school office manager.
- The Inclusion Leader has responsibility for purchasing SEN resources, some of which are held centrally and freely accessible.
- The Library and the Hall are all timetabled for use by individual classes. Any additional time required in these resource areas should be pre-booked/negotiated with individual staff and the subject leader.
- Rather than having an ICT suit, laptops are available for the children to use, these are stored in lockable trollies and are timetabled for specific classes for certain parts of the day.
- A variety of PE equipment is available and stored around the hall, in the PE cupboard or in the outdoor PE store
- A variety of playground resources are available and stored in outdoor shed

Year Group Resources: Year group teachers share responsibility for the purchase of appropriate resources from a year group budget in accordance with the school's policy on best value. Phase Leaders monitor overall budget spending for their phase.

Classroom Resources: Classroom resources are the responsibility of individual class teachers who ensure that:

- There is a range of appropriate, accessible and clearly labelled classroom resources available from which children can select materials suitable for the task
- Children know where classroom resources are kept and the rules about their access and use
- Children know what they must not touch for reasons of safety and privacy
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

The Learning Environment

The school's policy on behaviour details a checklist of conditions which apply to the creation of an optimal learning environment with reference specifically to good behaviour.

In addition to this every classroom is expected to display/incorporate the following:

- **a literate environment** to include a changing selection of reading materials/a selection of writing materials/displays of letters, words, labels, phrases, instructions, useful reminders, spellings etc. appropriate to the age/ability/working patterns of the children using the space
- **a numerate environment** reflecting a changing selection of resources to include a number line/easily accessed equipment/number fans/digit cards/displays of charts/number squares/words/phrases/useful reminders etc. appropriate to the age/ability/working patterns of the children using the space
- individual drawers appropriately labelled with the child's first and last names. This may be supplemented by a picture/symbol/photograph
- seating arrangements which ensure a sufficiently large carpeted area for whole class teaching and sufficient chairs and desks for smaller group work. (Not necessarily for every child to have a seat, especially in Foundation Stage) Desks will seat no more than 2 children at each. Where a board is used all children will have visual access to this facility without turning their head more than 90 degrees
- Where there is a need writing/recording materials on desks will be easily accessed by all children. No more than 6 children will be expected to share such resources and teachers will ensure that these are in good working order and appropriate for their use at all times
- Relevant, bright and stimulating displays in classrooms and corridors, largely made up of children's own work which directly reflects the children's learning. Displays will therefore be updated accordingly and will be interactive in their design and purpose. These should not obstruct vision into the classroom from the shared area
- Resources will be easily accessed by the children, clearly labelled with a storage place which the children are aware of. Wherever possible, the children will be involved with organising the room. Joint responsibility for the room will be fostered and encouraged. Children will be taught to keep the rooms tidy, and time will be allowed each day to carry out this task

The layout of the classroom should be updated and revised periodically in order to maintain the children's interest, with the exception of classrooms where this would be detrimental to any individual child e.g. visually impaired.

Equal Opportunities and Special Needs

At Cottesbrooke Infant & Nursery School we aim to provide a broad and balanced curriculum and we ensure that all children irrespective of gender, ability, sexuality or background have equal access to it. We understand that children originate from a variety of cultures and have a wide range of skills. Their work in general helps them to develop respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences.

To ensure equal access to the curriculum for all the children, including children with special educational needs, differentiation is planned. This is often achieved through task, support and/or expected outcomes.

Policy Review and Evaluation

This policy is subject to annual review during the Summer Term as part of the process of school review and an action plan is included in the school's overall Development Plan.

Reviewed

January 2015