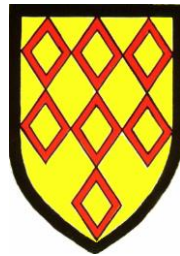


West Sussex Education Authority

Nyewood CE Infant School

"SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD"



Teaching and Learning Policy

Nyewood CE Infant School

Teaching and Learning Policy

Introduction

Our Motto

‘Smiling, Caring and Learning Together on a Journey with God’

Our Vision

At Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God’s world**.

‘I have come in order that they might have life – life in all its fullness.’ John 10:10

Our Approach

We have **high expectations** for all members of our Nyewood School Family. To ensure that our children are **well prepared** for their future journey in **God’s world**, we are:

- Developing our school family within a Christian ethos which demonstrates cooperation and mutual respect where everybody feels safe, valued, supported and encouraged to achieve their best
- Providing a challenging learning environment that offers a range of exciting and meaningful learning experiences, to enhance individual skills and talents, so that every child sees themselves as a lifelong learner
- Delivering a curriculum which develops lively enquiring minds of highly motivated, autonomous learners, who are prepared to take risks in their learning, supporting each other in failure and celebrating with each other in success
- Encouraging a greater understanding and appreciation of the world in which we live, and seeking opportunities to play an active part in it.

Our School Family Life

Nyewood CE Infant School is not only a school that children attend, but a family, to which they belong.

Our school family is strengthened and enriched by the life and teachings of Jesus, in accordance with the beliefs and traditions of the Christian faith. As an extension of this, we foster a set of core family values, that we encourage each member of our school family to come to understand and put into practice. These values permeate through all that we do.

Uniqueness

You created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made.' Psalm 139 13-14

We value the uniqueness of each individual in God's world. Children develop an understanding that they are uniquely made by God and that He gives us each gifts, talents and abilities which we have to nurture, grow and share with those around us as we all have a role in God's world.

Kindness

"Treat others as you want them to treat you." Matthew 7:12

We value kindness. Through Jesus' teaching, children learn about kindness and respect and what this looks like in the way they behave, how they treat each other and their role in taking care of God's world.

Independence

'Now as Jesus was walking by the Sea of Galilee, He saw two brothers, Simon who was called Peter, and Andrew his brother, casting a net into the sea; for they were fishermen. And He said to them, "Follow me, and I will make you fishers of men."' Matthew 4:18-20

We value independence to make positive decisions in the way we live our lives. Children learn that independence is about making good choices, being a disciple (follower) and making a choice to listen to God and being shown and encouraged to live out our daily lives as He teaches us.

Communication

'Jesus often went away by Himself to pray.' Luke 5:16

We value the power of communication through making connections with others, sharing experiences and building relationships. Children learn how to communicate well with God and those around them and, through prayer and reading of the Bible, to hear God's voice speaking to them.

Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's vision, aims and values by:

- esteeming children as individuals and respecting their rights, values 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 relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Staff will endeavor to:

- have high expectations for everyone, by everyone;
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school in completing any home learning activities set by the school;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as collective worship, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

The foundation for curricular development is the School Development Plan (SDP), developed through a process of collaboration between staff, and approved by governors. At Nyewood C E Infant School we are committed to following the programmes of study as required by the National Curriculum for Key Stage 1 children and the Early Years Foundation Stage Statutory Framework for Early Years children. The school has created a long term curriculum map, which is designed and planned by staff. It is carefully balanced to ensure full coverage of the National Curriculum, EYFS framework, Understanding Christianity for the teaching of RE, as well as the national RSE curriculum (known in school as RSHE).

We follow a cross-curricular approach to learning where most subjects are taught through a topic and some are covered as discrete subjects. The school provides regular professional development opportunities to review planning as well as discuss various aspects of the curriculum to ensure consistency of approach and standards. In KS1, half-termly skeleton plans are created for reading, writing and mathematics. These ensure that there is a clear progression of knowledge and skills, linked to the topic if appropriate. For all subjects outlined in the school's long term curriculum map, the school has created a progression of knowledge and skills document for each of these subjects. These progressions in all of the subjects taught are then utilised in shorter half termly and weekly planning of these subject areas. Detailed weekly and daily planning is based upon previous assessment data, pupil need and subject expectation.

Curriculum leaders have a variety of roles to ensure their curriculum area allows the school to work towards the school's vision, aims and values by:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the SLT on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning. The school creates an annual teaching and learning handbook to provide staff with further information and guidance around the planning of teaching and learning at Nyewood C E Infant School.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

Teaching and Learning Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching and learning strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- interactive teaching;
- conferencing, including answering and asking questions;
- speaking and listening;
- providing opportunities for reflection by pupils;
- demonstrating and have high expectations of all pupils;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.
- investigation and experimentation;
- child-initiated play;
- practical exploration, imagining and role play;
- retrieving information;
- problem-solving, hypothesizing and developing thinking skills;
- making choices and decision-making;
- Provide rigorous and constructive feedback to pupils on their work;
- Use groupings flexibly;
- Use appropriate resources to stretch and challenge all pupils;

- Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- Encourage children to become independent learners and take responsibility for their own learning.

Effective learning is ensured through the process of monitoring successful teaching (see monitoring and evaluation guidance) and pupil's learning outcome (see section on assessment and recording and reporting). Successful teaching takes account of children's prior learning and must ensure continuity and progression.

The classroom will be organised to facilitate learning and the development of independence. For example:

- Learning areas will be inviting and stimulating e.g. book corners, role play areas. Learning areas will be changed regularly, in order to contribute to learning in a purposeful manner.
- There are a range of appropriate, accessible and labelled resources available at all times.
- Text should be used wherever possible/appropriate to develop a language rich culture and to reflect the language diversity in the school.
- Pupils will be involved in the maintenance and care of all equipment, resources and the learning environment.
- Displays will show the current learning and will actively be used to support learning in a thought provoking and inspiring way e.g. working walls.

Where appropriate, classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Students are welcomed into school and certain standards of dress and conduct are expected, guided by a school mentor.

The use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Excellence is celebrated in display and performance. Children are given an opportunity to have their learning displayed at all times in classrooms e.g. independent learning display. School events such as performances and collective worship are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. Class teachers regularly communicate with parents/carers to celebrate individual academic or behavioural achievement e.g. through postcards.

Differentiation

At Nyewood, we have high expectations of all pupils and this is reflected in our detailed planning and quality of teaching. We use a 'top down' approach to planning in which the activities provide an appropriate level of challenge to individuals. Differentiation is clearly identified to suit the individual's need and ability. Adults skilfully question pupils to challenge their thinking and provide additional extension tasks where appropriate. We share the learning objectives with the children and frequently refer back to the success criteria during each lesson. Children are also often involved in the marking of their work through the use of verbal feedback, self and peer assessment. This enables them to take ownership of their learning and understand their strengths and their next steps to move their learning forward. So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Learning will ensure that it meets the needs of all abilities and all learners, including more able children and those children with SEND. Reference will be made in weekly plans to special educational needs and disabilities (SEND) where appropriate.

Pupils with SEND receive additional support provided by a range of staff members such as the class teacher, TA, specialist teachers e.g. speech and language. Additionally, advice is sought from the Inclusion Lead and relevant external support agencies when and where the need demands it. (See Special Educational Needs and Disability Policy).

Teachers set Individual Learning Plans (ILPs) each term per child. These plans contain 'SMART' targets for the child to ensure that targets are appropriate for the child and allows them to make progress. As outlined above, a range of staff will support a child with their LIP and these are regularly reviewed. Each term, the class teacher will assess the child's performance against their ILP and make any necessary updates and changes. This is in addition to the formative assessment that takes place for all pupils each term.

More able

At Nyewood, we recognise that each individual is unique. We recognise and value the strengths of all children to ensure that they receive an education that is best suited to their individual needs and abilities.

The Department for Education previously used the term 'Gifted and Talented' and now refers to the 'most able' children. At Nyewood CE Infant School we believe that there may be more able children (such as very high attainers and very high achievers) in all our classes and it is our responsibility as teachers to enable the potential of each to be fulfilled. We also believe that effective practice for very able learners is invariably good practice for all children.

In defining what is meant by the term 'more able', we have adopted the following definitions:

- Those who show an exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity;
- Those children who possess a general academic learning ability which is significantly greater than those of their peers.

Rationale for 'more able' provision

The DfE places great emphasis on provision for the most able children and at Nyewood CE Infant School we endorse this for the following reasons:

Improved learning: A school focus on gifted and talented children invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.

Raised achievement: Overall standards rise because all children benefit from these improvements to teaching and learning. 'A rising tide lifts all ships.' (Joseph Renzulli, 1998).

Equality: Every child has an entitlement to have his/her needs met by the school, no matter what his/her ability.

Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers. 'Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders.' (Deborah Eyre 2005).

Identification of more able children

At Nyewood we use a range of formative and summative assessment tools and we recognise that no one method of assessment can be solely relied on for accuracy. Identification of more able children is informed by the following:

- Observations of how children learn;
- Analysis of children's work;
- Teacher assessments;
- Statutory assessments, test results and other summative assessments;
- Children's rates of progress as indicated by school tracking information;
- Information from other members of staff;
- Information from parents;
- Information from external agencies e.g. music teachers, out of school club leaders;
- Discussions with the child.

From the rich curriculum we provide, teachers can then identify the most able children and provide for them accordingly. Our subject knowledge plays a vital part in ensuring that children's learning progresses. Being secure of the concepts relating to specific subjects enables us to provide for and share with the children their next steps to move their learning forward.

Provision for more able children

We recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for more able pupils, and that this is the direct responsibility of every class teacher. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. To provide appropriately for our gifted and talented children, our teachers will provide a curriculum that:

- Is broad and available to all learners;
- Includes opportunities for open-ended and problem-solving activities;
- Stretches the most able children and allows them to show what they can do;
- Provides depth and breadth of learning experiences;
- Develops a range of teaching and learning styles (please refer to the relevant section above).

Additional Provision

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- A range of extra-curricular activities that enable children to develop their particular talents, e.g. sport or music clubs.
- Access to school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.
- A range of visits and visitors to further enhance the curriculum and extend more able children.

Homework

At Nyewood C E Infant School, our priority for learning at home is that our families read with their child as much as possible. In addition to this, we use 'take away tasks' to encourage parents to work with their children at home. Children are expected to take pride in their work but they can be as creative as they like and present their work in a style that they prefer. Additional, more formal activities may be set by the teacher depending on the needs of the children.

We believe that reading at home and 'take away tasks' should be set:

- to involve parents in their children's learning;
- to help parents keep up-to-date of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for junior school experiences of homework;
- to view learning as a life-long process and not just restricted to school hours.

The school's agreed practice for reading at home and 'take away tasks' is that:

- parents/carers read with their child at least 4 times per week;
- take away tasks are set each term for KS1 and when appropriate for EYFS;
- take away tasks will generally follow on from work which has taken place in class but may take many different forms, including a variety of areas from the curriculum;
- any additional take away tasks set for individuals is discussed between the class teacher and parent for further guidance.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Both formative and summative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Please refer to the assessment and feedback policy for further information and guidance around this.

Monitoring and Evaluation (M and E)

A robust termly overview, which includes M and E, is mapped out every term to ensure that all areas of the school are monitored, linked to the school development plan. This is a working document and can be changed depending on the outcome from monitoring and evaluation. This helps to ensure that the school is being responsive to current needs.

In addition to the termly overview, the school provides an overview of M and E to staff. This outlines the expectation of M and E as well as guidance on how to complete this effectively. Part of this overview outlines the need for ongoing monitoring such as pupils' learning being moderated regularly in each of the core curriculum areas by a range of staff. This could be by class teachers, key stage leaders, subject leaders and the senior leadership team. Planning and teaching of core subjects is monitored termly and foundation subjects are monitored as and when these are being taught across the school year. Other types of monitoring are also carried out in a variety of ways such as through curriculum development, deep dives, pupil voice, performance appraisal, external advisory visits, school self-evaluation, budget and finance, governors and professional development.

A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings, which includes discussions around the 'whole child'. This also includes tracking their progress and attainment and their targets. Please refer to the summative section of the assessment and feedback policy for more information around this.