

Teaching and Learning Policy



Fetcham
Village
Infant
School

Committee Responsible :	Teaching and Learning
Approved by Governors :	Autumn 2022
Next Review Date :	Autumn 2023

In formulating our Teaching and Learning Policy, we have considered the big question:

What makes an effective learner?

A learner shows a positive attitude

- Children follow our school Values
- Children ask questions
- Children take risks, invite challenge, learn from their mistakes and have strategies if they get stuck
- Children show enthusiasm, interests, are confident and motivated
- Children are happy with their success and have high self esteem
- Children are on task and show perseverance
- Children develop skills to learn for themselves as well as work co-operatively to support others in their learning

Classes are managed effectively

- Procedures and routines are established
- Resources are well prepared, ready and available for children to access and use independently
- Adult support is well deployed
- Teachers know when to give independence and when children need support to facilitate learning
- Children know what is expected of them
- Teachers have high expectations for all children
- Clear learning objectives and success criteria are shared with children
- Effective planning is followed
- Effective behaviour management strategies are used based on positive praise and consistent use of the whole school 'Green and Red Card' system.

The level of challenge stretches without inhibiting

Adults:

- Know where each child is and their next steps
- Know their personality and individual needs and anticipate how they will respond as individuals to the challenge
- Know when to support the challenge
- Use appropriate learning activities and high quality questions to move learning on
- Children ask questions to direct their own learning

Excellent subject knowledge lends confidence to teaching styles, which engages the learner

Adults:

- Attend subject network meetings/training to keep up to date with knowledge and initiatives
- Have knowledge and understanding of learning styles which enables appropriate pedagogy to engage all learners
- Plan exciting, motivating topics, for both adults and children which enable skills to be taught and developed in an imaginative way
- Are flexible and have an ability to adapt styles which ensures all learners are motivated
- Recognise children's different developmental stages and understand how external influences impact on their learning

Assessment shows learners how to improve. Work is closely tailored to the full range of learners needs, so that all can succeed. They are guided to assess their role themselves.

- Learning activities are well- planned informed by formative and summative assessment
- A full range of teaching and learning styles are used to meet all learners' needs
- Group and individual targets inform children of next steps
- Verbal feedback, peer and self-assessment ensures children know where they have succeeded and how they can improve
- Adult marking and dialogue identifies areas of success and next steps
- Success criteria are used to enable children to identify expectations and to evaluate their success against them. These are generated and/or discussed with the children
- Timely intervention is used throughout lessons

Teaching assistants and other adults are well deployed to support learning.

- Effective planning is in place for all adults in class and shared comprehensively before lessons
- Expectations for their group or individuals are shared
- They know the specific learning objective for group/individual
- They consistently model our Values and can follow our Behaviour Management Policy
- Careful consideration is given to which group/individuals they work with
- Support staff are supported and valued
- They use high quality questioning to move learning on
- They communicate effectively and sensitively with pupils adapting to their individual needs
- Their observations and assessments are valued and help guide future learning

Learning is well matched to the needs of all children.

- Identification and assessment of children's needs (SEND and More Able)
- Relevant SMART targets used to match children's needs
- Learning activities within class meet needs including challenge for more able
- Resources are available to support and extend children (including human resource)
- Specific group learning as appropriate e.g. Speech and Language for identified children

Good relationships support parents/carers in helping learning succeed.

- Welcoming and supportive staff particularly office staff as first point of contact
- Regular day to day communication with parents formal and informal
- Open school – parents see school in action
- Termly parent consultations- sharing children's successes and next step targets
- Parent workshops
- Parent questionnaires on a variety of issues
- Parent support and input in class, on a regular basis, for special events and school trips

High quality teaching

- Establishing a stimulating environment conducive to learning
- Staff modelling our school Values and consistently following our Behaviour Management Policy
- Highly effective in enthusing children
- Children learn extremely well
- Staff acutely aware of pupils' capabilities, their prior learning and understanding and set tasks to challenge and inspire all abilities
- Planning reflects this
- All children make at least expected progress from their starting points with a high percentage exceeding expected progress.
- High quality resources and support used effectively
- Highly motivated pupils who concentrate and support each other extremely well
- Staff communicate effectively and sensitively with pupils adapting to their individual needs
- Marking and dialogue of a very high quality, to ensure children understand their achievements and next steps.

..... **leads to purposeful learning.**

Approvals

Mrs Cath Garel
Chair of Governors

Mrs Christine Shuman
Head teacher

