



GORDON INFANT SCHOOL

Teaching and Learning Policy

Date: September 2007

Implemented: October 2007

Review: September 2009

Type of policy: Recommended

Introduction

At Gordon Infant School, we aim to work in partnership with parents at all times and value their help and support. We aim that every learner will be given equal opportunities regardless of gender, colour, race, religious persuasion or disability. Whilst considering all disabilities, we recognise the physical limitations of the building and environment, and request that any particular and special needs are brought to the attention of the Headteacher so that needs might be met.

We aim to provide an open and supportive environment where different talents, abilities and the contributions of all members of the school community are valued, respected and celebrated.

We aim to create a stimulating and challenging learning environment where everyone is encouraged to develop a desire for life long learning and a sense of citizenship in the society of today.

We aim to ensure that each child has access to a broad, relevant and balanced curriculum that matches their individual needs level.

We aim to provide a disciplined and caring community based on mutual respect and responsibilities.

We aim to encourage all members of the school community to work effectively as teams.

Aims

We aim to:

Consider ourselves as learners too.

Develop the trust and security required for monitoring the quality of Teaching and Learning.

Use agreed principles to develop good practice.

Working with pupils, we aim to:

Maintain and develop in pupils, lively, enquiring minds, promote the ability and confidence to question and discuss rationally, to encourage the pupils to apply themselves to a range of tasks and skills.

Emphasise the importance of Literacy and Numeracy skills and an enjoyment of the physical, academic and aesthetic areas of learning.

Develop self confidence and self belief in all members of the school community.

Develop spiritual and moral values and an understanding of the religions and beliefs and views of others.

To help pupils understand the ever-changing world and understand the inter-dependence of individuals, groups and nations and gain a sense of citizenship and humanities.

Consultation undertaken

The Leadership Team and staff were involved in reviewing this policy.

Content

Effective Learning Environment

1. Resources

These should be accessible to staff and, where appropriate, pupils too.

They should promote and reflect equal opportunities.

They should be safe and well maintained and reflect the Health and Safety Policy of the school.

They should be relevant to the current work in the class and /or the ability of the pupils.

The incorporation of ICT into classes as a resource should be encouraged at all times.

Support staff are the greatest resource and should be deployed effectively.

2. Displays

These will create a visual focus for the pupils and suggest questions to stimulate the thinking and learning of the pupils to extend their experiences in all areas.

Displays should be changed half-termly and reflect the work and standards in the class.

They should be labelled using a mixture of handwritten and computer-generated titles, questions, captions, headings and names.

They should be attractive and stimulating.

They should be composed of children's work, and if possible, pupils should be taught how to mount their own work for display when appropriate.

Displays are to be composed of artefacts and objects to stimulate the interest of the pupils, of pictures and photos, written work, information, rotas and of celebration items. They should be interactive, promoting questions, and where possible, the display of artefacts should precede the topic as they should provide a stimulus for learning.

3. Furniture

The type of furniture and arrangement of this in school should make a positive contribution to the overall appearance of the classrooms and school.

The furniture should be appropriate to the needs of pupils and staff, and should be well maintained and safe in accordance with the Health and Safety Policy for the school.

Class lighting should support the opportunities to work comfortably and effectively.

The furniture should allow for ease of access around the room and respond to the equal opportunities issues.

4. General Tidiness

Tidiness throughout the school is the responsibility of each member of the school community.

Storage and labelling of equipment should make a positive contribution to the overall appearance in classes and the school.

Equipment and resource items should be put away straight after use in the correct place.

Teaching and the Effective Teacher

Teachers are to be aware of the differing learning styles that are found in any class.

Teachers will be aware of, and therefore plan for preferences towards visual, auditory and kinaesthetic learners. They will plan for a good balance of all learning experiences through the teaching. All learning styles will be catered for in a course of work.

Teachers will consider where individual pupils in their class have strengths and they need to be aware of Special Educational Needs (SEN) and Gifted & Talented (G&T) pupils.

Delivery

Whilst recognising that every teacher has a different personality and differing philosophy, there are some common aspects of effective teaching that all will employ and these will include:

The introduction to the lesson should be interactive and encourage the children to engage.

The Learning Objective (LO) should be made evident in the lesson, and re-visited during the lesson where appropriate.

The lesson pace will suit the needs of the pupils.

The teacher will encourage pupil participation by the use of differing techniques.

The teacher is firm but fair.

Behaviour management strategies that are to be used should be effective and in line with the school policies.

The teacher is a good model for appropriate behaviour.

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Office network (F drive)

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The teacher displays sound subject knowledge, having researched the topic if necessary.
Feedback to the pupils uses encouragement, enthusiasm and honesty.
Explanations are clear.
Differentiation is clear.
The teacher is engaging in a range of assessment styles throughout the lesson.

The Effective Teacher will be:

Have a clear understanding of their role
An informed practitioner
Committed, patient and positive
Organised, enabling pupils to work and learn independently
Supportive of children, parents and colleagues
Reliable and so feel valued
Possess a sense of humour
Flexible
Have effective classroom control
Non-judgemental
A member of the team
Have realistic expectations of the work and behaviour of pupils
Have an awareness of child development stages
Plan effectively
Mark work effectively
Adhere to policies, plans etc.

Possess effective communication skills, to include:

The ability to facilitate child interaction
Use open ended questions
Making the Learning Objective (LO)/Success Criteria (SC) explicit
Making the task clear to children and other adults in the room
Use positive re-enforcement
Encourage pupils to challenge and ask
Demonstrate effectively
Be aware of equal opportunities in their choice of language, pupils, resources and examples
Encourage pupils to evaluate their own work and that of others to lead to reflection and the next stage

Teacher as a team member

The teacher is to understand the role of team members in the class and the wider school community.
The teacher is to know that his/her opinions are sought and taken into account in the decision making process.
The teacher is to feel secure that their professional development is fostered.
They are to know that they are the school's most important resource.
They are to know that their attitudes affect the whole ethos of the school.

They support colleagues as team mates, subject leaders and as team leaders in Performance Management.
They are to be committed to the vision of the school.
They are to plan, set targets, assess and review as part of a team.
They are to effectively deploy and communicate with support staff, encouraging them to feel valued and equal.
They are to understand that the team includes parents, and so they encourage the partnership between home and school, providing consistency.
They are to work in partnership with pupils and gain the best from them.

Teacher as a planner

The National Curriculum (NC) and Qualifications and Curriculum Authority (QCA) will form the basis of planning.
Teachers may block work and combine subjects to create meaningful blocks of time.
Weekly planning breaks this down further and includes opportunities for ICT and activities.
Staff also outline teaching plans for Literacy and Numeracy showing extension activities for the more able and indicate the role of the Learning Support Assistant (LSA) in the lesson.
The ICT suite is to be planned for to be used twice a week by all classes.
Plans are submitted to the Headteacher
Reception teachers follow the Foundation Stage Curriculum.
Weekly plans from these outline structured play, outside play and independent learning opportunities.
Planning is undertaken by the class teacher and is shared with the Teaching Assistants
SEN needs are matched and targets from the Individual Education Plans (IEP) are linked to the planning of activities.

Effective planning will:

Cover all curriculum areas
Show differentiation
State the Learning Objectives and Success Criteria
Be a working document
Ensure assessments inform future planning
Build upon previous learning
Reflect what is going on in parallel classes, as teachers plan together
Build in formal assessments
Indicate the role and tasks for the Teaching Assistants
Be clear enough for a supply teacher to follow
Be flexible
Be monitored by Headteacher, Deputy Headteacher and subject leaders
Demonstrate a level of knowledge by the teacher
Tie in with the school's scheme of work and National Curriculum.
Respond to equal opportunities
Ensure that tasks are engaging, appropriate and challenging
Shows a range of assessment techniques
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The monitoring of teaching

This will help to share the identified good teaching practice that is evident in many lessons.

It will ensure that the monitoring process addresses issues so that all teaching is satisfactory or better.

The Headteacher, Deputy Headteacher, Governors, Local Authority and subject leaders are to observe in classes and provide feedback and support for teachers.

SEN

Teachers will:

Identify learning needs as early as possible

Ensure equality of access to the curriculum and full life of the school for all

Ensure that resources are used to support learning

Ensure that IEPs provide targets for learning

Range of Teaching Styles to be used in classes

Whole class

Demonstration

Modelling

Group work

Paired work

Individual work

Collaborative work

Investigational

Problem solving

Practical

Research

Worksheets

Tasks

Visual, kinaesthetic and aural stimuli

Questioning

Ethos

The class teacher is to create a learning atmosphere where children feel secure, stimulated and able to organise their learning.

This is to be maintained by:

Demonstration of an orderly way of working

Expectance of adherence to the Golden Rules

Providing and using resources of high quality

Setting high expectations

Setting an appropriate pace of work

Developing an appreciation in the child of being and doing the best they can

Displays creating an informative environment

Learners and Learning

Staff as learners:

The staff will participate in ensuring their continuing professional development via courses, Professional Development days, and relevant information.

Where teachers are unsure of a topic or curriculum area, they will research this and share the knowledge and resources with others.

Staff will contribute positively to the learning ethos within the school.

Pupils as learners:

Children should:

Be involved in the lesson by listening, speaking and staying on task

Adhere to the expectations of the teacher regarding behaviour

Apply their learning in a range of contexts

Be able to work independently with increasing initiative

Become active learners, demonstrating enthusiasm for the activities

Seek help if needed

Organise themselves and class equipment

Co-operate in groups and show an awareness of the needs of others

Evaluate and reflect upon and comment upon own work, modifying where necessary

Show an awareness of what they are expected to do

Attempt any homework set

Children learn effectively when:

They know and understand the LO/SC

They know and understand the purpose of the activity

They know how to 'close the gap' between their current work and the aspiration - (Assessment for Learning)

They know that their efforts will be valued

They have a feeling of confidence, challenge and knowledge

The teacher expectations are high

They are focussed and calm

The pace of the lesson reflects their style of learning

They have time to complete their work (even if over a period of time).

They can discuss their work following appropriate questions

They are working in a well organised and well resourced environment

Their learning is drawn upon first hand experiences and their prior knowledge

They understand the partnership between home and school

There is continuity and progression in a well planned curriculum and day (where possible)

They are confident and secure enough to ask questions and challenge

They understand that making mistakes is part of the learning process

They work in a range of styles and groupings

They have high expectations of themselves

They have fun!!!

Links to other policies and school vision

Curriculum Policy
Equal Opportunities Policy
Gifted and Talented Policy
Health and Safety Policy
Marking Policy
Monitoring Policy
Presentation Policy and Guidelines
PSHE and Citizenship Policy
Special Educational Needs
Staff Behaviour Guidelines
Staff Handbook

Roles and responsibilities

The Headteacher and other members of the Leadership Team will be responsible for monitoring the overall standards of teaching and learning throughout the school

Subject leaders will be responsible for monitoring teaching and learning in their subject areas

Classroom teachers will be responsible for the standards within their class

Safeguarding Children

At Gordon Infant School, we acknowledge that in order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risk of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

This policy informs the five Every Child Matters outcomes set out in the Children Act 2004:

1. Be healthy
2. Stay safe
3. Enjoy and Achieve
4. Make a positive contribution
5. Achieve economic well-being

