"Choose the Right Path"

St James' C of E Infant and Nursery School

Teaching and Learning Policy

Policy Approved by	
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Rationale

This procedure describes the approach to teaching and learning at St James' Infant School and should be read in conjunction with the aims of the school. The promotion of a life-long love of learning and the development of the whole child are central to the aims of our school. A calm, happy and purposeful atmosphere is fostered within a caring community. An active partnership is encouraged between children, parents, governors, teachers and St James Church.

What are our aims and how will we do this?

Our vision is to teach children to

'Choose the right path'

Based on Proverbs 22:6

"Teach children to choose the right path, and when they are older they will remain upon it "

Our mission statement is to provide strong foundations in an inspirational environment, based on our Christian values, where children can be happy and have a love of learning, preparing them for life's journey.

Our aims:

- Allow every child to flourish
- Encourage children to develop a love for learning
- Provide a range of first-hand experiences to inspire curiosity
- Teach the importance of caring and respect for others

To do this we will:

· Offer our children a rich, memorable and enjoyable education built upon first hand experiences.

· Have the highest expectations of all of our learners ensuring that they always give us their best.

· Encourage enquiring minds to develop resilient learners, who become strong independent learners who see problems as a challenge they wish to tackle.

· Provide an inclusive curriculum, which will aim to overcome any barriers to learning that prevent our pupils from succeeding.

· Ensure use of collaborative learning so pupils work effectively with others.

· Develop understanding of our Christian Values and put them at the heart of everything we do, utilising our links with St James' Church.

· Promote a positive self-image in our pupils so that they understand how wonderful they are and can also empathise with others.

· Provide children with a range of first-hand experiences which enhances their cultural capital.

Our Teaching Principles

How do we promote effective learning?

We offer opportunities for children to learn in different ways through:

Early Years:
We have 5 key principles which are a key focus in our EYFS curriculum:

1. A language rich environment- providing excellent language provision- modelling language, explaining, demonstrating, exploring, recalling and providing a narrative to play.
2. The role of the adult- adults engaging with children to model and enhance learning opportunities
3. A balance between adult led and child-initiated learning to respond to the needs of the cohort and the needs of each child.
4. Adults planning next steps for each individual in their learning through their knowledge of the child and the EYFS curriculum.
5. Parental engagement- focusing on the importance of reading in the home environment (linked to EEF Early Years Toolkit research)

We encourage children to develop the characteristics of learning from the EYFS, as stated below:
Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

These underpin teaching and learning in our Early Years.

Key Stage 1:
Within Key Stage 1, we follow the National Curriculum and feel that teaching and learning should include:

- Investigation, problem solving and reasoning
- Research
- A combination of group, independent and whole class work
- Asking and answering questions
- Use of the computer, iPads and a variety technological options
- Visits to places of educational interest particularly in our locality
- Creative activities, including music, art and design technology
- Discussions, role play and oral presentations
- Physical activity
- Making links within our local community particularly St James' Church

To teach early reading and phonics, we use the Read, Write, Inc scheme and we strongly believe that this ensures that we group children into smaller groups who can ensure that they make rapid progress in their reading and early writing skills. Once children have completed the RWInc programme, they move onto the RWI Comprehension bridging programme which develops children's Literacy skills further before they exit the programme.
As well as taking part in the RWI programme, each child also attends their age appropriate English lesson which is based on the Literary Curriculum- a text based approach to the teaching of primary English. The Literary Curriculum immerses children in a literary world, creating strong engagement whilst providing exciting and authentic contexts for learning.

During Maths, we adopt a Maths Mastery approach which ensures that children explore concepts through concrete, pictoral and abstract models. Then children deepen their Mathematical learning through consolidation and are extended through developing their mental arithmetic, problem solving and reasoning.

We encourage the children to take responsibility for their own learning encouraging them during Reception to begin to learn independently. Children are to be involved as far as possible in understanding the way they learn, and to be able to reflect on what helps them learn and what makes it difficult for them to learn. The children use a variety of AFL strategies including Success Criteria which is coloured pink if children have achieved it. If the child is nearly there it is coloured green because they need more practice. If it is left blank, children have not grasped the learning objectives and teachers will need to address the child's learning needs.

Marking is used constructively alongside the pupils to recognise and develop their strengths and highlight improvements they can make in their learning. Where possible, we encourage children to make improvements and check their work straight away. We use the findings from marking work to further inform short-term and medium-term planning.

Learning Environment

To foster a positive learning environment, the learning environment should be:

- Inclusive
- Happy and caring
- Tidy, organised and well resourced
- Peaceful and calm
- Well managed and conducive to learning
- Safe and welcoming
- Promote independent learning
- Be language rich which children use
- Share children's targets and key learning (Numeracy – KIRF, working walls)

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:

- Verbal or written praise by teachers, peers, the head teacher and other adults in school.
- Displays of work.
- Opportunities to perform and share.
- Christian Values certificates each half term presented by Lay Reader, Anna Jones.
- Each term, one child will receive the Kindness Cup for children who have demonstrated their Kindness in everything they do.
- Celebrating achievements in collective worship with the *Learner of the Week* assembly held every Friday. Each teacher nominates a pupil to receive the award. During this collective worship, one child per week are nominated for the Headteacher Award for a child who has gone above and beyond during the week.
- We also celebrate the children achieving the bronze, silver and gold awards in the reading and spelling challenges. Once the children have progressed through all levels of the spelling challenge, they are rewarded with a pin badge 'spelling bee'.
- Attendance is also celebrated at the end of each term with 100% or children above 95% receiving a reward and each class are given a cheer in the celebration assembly each Friday and a mention on the newsletter.

Displays in our school are used to:

- Celebrate achievement and successes.
- Reflect the child's effort as well as ability.
- Include work on different aspects of the curriculum.
- Sometimes be interactive as in a "working wall" approach.
- Support learning for example, RWInc sound charts, displays of red words or a topic word wall to help with topic key words.
- Create an attractive and stimulating environment.
- Demonstrate our distinctive Christian character and make links to our Christian values when possible. Share our mission statement, motto and tagline.

How do we promote effective teaching?

The school curriculum is organised to take into account the fact that we have mixed age classes. The teachers take account of the year group objectives during the planning and delivery of lessons.

We have created clear progression documents from the children's entry point in Nursery for all areas of learning. These are based on Development Matters.

English, Maths and Phonics are taught every day. In Reception we follow the Early Years Foundation Stage (EYFS) Framework and in Year 1 and Year 2 the statutory requirements and guidance of the Primary National Curriculum. For phonics, we follow the Read, Write, Inc scheme and the Literary Curriculum. RE is taught as a discrete subject and each child has two hours of physical activity per week.

We base our teaching on our knowledge of the children's level of attainment. Through our planning we aim to achieve a balance between success and challenge for pupils of different cohorts (gender, disadvantaged, EAL, SEN) within the curriculum. We endeavour to use our knowledge of the pupils to circumvent problems that may arise through the use of effective behaviour strategies.

We share our learning and how children can be successful through their success criteria with children usually verbally at the beginning of lessons then revisit at the end so children are aware of their achievements and improvements needed in learning, where appropriate. The success criteria are displayed on children's work so that they know what they are aiming to achieve.

We use Scholar Pack termly or half termly to update our data which enables us to monitor progress and identify different groups for intervention, to set targets and to ensure provision is consistent across year groups and classes.

Target setting is used to promote learning and guide the *next steps* a child needs to take in order to improve. In Maths, children are set a KIRF (Key Instant Recall Facts) each half term which children need to learn. These are promoted throughout lessons and other appropriate points. These targets are based on key learning facts from each year group. In Reading and Writing, teachers share what children need to do to improve their learning. These are shared verbally and discussed with children as they make progress. These can be changed quickly if necessary. We believe children need to know how they should improve their work and work towards this.

Subject leaders produce detailed action plans for their area in line with the school development plan. They observe teaching, analyse results, conduct work scrutinies and pupil discussions.

How do we use our teaching assistants?

Teaching assistants are deployed to work within the class situation with different ability groups, to support children with behaviour or learning difficulties and to deliver intervention programmes. They are also responsible for teaching a Read, Write, Inc group. Time is also allocated for teaching assistants to undertake specific work with children who have IEP targets to meet or been identified for an intervention task or group. Examples of how teaching assistants are used well are:

- Supporting children on the carpet or working alongside them at a table during main teaching.
- Withdraw individual or groups of children for whole class teaching.
- Providing children with 1 to 1 interventions.
- Providing children with group interventions.
- Assessing children as directed by teachers.
- Provide pre or post teaching dependent on need.

How do we promote positive classroom behaviours?

We conduct all our teaching in an atmosphere of trust and respect for all. Teachers establish good working relationships with all children in the class. As a Church school we use our Christian values to support this. We follow the guidelines for sanctions as outlined in our school Positive Relationships and Behaviour Policy.

Rules and routines in the classroom contribute to a safe, secure and positive learning environment. To be effective we believe they should be:

- Easy to understand
- Fair and consistent
- Realistic and positive

What is the role of the governor in supporting teaching and learning?

Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure the school buildings and premises are best used to support successful teaching and learning.
- Monitor the effectiveness of the school's self evaluation processes. These include subject leader monitoring and the Head teacher's report to governors.
- Ensure that staff development and performance management policies promote good quality teaching and learning.

How are our parents involved in their child's teaching and learning?

We believe that parents have a fundamental role to play. We do all we can to inform parents about what and how their children are learning by:

- Making curriculum overviews (and send home), thematic booklets, the Early Years Foundation Stage Framework and the National Curriculum subject statements available on the school website.
- Agreeing to our home school agreement.
- Develop knowledge and understanding of our Christian Values through our Home School Values sheet.
- Holding annual parent information meetings to share how we teach in Early Years and how parents can help. End of year expectations meetings for Years 1 and 2 to inform about new initiatives as and when necessary.
- Explaining to parents how they can support their children with homework.
- Holding parents evenings in the Autumn and Spring terms to report current attainment and progress.
- Sending a detailed written report in the Summer term in which we explain the attainment and progress made by each child and their targets for the following year.
- Keeping parents informed about what is happening in school through Facebook, our weekly newsletter, the school website and texts.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure their child has the best attendance record possible.
- Inform the school if there are matters outside of school including safeguarding concerns that are likely to affect a child's performance or behaviour.
- Demonstrate their support for the school by promoting a positive attitude to their children, towards school and learning in general.
- Fulfil the requirements set out in the home school agreement.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

To be read in conjunction with:

- **Marking and Assessment Policy**