



THOMAS RUSSELL INFANTS' SCHOOL **LEARNING AND TEACHING POLICY**

1 Introduction

- At Thomas Russell Infants School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.
- We at Thomas Russell Infants School are fully committed to giving all our children every opportunity to achieve their very best, by offering a range of activities and styles of teaching to all. Equality of opportunity is a reality for our children, irrespective of all learning requirements.
- Our school vision; '*Excite, Explore and Excel*' and our motto; '*Our children blossom through nurture & challenge*' are an integral part of school life and all lessons.

2 Aims and objectives

- We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- engage all learners through exciting and enjoyable lessons;
- use appropriate levels of challenge, support and differentiation to enable all children to achieve.
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.
- raise an awareness of and provide opportunities for children to explore how people achieve economic well being;
- promote an awareness of health & personal safety.

3 Effective learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- using technology;
- fieldwork and visits to places of educational interest;
- visiting performers & educationalists;
- creative activities;
- watching educational programmes and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- Involvement in their own assessments

We encourage children to take some responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Our long term overview guides what is to be taught to each year group.

- We base our teaching on our knowledge of the children's level of attainment and from prior learning and from assessment for learning opportunities . Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, striving for all children to understand the skills taught and for others to show a much deeper understanding through the application of those skills. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Support Plans (ISPs). We have high expectations of all children, and we expect work to be of the highest possible standard.
- We use the National Curriculum to guide our learning objectives. In Reception we follow the Early Years Curriculum. Our planning contains information about the learning to take place, activities to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future and findings from assessment for learning opportunities are noted.
- Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All of our

teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

- We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We carry out risk assessments for external visits and for higher risk activities in school or the school grounds.
- We deploy teaching assistants and other adult helpers effectively. Sometimes they work with individual children and sometimes they work with small groups. Our volunteers also assist the teachers in the preparation of classroom resources.
- Our classrooms are attractive learning environments, with a variety of displays which show the children's work or engage and support the learner. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- All our teachers reflect on their strengths and developments and their professional development needs are planned accordingly. We do all we can to support our teachers and teaching assistants in developing their skills, so that they can continually improve their practice and to meet teachers' entitlements within the Appraisal process.
- We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

Our 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 that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

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

- Holding parents' curriculum evenings to explain our school strategies, beliefs and methods.
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;

- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
 - Explaining to parents how they can support their children with homework.
 - Holding parent workshops where parents can work alongside their child.
 - Holding termly parent consultations to discuss their child's progress.
 - Using Seesaw/Tapestry and reading records to enable child, parent and teacher to communicate their views and thoughts on the learning that week.
- We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:
 - ensure that their child has the best attendance record possible;
 - ensure that their child is equipped for school with the correct uniform and PE kit;
 - do their best to keep their child healthy and fit to attend school;
 - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
 - promote a positive attitude towards school and learning in general;
 - fulfil the requirements set out in the home/school agreement.
 - To support this we ask parents to sign a home/school agreement as their child begins at Thomas Russell Infants.

7 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.

This policy is reviewed annually.

Last reviewed September 2022

To be next reviewed September 2023