



Believe, Strive, Achieve

The Federation of Winklebury Infant and Junior Schools

Teaching and Learning Policy

At the Federation of Winklebury Infant and Junior Schools we:

- Value learning
- Value all learners

Introduction

At the Federation of Winklebury Infant and Junior Schools we believe that learning should be engaging and promote an enthusiasm and love of learning in all stakeholders. We believe that through their learning experiences children build resilience by taking risks, making mistakes and developing strategies to overcome difficulties. Learning develops independent thinkers through opportunities for investigation and enquiry. Children are encouraged to be resourceful, to show initiative and to celebrate their own and each others' successes.

We believe that engaged learners, both adults and children, are constantly looking to develop and improve themselves through knowing what they have achieved, understanding their next steps and aspiring to be the best they can be. We support children in this, through effective Assessment for Learning, cross reference Assessment Policy.

In our community of learners we promote a sense of belonging and teamwork through developing effective, respectful relationships based on the principles of a Rights Respecting School.

Aims

We believe that high quality teaching and learning should aim to:

- develop confident learners for life who are able to embrace new challenges and experiences;
- inspire and engage all children, promoting a positive attitude towards learning;
- ensure the best possible progress and the highest attainment for all children;
- meet the needs of all individuals, by focusing on personalised learning and using Assessment for Learning to inform the ways in which children learn and are taught;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- promote spiritual, moral, social, cultural, mental and physical development;
- enable children to be creative and to develop their own thinking skills;
- help children to respond positively to challenge and persevere in order to solve problems;
- develop the capacity of children to learn and work independently and collaboratively;
- enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful;
- ensure children have respect for themselves and empathy for others;
- raise aspirations and develop ambition within all children;
- prepare children for the transition between key stages and the next stage of their education.

We aim to ensure high quality teaching and learning across the Federation in a nurturing environment which ensures that children feel a sense of belonging, safety and security.

Effective Teaching and Learning

<p>Children learn best when they:</p> <ul style="list-style-type: none"> • Feel safe and secure • Know that they are understood and cared for • Are motivated and excited by their learning • Are valued, respected and listened to • Are interested in what they are learning • Enjoy being at school • Have appropriate, stimulating resources • Know what they are trying to achieve • Know the purpose of their learning • Learn in context • Have their basic needs of warmth, rest, food and clothing met • Have an audience for their learning • Have clear expectations of them • Have ownership of their learning • Know their parents are engaged • Know their teachers as individuals 	<p>Our teaching aims to:</p> <ul style="list-style-type: none"> • Engage all learners by providing a creative and stimulating curriculum • Personalise learning • Encourage aspiration • Offer opportunities to: <ul style="list-style-type: none"> *use the outdoor environment *be creative *develop teamwork *develop independence *investigate and solve problems *practise skills *develop confidence and self-esteem • Celebrate children's achievements and successes • Be challenging • Encourage self reflection • Enable risk taking by children and adults • Develop lifelong learners • Ensure everyone is valued through listening and respecting everyone's contribution
<p>Opportunities are given for effective learning through:</p> <ul style="list-style-type: none"> • A balance of independent, paired and group work • Providing an appropriate level of challenge and high expectations for all • Providing a stimulating, exciting and safe learning environment • Opportunities to apply skills in a range of real life, purposeful contexts • Personalisation • The use of technology • Learning outside the classroom • Engaging parents in all aspects of school life • A relevant, creative and stimulating curriculum • Encouraging questioning and giving opportunities to pursue own lines of enquiry • Self and peer assessment • Opportunities to reflect • Cross phase learning 	<p>Learning takes place when our environment is:</p> <ul style="list-style-type: none"> • Inclusive • Stimulating • Current • Welcoming and friendly • Respectful • Calm • Safe • Clean, tidy and organised • Well equipped • Interactive • Happy • Celebratory • Supportive • Consistent and policies and practices are equally and fairly implemented

Inclusion

Our mission statement underpins our commitment to including all children in the full range of educational opportunities. We strive to ensure that all children achieve their potential through carefully planned learning opportunities. For vulnerable children we take into account their Personal Learning Plans (PLPs) and their Personal Support Plans (PSPs), through the use of appropriate resources, through adaptation and through the deployment of adult support - cross reference the SEND Policy.

We are aware of, and understand, that all children have different learning needs and we are committed to planning for a range of learning opportunities to meet those needs. Tasks and resources will be differentiated, modified and adapted to suit the needs of all learners to include support or challenge.

We acknowledge that children achieve more highly when staff and parents work closely together. We will ensure we provide opportunities for school staff, support agencies and parents to communicate openly regarding a pupil's needs and to agree consistent approaches when working with a child.

Learning Support Assistants are deployed to provide support according to the needs of individuals, groups and whole classes. Wherever possible we utilise the expertise of staff members when deciding on deployment.

Planning

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning - cross reference the Curriculum Policy.

The Learning Environment

As a Federation we ensure the learning environment is safe and secure so that all children learn effectively, trust one another and are trusted. We aim to create a learning environment where children have ownership of their learning and are confident to take risks, make mistakes and demonstrate resilience in their learning. Our core values underpin our commitment to the development of the holistic child and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in society in the 21st century.

Within each classroom, we undertake to provide a learning environment where:

- resources are neatly stored and readily available for all;
- resources are clearly labelled, including a photograph where appropriate, and correctly sorted;
- displays support learning and celebrate achievement;
- working walls for English and maths are relevant, current and support children's learning;
- a theme board is added to with children's work as the theme progresses;
- a class charter, developed with the children in September, reflects the Rights Respecting School's agenda and is signed by all members of the class;
- there is a visual timetable to support everyone;
- a display of the federation behaviour management system (sun, clouds and rainbow) with a star for each child is actively used;
- there is an area where work that the teacher is proud of is displayed;
- children are aware of their next steps in learning in English and maths.

In our schools we value all children's work and the displays will reflect this. Children's best efforts and evidence of progress for individuals will be apparent - cross reference the Learning Environment Policy.

Mixed Age Classes

Where children are taught in mixed age classes due regard is given to the appropriate learning objectives, relating to both the level of learning and the age of child, and teachers are responsible for ensuring that they set appropriate expectations.

The Role of Governors

Our governors determine, support, monitor and review the school's policy in teaching and learning. In particular they:

- support teaching by allocating resources effectively;
- ensure that the school buildings and premises are best used to support effective teaching and learning;
- monitor the work of the schools in light of health and safety and safeguarding requirements, including the Prevent Duty;
- monitor the quality of teaching, learning and assessment;
- monitor pupil progress and attainment;

- ensure that staff CPD and performance management procedures promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policy through the Monitoring and Evaluation Plan.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn and that children do best when school and parents work in partnership. We actively encourage parents to support their children's learning by:

- holding 'Welcome to the Year Group' meetings at the start of the academic year to explain the curriculum;
- running regular curriculum workshops for parents;
- sending topic webs home at the start of every half term, detailing curriculum content for the half term;
- sending an annual written report to parents of their child's progress and achievements during the year. In this report, we also identify children's next steps in learning for the forthcoming school year;
- meeting with parents in the autumn and spring terms at formal parental consultation meetings to share information about their child's overall personal development, their attainment and progress and their next steps for learning. Where relevant, class teachers also share children's Personal Learning Plans or Personal Support Plans. The Federation SENDCo is also available during parental consultation evenings;
- explaining to parents how they can support their children with homework;
- personalised support for individual parents from our Parent Support Advisor.

We have an active 'Open Door' policy and encourage parents to contact the school if they have concerns about any aspect of their child's work.

Expectations of children

We believe that children should be active participants in their learning and consistently demonstrate our core values of:

- Respect
- Pride
- Trust
- Empathy
- Perseverance
- Teamwork

Monitoring and Evaluation

Within an inclusive environment with a strong team ethos, all staff will monitor and support each other to achieve the aspirations within this policy.

This Teaching and Learning Policy will also be monitored by governors on with a focus on:

- Are all children making maximum progress and achieving their potential?
- Do the children carry out tasks independently and confidently, showing an ability to co-operate with others?
- Is there consistency in the standards achieved by children throughout the federated schools and within year groups?
- Does monitoring show appropriate teaching, learning and assessment within lessons?
- Are classroom environments stimulating, innovative, well managed and resourced?
- Are children enjoying and engaged in their learning?
- Do the children know how well they are doing and what they need to do to improve?

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