

Teaching and Learning Policy



Mission Statement

We will all work to be Outstanding delivering opportunities for successful learning. Our school will be a safe, happy place that allows everyone to reach their best or beyond! We will work to coach each other in order to provide an excellent, enriched and enhanced curriculum that inspires progress. Our learning culture for all will be felt at all times. We are all in this together.

Date of Policy	January 2019
To be reviewed	December 2020

This policy has been approved by the stakeholders of Carlyle Infant and Nursery school and will be reviewed annually.

We recognise that teachers should teach less and pupils should learn more.

We have worked hard to broaden our curriculum with enriched experiences.

We continually review our teaching and learning to ensure it moves with the children and their needs and interests.

We recognise that pupils in our community come in with poor speaking and listening skills and higher, more complex needs year on year. We offer key support to address this which is demonstrated in this policy.

We base our work on current evidence based research.

At the heart of all we do is the children learning, not teaching. The best pupils act with a metacognitive approach, managing their learning. Children are helped to express their own learning ideas and opinions, thought processes and progress.

Its aim is to ensure that the children attending our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement to be Flying High.

Children learn through their total experience. This policy guides what children and teachers are expected to do, how time is managed, how classrooms are organised and what the school does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Teaching and Learning

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- clearly understand what they need to do to improve;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, collaboratively in groups and as a class;
- make decisions and justify their opinions;
- work co-operatively;
- solve problems;
- be creative;
- discuss and/ or show their ideas;
- develop social skills;
- develop independence;
- use initiative;
- contribute;
- receive support;
- achieve academically making rapid progress .

Learning takes place in an environment which:

- is challenging and stimulating;
- is tidy and ordered;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced, including extension or challenge materials;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable activities;
- responsibilities.

Display

In this school display is used to create an educational, attractive and stimulating environment. Work displayed should be of a high standard, using both 2D and 3D in a variety of media and be changed frequently. These should cover all areas of the curriculum and be in most cases 'Working Walls'. It should reflect work on different aspects of the curriculum and should reflect the individual child's effort as well as ability. Whenever possible, displays should be interactive and promote discussion and further lines of enquiry.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood; Class Charter
- fair and consistent;
- realistic and positive;
- kept to a minimum but reinforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the Behaviour Policy.

Achievement

A range of 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, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- the awarding of stickers, class rewards and certificates; Class Dojo points, weekly OWL assembly celebrating wonderful learning
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal and target setting linked to our Effective Marking and Feedback Policy. Assessment is an integral part of the teaching and learning process; see Assessing and Reporting Policy.

Classroom Management

For each lesson there should be a learning objective in the form of an OWL (Our Wonderful Learning) clearly visible in each learning environment for each session. There should be a set of criteria by which the success of the lesson will also be judged and this should be visible and known by the children, also. The children should understand why they are learning a particular skill or fact and be increasingly aware of their own learning styles or role within an activity. Personalised Learning targets are used for writing and mathematics. These should be manageable and discussed with each child, and changed frequently. Children will be taught to use growth mindset/metacognition tools and techniques and to understand the power of this.

Approaches to Teaching

Quality first teaching and highest of expectations around standards come first at Carlyle. We pay particular attention to ensuring that Nurture precedes academics. The most excellent of presentation in all work is essential and no excuses are accepted. This means that our work is focussed on ensuring the child is ready to learn, particularly with pupils who have high complex needs in our school. We pride ourselves on Inclusivity, working with the Inclusive Teaching School Alliance, Derby Teaching School Alliance and Derby Early Years Teaching School to ensure this capacity.

We value the outside environment highly and recognise this is where some of our children enjoy their learning best. We use sports, Forest School and outdoor teaching to ensure children have the best enrichment.

There must be a good balance of individual, group and whole-class teaching. Teachers must carefully choose the style of teaching which is most effective, and groups will differ in size and composition for different activities. Across the school we use the children's interests and a continuous provision approach linked to the broad and varied curriculum.

All staff create the thematic learning together and middle leaders ensure curriculum subjects are taught effectively, monitored by Senior Leaders. There may be several different activities in progress at any one time and the teacher will support and progress mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity, such as work on an extension task from the 'Challenge Corner';
- making children aware that the teacher is not always the first person to contact. Peers, students, teaching assistants and volunteers can be used.

The Effective Marking and Feedback Policy is used in conjunction with this teaching to ensure learning and progress is directed at the earliest opportunity.

All of our staff are developed to the highest points with continual CPD opportunities for all. These are linked to Performance Management and children's' needs.

Central to our work is inclusivity as previously mentioned. We continually review and develop all areas of school space to ensure maximum efficiency of these for the current pupils' needs. Children with SEN or EHCPs are taught through particularly individualised curriculums and timetables. We have developed an Immersion Room and 'Lounge' for pupils to access dependent on needs. We strive to be a 'Communication for All' school, making best use of Makaton.

Children work through enquiry based learning at Carlyle. They question their learning and how they can improve. Teachers facilitate learning.

Positive Reinforcement is used throughout all classes with the use of our clearly defined Behaviour Policy for all.

Time Management

It is important that activities are well planned and differentiated so that each child is working at their age related expectation, they begin promptly and that the appropriate pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. There will be no time lost. A reminder list for children who have completed work ahead of the group may be helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities. Children should be discouraged from waiting in a long line for their teacher. Instead, a resource point should be signposted where children can access supporting materials, such as word banks and challenge activities in differentiated trays.

All Key Stage 1 classes follow the same timetable each day where appropriate:

9am Phonics using Letters and Sounds

9:30 English

10:30 Assembly

11am Mathematics

Afternoon sessions include other areas of the curriculum mostly taught through continuous and enhanced provision

EYFS classes teach phonics daily, usually at 11am and then their own curriculum as per the Foundation Stage Curriculum. Collective Worship is used to ensure Music, RE, British Values and Citizenship curriculums are taught effectively, beyond the classroom together as our 'family'.

Planning

Sequences of lessons will follow a scheme of work which will be derived from a long term plan per year group. Each class will have a 'timetable' which may be changed in the light of emerging priorities. Care must be taken to provide a balanced curriculum and teachers should be mindful of the allocation of time given to particular areas or topics. Short term planning should include objectives, outcomes and differentiated activities for each learning session. Planning should be available in classrooms for ease of reference and provided weekly to the team working with the class and the Headteacher for review by email. The planning will be monitored and stored by the Headteacher, and will be monitored by Senior Leaders and Middle Leaders, the Governing Body or Ofsted.

Supply Teachers

To ensure continuity, teachers will provide written guidance on a school format and suggested activities for all planned absences from the classroom. In the event of an unplanned absence an opportunity must be made to discuss the work with the supply teacher, either by telephone or by the other teacher working in the year group.

School Policies

There are many policies which have been approved by the Governing Body, some of which relate to teaching and learning. These are set out on the server and in the school policy file which is found in the school office. It is the duty of each teacher to be familiar with these policies and to adhere to them as per their employment contract.

Sharing Information with Parents and Carers

Each half term we share an overview for parents and carers of the learning taking place in each year group. This is hoped to give the curriculum focus and ideas for families to expand on outside of school.

Home Learning

Home Learning is then used to enhance this classroom work - please see the Home Learning Policy (Homework).