



## FULWELL INFANT SCHOOL ACADEMY

### LEARNING AND TEACHING POLICY

#### **Introduction**

At Fulwell Infant School Academy we believe in the concept of life long learning and the idea that both adults and children learn new things everyday. 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.

#### **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:

- 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 their ideas, attitudes, values and feelings for others;
- Show respect for all cultures and, in so doing, to promote 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.

#### **Effective learning**

We acknowledge that people that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. There are three main learning styles visual, auditory and kinaesthetic. We take into account these differing learning styles when planning and teaching.

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

- investigation and problem solving;

- research and finding out;
- independent/paired/group work
- whole-class work;
- question and answer
- ICT
- fieldwork and visits to places of educational interest;
- pupils involved in reporting back/reviewing
- debates/role play and oral presentations
- designing and making
- participation in athletic/physical activity
- development of creative skills and talents.

We encourage children to take 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 (Assessment for Learning).

### **Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum map to guide our long term teaching. This, together with our aims, objectives and the values of the school, identifies what is to be taught in each year group. Our medium term plans for each subject identify the learning objectives.

We base our knowledge on our knowledge of the children's level of attainment. 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. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Support Plans. We have high expectations of all children, and we believe that their work here at Fulwell Infant School Academy is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents through reports and at each open evening. Specific targets to facilitate the development of children's skills, knowledge or understanding in English, Maths and Science are set. We review the progress of each child during the year and set revised targets at the end of the year. In Literacy, an assessment tracker is attached to the inside cover of their creative writing book, annotated as progress is made. In addition each child has specific targets for development in their books. The review of these is on going. (Y1 and Y2)

We plan our lesson with clear learning objectives. Learning objectives are shared with the children at the beginning of each lesson and shared orally. We take these objectives from the National Curriculum, the National Literacy Strategy, Numeracy Strategy/Inspire Maths or the Early Learning Goals. Our weekly plans contain information about the tasks to be set, the resources needed, and the way we access the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

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. We praise children for their efforts and, by doing so, 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 deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individuals and sometimes they work with small groups. Our adult helpers all assist with the preparation and storage of classroom equipment.

### **Classroom climate**

We recognise the need to have optimal learning conditions in place before effective learning can take place. There are nine dimensions of classroom climate which impact significantly on the pupil's motivation. These are clarity, order, standards, fairness, participation, support, safety, interest, and an attractive physical environment. Teachers, take account of all of these areas when planning and teaching.

Our classrooms are attractive learning environments. We change displays at least once a term to ensure that the classroom reflects the topic studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All the classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to Literacy, Numeracy and I.C.T. We believe that a stimulating environment and an exciting classroom promotes an independent use of resources and high quality work by the children.

All of our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

### **The role of the governors and directors**

Our governors/directors 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 performance management policies promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning policies through the school's self review processes. These include reports from subject leaders and the annual head teachers report to governors.

### **The role of parents**

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

- holding parents meetings to explain our schools strategies for teaching Literacy and Numeracy;
- parents evenings;
- curriculum plans on the website;
- sending information to parents regularly;
- sending mid-year reports to parents (Y1 and Y2) 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;
- a celebration of children's achievements in assemblies and presentations;

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

- ensure that their child has the best attendance record possible;
- ensure punctuality;
- ensure that their child is equipped for school with the correct uniform and named P.E kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters out side of school that are likely to affect the child's performance or behaviour at school;
- promote a positive attitude towards school and learning;
- 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.

Wendy Angus