



Four Lanes Infant School



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<i>Governing Committee Responsible:</i>	<i>Children & Learning Committee</i>

Teaching and Learning Policy

At Four Lanes Infant School, we aim to ensure that the children at our school are provided with high quality learning experiences, which lead to a consistently high level of personal achievement. The policy reflects current practice and underpins our philosophy with regard to our aspirations for excellence in the quality of teaching and learning at this school. Children learn through their total experience and are encouraged to become independent learners and achieve their full potential.

Aim:

This policy aims to describe how the school creates an effective and well-managed learning environment in which each pupil develops his or her full potential both personally and academically.

Principles:

We believe that children learn best when:

- They are happy and safe where emotional needs are supported.
- The curriculum is delivered in an engaging, relevant and exciting way.
- They have enough time to experience, reflect and apply learning in a new context.
- There is good rapport with adults and peers.
- They see examples of excellence.
- They are given constructive feedback, recognition and praise.
- They are given opportunity to learn through a variety of ways.
- They have opportunities to discuss.
- They learn from mistakes.
- They are challenged.

In order to provide an appropriate level of challenge we:

- Use ongoing formative assessment in the form of feedback in order to inform planning, set targets and monitor progress.
- Ensure every child is supported in their learning (personalised learning).

- Ensure deep and immersive active learning is prominent.
- Promote independence and dialogue.
- Use purposeful practice to enable children to succeed.
- Provide high quality resources presented in different ways.
- Promote 'growth mindset' to encourage resilience, ambition, confidence, independence, respect & tolerance.

'Learning to Learn' Skills:

We believe that all children need to make good progress in the following Key Skills and Thinking Skills in order to develop to their true potential as learners. All subject areas contribute to a child's progress in skills development.

Key Skills

- Effective Communication - orally & written
- Fluency and comprehension
- Application of knowledge
- Collaboration
- Improving own learning and performance
- Problem solving
- Independence

Thinking Skills

- Enquiry
- Reasoning
- Creative Thinking
- Information Processing
- Evaluation

Support for parents:

The school values the parents' role in each child's education. We encourage parental involvement through curriculum information meetings, our open door policy, parent/teacher consultation meetings, performances for parents and open afternoons. As described in our home school agreement, the school supports parents by:

- Formally informing them of their child's progress three times a year and informally as required.
- Informing them about what the teachers aim to teach the children each term.
- Listening and responding to concerns.

Helping parents:

- All helping parents have DBS clearance before they begin to work in school.
- Teachers ensure that every helping parent fully understands and is well prepared for the activity in which he or she is involved.
- A booklet of guidance for parent helpers is available from the school office. The Headteacher holds an induction meeting with all new helping parents. Teachers ensure that parents understand and follow the guidance contained.

Students:

A variety of students attend our school: teaching students, work experience students from local secondary education schools and students undertaking childcare and education courses at local colleges. They are all welcomed by the named LSA responsible for students, who ensures that school safety procedures and expectations for conduct and dress are understood. They are

supported in role by their supervising teacher who liaises with the educational establishment tutor.

Monitoring:

- The Headteacher, Subject Leaders and Year Leaders monitor implementation of this policy through classroom observation, work sampling, tracking of pupil progress and evaluation of planning.
- The governors monitor implementation of the policy through the Children and Learning Committee.

Links to other school documents:

- Curriculum Policy
- More Able & Talented Policy
- Special Educational Needs & Disabilities Policy
- Behaviour Policy
- Equality Policy
- Home School Agreement
- Assessment Policy (including marking & feedback)