



Achieving together in God's light

Teaching and Learning Policy

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Last reviewed: November 2018

Next review due: November 2019

Teaching and Learning at Limpsfield C E Infant School.

The following policy was reviewed with the schools vision and aims firmly at the centre of discussion.

Achieving together in God's light.

Ethos and Aims

Vision

We are a vibrant, inclusive school with a Christian ethos flowing throughout the school day. We value the links with St Peter's Church, our Diocese and the local community. Our central purpose is to provide an excellent all round education and promote an enjoyment of learning.

Aims:

Faith

We teach the Christian faith whilst encouraging respect and understanding of other beliefs and cultures.

Self Esteem

We foster a sense of self-esteem where each member of the community feels valued and respected and diversity is celebrated.

We provide consistent boundaries and teach self-responsibility, resilience and independence whilst giving children the freedom to express and respect thoughts and feelings.

Love of Learning

We encourage children to be life-long learners through teaching a broad and balanced creative curriculum within a stimulating, safe, happy and emotionally secure environment (both indoors and outdoors). We recognise that all children have gifts and talents and actively encourage, support and challenge every child to achieve and be the very best s/he can be.

Community

We encourage all members of the school community to participate fully and to have a voice in the school's decision making processes. We value the relationship and communication between the school and wider community.

It is the aim of this policy to support the following strategies of Spiritual, Moral, Social and Cultural Education.

Being Healthy

Teaching and Learning will promote differentiation to support the needs of all children. It will include teaching to their learning styles, as well as supporting their academic and social needs.

Staying Safe

by

- Making sure the environment is safe for all abilities.
- Ensuring that pupils are taught to use resources correctly and safely, with care and respect and with regard for Health and Safety and simple economics of waste.
- Ensuring that planning includes checking risk assessments are in place where needed e.g. checking websites, considering resources and possible dangers.

Enjoying and Achieving

by

- Ensuring that the Early Years Foundation Stage and National Curricula are followed and that children's progress through the curriculum guidance and National Curriculum standards is tracked carefully, achievements monitored, gaps identified and next steps made clear.
- Ensuring that children are given the opportunity to achieve their full potential.
- Ensuring that children enjoy coming to school and their attendance levels remain high.
- Ensuring that we include all cultures to enrich the community in which we learn.
- Ensuring that we encourage and support inclusive learning, gender, cultural, academic, social and emotional needs.

Making a Positive Contribution

by

- Supporting and encouraging children to be part of decision making.
- Promoting confidence and the ability to take on challenges in a positive way.
- Ensuring that children feel supported in their social and emotional development.
- Ensuring all children are supported in being part of our community, being mindful of their strengths and additional needs.
- Providing opportunities for children to make a positive contribution to their immediate and wider communities.

Achieve Economic Well Being

- By modelling and insisting upon positive behaviour to prepare children for the workplace in adult life.

Learning

Learning Processes

Children enter school at different stages of development and progress through the school at different rates. Children are taught and encouraged to learn in a variety of ways:

Through the Lingsfield Learning Powers:

- Having a go
- Having their own ideas and thinking for yourself
- Having curiosity and enthusiasm
- Having resilience whatever the challenge

Analysing

Aspiring

Challenging themselves

Collaborating

Concentrating

Creating

Critical thinking
Designing
Enquiring
Evaluating
Experiencing
Experimenting
Exploring
Focussing
Imagining
Independence
Initiating
Interacting
Investigating
Listening
Making choices
Making links
Making mistakes
Observing
Organising
Overcoming difficulties
Participating
Performing
Persevering
Planning
Playing
Predicting
Problem solving
Questioning
Reasoning
Reflecting
Repeating
Researching
Responding
Reviewing
Risk taking
Role playing
Setting goals
Supporting
Talking and discussing
Using restorative conversations
Watching

Learning Opportunities

At Limpsfield, we provide opportunities for children to experience these ways of learning and develop their own strategies in order to gain knowledge and skills.

Learning Readiness

We believe that children who are ready to engage with the learning process need to be well nourished and hydrated, fit and well, clean and well cared for, well rested and emotionally calm. Limpsfield School subscribes to the Healthy Schools' principles and staff work with parents, carers and outside agencies whenever appropriate to increase the learning readiness of all children.

The Learning Environment

The school and its classrooms are arranged to inspire learning. We aim to keep the school clean and well kept, with all taking part to achieve this. Displays in classrooms and corridors celebrate all children's work which, together with artefacts and books, promote learning.

Classrooms are arranged to develop greater independence and choice making, with a range of appropriate equipment and materials stored in places easily accessible for the children.

Interactive whiteboards, desktops and wireless access laptops are used by staff and children to open up the classroom to the outside world.

The Common, woodlands, Forest School, Community Orchard and the immediate environment surrounding the school are also used on a daily basis as an extension to the indoor environment.

Staff endeavour to create an atmosphere in which children feel confident and secure to express themselves and to feel supported in all they do.

Children's high expectations of themselves and others as learners are fostered through Assessment for Learning strategies, the encouragement of growth mind-sets, target setting, the PSHE curriculum and the Restorative Approach initiative.

We value learning across and outside the curriculum and provide a wealth of opportunity to do so.

Everyone at Limpsfield is expected to contribute to a whole school atmosphere that is conducive to learning.

Involving Parents and Carers in Learning.

We are committed to working in partnership with parents and carers to help children become life-long learners. This may include holding parents' workshops, uploading information to the website, sending home appropriate information, meeting/communicating with parents and carers to discuss a range of issues, parent/ carer teacher consultation sessions, drop and stay mornings, reviews of pathway plans and celebrating children's achievements in and out of school.

Teaching

As children learn in a variety of ways our teaching will include a number of different strategies and styles to accommodate learning through a combination of visual, auditory and kinaesthetic means.

Strategies will include;

Brainstorming

Challenging

Demonstrating high expectations

Discussing and questioning

Evaluating and assessing

Instructive teaching

Interactive teaching

Intervening, as appropriate, in the learning process in order to encourage development

Listening

Making judgements and responding to individual need

Observation

Philosophy for children - P4C

Precision teaching

Pre-teaching

Providing encouragement, positive reinforcement and praise

Providing opportunities for reflection by pupils

Providing opportunities for repetition/reinforcement

Revisiting

Role modelling effective learning strategies

Using a range of communication strategies – verbal and non- verbal

Teaching will be whole school, class, group, pairs and individual, as considered most appropriate by the teacher. It will also depend upon the learning objective and the teacher's knowledge of individual children and of the dynamics of the whole class. It will be supported by a programme of visits and visitors.

Assessment

Assessment for Learning strategies will be promoted to ensure that children are partners in their learning.

See below. Summative and formative assessment will also be used for tracking purposes and to inform the planning of future steps to ensure each child is challenged and is progressing.

Planning

This will contain work with large enough steps to challenge a child, but small enough to encourage them to succeed. Planning will also give opportunities for exercising choice within a given framework in order to promote confidence in their ability to think and act independently.

Teachers' high expectations of the children in terms of pace, time, outcome and management will be clearly conveyed to the children.

Through an awareness of and involvement in planning, Learning Support Assistants, other support staff, volunteer adults and those from outside agencies, add significant value to teaching and learning. Time will also be given to ensure that children develop and understand the skills and attributes needed for effective learning.

Children will be given opportunities to share ideas and contribute to the planning of their learning.

Differentiation

This will be by task, outcome or differentiated support, and also by:-

- Targeted adult support.
- Grouping children to target specific needs.
- Selecting equipment with particular child/children in mind.
- Using questioning.
- Providing appropriate challenge for all children.
- Using visual support such as widget symbols and task boards to support learning.

Adults are used to support learning, but it is recognised that it is important for self-esteem and independence that all children are able to work independently.

Assessment for Learning

Assessment for Learning strategies form an integral part of the learning and teaching at Limpsfield School. We believe that ownership of one's learning and the use of self-assessment strategies are powerful tools for improvement.

Strategies include:

- The traffic light and cup systems.
- Thumbs up, thumbs across system which will be used throughout lessons and in plenaries.
- Using the I (independent), A (aided), AS (adult supported), G (group work), VF (verbal feedback given), PV (Pupil Voice) or P (partner) symbols for children or adults to add to work to aid teacher assessment and understanding of the learning connected to that work.
- Encouraging children to verbalise or write a comment about their learning.
- Providing opportunities for child initiated and directed learning.
- Selecting resources and activities that will encourage children to initiate their own learning without the direction of an adult.
- Encouraging children to identify their own learning needs and targets.
- Peer assessment.
- Use of pink stars (achievement), blue thought bubbles (next steps) and purple pen (reflection).

Before any of these strategies are introduced work is carried out as a class as to what makes a good learner and to reinforce the fact that good learners sometimes make mistakes and are risk takers.

Care is taken to ensure that all resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

See also

Ethos Statement and Aims

Equality Policy

SEND Policy

Gifted and Talented Policy

Behaviour Policy

Long Term Planning

Assessment Policy

Marking Policy

Home School Agreement

Early Years Foundation Stage Policy

Individual subject policies and schemes of work

Sex and Relationship Policy

PSHE policy

