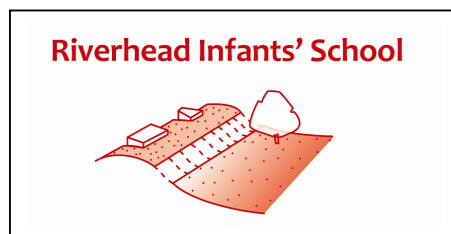


Riverhead Infants' School Teaching and Learning Policy



Signed:



Chair of Governors

Signed:



Headteacher

Date:

November 2011

Review Date:

November 2014

Teaching and Learning Policy

Rationale

At Riverhead Infants' School we seek to create an environment where all children and adults can work together with mutual respect, valuing the differences, beliefs and opinions of others.

We believe that learning should be relevant, meaningful, enjoyable and personalised for the individual and that all children should have equal opportunity to access and benefit from a curriculum that will enable them to make informed decisions and choices in their lives and become responsible participants in their community and society.

We recognise that the best education is provided through the highest quality teaching and learning opportunities and we acknowledge our responsibility to equip the staff and school to fulfil this vision. This rationale is portrayed in the following statement and later exemplified with clearly communicated expectations to support us as we journey to its fulfilment.

Vision, Mission and Values:

Vision

Education at its best.

Mission

At Riverhead Infants' School we strive to help one another to become rounded, independent and successful so that we maximise our potential, our progression and our engagement with life. This is education at its best.

Values

At Riverhead Infants' School we value:

- Quality, excellence and progress through encouraging enthusiasm and enjoyment for learning.
- The independence and confidence required to become active participants in our individual learning journeys and within our community.

- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice.
- Care, respect, consideration and responsibility for ourselves, others and our environment.
- Challenge and risk taking in order to fulfil our potential.

The following key factors contribute to the effective fulfilment of our vision:

- developing the learning environment;
- developing teaching;
- enabling Teaching and Learning;
- pupil participation, rights and responsibilities;
- partnership with parents;
- transitions

Developing the learning environment

Ensuring there is range and quality in the learning opportunities provided

Through themed units of study focused on:

- relating learning to real life;
- enhancing inter-subject understanding;
- providing stimulating and inspiring projects;
- enjoyment;
- inspirational and effective use of information and communication technology.

Through offering first hand, learning experiences where:

- all year groups enjoy termly educational visits and / or visitors relating to the themed units of study;
- active learning and the use of the outdoors is emphasised;
- artefacts and examples from home are central;
- investigation and experimentation is key;
- all themes include WOW days.

Through problem-solving and real life examples, including:

- giving relevant real-life examples during unit introductions;
- explaining the purpose and relevance of learning;
- problem-solving in lessons, using real-life examples where possible.

Through a commitment to inclusion, including:

- consistent and effective Wave 1 provision;
- dedication to the provision of activities which address different learning styles and multiple intelligences.

Through opportunities to work collaboratively , including:

- reflective use of paired and group work;
- children partnered in class for active talking and listening;
- use of groups to promote collaboration;
- flexible groupings to aid differentiated learning;
- regular reviewing of groups to reflect children needs.

Through creativity, drama and self-expression, including:

- role-play and improvisation to stimulate discussion and empathise with individuals and situations;
- visual and expressive arts to represent events in different ways;
- using and valuing different mediums for representing learning.

Through extra-curricular opportunities, including:

- themed weeks and days;
- opportunities to link with other schools;
- responsibility to others;
- engaging children in a range of healthy activities to encourage a healthy life style;
- developing awareness of personal safety and responsibility;
- promoting entrepreneurial skills;
- responding to children's' individual interests;
- extra curricular clubs at lunchtime and after school.

Through the provision of a stimulating learning environment where:

- pupil voice is developed and responded to appropriately;
- independence is encouraged and opportunities provided for it to flourish;
- we have high expectations of all members of our community;
- tidy, organised and well labelled classrooms and learning areas with quality resources which are valued;
- regular and effective use of the outdoors across the curriculum is planned throughout the year;
- the building of each individual's self esteem is a priority;
- pupils have access to water to ensure hydration for concentration;
- opportunities to move ensure learning is not sedentary.

Through our displays, including:

- displays to celebrate and share children achievement at all levels which are changed termly and reflect current learning;
- learning trees completed at the very start of a theme, during and at the end of the term;
- termly skills for development clearly displayed and referred to when teaching;
- a golden wall showing the termly Golden Rule;
- clearly defined school rules
- displays to inform and inspire learning;
- literacy, numeracy , science and ICT within the displays;
- interactive displays on work surfaces;
- visual timetables;
- clear script and careful mounting.

Developing the Teaching Environment

Ensuring the quality of preparation, delivery of lessons, reflection and analysis

We provide an exciting and stimulating curriculum map by:

- building upon what children already know and their interests;
- developing the curriculum in consultation with staff to consider what is best for our individual context;
- maximising upon the strong links between subjects and providing a breadth of experience;
- drawing on the resources of our locality with emphasis upon sustainability and the outdoors;
- planning collaboratively, maximising upon the strengths of our staff and drawing upon their pedagogical knowledge and skills;
- ensuring that long term, medium term and short term planning is prepared and then stored according to the schools saving protocol
- ensuring all to have access to planning to reduce duplication and enable effective monitoring to take place;
- ensuring that planning is developed in response to children's knowledge and interest which is harvested before a new theme begins and recorded on the learning tree;
- addressing different learning styles and multiple intelligences;
- including challenge days to bring together each terms learning and provide opportunities for sustained shared thinking, collaborative working and the application of newly learnt skills.

During teaching times we:

- promote equality and respect;
- have high expectations of all children;

- consider pace and challenge;
- make effective and regular use of ICT;
- use groupings effectively;
- maximise the use of teaching assistants and volunteers for direct impact on learning;
- use assessment to inform planning based on children individual needs.

Assessment and target setting is at the core of our teaching when:

- learning opportunities and success criteria are clearly identified in planning and shared with children
- there is evidence of continuous assessment taking place and informing planning e.g. use of whiteboards, informal checks on learning, check lists, discussions with children;
- individual targets are regularly reviewed in core subjects to challenge children and teachers and maintain the schools high standards, attainment and achievement;
- marking for learning includes next steps that indicate what children need to do to improve;
- teachers use inclusive strategies, such as 'no hands up' and 'time to think'.

Enabling teaching and learning

Ensuring that teaching staff are supported in their roles:

Providing additional adult support where necessary:

- through the effective deployment of TAs;
- through the use of volunteers;
- subject to the demands of the budget.

Providing support for teachers to meet their performance management objectives through:

- INSET courses;
- advice from colleagues;
- observation and feedback;
- resources;
- providing continuous professional development opportunities both in house and with external or LA providers.

Ensuring the necessary resources are readily available to support:

- topics/subjects/units;
- classroom management;
- independent learning;
- preparation and planning;
- the assessment process.

Protect the work - life balance of teachers by:

- monitoring the number and duration of meetings;
- using IT to reduce workload;
- monitoring the number of observations;
- careful timing of events across the year.

Ensuring PPA time takes place through:

- carefully considered plans which enable best value and quality;
- agreed methods of planning, recording and reporting that are shared within year groups.

Pupil participation, rights and responsibilities

The children are participants in aspiring to our vision of education at its best. They are included in the decision-making processes of the school through class and school council and other opportunities.

To enable them to understand and learn about individual responsibility within our school. For teaching and learning they have the Golden Rules which are displayed in each class and in communal areas.

The clear expectations in the Golden Rules are positively phrased and are exemplified by what this does not include. A different rule is taken each term and forms part of the teaching for PSHE and circle Time. This links closely with the SEAL themes through which children are taught to recognise and manage aspects of their own behaviour.

Partnership with parents

Positive partnerships with parents enable staff to provide a teaching and learning environment therefore enabling children to thrive. The Home School Agreement is discussed with families when children start at the school and then signed by parents and their children and then the Headteacher. The Homework Policy supplements this. Copies are posted on the school website or are available on request.

Parents are also encouraged to participate in the life of the school which enhances teaching and learning for all children. They are invited to help with teaching activities in school, on educational visits and to run or help support school clubs. At all times they are encouraged to support and become active members of the PTA, who help organise a number of celebratory events.

Transitions

Transition both to and from Riverhead Infants' are carefully managed to ensure children and parents are fully informed of our supportive processes to maximise upon opportunities and minimise any concerns or worries.

Early Years Pupils

Parents new to the school are invited to attend a new entrants meeting where information is shared to smooth the way for both adults and the children. This is followed with play afternoons for the children and afternoon tea for the parents with an opportunity to meet representatives from the PTA.

Before a child starts at the school a home visit is made by the class teacher and teaching assistant to meet the family and begin to develop an understanding of the child's achievements at home. This is supported with a visit to the child's pre-school setting to meet them in their learning environment and discuss their Learning Diary with their Key Worker.

School life starts with a gradual transition of half days rising to full time in their third week.

Parents and carers are welcome to join their child in the class for 15 minutes in the morning to support them to settle.

A 'Meet the Teacher Meeting' in the first term provides a further opportunity to discuss how the pupil has responded to transition, and any further support required.

To Key Stage 1

Before moving to Year 1 the pupils are joined by their new teacher who observes them in their Early Years environment and spends time with their teacher to learn about their achievements and any specific individual needs they may have.

This is followed by visits to the new classroom and time spent with the teacher and teaching assistant.

Parents are also supported through the transition with a presentation and video prepared by the teachers to inform them about the KS1 curriculum and the structure of the day.

To Key Stage 2

Careful preparation also takes place to prepare pupils for their transition to KS 2.

As most pupils transfer to Amherst School arrangements are made for the Headteacher and Class Teachers to visit the children at Riverhead, and for them to spend time discussing their achievements. This is followed by visits to Amherst to spend time in their new class and explore their new learning environment,

We recognise that some pupils may have individual needs and would benefit from additional arrangements to support a successful transition at any of the above times. On these occasions Transition Planning Meetings are arranged by the Inclusion Manager in collaboration with parents and with other professionals. This allows for effective information sharing between all parties and will usually lead to additional strategies being identified and implemented.

This policy will be reflected upon regularly and will inform monitoring.

It will be reviewed every three years unless required to do so earlier.

It links to the following policies:

- Home School Agreement
- Homework Policy
- Single Equality Scheme
- Special Educational Needs Policy
- Curriculum Policies
- Assessment Policy
- Marking Policy