



Teaching and Learning Policy 2022

Governors' Committee Responsible:	Learning & Pupil Welfare		
Policy Originator:	Headteacher		
Status:	Non - Statutory	Review Period:	Two Years
Date:	March 2022	Next review date:	March 2023

Shared Vision

Our shared vision for learning is 'Enjoying Learning Together'.

Fundamental Principles

At Shalford Infant & Nursery School we believe all children learn best when:

- they are happy, secure and show high levels of wellbeing and involvement
- their learning is planned appropriately and reflects their interests and life experiences
- a variety of teaching techniques, strategies and contexts are used according to their needs
- they understand what they are learning and have opportunities to challenge themselves
- they are motivated and actively involved in their learning
- we have high expectations for all pupils and there is an appropriate balance between teacher-led and child-led learning
- their environment is conducive to learning and supports independence
- there are positive links between the school and home
- the whole team works and develops together

Aims and Objectives:

- to facilitate children's acquisition of skills and knowledge, which will help them to develop intellectually, emotionally, socially, physically, morally and creatively;
- to promote a positive attitude towards learning, so that children enjoy school and acquire effective learning behaviours to support lifelong learning;
- to create and maintain an exciting and stimulating learning environment with rich, cross-curricular experience

Children will learn:

- to be able to communicate in a variety of ways;
- to solve problems in a variety of different situations by enquiring and making reasoned judgments and choices;
- to work independently, in pairs and as members of a team;

- to evaluate their own performance against agreed and realistic objectives/success criteria;
- to be curious, enthusiastic and eager;
- to care about and take pride in the school;
- to keep themselves and others safe
- to acquire a set of moral values on which to base their own behaviour and to gain a deepening understanding of British values;
- to develop tolerance and respect for all people including those of different social, ethnic and religious backgrounds.

Equal Opportunities and Inclusion Statement

Every member of Shalford Infant & Nursery School's community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand the cultural diversity and variances within their community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously.

Cornerstones Curriculum

We firmly believe that children learn best when they learn about things in which they have an interest. Shalford Infant & Nursery School uses the Cornerstones Curriculum to help teachers plan an exciting and interesting curriculum for pupils. Each term, teachers use a different imaginative learning project (ILP). Each ILP consists of four stages to scaffold learning. Each imaginative learning project follows a similar structure, which can be seen in the table below.

Engage	A memorable experience to hook the interest of children in the topic.
Develop	Developing new skills and acquiring new knowledge.
Innovate	Applying new skills and knowledge to solve a problem.
Express	Sharing learning with parents.

Values-led Learning

To promote the personal, social and emotional development of pupils we have a values-based curriculum. Every month, we focus on a different value. The value runs like a golden thread throughout teaching and learning during the term.

Word Work

Every day, children have a discrete Word Work (or phonics) session. Word Work uses Letters and Sounds as its basis. Jolly Phonics is also integrated into our teaching. Phonics is applied in other lessons throughout the school day. Phonics is also applied in guided reading sessions in KS1 and one to one reading sessions in Reception.

Learning Partners

All children have a Learning Partner they sit next to during whole-class discussions. Partner talk is integrated into classroom teaching and learning. Children can also work with their Learning Partner during independent activities. Learning Partners are regularly changed so children get an opportunity to work with other members of their class. The school has a 'no hands up policy'. Each child's name is on a lollipop stick which is randomly picked by the teacher to select who answers a question. This helps to ensure all children participate in lessons.

Differentiation

Through the use of assessment data, teachers carefully differentiate learning and activities to meet the needs of pupils and help them make progress in lessons. Teachers plan for to meet the needs of all pupils through open-ended activities, support through resources or different activities. Teachers plan small group or individual sessions with an adult.

Assessment for Learning

Adults in the classroom aim to give immediate feedback to pupils about what they have done well and what they could improve. Adults mark alongside pupils so they understand what they have done well and what they could improve using coloured highlighter pens (see Feedback Policy). In KS1, children have Star Checkers that identify the success criteria for an activity. Children also have opportunities to devise Star Checkers for an activity and to mark their own or a partner's work against the star checkers.

Teaching in the Outdoors

We firmly believe that infant-aged children need learning opportunities in the outdoor environment. Children in the Early Years have free-flow between the inside and outside classrooms. Each class also has the opportunity to learn in an outside environment in our Forest School provision led by a qualified Forest School Leader. The curriculum offered to pupils also aims to make use of the area surrounding our school.

Topic Weeks

Through the year, the school community has a topic week when all classes learn about the same curriculum area, for example, space exploration. During these topic weeks, children learn about the topic in their year groups as well as in mixed age groups.

Working with Parents and Carers

We acknowledge that parents are the first and most enduring educator of their children. To help parents and carers learn about teaching and learning, we have a curriculum meeting with parents at the start of the year to explain how the curriculum is planned for the year. We also have termly family learning sessions which allow parents and carers to see learning in the classroom. We ask parents to read every day with their child. Children can also take home optional Maths Challenge activities and in KS1, children are encouraged to practice their mental maths skills. As a school we do not give children spelling lists to learn at home as we believe children learn to spell best when it is integrated into regular lessons. Every term, parents and carers receive a Learning Letter and a Curriculum Map to explain what children will be learning and how parents and carers can help at home.