



Teaching and Learning Policy

Date of issue:	January 2019
Review date:	January 2020

At Cunningham Hill Infants School our aim is to give each child at our school access to the full range of learning opportunities that we offer here regardless of gender, ethnic origin or physical ability. We aim to provide a broad and balanced curriculum including, but extending beyond, the Early Years Foundation Stage Curriculum and National Curriculum, appropriate to each child's needs. We believe in the concept of lifelong learning and the notion that both adults and children will learn new things each day. Learning should be enjoyable for everyone.

In each curriculum area we teach knowledge and skills. We develop the skills of:

- ⇒ Listening
- ⇒ Speaking
- ⇒ Observing
- ⇒ Hypothesising
- ⇒ Investigating
- ⇒ Recording
- ⇒ Communicating

We teach children to apply skills learnt in one area of the curriculum to aspects of their work in other areas of the curriculum, as appropriate. We encourage children to see links between the different subject areas through a Creative (cross-curricular) approach. We help our pupils acquire knowledge of how to work in each subject – the processes and thinking skills necessary to attain and retain knowledge. We provide a wide range of resources to facilitate learning. Our classrooms are attractive learning environments.

We want our children to experience:

- ⇒ A safe and structured environment
- ⇒ Challenge and stimulation to their thinking
- ⇒ Provision for the full range of learning styles [kinaesthetic, auditory, visual]
- ⇒ A “hands-on” and fun approach to learning – “Active Learning”
- ⇒ Positive learning experiences in a variety of settings
- ⇒ The confidence to feel able to contribute and to know that their contribution will be valued
- ⇒ The self-confidence to branch out and experiment with their own ideas within the educational setting

We use the following teaching styles (Pedagogy), as appropriate to the learning objective:

- ⇒ Individual work
- ⇒ Partner work
- ⇒ Differentiation by ability and need within the class and/or year group
- ⇒ Mixed ability / age groups
- ⇒ Small groups e.g. for SEN or EAL work, Booster groups, etc.
- ⇒ Whole class teaching
- ⇒ Homogenous groups – Read, Write, Inc
- ⇒ Tutoring – one-to-one, RWI

As effective teachers we are

- ⇒ Planning in advance and with clarity, making provision for different learning styles [KAV] displayed within an effective working Provision Map
- ⇒ Planning efficiently, cohesively and ensure that we differentiate the curriculum for all learners (*evident in planning*)
- ⇒ Liaising between age groups to ensure continuity and progression within planning

- ⇒ Delivering the Early Years Foundation Stage Curriculum, National Curriculum and RE Herts Agreed Syllabus, as prescribed by law, and more
- ⇒ Ensuring delivery of each lesson takes account of the appropriate time for Teacher Talk and Carpet Time – ensuring continuous pupil engagement
- ⇒ Setting clear child appropriate *Learning Objectives* for each lesson [written on the board and / or discussed with the children] so that both children and other adults in the classroom know the aim of the lesson
- ⇒ Providing children with clear *steps to success* (success criteria) to ensure they know how to achieve the Learning Objective
- ⇒ Providing a safe and nurturing ethos within which to learn [including taking risks to learn through mistakes]
- ⇒ Providing a positive, caring, interactive and stimulating environment which is bright, attractive and free from clutter both indoors and outdoors which reflects the current topics being taught
- ⇒ Providing a good range of quality resources to support learning
- ⇒ Evaluating and assessing work undertaken with regular, informative marking with children [see *Marking and Feedback Policy*]
- ⇒ Using the outcomes of assessment to inform planning for future learning ensuring that we are pitching at correct/aspirational level
- ⇒ Carefully moderating Teacher Assessment each term with other staff or SLT using professional judgements, supported through discussions during PPMs
- ⇒ Considering factors which influence a child's ability to learn and communicate concerns within school
- ⇒ Ensuring good communication about each child's learning within school and externally (e.g. through the use of Home School Books, verbally with parents, external agencies, other school settings)
- ⇒ Ensuring our continuing professional development, keeping abreast of initiatives and reflecting on how to improve our practice
- ⇒ Showing respect for each other in the way children and staff address and respond to one another
- ⇒ Via our open door policy, ensure all parents / carers, staff and other agencies work in partnership to ensure all children achieve shared goals

Our approaches to learning will be based on:

- ⇒ A child-initiated, active-learning approach in the Early Years
- ⇒ A child-centred, teacher-led philosophy
- ⇒ A multi-sensory approach
- ⇒ The use of independent enquiry and investigation e.g. through ICT as well as literacy resources
- ⇒ Supporting children in their learning e.g. through provision of resources and appropriate home learning
- ⇒ Modelling skills to be acquired
- ⇒ Guided learning, especially with reading and writing skills
- ⇒ Shared learning e.g. Circle Time activities
- ⇒ Involvement of parents and other helpers within and outside the classroom
- ⇒ School trips out and visitors to the classroom
- ⇒ External and internal resources and expertise
- ⇒ Multi-cultural links and an understanding of and celebration of diversity
- ⇒ Involving the local community e.g. our work with partnership schools
- ⇒ Helping others, including charity work, citizenship and pastoral care

We will ensure consistency by:

- ⇒ Team planning
- ⇒ Internal and external moderation of work by all staff
- ⇒ Regularly reviewing our school policies and approaches to our teaching