

Robinsfield Infant School

Learning and Teaching Policy

LEARNING TOGETHER – TOGETHER TO LEARN

Robinsfield Staff and Governors aim to constantly improve the quality and effectiveness of the education offered to the children

Introduction

Aims

- To improve the quality of learning experiences offered to the pupils.
- To establish an agreed range of practice in respect of teaching and learning.
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- To enable staff to identify aspects of practice which they wish to develop and in which they would welcome support.

Needs

The policy seeks to:

- Meet the needs of pupils more effectively by offering excellent learning and teaching and use of resources which are consistent across the school.
- Meet the needs of staff by offering developmental opportunities aimed at the extension of teaching repertoires.
- Meet the need to retain the best features of educational practice when seeking to implement the school curriculum, including the National Curriculum, QCA documents and the National Literacy and Numeracy Strategies.

THE LEARNING ENVIRONMENT OF THE SCHOOL AND CLASSROOM

Learning Environment:

- All children, staff, governors and parents ensure high standards in the learning environment by:
 - Respecting each others property
 - Looking after resources
- Ensure that every member of the school community abides by the health and safety policy.
- Encourage all members of the school community to take responsibility for keeping the whole school and playground clean and tidy.

Display

- Display work in the classroom and public spaces taking into account ability, gender, cultural and linguistic heritage.
- Contribute to the working of the Display Working Party by contributing displays in line with agreed themes and timeframes.
- Ensure a high standard of classroom displays at all times.
- Ensure that there is a balance of curriculum areas in work displayed in the classroom and boards outside the classrooms in corridors.
- Involve children in interactive displays. Ensure that the children appreciate and understand the displays around the school and encourage them to invite parents to see the work.
- Change classroom displays regularly, i.e. minimum half termly.
- Ensure that all labelling is clear, correctly spelled and named with first name and family name.
- Ensure that work is either secured by staple gun (used at an angle) or dressmaking pins – no drawing pins.
- Use children's drawings not adult outlines on displays.
- Children's writing in public spaces must be correctly spelled and published in standard English.

Behaviour Management:

- All the school community must be aware of all school rules and agreements which are displayed outside classrooms on parent's notice board.
- Every class makes a code of conduct book each year.
- Behaviour management is promoted by positive praise and not by stickers, certificates or smiley faces. Positive behaviour is rewarded in the golden book.

School Ethos:

- The school ethos reflects positive, safe learning environment which values all members of its community.
- We aim for a calm and caring, purposeful environment where all members of the community can achieve their potential.

CLASSROOM ORGANISATION AND MANAGEMENT

Teachers will be expected to:

- Work with their class assistant(s), plus any support teacher and/or Learning Support Assistant and ensure that plans are open to all adults working in the classroom. The classteacher will make a daily/weekly plan and ask the classroom assistant and/or Learning Support Assistant to help with specific areas of this.
- Organise the classroom so that an appropriate range of activities can take place: each classroom must have:
 - A book area with boxes organised into genres and read aloud books displayed as agreed in the Reading Policy.
 - A read aloud display with key questions.
 - Language unit containing paper and resources for writing, bookmaking. These units are labelled identically throughout the school to aid the children's access to resources and can be linked to a writing area.
 - A listening corner equipped with cassette player, headphones, audio tapes and books.
 - Maths unit labelled identically throughout the school.
 - Alphabet frieze
 - Number lines
 - Display work according to "Display Policy"
 - Robinsfield singing alphabet as basis for phonic work
 - Share learning intentions with children
 - Admin groups
 - In Foundation stage: a construction area with carpet and small world construction kits/equipment, regularly checked and washed. In Key Stage 1: a multipurpose carpeted area.
 - Computer with printer.
 - Art area.
 - Imaginative play area (1) home corner and/or (2) linked to project work in Year 1
 - An area for water bottles.
 - Spiral pad for messages.
 - Timetable on noticeboard outside the classroom (copy of newsletter, lunch menu, term dates, Governors' Report etc).
 - Word bank wall.

Other resources include

- Science/DT resources are organised centrally and can be found in the resource/parents room.
- Refer to, reinforce and apply fairly the school's code of conduct.
- Provide a role model of exemplary personal and social behaviour in school.
- Positively reinforce appropriate behaviour in children.
- Teach and encourage children to use a variety of strategies when they encounter difficulties.
- Be aware of confidentiality when working with other adults in the classroom.
- Maintain clear channels of communication amongst adults working together.

Children will be expected to:

- Remain on task.
- Use resources responsibly and safely.
- Share resources and help to maintain them.
- Help each other resolve straightforward problems and difficulties and ask for help when these fail.
- Abide by the agreed school code of conduct.
- Know that there are extension activities that they can access once directed activity is completed.

Class assistants will be expected to:

- Maintain resources in the classroom so that they are accessible, orderly and tidy.
- Support the teacher by preparing and maintaining teaching aids and materials.
- Support the teacher by working with an individual or small group in line with agreed plans.

Supply teachers, parents and other visitors will be expected to:

- Support the use of the school's code of conduct.
- Follow the school's guidelines for supply teachers and visitors.

TEACHING STRATEGIES AND TECHNIQUES

Teachers will be expected to:

- Introduce the next topic in advance to the children to provide opportunities to establish what they know already and what they would like to learn (through concept maps, samples of work etc).
- Tell the children (as part of the introduction) what they are going to learn. Use the knowledge of the children based on information from assessment and record keeping, in order to plan for differentiated work. It is important that the children are asked if they understand the task that has been set.
- Design challenging and differentiated learning tasks suitable for whole class teaching, group teaching and individual teaching.
- Focus on one curriculum area at Key Stage 1 with appropriate differentiated tasks and activities, i.e. the children will not all be doing the same thing, but working on the same subject area.
- Tell the children what the learning intentions of each task/activity are and the anticipated time span.
- Introduce the success criteria of the lesson to the children.
- Ensure that the children know when they have succeeded – tell a child when s/he has achieved significantly.
- Give children the opportunity to practise and apply newly acquired skills and knowledge.
- Offer the children the opportunity to work on closed activities and open activities i.e. at times the learning intentions will have a defined end product and at times the focus will be on investigation and/or problem solving skills.
- Use whole class teaching, group teaching by differentiated group, collaborative group work in mixed ability groups and evaluate the success/appropriateness of each format in order to reflect upon planning for next learning intentions.
- Provide support for children for whom English is an additional language via (a) choice of activities and visual aids to support context embedded work and via (b) grouping (i.e. never grouped as children with SEN but with similar ability native English speakers or, as appropriate, mixed ability groupings with native English speakers).
- Ensure that the children have access to the whiteboards and use them interactively.
- Ensure that the children work quietly and purposefully and stay on task.
- View children's mistakes as opportunities for increasing the quality of thinking and learning.
- Use verbal praise and the school's Golden Book to praise and acknowledge particularly good work – product and/or process.
- Monitor, evaluate and reflect upon their own teaching strategies and techniques (pedagogy) and set targets for themselves to develop/refresh their own practice.

Children will be expected to:

- Apply themselves seriously to the work they are given.
- Try something out even if there is no immediately obviously "correct" answer and keep trying.
- Persevere through the redrafting process towards a higher quality in their work.
- Apply strategies they have learned to tasks across the curriculum.

- Work in a variety of groupings, including the whole class, showing respect of each others efforts and achievements.
- Participate in whole class and group discussions to enable them to make choices and play an increasing role in planning and organizing their learning.
- Produce work for a variety of audiences and communicate their findings in a variety of ways.

Language support teacher will be expected to:

Provide support so that EAL pupils are included and offered maximum access to the curriculum.

SENco will be expected to:

Support classroom developing, implementing, reviewing Individual Education Plans at all stages.

PPA staff will be expected to:

Use the teacher's planning.
Support the class in the same way as classteachers.
Support other teachers with their planning.

Strategic planning team will be expected to:

Suggest and support inservice training for the professional development of staff both in school and off-site.
Place a high priority on the provision for staff development.

CURRICULUM STRUCTURE, BALANCE AND PROGRESSION

Teachers will be expected to:

- Provide the opportunity to extend, children's' subject knowledge in foundation subjects based on previous knowledge (mind maps).
- Plan half termly and weekly with colleagues to share ideas and strategies and to support progress and continuity across year groups.
- Use best independent work books from Reception to take children's assessments.
- During handover from Reception to Year 1 show individual scores for foundation stage profile. From Y1 to Y2 fill in the MILS forms and pass on assessments.
- Fill in results for each class on the Essex Tracker.
- On MILS forms fill in a reading level, writing level, dictation word and letter check, HFW writing, maths level, science level for each child.

The Headteacher will be expected to:

- Allow for time to Year group teachers, support teachers, class assistants to plan together.

Headteacher, deputy head and curriculum co-ordinators will be expected to:

- Monitor the delivery of the curriculum and the fulfilment of School, National Curriculum and QCA documents by means of;
 - work sampling by curriculum co-ordinators, deputy head, headteacher
 - review of planning/evaluation by curriculum co-ordinators, deputy head, headteacher.
 - Classroom observation and feedback
- Monitor the work of each child in each class from the Nursery to Year 2 on a termly basis at MLS meetings: classteacher, Teaching Assistant and Headteacher.
- Develop, exemplify and advise on best practice in their subject areas in Foundation Stage and Key Stage 1 (curriculum co-ordinators, SENcos, Language Support Teacher).

PLANNING, ASSESSMENT, RECORD KEEPING, REPORTING

Teachers will be expected to:

- Plan half termly using the school's curriculum map and schemes of work using planning and assessment file whilst following guidelines set out by the National Curriculum, NLS and NNS.
- Attend weekly planning meeting with year group teacher/s to plan detailed lesson plans/(daily plans in Nursery) for the following week (*).
- Meet with the teaching assistants weekly to discuss plans and resources for the following week.
- Use evidence from the formative and summative assessment to plan differentiated, inclusive activities to meet the needs of all pupils
- Use best independent work books to collect samples of work: (in KS1)
- Collect a sample of children's writing once a term/ half term)
- Collect a sample of children's maths once a term/ half term)
- Collect a sample of children's writing once a term/ half term)
- Level work using NC level descriptors or P targets and highlight the levels at the back of each child's independent work book.
- Assess reading development using PM Benchmark and keep records accordingly: Key Stage 1 (R, Y1, Y2).
- Use their professional judgment as to when to conduct further in-depth observations and assessments if a child's development and attainment is causing concern or if a child is showing a particular aptitude.
- Write a summative report for each child, each year based on the formative assessments. The MLS forms are to be used to contribute to this. The language must be clear, non-jargon.
- Meet parent(s)/carer(s) of each child individually three times per year formally.
- Maintain each child's profile folder.
- Maintain Individual Education Plans for children at Stage 1 of the SEN Record and work with the SENcos to maintain, implement and develop IEPs for children at other stages.

Teaching assistants are expected to:

- Make up the profile folders for new pupils.
- Help with keeping profiles up to date.
- Undertake assessments such as word checks, alphabet checks, etc.

The Headteacher is expected to:

- Organise termly MILS monitoring meetings.
- Arrange for release time for teachers to meet parents and write summative reports.

The Language Support teacher is expected to:

- Meet new parents and complete a language survey which goes into the child's profile folder.
- Be available at open days and evenings to meet parents.
- Contribute to summative reports for children who have English as an additional language.
- Keep details of each EAL child's language stage in English and ensure this information is in their profile folder in October for new pupils and by end July thereafter.

The SENco and other support teachers are expected to:

- Be available at open days and evenings to meet parents.
- Contribute to summative reports for children they work with.
- Keep details of child who is on the SEN register and help staff in writing and implementing IEPs.

THE QUALITY AND USE OF RESOURCES

All staff will be expected to:

- Seek out and use the advice and expertise of their colleagues.
- Reflect upon and maintain an awareness of their own professional needs and the responsibility for self development.
- Work constructively with teachers, support teachers, teaching assistants, learning support assistants, any special educational needs support (i.e. Occupational Therapists, Speech Therapists, etc, etc.) always making plans, either daily or weekly., with clear timetable available to colleagues.
- Ensure that resources are maintained in good order – in central areas and classrooms.
- Plan to make use of centrally based resources, returning them promptly and ensuring that they are complete and in good order so that they are available to colleagues.
- Assist in encouraging children to maintain resources and use them carefully.
- Assist in keeping resources tidy and encouraging children to do likewise.
- Support new colleagues in finding resources.
- Use a wide variety of appropriate resources in their teaching programmes.
- Ensure that resources which are used are in line with the school's Equal Opportunities policy.
- Write any stock requests on pad in stockroom.
- Ensure resource and stock areas are kept tidy at all times.

Children will be expected to:

- Demonstrate a sense of responsibility in their use of resources which will involve an understanding that these resources are not limitless.
- Develop knowledge of how to use different resources according to the task in hand.
- Maintain and use resources carefully.

Curriculum co-ordinators will be expected to:

- Ensure that resources are in line with the school's Equal Opportunities policy
- Make an annual "bid" for curriculum resources based on her/his Curriculum Action Plan to make an informed evaluation of the need for new resources and the replacement of resources/equipment.
- Ensure that resources are kept in good order and regularly checked, using teaching assistants to check and organise resources held centrally and in classrooms on a termly basis.
- Ensure that teachers new to the school are aware of the extent and location of resources for their curriculum area.
- Check and maintain stock levels.

The Headteacher will be expected to:

- Consult with curriculum co-ordinators on the purchase and use of resources/equipment
- Consult with the Governing Body on the effective use of the school's delegated budget and the best use of money raised on behalf of the school.
- Manage the school budget so that due priority is given to purchasing a variety of materials and resources which may vary from year to year.

HOME/SCHOOL RELATIONSHIPS

Teachers will be expected to:

- Display a weekly timetable on the classroom parents' board.
- Be available for informal contact with parents before and after school as appropriate, or by arrangement.
- Conduct three formal meetings per year to discuss individual pupil progress with parents.
- Arrange, as necessary, meetings to discuss significant issues in children's behaviour and/or learning as they arise with the SENco and then parents as appropriate.
- Keep parents informed about on-going classroom work with which they can help.
- Always maintain a scrupulously professional relationship with parents, never discussing internal school issues, other staff or children.
- Provide regular reading homework plus additional homework in Years 1 and 2. Please see the Homework policy.
- Maintain a sensitive awareness of the cultural attitudes which may make it more difficult concerns/develop strategies with their line manager and the headteacher, as appropriate.
- Provide opportunities for heritage languages to be seen (in displays, books, posters), read, spoken, heard and written in class.

Classroom assistants, kitchen staff, nursery nurses, school keeper, school secretary and finance officer will be expected to:

- Always maintain a scrupulously professional relationship with parents, never discussing internal school issues, other staff or children.
- Maintain a sensitive awareness of cultural attitudes which may make it more difficult for some parents to communicate with the school and discuss concerns/develop strategies with their line manager and the headteacher, as appropriate.
- Communicate with parents in a positive and friendly manner (including telephone communication).

The Headteacher will be expected to:

- Support all staff in their dealings with parents.
- Organise parents meetings and class meetings.
- Develop programmes for raising awareness of school policy and practice amongst parents, carers, non-teaching staff and governors and consult with each group on changes.
- Give parents an annual questionnaire.
- Develop systems for evaluating policies as experienced by parents
- Update the school prospectus annually.

- Organise a rota of curriculum workshops.
- Be available to see parents in the morning at 9am and at 3.10pm as often as possible.
- Take prospective parents around the school.
- Operate the governing body's complaints procedure.
- Circulate parents' information re; starting school.
- Write a regular newsletter.

Parents' responsibilities

- To ensure that their child has very good punctuality and attendance. Please see attendance policy.

TEACHING STRATEGIES AND TECHNIQUES

Teachers will be expected to carry out :

- Prior assessment of children's learning by using concept mapping and looking at samples of previous pieces of work linked to the subject area.
- Plan clear and precise learning intentions which are then explained to children about what they will be learning, why and how at the beginning of the lesson.
- Set group and class targets which are made clear to the children.
- Plan weekly using clear and precise learning intentions, success criteria and differentiated activities suitable for their children's needs.
- use prior assessment to amend and adapt existing plans
- Prepare weekly homework:
- This should provide opportunities for parents and carers to understand what is happening in school and support children and for children to reinforce and consolidate what they have been learning in school.
- Differentiation should be clearly evident in planning. This should include:
 - equality of outcome.
 - ensure children reach the same outcome rather than working to different objectives.
 - differentiate on the basis of language needs, SEN and more able.
- Use resources to contextualise, stimulate and inspire
- Displays should support by stimulating learning in all areas of the curriculum
- Lesson Structure should include:
 - introduction (whole class)
 - communicate learning intention and success criteria
 - maintain pace
 - ensure involvement and interaction of everyone
 - group and individual activity
 - collaborative learning
 - plenary

Work should then be clearly marked according to our marking policy.

