Preparing children for a Bright Future in a Changing World

HEATHER AVENUE INFANT SCHOOL
TEACHING AND LEARNING POLICY

Teaching and learning is one of the main purposes of our school. It is the method through which we offer a stimulating curriculum, which is broad and balanced and meets the requirements of the Education Reform Act relating to the Early Years Foundation Stage, the National Curriculum and Religious Education and collective worship. It is how we ensure that we fulfil our mission of

"***Preparing children for a bright future in a changing world***".

We believe that all children, whatever their background or their circumstances, have a right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Our Vision is to;

1. Provide education of the highest quality and creativity;
2. Help children become confident, respectful, skilled, reflective and independent learners in a challenging world;
3. Value each child and supporting them to value each other;
4. Provide all children with equal opportunities;
5. Foster a caring, nurturing environment through links between the school, home and community.

The aims of Heather Avenue Infant School are;

- To provide all children with the highest quality of teaching in delivering a broad, **enjoyable** and balanced curriculum suited to their individual needs and the requirements of the current National Curriculum and Early Years Foundation Stage Curriculum.
- To help children aspire and **achieve** the highest possible standards in relation to their stage of development, their age and ability, as identified by thorough assessment leading to a personalised curriculum.
- To prepare children to acquire the attitudes, experience, knowledge and skills necessary to contribute to life as respectful citizens and **achieve economic well-being** in a changing world.
- To foster an appetite for lifelong learning, by creating, participating in and sharing new experiences and challenges.

- To promote maximum and punctual attendance of all children.
- To provide children with opportunities to develop skills that will enhance their **enjoyment and achievement,** through offering extra-curricular activities which will enable them to work with our school and wider community**.**
- To provide opportunities for children to develop qualities of honesty, self- confidence, perseverance, tolerance, self-discipline and responsibility.
- To assist children to recognise and develop an understanding of the benefits of healthy living including emotional well-being and guide them with the knowledge of **how to stay safe** and how to manage risks.
- To help children learn to value and respect themselves and others, including those from different cultures, religions, beliefs, in a caring and nurturing school environment.
- To help children develop an understanding and respect for the whole world including the community in which they live, enabling them to make a **positive contribution** to its sustainability.
- To provide a school environment that is a source of stimulation to the children, with high standards of display, tidiness and cleanliness.
- To plan realistically and use resources efficiently to ensure good value for money.

TEACHING

Effective teaching

- The classroom and school ethos is strong and promotes a happy and enjoyable learning environment.
- Teachers ensure they have good subject knowledge appropriate to the lesson learning objectives.
- There are clear learning objectives which are shared verbally or written with the children.
- Planning is clearly adapted and tasks match the children's ability including children with special needs and gifted and talented children and English as Additional Language children (EAL).
- Formative and summative assessment informs the next step of learning and is used to inform future planning and teaching. Further details can be found in the school's policy on assessment.
- Teaching will be cross-curricular and creative making the learning more meaningful for the children (including use of the outdoor environment).
- Teachers will organise their class into ability and mixed ability groups according to the task.
- Classroom management is clear to the children and promotes independent learning. There is a common awareness that high standards of self-discipline and order are expected, in line with the schools adopted Safe, Brave and Kind essential rules.

Effective teachers;

- Have high expectations of their children in terms of behaviour, learning and presentation of work.
- Provide a variety of learning activities which promote the development of positive learning habits.
- Provide equality of educational opportunities in an inclusive environment.
- Keep abreast of new trends in education in order to keep their teaching skills up to date.

- Encourage revision of learning via home tasks.
- Foster good relations with parents/carers- acknowledging the value of a good working partnership with them.
- Incorporate enthusiasm and liveliness to their lessons in order to motivate, stimulate and enthuse the children.
- Use Emotion Coaching to support children in emotional health and well-being
- Encourage sustained effort including drafting and reworking to enhance the standard of children's work.
- Work as a team in sharing good practice and being positive role models to each other.

Styles of teaching

- Within each class, whole class teaching, group work and individual work are used where and when appropriate.
- We embed the 'I do, We do, you do We embed the **"I Do, We Do, You Do"** framework across lessons to support explicit instruction and gradual release of responsibility: **I Do:** Direct instruction and explicit teacher modelling. **We Do:** Guided practice, scaffolded tasks, and collaborative learning. **You Do:** Independent practice to demonstrate mastery and apply skills.
- All classes are of mixed ability groups.

Learning environment

- Children have the right to an education in a caring, safe and secure environment where each child is valued as an individual.
- Classrooms are well organised with resources clearly labelled and accessible to the children, to facilitate independent learning.
- Each classroom is stimulating, attractive, and informative with displays which value each child's work. Displays should also be seen as an interactive learning tool which reflects the class topic.
- All children have opportunities to learn outside the classroom as appropriate to the curriculum.

Each classroom has specific resources being:

- ***Day/month/season display***
- ***Number line***
- ***Phonics frieze/Speed Sounds Chart***
- ***Writing display with topic words***
- ***3D element to display***
- ***Maths vocabulary***
- ***Safe, Brave, Kind essential Rules***
- ***Safety Board***
- ***ELLI pictures clearly showing the 7 Effective lifelong learners skills***
- ***Emotion Coaching***

Continuous professional development

- High standards in teaching and learning depend upon relevant, focussed and effective professional development opportunities for teachers.
- Staff's knowledge of curriculum subjects is kept up to date.

- Staff knowledge enables them to make the optimum use of new technologies.
- Teachers are supported to be lifelong learners which enable them to be excellent role models to children.
- Key points from all courses attended are cascaded during weekly staff meetings.
- All training notes are retained in the subject coordinators on-line drive.

Role of Head of School and Executive Headteacher

- Must have a clear vision of what good teaching and learning looks like.
- Be at the heart of the ethos of the whole school.
- Celebrate achievements and challenges where necessary.
- Assist staff with their professional development.
- Monitor, advise and support.
- Ensure performance management targets are based on improved teaching or learning.

Role of Subject Leaders

- Takes the lead in the development of the policy and monitors planning to ensure progression and coverage to raise the standard of teaching and learning throughout the school.
- Has a clear understanding of pupil's attainment and teaching ability in their subject areas within our school.
- Monitors progress including annual observations of teaching and learning(including children books) in their subjects and advises the head teacher and governors on action needed.
- Organises and purchases central resources for their subjects in line with priorities identified in the School Development Plan.
- Keeps up to date through reading and attending relevant courses.
- Supports colleagues by advising on planning, resources and developments in their subject area.
- Lead Professional Development in their subjects during the allocated weekly staff meeting time.
- Maintains a co-ordinator drive for each subject.

Role of Governors

- Ensures that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitors, through a robust monitoring schedule, how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensures that staff development and performance management policies promote good quality teaching.
- Monitors the effectiveness of the school through the school self-review process.

LEARNING

Children's needs

- All children have all their individual needs acknowledged - educational, physical, emotional and social.

- In order for children to reach their potential, it is recognised that they should have access to water throughout the day.
- Periods of learning should be broken up by physical activity- as this activates the brain and enhances learning.
- children should have the opportunity to continue their learning in an enriching environment in extracurricular clubs.
- Recognition that some children learn at different rates and are supported in their learning with extended or support opportunities as appropriate.
- Recognition that every child is of equal value and is treated with equal regard.

Target setting

- All classes set individual targets/next steps in order to improve the children's learning. In the ***Early Years foundation stage***, the children have targets/next steps for writing/ mathematics/ reading which are set by the teachers. Where appropriate, the children are involved in discussing their next steps with the teacher in writing, reading and maths.
- Targets/next steps are used to inform teachers planning.
- All children are given responsibility for producing evidence of working towards or achieving targets/next steps.
- Teachers support children in working towards achieving their targets/next steps, using school stamps and positive comments. In Key Stage 1, Children respond to targets using a purple pen to show the work that they have completed in relation to their targets.

Learning styles

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. These may include:

- Investigation and problem solving
- Debates – circle time/ class councils/school council/philosophy/citizenship/ sustainability-
- Research/enquiries
- Visits to places of educational interest
- Responding to internet material, or recorded material
- Designing and making things
- Drama/Wise about Words (WAW)
- ICT exploration
- Using inside and outside environments
- Using Tapestry to record and share our learning

We also use the Effective Lifelong Learning Inventory (ELLI) to teach the children skills to become effective lifelong learners, these skills include Changing and learning, Critical curiosity, Meaning making, Creativity, Learning Relationships, Strategic awareness and Resilience

Rewards/encouragement/praise

- Each teacher uses a range of rewards and systems to celebrate achievement across a range of behaviours and learning.

- Class pom pom jars, stickers, certificates and showing work in Celebration Assembly may all be used as appropriate methods of celebrating success
- See Behaviour and Self-Regulation Policy for definitive list of suggested rewards

Parents/Carers

Formal Guardian consultations are held in the Autumn and Spring terms, where the progress of the child is discussed. Parents/Carers of children in the Early Years Foundation stage (Reception) have an additional meeting during the Summer term. At these meetings areas covered include:

- Attendance
- Attitude to learning
- Behaviour
- Attainment for Reading; Writing and Maths.
- General Progress

Other meetings may be arranged to discuss particular concerns from either side.

- Parents/Carers of children who have been identified as having Special Educational Needs are invited to take part in at least termly reviews.
- Parents/Carers are invited to attend a termly Guardian consultation meeting
- Head teacher/Senco/Teachers make themselves available to discuss children's progress and well-being as required
- Annual reports are sent to parents/carers to explain the progress made by their child, with clear targets for improvements.
- All parents/carers or other family members are invited to termly events where they can share in their children's learning.
- Parents/Carers are invited to celebrate their children's achievements during a weekly celebration assembly via Tapestry.

Our teaching and learning is underpinned by our relational approach which incorporates the 3 C's -Connect, Communicate and Collaborate

This policy should be read in conjunction with all other school policies.

Reviewed September 2026
To be reviewed September 2027