

Pound Hill Infant School

Teaching and Learning Policy and Curriculum Statement

Teaching and Learning Policy

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision is of a consistently high standard.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality. We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

The purpose of our teaching and learning: pupil progress

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities. We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

Six core elements of our provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

2. Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

3. Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

4. Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback

We have an agreed policy which identifies our approach to marking. We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

Our curriculum and teaching methods, including Mantle of the Expert afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific sessions.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Attitude to Learning

We ensure that learning for all members of our community, including the children, is designed to develop our school vision, every member of our school community will be

- A Happy, Confident Individual
- A Successful Learner
- A Responsible Citizen
- An Effective Contributor

Please see Appendix 1.

We notice and comment positively when these aptitudes are demonstrated and we model them in our own actions and use further intervention for those children who have an identified need.

The School Curriculum Statement

Our curriculum is planned to promote outstanding achievement, learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also complementary activities that are skillfully woven into teaching and learning, enriching the learning experiences our children receive. The teaching of English and mathematics is carefully structured throughout the Foundation Stage and Key Stage One, alongside numerous opportunities for the application of these skills using our cross curricular approach to learning. This approach ensures Spiritual, Social, Moral and Cultural development is at its heart, alongside the teaching of the skills of creativity: imagination with purpose, originality and value. Our overall school vision is that every member of our school community will be:

- A Happy, Confident Individual
- A Successful Learner
- A Responsible Citizen
- An Effective Contributor

Please see Appendix 1.

Appendix 1

Our school vision is that every member of our school community will be:

- **A Happy, Confident Individual**
- **A Successful Learner**
- **A Responsible Citizen**
- **An Effective Contributor**

What this means at Pound Hill Infant School:

A Happy, Confident Individual

- has a positive attitude
- asks questions
- tries really hard even when things are difficult
- is not afraid to get things wrong

A Successful Learner

- has a love of learning
- solves problems
- is innovative
- manages risks
- uses strategies and has the confidence to cope with change
- responds positively to opportunities, challenges and responsibilities
- finds out what they need to know in lots of different ways (research)
- is enterprising

A Responsible Citizen

- has a moral and ethical attitude
- is a responsible and caring member of the community
- is a considerate member of their community
- is respectful of the environment

An Effective Contributor

- shares their ideas
- talks confidently and listens and respects other people's opinions and ideas
- helps to decide how they will learn and what they will learn
- helps to make their school even better
- thinks about how they and others can do things even better
- is an advocate of their school