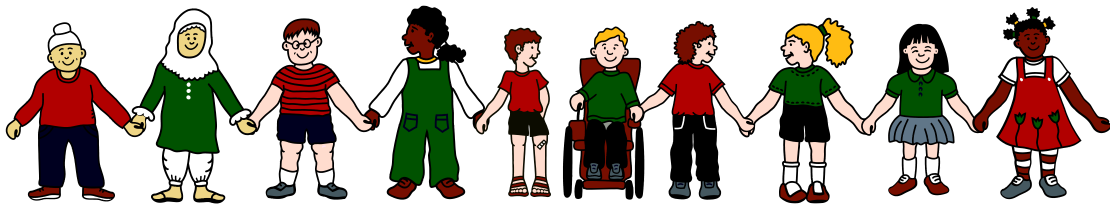


The Giles Nursery and Infants' School

THE GILES NURSERY AND INFANTS' SCHOOL



Teaching and Learning Policy

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Date of Issue: March 2023

Review Date: March 2026

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We learn:

- 10% of what we READ.
- 20% of what we HEAR.
- 30% of what we SEE.
- 50% of what we SEE and HEAR.
- 70% of what is DISCUSSED with OTHERS.
- 80% of what is EXPERIENCED PERSONALLY.
- 95% of what we TEACH TO SOMEONE ELSE.

William Glasser

Aims

At The Giles Nursery and Infants' School, we aim to create an environment where all children are able to become successful learners, confident individuals and responsible citizens. We are committed to providing the highest standards possible for all our pupils.

Across our school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

We believe that this is implemented successfully when all staff take responsibility for our agreed policy. We believe that improving knowledge, skills and understanding is the responsibility of all staff. It is essential to develop a shared philosophy about teaching and learning to ensure the successful implementation of this policy.

This policy should be referred to in conjunction with the policies on Assessment and Special Educational Needs and Disabilities (SEND).

We expect every child to receive a high of quality education – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across our school;
- To enable teachers to teach as effectively as possible;
- To enable children to learn as efficiently as possible;
- To give children the skills they require to become effective lifelong learners;
- To provide an inclusive education for all children;
- To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the elements that are key to raising standards in teaching and learning.

At The Giles Nursery and Infants' school, we use the creative curriculum as our teaching approach.

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At The Giles Nursery and Infants' School, we believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills.

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following creative behaviours:

- Questioning and challenging
- Envisaging what might be
- Exploring ideas and keeping options open
- Reflecting critically on ideas, actions and outcomes
- Making connections and seeing relationships

We want our learners to be motivated and engaged. We aim to develop pupils who:

- Are resilient, proud and successful;
- Are socially confident;
- Are reflective thinking;
- Are articulate;
- Are questioning;
- Know what and why they are learning and their next steps;
- Challenge themselves, adults and their peers;
- Know their strengths and build on them.

The creative curriculum takes the National Curriculum content and uses a thematic approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to make links between subject areas and learning objectives. They are helped to recognise relationships and patterns in their learning, which helps them to gain a deeper understanding.

Key elements and principles of teaching and learning across our school

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to further develop the knowledge and skills of the children through carefully planned sequences of lessons that help pupils to know more and remember more. Lesson sequences build new skills and knowledge based on what has been taught before. They enable pupils to apply what they have learnt to a range of different contexts.

We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs and disabilities (SEND), we give due regard to information and targets contained in individually mapped provision plans (IMPs). We have high aspirations and expectations of all children, and we believe that their work here at our school is of the highest possible standard.

All lessons across our school include the following key elements to ensure high quality teaching and learning. Teachers new to our school will receive training to ensure they fully understand these elements and can embed them in their everyday practice.

All lessons have a clear learning objective.

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- Learning objectives are shared orally.
- Learning objectives are displayed clearly and referred to regularly throughout the lesson.
- Learning objectives are given in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.
- Learning objectives ensure pupils know exactly what they are going to learn and what is expected of them.

All lessons have well-planned success criteria.

- Success criteria ensure pupils know what is expected of them and how they can meet the learning objective.
- Success criteria are displayed for the children to follow during the lesson or are co-constructed with the children.
- Children use the success criteria to self-assess their own or other children's work.
- Where appropriate, children's work is used by the teacher to illustrate the success criteria in action.

All lessons are differentiated to enable all pupils to access learning.

- All learners are challenged appropriately.
- Planning shows clear differentiation to make the learning accessible to all pupils, including adaptations for pupils with SEND or learning needs, and deepening activities for pupils requiring additional challenge.
- A range of learning styles are catered for through a visual, audio and kinaesthetic (VAK) approach, supported by high quality resources.

All pupils are actively engaged in learning and work co-operatively.

- Pupils are actively engaged during all parts of the lesson. Teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities for discussion with a talk partner are a regular feature in lessons.
- Visuals, artefacts and auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other.
- Everyone participates.
- Children explain their ideas clearly and in full sentences.

All pupils are given the opportunity to talk about their learning.

We believe it is important for pupils to talk during lessons. When we talk, we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school, we believe that talking is central to learning. Lessons include planned and unplanned opportunities to discuss, question and extend thinking. Pupils understand that their talk is valued as much as their written work.

Learning is enhanced through effective use of questioning.

Adults help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

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- Using open-ended questions;
- Providing wait time (3-5 seconds) as pupils need time to think through their answers before replying;
- Providing thinking time by giving an advance warning, such as “*In two minutes I am going to ask you....*”;
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups;
- Ensuring pupils fully understand the question.

All pupils receive regular and clear feedback, which enhances learning.

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual targets are set for reading and writing.
- When marking children's work, the main focus is on whether a child has met the learning objective and / or achieved a target.
- Marking identifies a child's next steps.
- Pupils are given time to make corrections or make improvements to their work.

Learning is enhanced through the use of high-quality resources, support and 'hook' activities.

- A range of activities, including off-site visits, workshops, theatre groups, sporting events and themed curriculum days / weeks are utilised to bring learning to life, providing quality first-hand experiences for the children to draw on in their learning.
- High quality resources, up-to-date computing equipment, including interactive whiteboards and iPads, and a range of teaching strategies, such as the use of Pie Corbett Talk for Writing, visual coding, Makaton signing and STEPs (a therapeutic behaviour approach) enable the curriculum to be implemented in an inclusive manner, ensuring equality and equity of opportunity for all pupils.
- Disadvantaged pupils are supported to access a full range of support, resources and extra-curricular opportunities through effective use of the Pupil Premium funding, including pastoral support, educational visits and clubs.

Learning is enhanced through the use of effective behaviour management.

Effective, positive behaviour management is used to foster a positive learning environment in the classroom through a therapeutic approach. For further details, please refer to our Behaviour Management Policy.

Learning is enhanced through the effective use of additional adults.

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times.
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil / pupils they are working with, quietly engaging the pupils, explaining the task or using other resources to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.

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- Teaching assistants annotate in books to indicate support.

Learning is enhanced through the effective use of a plenary and mini plenaries.

A plenary at the end of a lesson, or mini plenaries throughout a lesson, provide opportunities to *review* what has been learned and *reflect* on how it has been learned. Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer pupils back to the success criteria of the lesson. They encourage pupils to reflect on what they have learned and what has helped them to learn.

Example prompts include:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same learning, what would it be?

Learning is enhanced through a stimulating and supportive classroom environment.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. All classes across the school should have the following:

Working walls: Every class should have a working wall for English and mathematics. This should reflect the work currently being studied in each of the subjects. It should include children's questions, key vocabulary, visuals, work samples and artefacts to stimulate thinking.

Well organised resources: Classroom resources should be well organised and easily available. Children should know where to find the resources they need for an activity. This helps to foster independent learning skills.

Displays of children's work: Every class should feature displays of children's work. This encourages children to take pride in their work and presentation. Displays showcase work and create a positive and vibrant learning environment. Children can learn from each other and appreciate the work of others.

Learning is enhanced through quality feedback and marking.

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal – and may be given on a group basis as well as an individual one. See our Assessment Policy for further information.

Key prompts for planning and delivering a lesson

Am I clear about what I want the children to be able to do / understand / know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be
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		involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding / assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including those with SEND and the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class; for example, what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children?	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he / she clear who he / she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary or mini plenaries?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	

Teaching and learning in the Early Years Foundation Stage

All the principles stated in the schools teaching and learning policy apply to the Early Years Foundation Stage (EYFS). We recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

There are seven areas of learning and development that shape our early years curriculum. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

In addition, there are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world

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- Expressive arts and design

The curriculum is underpinned by four key principles, which guide the work of our practitioners:

A unique child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships: Children learn to be strong and independent through positive relationships.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents / carers.

Learning and development: Children develop and learn at different rates.

We recognise that early years is a distinctive phase of education requiring specialised teaching of a developmentally appropriate curriculum. It is a practitioner's role to observe, support and extend each individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way. It is beneficial to enlist parents in a partnership approach.

Assessment

Pupils entering Reception undertake a baseline assessment within the first six weeks of the autumn term. The outcomes of these assessments are used to inform planning suited to children's next steps.

All classes in the EYFS follow the observe, assess and plan cycle: daily, weekly and half-termly.

In Nursery, every child has an individual learning journey, which includes observations and information from both staff and parents that record the child's journey and progress through the EYFS. Learning journeys can include photographs, observations and anecdotal evidence of the child, pieces of the child's work, pupil voice and comments from family members.

In Reception, children's learning is recorded in a literacy book and a topic book. These include photographs, observations and anecdotal evidence of the child, pieces of the child's work and pupil voice.

Planning

Planning takes place daily, weekly and mid-termly. It takes account of observations of the children's play, work and information from parents. Items of interest the children bring into school provide further opportunities for additional and immediate learning. The planning in EYFS takes into account children's preferred ways of learning and identification of children's schematic behaviour.

Evaluation

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Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.

The important role of all adults

We recognise the importance of the role that all early years' educators play in the care and education of our youngest children. These roles include:

- Building relationships – getting to know all of our children and families;
- Key work with small groups of children;
- Observing children to identify their wellbeing and involvement, their needs, strengths, schemas and interests;
- Planning for next steps in learning;
- Supporting and extending child initiated activity;
- Engaging children in focused activity;
- Maintaining and developing a stimulating, welcoming, safe and challenging learning environment;
- Working as a team to ensure that all children reach their full potential.

The learning environment

We recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All rooms and outdoor areas are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. Child-initiated learning and play has a central role in early years' education. There are also planned focus activities for individual children, or groups of children, providing a balance of child and adult led activities.

In Nursery, there is a short adult input session each day explaining the themed activities and singing a song. In addition, children spend time in their key worker groups for adult led activities each day. These activities include phonics, mathematics and literacy.

In Reception, all children have access to daily phonics sessions, English, mathematics, stories and guided reading.

Supporting parents / carers

We believe that parents / carers have a fundamental role to play in helping children to learn. We do all that we can to inform parents / carers about what and how their children are learning by:

- Holding year group meetings for parents / carers at the beginning of the autumn term to explain our school strategies for teaching English, mathematics and other subjects;
- Holding parent consultations in October, March and July;
- Providing information to parents / carers at the start of each term, in which we outline the curriculum areas to be covered;

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- Sharing Big Write writing assessments and targets in reading, writing and mathematics each term;
- Sending a report at the end of the academic year to parents / carers;
- Explaining to parents / carers how they can support their children with learning at home;
- Sending weekly newsletters explaining what each year group has learnt and what they will be learning the following week;
- Reviewing and agreeing targets for children with SEND through their IMPs three times a year.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home / school agreement.

The role of governors

Our governors determine, support, monitor and review the school policy on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by helping the school to allocate resources effectively;
- Support the school in ensuring that the school buildings and premises are best used to support successful teaching and learning;
- Help the head teacher to monitor teaching strategies in the light of health and safety regulations;
- Support the head teacher in monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy whenever necessary.

Next review date (latest): March 2026