



IVER VILLAGE INFANT SCHOOL

TEACHING AND LEARNING POLICY

Reviewed December 2019

Teaching and Learning

How we see Teaching and Learning

Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum that is inclusive, broad, balanced, differentiated and meets the requirements of the Education Reform Act, National Curriculum, Framework for the Early Years Foundation Stage Document and British Values.

Organisation will vary according to the individuality of the teacher and the most appropriate style or grouping for the task.

Groupings include whole class teaching, individual teaching and grouping – ability, intervention groups, mixed ability, friendship and mixed age grouping.

It is our belief that pupils react differently to styles of teaching, therefore they need to experience a variety of teaching approaches in order to make sense of the world in which they will live and work.

We believe children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- are given tasks which match their ability but with an element of challenge
- clearly understand the task
- clearly understand what they need to do to get better
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

The Learning Environment:

This should be organised to ensure that children have the opportunity to:

- work individually, collaboratively in groups and as a class
- make decisions and justify their opinions
- work co-operatively
- solve problems
- be creative
- discuss and / or show their ideas
- develop social skills
- develop independence
- use initiative
- contribute
- received support
- achieve academically making rapid progress

Learning takes place in an environment which:

- is challenging and stimulating
- is tidy and ordered
- is peaceful and calm
- is happy and caring
- is organised
- is well resources, including extension or challenging materials

- makes learning accessible
- is encouraging and appreciate
- is welcoming
- provides equal opportunities
- provides a working atmosphere

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable activities
- responsibilities

The curriculum in the EYFS is organised taking account of the needs of the pupils identified in the EYFS baseline assessment.

The curriculum within Key Stage 1 is organised into topics based upon the KS1 curriculum. Planning ensures that over Key Stage 1 the recommended time allocation is given to each foundation subject area and learning objectives from the National Curriculum.

Additional staff are employed to support Teaching and Learning and target groups.

The teacher plans effectively and sets clear objectives that are understood Skills and knowledge objectives and success criteria are set and communicated clearly in child speak at the start of lessons

Materials and resources are organised and the pupils have the confidence to select and use equipment including ICT resources appropriately and independently Teachers and support staff will keep a good pace in the lesson and children are given opportunities to share their outcomes against the success criteria.

The lesson is reviewed at the end against the success criteria with opportunities for sharing outcomes. Pupils sometime self-evaluate their work. The lessons are inclusive, with SEND targets and differentiation for higher attaining pupils. The teacher shows good subject knowledge and understanding. A thorough knowledge of the age expected curriculum and outcomes.

In lessons consideration is given to the preferred learning styles of pupils. Auditory, visual and kinaesthetic teaching and learning styles are incorporated to enable all pupils to have the opportunity to learn to their full potential

Opportunities are created for pupils to experiment, take responsibility in a supportive environment and where appropriate, take risk in order to develop resilience. The 'Learning Pit' model is used to achieve this alongside specific Growth Mindset teaching. Pupils are praised regularly for their effort and achievement.