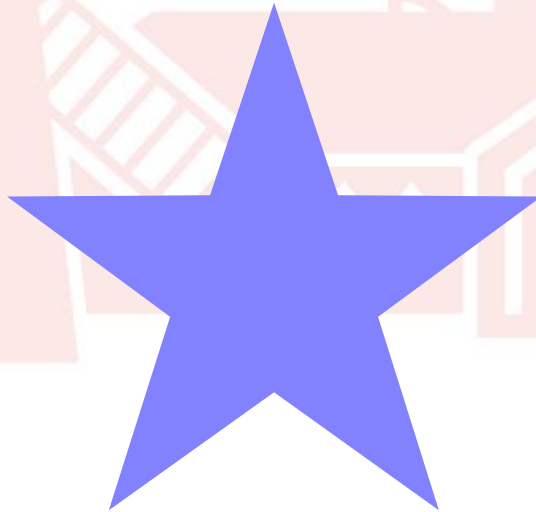




HERNE CE INFANT AND NURSERY SCHOOL

TEACHING FOR LEARNING POLICY

“REACH FOR THE STARS”



Our Herne Family; Learning, loving and growing together, rooted in God's love.

This Policy is underpinned by our Christian values of Love, Forgiveness, Trust, Honesty and Respect. Our values and vision is woven into expectations, protocols and delivery of this policy. By ensuring our vision and values remain at the heart of all we do, our children are enabled to thrive and flourish at Herne Infants.

January 2024

HERNE CE INFANT & NURSERY SCHOOL

THE TEACHING FOR LEARNING POLICY

Introduction

Our philosophy of excellent practice at Herne is directly related to the quality of our teaching, and the learning that takes place.

The purpose of this policy is to achieve high levels of achievement by ensuring that effective learning takes place in and out of the classroom.

Outstanding teaching generates effective learning and rapid progress. At Herne our Teaching for Learning Policy seeks to influence and improve the craft of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. Our curriculum aims to be flexible and appropriate to need, supporting what is to be taught and when.

This policy establishes good teaching and learning practice and will ensure that all children receive a consistent and inclusive entitlement which will provide continuity of approach and assist progression of all our children as they move through the school.

Rationale

We at Herne Infant and Nursery School are committed to secure and sustain effective teaching and learning throughout our school and we regularly evaluate the quality of teaching and standards of pupils' achievements. Our Teaching for Learning Policy is fundamental in providing the benchmark of this.

It outlines the outstanding practice expected of all staff but it is not a definitive or static statement on all pedagogy. The policy itself seeks to encourage frequent professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles. It also aims to develop the learning styles of adults and pupils in our school.

Aims

- ◆ To improve the quality of teaching and learning.
- ◆ To improve pupil achievement.
- ◆ To ensure consistency of approach and philosophy across the school.
- ◆ To give all staff a clear vision of good practice and clear guidelines of agreed expectations.
- ◆ To motivate and encourage a love of learning which will encourage our children to be life long learners.
- ◆ To ensure that each child's individual learning style and needs are met.

Responsibilities

It is the responsibility of all staff to provide the highest quality teaching for our children.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their subject and to offer support if it is needed.

All staff are Leaders of Learning and therefore are responsible for monitoring the quality across the school and to identify where development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing students' needs. Governors have a monitoring form which is part of the whole school monitoring process.

Contents

The Teaching for Learning Policy

- Skills, qualities and attitudes of successful learners
- A successful learning environment.
- A culture of learning
- Effective teaching
- Managing effective learners
- Planning.

➤ **SKILLS, QUALITIES AND ATTITUDES OF SUCCESSFUL LEARNERS**

The six key skills of a successful learner:

- Communication
- Application of number
- Information Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving.

Qualities and Attitudes:

- | | |
|-------------------------|---|
| • Self-esteem | • Initiative and risk-taking |
| • Enthusiasm | • Perseverance |
| • Curiosity | • Extended concentration |
| • Independence | • Collaborative skills |
| • Empathy | • Good listening skills |
| • Co-operation | • Imagination |
| • Manual dexterity | • Good presentation skills |
| • Positive attitudes | • The ability to take responsibility |
| • Logical thinking | • A caring attitude |
| • Appropriate behaviour | • Respect for other's values, beliefs, feelings and points of view. |
| • Confidence | |

- Flexibility
- Self motivation
- Respect for the environment
- Belief in themselves
- The ability to make decisions.
- Physical confidence

➤ **A SUCCESSFUL LEARNING ENVIRONMENT**

- Confidence and self-esteem are valued and promoted.
- Relationships between pupils and adults are good, with mutual interaction and respect.
- The attitudes of tolerance, consideration, responsibility and self-discipline are promoted.
- School organisation encourages pupils' independence.
- Learning is enhanced by being inclusive, stimulating and well organised.
- Celebration of achievements.

➤ **A CULTURE OF LEARNING**

- Staff are aware of personal learning styles and ensure that we facilitate all learners within their learning styles.
- Expectations of all staff and pupils are high.
- Through a variety of pupil groupings that support inclusion, including whole class, groups and pairs.
- Through a variety of teaching strategies including questioning, instructing, explaining, observing, discussing, demonstrating.
- Through a broad and balanced curriculum which reflects the ethos of the Foundation Stage, National Curriculum and the individual interests and needs of the pupil. The curriculum is differentiated appropriately taking account of ability, cultural background, equal opportunities and learning styles.
- Through direct and first hand experiences which are so crucial to age appropriate development.
- Where teachers plan effectively so there are clear learning intentions which the pupils understand. The success criteria are clearly explained and are explicit to pupils who are involved in planning their own learning.
- Where feedback and marking are used to improve the pupils' learning, encouraging and involving them so they understand what success looks like and evaluate their own work.
- Where the pupils are engaged in worthwhile, challenging and appropriate tasks that encourage them to fulfil their highest potential.
- Through a structured and organised approach to the learning in which the pupils understand their role and that of all adults.

➤ **EFFECTIVE TEACHING**

- Planning ensures the pupils' learning is moved forward and expectations are high.

- Tasks are chosen to match learning intentions.
- There is a high level of pupil/staff interaction, which engages, challenges, stimulates and excites.
- Pupils and staff value each other's contributions and are prepared to listen and respond accordingly.
- Teachers have a good knowledge of the subject they teach.
- Homework enriches learning.
- Links with parents and carers are good.
- Emphasis on peer observations.
- Links with outside agencies
- Using the wider environment beyond the classroom.

➤ **MANAGING EFFECTIVE LEARNERS**

The staff are leaders of learning within their teams they will support each other by:

- Ensuring all staff understand and agree on the hallmarks of effective teaching and learning, and share a commitment to their implementation.
- Ensuring staff are praised, valued and encouraged as professionals.
- Valuing staff strengths and expertise and sharing these within the school.
- Encouraging staff to develop both professionally and personally.
- Attending INSET that allows good opportunities for staff development and addresses the priorities identified in the School Improvement Plan.
- The SMT will encourage staff teamwork in both the planning and the teaching of the curriculum.
- Setting whole school targets for raising the achievement of pupils, with progress towards these targets monitored, evaluated and acted upon.
- Monitoring and evaluation of the teaching strategies, curriculum content, progression and expectations which improves practice.

➤ **PLANNING:**

Foundation Stage and Key Stage 1

The underlying key to outstanding teaching is outstanding planning. At Herne it is the responsibility of everyone to plan, evaluate and monitor the curriculum regularly.

Reference Materials:

We use the National Curriculum documents:

Primary Strategies

School agreed curriculum schemes

EYFS

Kent RE syllabus

Subject leaders ensure curriculum breadth, balance, progression and continuity occur through effective monitoring which includes displays, talking

to children, one to one interviews, formal and informal lesson observations, moderation and headteacher overview.

Foundation Stage and Key Stage 1 use the Prime and specific areas of learning to plan an exciting and enriching curriculum. The Primary Strategies provide a useful framework for ideas and resources. Staff plan on a regular basis.

Short term planning occurs to ensure that the learning intentions are translated into exciting and stimulating activities. These are evaluated and reviewed as an ongoing process.

Daily plans include timings to ensure a brisk pace and individuality is maintained. There are also details of where the Class Teacher and Teaching Assistant will be throughout the lesson and what they will be doing. There is a flexibility of timing due to the exciting nature of learning!

Once a specific learning objective has been stated then it can be measured.

Day to day assessments are formative and if appropriate should be noted on planning sheets, mark books or observation notes.

Pupils with IEPs must be included within the framework of the mainstream and therefore planned for. The individual targets are clearly stated on IEP and so it is the teaching activities which need to be clearly planned for and recorded. Teachers and Teaching Assistants are involved in teaching and assessing IEP targets. The needs of all children are catered for through differentiated activities.

At Herne Infant and Nursery School we believe that children who begin their education in a learning environment that is vibrant, purposeful, challenging and supportive stand the best chance of developing into confident, successful and life long learners.

Leader: Miss St. John
Reviewed: January 2024

Next review January 25

Signed Date
(Chair of Governors)

Signed Date
(Head of School)