



Teaching and Learning

This Policy should also be read in conjunction with any relevant Hamwic Education Trust documentation / policies. Please ask if you need further information

At Hollybrook Infant we believe that we are all learners; everyone can learn and make progress. We believe that learning should be fun, exciting and challenging. Our creative topic based approach ensures that learners are able to be confident, develop an enquiring attitude, be increasingly independent learners and be willing to take risks.

Our Aims:

- ❖ Provide a creative curriculum where all learners are motivated to learn
- ❖ Enable all our learners to engage positively and actively with high quality teaching and broad learning opportunities which are relevant to children's own lives
- ❖ Ensure all learners have access to an inclusive, creative curriculum that is relevant and challenging and which builds on a sound knowledge of basic skills
- ❖ Enable all learners to make progress from their own starting points, which is monitored and celebrated
- ❖ Provide an environment in which each child can develop socially, emotionally, spiritually, culturally and morally
- ❖ Provide an environment where everyone feels safe and confident to learn from mistakes
- ❖ Work in partnership with parents informing them and involving them in their child's learning and the life of the school

Teaching and Learning Strategies:

Teaching strategies are varied and involve different teaching styles. Children may be taught in large or small groups, as individuals or whole class. Sometimes inputs may be to the whole class, at other times children are taught appropriately for their needs in groups. Children are predominantly taught in mixed ability classes; however, where it is deemed more appropriate they may be taught in specific groupings across a year group. Lessons involve children as actively as possible to maximise engagement with learning. Pupils are given opportunities to work individually, in pairs or in groups; within lessons pupils work independently and with teaching support.

We identify these strategies that are key to promoting creative learning at Hollybrook Infant School:

- ❖ Effective questioning of pupils that encourages independent thinking and a spirit of enquiry
- ❖ Focussing on problem solving and communication
- ❖ Providing challenge so that children take risks and become resilient learners
- ❖ Promoting the development of speaking and listening to explore ideas, to encourage empathy, make decisions and build confidence
- ❖ Addressing and celebrating diversity
- ❖ Ensuring learning starts at the point of difficulty for individuals and groups to ensure appropriate level of challenge
- ❖ Adapting different styles of delivery to meet needs of individuals and groups
- ❖ Meeting the needs of all pupils including those with SEN and higher attaining children
- ❖ Involving learners in assessment, review and evaluation
- ❖ Recognising and recording progress and achievement
- ❖ Celebrating success
- ❖ Well organised cross curricular links allowing scope for independent enquiry
- ❖ Inclusiveness, ensuring accessibility and relevance for all pupils
- ❖ Equality in terms of disabilities, ethnicity, gender, religion or belief, social and economic status
- ❖ A focus on experiential learning where knowledge, understanding and skills are developed through first hand practical experiences and evaluations
- ❖ Well integrated use of technology
- ❖ Broad and accessible enrichment opportunities including well supported links with the local community and cultures to enhance pupils' learning

Planning and Assessment

Sequences of lessons are planned by teachers in year group / Key Stage teams. This planning provides parity for pupils in the year group and ensures that all pupils have equal opportunities. Teachers are able to work collaboratively to plan to move pupils on progressively and to moderate pupil work more effectively.

Effective planning for creative learning includes:

- ❖ Regular review and update of schemes of work
- ❖ Weekly plans which incorporate outcomes from learner assessment with evidence of next steps in learning
- ❖ Careful planning which indicates opportunities for enquiry, experimentation and review
- ❖ Learning opportunities which engage pupils in active learning
- ❖ High expectations with clear learning objectives which learners understand and articulate through use of successive "I can" statements
- ❖ Involvement of other adults in the classroom effectively through purposeful planning and communication

Assessment for learning plays an important role in developing learners. Opportunities for pupils to become involved in self assessment and peer assessment encourages them to be questioning and challenging, and to reflect on ideas and outcomes, all key aspects of creative learners.

Effective Assessment for Learning:

- ❖ Recognition of pupil achievement and plans for next steps in learning
- ❖ Use of pupil observation, pupil interview and work sampling to provide evidence of achievement
- ❖ Sharing of steps in learning clearly with pupils
- ❖ Encouraging pupils to increasingly self assess using strategies according to age or tasks - "thumbs up", traffic lights, progressive success criteria
- ❖ Providing feedback to pupils which is meaningful and supporting them in understanding the next phase
- ❖ Monitoring progress of individuals and groups and setting targets for future achievement
- ❖ Marking work in accordance with school guidelines
- ❖ Moderating pupil work across groups and classes
- ❖ Providing effective feedback that moves pupils' learning forward
- ❖ Enabling pupils to take increasing responsibility for their own learning
- ❖ Ensuring progression and attainment of all pupils
- ❖ Sharing learning with home

Creative Learning

Creative learners engage enthusiastically with their learning and develop these characteristics:

- ❖ Questioning of each other to develop thinking skills
- ❖ Responding positively to challenges
- ❖ Taking risks and becoming resilient
- ❖ Making connections and seeing relationships
- ❖ Understanding the next steps in learning
- ❖ Exploring ideas and options
- ❖ Reflecting critically
- ❖ Working collaboratively
- ❖ Explaining, discussing and debating

Teachers and Teaching Assistants engaged in effective teaching display these characteristics:

- ❖ High expectations for all pupils
- ❖ Effective questioning of pupils to develop their learning
- ❖ Long term commitment, readiness to adapt and to take risks
- ❖ Working collaboratively with shared goals and aspirations for pupils
- ❖ Willingness to share good practice and continuing engagement with professional learning
- ❖ Good subject knowledge to support pupil's enquiry, independent thinking and debate
- ❖ Effective engagement with the wider community

- ❖ Continual review, reflection and development of new approaches to teaching and learning to maintain effectiveness of creative learning
- ❖ Recognition and celebration of pupil's achievements using praise and rewards appropriately to develop self esteem
- ❖ Efficient organisation and management of the classroom including the learning environment and resources

Creative Curriculum

We regularly review our curriculum to ensure that it engages and motivates pupils and provides continuous opportunities for pupil development. The curriculum is delivered predominantly through a topic approach with cross curricular themes which motivate pupils. Children are taught basic skills and are then given the opportunity to practise them in order to develop deep rather than shallow learning. Some subjects continue to be taught discreetly, e.g. PE and RE through progressive units of work. Maths is linked to the topic where applicable.

Key opportunities to develop independent learning are provided through PDR (Plan, Do, Review) sessions which focus on child-initiated tasks which are linked to topic studies. Children choose from a range of learning experiences to develop aspects of their learning. Teachers and Teaching Assistants work alongside pupils to extend their learning during PDR, through questioning which promotes thinking skills and independent learning.

Environment

A safe and stimulating learning environment is key to supporting pupils' learning:

- ❖ Safe and healthy learning areas
- ❖ Attractive learning resources of high quality
- ❖ Well organised and resourced learning areas
- ❖ Accessible resources
- ❖ Stimulating displays which assist children with their learning and celebrate pupils' achievements and progress

Parents:

We recognise the importance of parental support in children's learning and staff actively encourage parents to become regularly involved in their children's learning. Support for parents is provided through curriculum workshops, curriculum newsletters, communication through reading diaries (in Early Years) and one to one parent meetings.

Governors:

The Governors will monitor the success and implementation of the policy, through formal channels such as Governing Body meetings and through less formal channels such as link visits and their day-to-day interactions with the school.

The *Governors* will make sure they understand and agree with the focus of the curriculum for any given year and will agree with the *SLT* the benchmarks against which progress will be assessed and the measures and outcomes that will indicate success.

Related Policies:

Behaviour

Marking

Equal Opportunities

Curriculum Subject Policies

Written by J Wood January 2017

Agreed by staff and *Governors* January 2017

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