

Staff: January 2025
Governors: February 2025



Brookland Infant and Nursery School
LEARNING AND TEACHING POLICY

RATIONALE

We know that children have already learned a great deal before they enter our school and we endeavour to work in partnership with each child's parents and carers to build upon the learning that has already taken place to ensure children enjoy learning.

We recognise that children learn from being active, through all their senses and by engaging in both directed and self-initiated activities. Children have different learning styles and needs. They learn by working and playing independently and by playing and working cooperatively and collaboratively with each other.

We recognise that children must feel safe and secure and have time to learn at their own pace, making links with their previous learning, move forward and progress and reach their full potential if they are to be confident and regard themselves as successful learners.

We recognise that young children need experiences where they can explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing attitudes, knowledge, skills and understanding. Throughout the Early Years Foundation Stage most of these aspects of learning will be achieved through exploring, playing and talking. As children enter and move through Key Stage 1, their learning will become more formalised, with direct teaching taking on increased importance although playing and talking will continue to be important and powerful agents for children's learning.

AIMS

Every child has the right to the best possible education. Brookland Infant and Nursery School aims to ensure that all children reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

ROLES AND RESPONSIBILITIES

The Governing Body will be responsible for:

- ◆ Ensuring an effective approach to teaching and learning is implemented across the school.
- ◆ Ensuring high expectations are set for all children, regardless of their abilities or needs
- ◆ Developing the learning and teaching policy and ensure the policy is maintained and reviewed. This is delegated to the curriculum committee

The Head Teacher will be responsible for:

- ◆ Overseeing the school's approach to teaching and learning.
- ◆ Ensuring the needs of all children are met
- ◆ Ensuring staff are provided with support to deliver high-quality teaching.

- ◆ Promoting a culture of high-quality teaching across the school.
- ◆ Ensuring that all practices and procedures reflect the learning and teaching policy
- ◆ Communicating the policy to staff, governors and parents and carers

Staff are responsible for:

- ◆ Monitoring and evaluating their teaching.
- ◆ Seeking opportunities to develop their teaching.
- ◆ Reviewing and evaluating their planning regularly.
- ◆ Setting appropriate and challenging targets for pupils based on ability.
- ◆ Collaborating with colleagues to moderate pupil achievement.
- ◆ Involving parents and other professionals in the monitoring process.
- ◆ To ensure that this agreed policy is followed at all times



At Brookland Infant and Nursery School we want our children to develop the following basic skills:



- To speak clearly and convey ideas confidently.
- To read fluently and develop a love for reading.
- To communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.



Our Curriculum at Brookland Infant and Nursery School is.... (intent)

Creative:

- Inclusive, exciting and engaging.
- Stimulates creative thinking and problem solving.
- Develops effective communication skills.
- Discovers, nurtures and celebrates children's talents.

Ambitious:

- Ensures children seek out and enjoy challenges.
- Teaches resilience and the ability to persevere.
- Promotes independence and motivation.
- Develops the ability to self-reflect and know how to move forward.
- Fosters enthusiasm and a love of learning.

Curious:

- Encourages questions to be asked to extend thinking.
- Enables ideas and experiences to be connected to help make sense of the world we live in.
- Supports British Values and our School Values.
- Practical, memorable and fun.

Healthy:

- Encourages a mentally and physically healthy lifestyle.
- Nurtures and supports social and emotional development.
- Encourages collaboration with others.



At the end of Brookland Infant and Nursery School our children:



- Speak clearly and convey ideas confidently.
- Read fluently and have a love for reading.
- Communicate ideas in writing efficiently and effectively.
- Calculate efficiently and apply skills to solve problems.
- Use new technologies confidently and purposefully.



Children at Brookland Infant and Nursery School are... (impact)

Creative Learners, *How the children express themselves:*

- Express themselves through art and music.
- Think creatively and use their imagination.
- Communicate effectively.

Ambitious Learners, *How the children demonstrate positive learning behaviours:*

- Be resilient and persevere.
- Reflect on their learning.
- Challenge themselves and solve problems.
- Be confident and independent.

Curious Learners, *What the children learn and how it links to their understanding of their place in the world:*

- Ask questions, generate ideas and explore possibilities.
- Care for their environment and the wider world.
- Recognise and understand that everyone is different.

Healthy Learners, *How the children ensure they are ready to learn:*

- Show respect and kindness to everyone.
- Keep mentally and physically safe and well.
- Form good relationships with others.

EQUAL OPPORTUNITIES AND INCLUSION

It is the right of all children, regardless of their gender, ethnicity, beliefs or religion, physical disability, ability, linguistic, cultural or home background, to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual.

To ensure equal opportunities and inclusion teachers:

- Plan opportunities for children to share and build upon their previous experiences and knowledge
- Use a wide range of teaching strategies, based on children's learning needs, planning and providing support for the full participation in all practical and physical activities by adapting activities and resources, or providing alternative activities where needed
- Develop relationships with children that are based upon mutual respect
- Use praise and positive behaviour management strategies that support children in their learning
- Reinforce behaviour expectations and manage behaviour in a fair and consistent way
- Provide opportunities for children learning English as an additional language to engage in speaking and listening activities that will practise and extend vocabulary and support understanding
- Provide a safe and secure learning environment that is free from harassment and where each child's contribution is valued
- Use materials that positively reflect diversity and are free from discrimination and stereotyping
- Plan challenging experiences for every child
- Monitor and evaluate children's progress and take action to provide support in areas causing concern
- Utilise teaching assistants and other resources effectively
- TA's and teachers work together with the Inclusion Leader, children and parents to review and write support plans for those children with identified SEND

IMPLEMENTATION

Planning to ensure effective learning should follow the stages outlined below:

Curriculum Plans

- Foundation Stage – Based upon the Early Year Foundation Stage (EYFS) statutory framework 2025, supported by Development Matters 2023
- Key Stage 1 - Based upon the Primary National Curriculum 2014 objectives

Long Term Plans – Curriculum Maps (KS1 and FS):

- Topic titles for the year
- Key learning concepts for the different curriculum subjects under the half termly topic titles are mapped out across the year.

Medium Term Plans:

- Based on the long term Curriculum Maps
- Key outcomes for each curriculum area
- Key vocabulary identified
- Wow moments e.g. starting hook, trips, experiences etc planned in
- Week by week sequence of learning objectives mapped out

Weekly Plans

- Based upon the medium term plans
- Planned onto Smartboards (English, Maths, Topic/Foundation subjects)
- Key learning objectives and learning outcomes to ensure the sequence of learning is clear and progressive
- Specific details of key vocabulary and key questions for each curriculum area used to support ongoing assessment
- Tasks and activities to be undertaken by the children
- Specific resources required for particular lessons with links to plans for schemes used e.g. Charanga, Jigsaw, Kapow, AccessArt and Get Set 4 PE
- Specific group targets and related differentiated activities, for both indoors and outdoors
- When observations will be made of specific children and other assessment opportunities (Guided Group work)
- Where and how teaching assistants are supporting learning
- Separate evaluation sheet which is clearly dated so that it links directly with weekly plans on the shared area and annotated to inform further planning and next steps for learning.

Year group teams work together to agree and produce plans. Plans are shared and clarified within the year group team and adjusted according to the need of the children in the individual classes.

Plans are evaluated each week by the class teacher and notes made concerning the progress of groups of children and individuals and the success, or otherwise, of particular activities. These notes are used to amend future planning, inform guided groups and ensure individual needs are met.

Children should learn about how to learn by:

- Being encouraged and reassured that making mistakes is part of learning
- Showing children that everyone finds learning hard work at times but this can be very rewarding - Resilience
- Showing children how to be organised and systematic when necessary
- Helping children to recognise when it is best to work alone or with others
- Encouraging children to share ideas, learn from others' learning and reflect upon their learning through the Reflection Pages in KS1 and green pen in Foundation Stage
- Revisiting their work and editing.
- Being provided with challenging opportunities

Effective learning should be promoted in the indoor and outdoor environment by:

- Staff creating and maintaining a learning environment that will support children to achieve their full potential. Staff will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.
- Organising resources to make them readily available and accessible to the children
- Arranging resources to make use of available space and materials, enabling children to work both independently and co-operatively in a variety of groupings, whilst maintaining effective pupil movement during and between activities
- Maintaining low noise levels at all times to create a calm and secure learning environment

Play opportunities should be provided to encourage effective learning that:

- Give opportunities for children to explore and extend language
- Encourage children to take risks and help them recognise that they will make mistakes and learn from them
- Enable children to think creatively and imaginatively and take risks

- Help children to pose and solve problems
- Help children learn to control their own behaviour and understand the need for rules

Display should be used to support effective learning by:

- Demonstrating the process of learning to achieve the end product (e.g. by including drafts, photographs and working wall)
- The use of words, phrases and ideas that are referred to during lessons, e.g. key colour coded vocabulary in maths across the school
- Prominently displaying the school and class rules and referring to them frequently
- Promoting interaction that encourages children to discuss, problem solve and ask questions
- Stimulating children's aesthetic awareness
- Celebrating achievement (both individual attainment and effort) and promoting high standards of work, e.g. Gold Book Assembly

Teachers should use classroom procedures and systems to encourage effective learning by:

- Maintaining a purposeful and positive learning environment with routines for lining up, tidying away, behaviour expectations (e.g. listening, being polite to others), acceptable levels of noise established and frequently reaffirmed
- Minimising wasteful use of materials with children taught to take an increasing responsibility for the care of learning resources and keeping a tidy classroom

Children should be helped to concentrate and focus on their learning by:

- Being encouraged to sip water throughout the day
- Being provided with daily fruit or vegetables during playtime
- Using music, learning breaks and physical movement to energise at points when children are experiencing tiredness
- Varying the timetable so that different subjects are taught each half term and at children's most receptive times

Teaching approaches that should be used in every lesson to maximise learning are:

- Using gesture and the voice effectively to enthuse and motivate children
- Making the learning objectives and success criteria explicit to children at the beginning of every lesson
- Helping children to make links to what they have already learnt at the beginning of each lesson
- Giving ample opportunities to share ideas to help children recall and demonstrate their learning
- Keeping high expectations of achievement and challenging children to clarify understanding by the use of open and closed questions that are differentiated according to individual abilities. 'Thinking time' should be given to enable children to formulate answers to questions, e.g. by the use of white boards, number and letter fans
- Using questioning effectively to gauge children's understanding and reshape explanations and tasks where this is needed
- Assessing children's progress accurately being alert to children's lack of understanding during the lesson so that it can swiftly be put right
- Using a range of teaching styles to help children how they are learning
- Providing a range of differentiated activities that extend all children's learning and progress
- Providing a frequent range of speaking and listening activities throughout the lesson
- Directly teaching skills and knowledge, i.e. focus groups, making appropriate intervention as individuals and groups work and play

- Helping children stay focussed and explaining concepts by providing adult support to individuals and small groups during whole class and group sessions
- Making use of ICT that motivates and encourages children
- Marking for improvement and assessing children's work as immediately as possible and giving feedback to the child concerning achievements and future targets
- Ending sessions with a plenary, that serves to clarify and extend learning
- Mastery approach in Maths
- Self-assessment for children
- Verbal feedback given during lessons and time given to children to respond to this, e.g. blue pen in KS1 and green pen in Foundation Stage

Effective learning should continue after each lesson by:

- The teaching team assessing which children met/exceeded/did not meet the learning objective and amending future plans to take account of assessments, planning the next steps for children and evaluating the quality of provision and any training needs
- Encouraging children to participate in home learning activities

ASSESSMENT, RECORDING AND REPORTING

Please refer to the Assessment Policy and the Feedback & Marking policy.

MONITORING, EVALUATION AND REVIEW

The Headteacher together with the senior management team and curriculum leaders regularly monitor and evaluate the quality and effectiveness of teaching and learning with an on-going and rigorous programme which includes:

Observation of lessons through appraisal cycle
Observation of lesson through learning walks
Peer observation
Monitoring of children's recorded work
Talking to children about their activities

The senior leadership team meet regularly to discuss issues raised during the monitoring process.

STAFF DEVELOPMENT

This learning and teaching policy forms an integral part of the staff induction programme that is available to all newly appointed staff.

Inset is planned according to the needs identified through the school development plan and the appraisal cycle for all staff to support CPD.

LEARNING AND TEACHING POLICY

When the policy is implemented the School will be characterised by:

Children who:

Enjoy learning
 Take pride of own work
 Want to learn more
 Challenge themselves and reflect on own work
 Can talk about how they are learning and the learning capacities they have used
 Refer to their targets and know how to move their learning forward
 Make good or better progress
 Know what is expected of them with regards to work and behaviour
 Take pride in their achievements
 Are confident, are willing to learn from their mistakes
 Regard themselves as successful learners, actively participating in all aspects of the curriculum

Parents and carers who:

Know how their children are progressing
 Have positive relationship with the school
 Feel supported and are confident in helping their children with home learning

Teachers who:

Enjoy teaching and feel rewarded by the achievements of the children in the school
 Plan inspiring and creative lessons and programmes of work
 Differentiate work for the needs of each child
 Match teaching styles to learning needs
 Plan for the effective and creative use of resources
 Have a positive relationship with children, supporting and encouraging them in their learning
 Maintain a calm and purposeful learning environment
 Regularly use praise and rewards to motivate children
 Instil a sense of pride in work of each child
 Use assessment data to inform future planning
 Use assessments to inform Reading, Writing and Maths targets in KS1
 Are reflective and strive to raise the quality of learning, share good practice and work as a team

Support staff who:

Are informed about lessons in advance and know what to do to support children
 Understand how young children learn
 Feel part of the team and feel valued
 Enjoy working with the children
 Instil a sense of pride in the work of each child

Lessons where:

Children are purposeful and productive
 There is enthusiasm and interest in the activities
 Children are challenged
 Children's concentration is improved by the use of hydration, fruit or vegetables and learning breaks
 There are opportunities for children to talk about what they are learning, to recall and demonstrate to each other, through blue pen where they can reflect upon and edit their work
 The teacher and other support staff are directly involved in teaching for the majority of the time

A learning environment:

Where resources are well organised and available to the children
 With displays that aid learning, promote high standards and celebrate achievement and children's work and reflect the current topics.
 That is interesting for children and adults