Teaching and Learning Policy







 **Written Nov 22**

**Review date Nov 2024**

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| **Review date** |  **By whom?** | **Summary of changes made** | **Date implemented** | **Date ratified** |
| Sept 2020 | R Ford /MAllen | Various, including Home Learning and new approaches towards teaching and learning | Oct 2020 |  |
| Nov 21 | MA | No change | Nov 21 |  |
| Sep 22 | JH | Addition of play-based learning and reference to elements of continuous provision being used. Removal of reference to COVID-19 in appendix one so this can be applied to future pandemics (if they occur) | Sept 22 |  |
| Nov 22 | MA | Play based learning defined as an appendix | Nov 22 |  |

**This policy has been ratified and signed by the Headteacher/Chair of Governors**

**Alvaston Infant and Nursery School Mission Statement:**

It is our mission to ensure that our teaching and learning opportunities provide children with an outstanding educational offer, which enables **all** children to make excellent progress, both academically and personally, whilst equipping them with the cultural capital needed to succeed in the next stage of their learning journey and shaping them to become responsible citizens of society, both now and in the future.

We strive to nurture and cherish every member of our community in a safe environment so they can grow, develop and flourish in order to reach their full potential. Through our high-quality teaching and learning environment, we believe that we encourage and instil confidence in every individual so that they can ‘Be the best that they can be’.

1. **We strongly believe that our teaching and learning offer:**
* puts ‘well-being’ at the heart of everything we do. Children cannot learn effectively if they are not emotionally and physically able to engage fully with their learning
* is bespoke to the needs of the children in our school and aims to overcome any barriers to their learning
* is delivered through an innovative and personalised curriculum which is sequential and progressive, ensuring that key learning is embedded and committed to the long term
* values every subject and goes ‘above and beyond’ the statutory curriculum entitlement and provides for our pupils’ broader development
* is an enquiry-based approach so children are encouraged to develop their curiosity and through enquiry and exploration, children become agents of their own learning
* empowers our children to flourish and feel valued within our school and the wider community
* provides a safe, stimulating and nurturing environment where children are unafraid to take responsible risks and mistakes can be made and learnt from
* affords our pupils the opportunity to become resilient and resourceful learners who are able to self-regulate proficiently whilst addressing the personal developmental needs of every child
* instils core human values of love and respect in our children so they become caring, respectful citizens who look after each other and are respectful of others, regardless of their differences, thus developing their understanding and appreciation of diversity
* enables all children to make excellent progress, especially those with barriers to learning, including disadvantaged and pupils with SEND
1. **Approaches to Teaching and Learning at Alvaston Infant and Nursery School:**

Outstanding teaching cannot be simply defined or classified. Teaching requires a complex mind set which combines knowledge, strategies and attitude. It is not formulaic and there is no recipe. We do not believe in promoting a single ‘definitive’ teaching style and believe that practitioners need to use their own creative flair, style, passion and strengths in order to achieve the best possible outcomes for our children. We believe that good and outstanding teaching is achieved when practitioners work collaboratively together, drawing on each others’ strengths and expertise whilst evaluating their impact on learning in the school. We strongly feel that our school has developed a culture whereby staff have the ability and platform to empower each other and individual strengths and talents can be nurtured.

* 1. **We believe that our children learn best when:**
* They feel safe and happy and their well-being needs have been met
* They are given challenging activities and opportunities to enquire and discover for themselves
* They understand the purpose of their learning
* Staff and parents / carers have high expectations of them and value their work
* They can reflect upon and evaluate their own and their peers’ work by using constructive advice
* Their learning is placed in a ‘real-life’ context, rather than being given facts and abstract principles
* They are given rich and varied opportunities to enhance their learning through using both the indoor and outside school environments, having access to new technologies, having visitors in school, participating in visits outside of school linked to the curriculum and benefiting from specialist teaching, such as Forest Schools and music teaching
* Children are given the opportunity to learn through play, to make learning more enjoyable and further embed it
* They are motivated and enthused and have positive attitudes towards their learning
* They are taught the skills enabling them to work collaboratively, as well as independently
* They are encouraged to take responsible risks and learn from their errors. They see this as a key part of their learning
	1. **To meet our Teaching and Learning Vision and aims we will:**
* Plan for learning in line with statutory requirements and other school curriculum documents
* Through short, medium and long term planning, ensure that there is appropriate structure and progression to learning opportunities so that learning is embedded, can be applied fluently and knowledge is committed to the long term
* Explicitly make connections within and across curriculum areas so children are more likely to make links, develop their understanding of concepts and apply their knowledge more readily
* Ensure that our children receive a broad and balanced educational experience, where all subjects are taught and valued and further enrichment opportunities are offered
* Use the school’s assessment systems to assess children’s prior knowledge and plan accordingly for appropriate learning opportunities, possible pre-teaching and next steps. Use ongoing formative and summative assessments to inform future planning and to adapt and reshape lessons where appropriate
* Allow opportunities for self and peer assessment and reflection
* Provide opportunities for revisitation, such as planned revisitation weeks and access to Class Learning Journey Books in reading areas so children can revisit learning so it is more likely to be embedded in the long term
* Have the necessary subject knowledge and pedagogy to move learning forward and provide the next steps in feedback in a way which extends their learning and enables them to progress
* Ensure that barriers for learning, as outlined in the School Improvement Plan, are addressed and embedded through careful planning and delivery and are not ‘tokenistic’.
* Encourage children to be explorers and investigators by planning opportunities for them to explore, investigate and solve problems so they become agents of their own learning and can find answers for themselves. This will be encouraged through play-based learning and elements of continuous provision
* Ensure that all pupils are aware of the purpose of their learning and learning intentions are shared at an age-appropriate level and pupils know what they need to do to succeed
* Take into account children’s different abilities and ensure that learning is accessible to all and experiences are equitable
* Summarise review and evaluate lessons and learning for effectiveness and impact
* Ensure that staff are deployed effectively and with maximum impact to support learning
* Place reading as a high priority, which underpins the curriculum, so the teaching of reading develops learners’ confidence and enjoyment in reading and enables all children to gain access to the rest of the curriculum through learning to read fluently and with comprehension
* Set personalised targets for children to ensure that the needs of all children are met and to help children to progress so that they can reach their potential. Targets will link to any area of the curriculum and will also address any personal needs relating to the individual child
* Provide opportunities to develop the positive attitudes of resilience, creativity, independence, respect, reflection and team-work through our Alvaston Learning Attitudes
* Ensure all classrooms are ‘Communication Friendly’ and establish a language-rich environment, where vocabulary and language development are of the highest priority (e.g. Vocabulary Working Walls, the planning and implementation of a variety of language rich teaching and learning opportunities)
* Incorporate abundant opportunities, within planning and teaching, for the children to develop their speech, language and communication through role play and performance
* Be committed to ‘The Arts’ and use the Arts as a platform to enhance teaching and learning experiences across the curriculum whilst nurturing children who are culturally aware, and contribute to their personal development and well-being
* Put the children’s well-being and personal development at the heart of teaching and learning experiences by ensuring PSHE is taught effectively and links are made to other areas of the curriculum
1. **Personalised Homework**

Personalised homework plays a positive role in raising a child’s level of attainment. We encourage all children to read their personalised reading book, daily at home. In KS1, children will receive spellings to learn at home every week, these link to learning covered in class. Fortnightly (as a minimum requirement), staff send home individualised targets (both personal and academic) for children so that parents can support their child’s learning. These targets are derived from gap analysis that the teachers will have identified from assessments or pupils’ work during the week. Parents then send back the work the child has completed to address the target. This personalised approach to homework has a positive impact upon learning as it is purposeful in achieving ‘next steps’. At Alvaston Infant and Nursery School, we believe that homework is only effective when it addresses the specific needs of the learners.

The aims and objectives of homework are:

* To continue to develop an effective partnership between parents/carers and school
* To help pupils develop the skills to become independent learners
* To consolidate and reinforce learning
* To help to develop self-confidence and promote independence
1. **The Classroom Environment at Alvaston Infant and Nursery School:**

At Alvaston Infant and Nursery School, we ensure our classrooms are attractive learning environments, which showcase and celebrate children’s successes and learning journey. Children need to feel excited about their learning and we aim to create learning environments which stimulate and excite them and make them eager to learn. All classrooms have an inviting and well-cared for Reading Area and this should celebrate the value of books and should help to encourage and promote a love for reading.. High quality texts should be displayed and these will be changed regularly to sustain the children’s interest. Our fabulous ‘Treasured Texts’ will also be available in the classroom for the children to read and enjoy at the leisure. Children will have access to other stimulating resources which support their development of vocabulary and support speech and language development (E.g. puppets, stimulating objects for discussion).

At Alvaston Infant and Nursery School, we aim to nurture our children to be independent, resourceful and resilient learners who are able to develop the necessary skills to self-regulate proficiently. We strive to ensure that our learning environments provide the necessary platform to enable our children to achieve this. All classrooms have a wide range of accessible resources and children are encouraged to be resourceful and independent when choosing appropriate resources for their learning. The wide-range of resources also enables our pupils to be explorers and investigators through directed and child-initiated hands-on learning experiences.

We ensure that all children have the opportunity to display their work and encourage learners to take pride in their learning. All classrooms have an extensive range of resources as well as displays relating to the full range of curriculum areas. At Alvaston Infant and Nursery School, we value practitioners’ individuality and creativity. We strive to ensure that all of our displays are high-quality, stimulating, celebrate the children’s work and reflect the teaching and learning taking place both inside and outside of the classroom. Due to the fact that displays can serve a variety of purposes, we do not feel that a one-size approach fits all. Some displays, including Working Walls, support children with their learning in the classroom, some displays will be created to celebrate work and some displays might be to give information. Displays might include pupil voice, photographs, pupils’ work, explanations, supporting learning resources, vocabulary etc. We believe that it is the responsibility of the practitioner to create a high-quality display which reflects the display’s aim and purpose, which will have a positive impact upon the learning environment.

1. **Inclusion**

Teachers plan differentiated activities that address the diverse needs of all of our children. We believe that all children should be equally valued and we strive to develop an environment where all children can reach their full potential, whilst feeling safe and supported. We acknowledge that for our provision to be equitable, our children will require differing support, depending upon their individual circumstances. We believe that educational inclusion is about equal opportunities for all groups of learners. The school will buy in services to support children as and where appropriate. We monitor and track closely the provision and the achievement of all children, including Learners with English as an additional language (EAL), Learners who are entitled to free school meals (FSM), Learners who have special educational needs (SEN), Learners who are looked after by the local authority (CLA), Learners who have other barriers to learning

1. **Accountability**

All staff, SLT, Subject Leaders and Governors are accountable for ensuring our provision meets the needs of our pupils in school and work together to fully implement this policy. Subject leaders are rigorous and are responsible for the coverage of their subject and the impact of the teaching and learning of their subject in school. Subject Leaders are responsible for regularly monitoring their subject and addressing priorities on their Action Plans. At least one Governor is assigned to each curriculum area and they are equipped with the skills to support the subject leader, asking questions and looking for evidence and impact. The Headteacher, supported by the SLT, will monitor the teaching and learning taking place across the school.

**Additional information can be obtained by reading the following documents/policies:**

Special Educational Needs & Disabilities (SEND) Policy

Feedback and Marking policy

Assessment Policy

**Monitoring and Review**

The Teaching and Learning Policy at Alvaston Infant and Nursery School is a working document and evolves around annual audits and planning by pupils, staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research, changes in the curriculum, developments in technology, changes to the physical environment of the school and ASP.

Policy updated November 2021

To be reviewed Nov 2022.

**See below for Policy Annex 1 Home Learning**

**Policy Annex 1 Home Learning**

**Teaching and Learning Outside of the Classroom – Home Learning**

**Statement of Intent**

At Alvaston Infant and Nursery School, we understand the need to continually deliver high quality education, including during periods of school closure or when large groups of children are unable to attend school or individuals have to self-isolate at home. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. We will always ensure that our curriculum is inclusive and accessible to all. During these unprecedented times, we aim to:

• Minimise the disruption to pupils’ education and the delivery of the curriculum.

• Ensure that our Home Learning Provision is in place so that all pupils have access to high quality learning resources.

• Ensure that our Home Learning Provision enables individuals and groups of children who are not in school, a ‘closely matched’ entitlement to those working in the classroom, whilst they are working at home.

• Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

* Maintain excellent relationships and provide support for all children and families.

• Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during these periods.

**1. Contingency Planning**

1.1 The school will communicate its contingency plans for **local restrictions** with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

1.2 If local restrictions are not applied, but a single class or groups needs to self-isolate, the school will immediately implement Home Learning for that group. The Class Teacher, if they are well enough to do so, will take responsibility for the teaching and learning of their class. During the first 24 hours, the Half-Termly Programme of Home Learning will be sent to parents via the year group’s Home Learning Dojo Page. This Programme of Learning will include ideas and links to high quality resources, which parents can use and refer to for the first 24 hours, whilst the Class Teacher prepares for the period of Home Learning which will follow. **Refer to 3. Teaching and Learning below**:

1.3 If an individual, or small group of pupils are having to self-isolate at home, then their Class Teacher will send the Half-Termly Programme of Home Learning to the family within the first 24 hours. The Class Teacher will then liaise with the parents of the child, sign-posting them to further high-quality resources and giving appropriate feedback during the isolation period.

1.4 If there are any teaching staff who are self-isolating at home, and they are well enough to do so, the Headteacher might instruct these individuals to support with the Home Learning Provision to support other Teaching Staff, who are still working in the classroom to relieve teacher workload.

**2. Teaching and Learning**

In the event of a whole class, bubble or Tier 4 restrictions, the Class Teacher will take responsibility for their class’s teaching and learning, as long as they are well enough to do so. In the event that the class teacher is supporting in school during a Tier 4 Lockdown, the Year Group Lead will delegate responsibilities so that teachers are not over worked and that workload is manageable.

2.1 The Class Teacher will:

* Plan and deliver a programme of Learning, which is high-quality and meets the needs of all of the children in the class, including those that are Disadvantaged or those with SEND
* Ensure a broad curriculum coverage, but place high priority on reading and mathematics
* Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally
* Think creatively about how they can make assessments, e.g. quizzes, using the technology available to them and how they can give appropriate feedback to the children and their carers
* Support any parents or carers who do not have the technology to access remote resources. These adults will then be sign-posted to Miss Allen, who will endeavour to provide resources which will enable these families to work remotely. Appropriate safeguarding controls and support will be in place to help pupils and their families use the devices safely
* Work with the office team to offer a paper-based learning pack for any families who require them
* Ensure that the pupils have meaningful and ambitious work each day which will motivate and enthuse them, linking to the teaching and learning which would have been taking place in ‘normal’ circumstances
* Use the Home Learning Dojo Page and Class Dojo Page to communicate effectively with parents and carers
* Use high quality resources, which might include but not be limited to, uploading teaching videos, providing links to websites, posting photos and explanations on Dojo pages\*
* Telephone each family once a week to ensure that they feel supported. Those children who are more vulnerable, or have SEND, will be phoned more regularly to check on their well-being and progress by a member of the SLT
* Report any safeguarding concerns to the DSL immediately and record on CPOMs system.

\*Due to safe-guarding concerns, we will not deliver ‘live’ teaching videos but will pre-record videos before uploading them.

2.2 In the event of an individual, or small group of children isolating at home, the Class Teacher will:

* Ensure that the Half-Termly Programme of Home Learning is sent to the family within the first 24 hours
* Ensure their Class Dojo page is updated daily with photos and explanations of the teaching and learning taking place in the classroom. This will enable parents and carers to replicate this work at home, with support from the Class Teacher, via Dojo, if required
* Remain in contact with the parents or carers, via Dojo or telephone, to offer help and support

\*If there are any teaching staff working from home, they will offer to support teachers who are working in the classroom with their Home Learning Provision, to ensure that staff workload is manageable.

2.3 The Headteacher (DSL), with support from the SLT, will:

* Oversee the quality of the Home Learning Provision, liaising with teachers and office staff, where necessary
* Ensure that children can access a free school meal, during their period of isolation
* Ensure that those pupils who are vulnerable, or who have SEND, are contacted more regularly via telephone, or in person, to check on their well-being and progress
* Ensure that all safeguarding measures are robust and are being adhered to (refer to 1.1 above)
* The DSL will keep in contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required.
* Make decisions regarding collection of resources e.g. paper-based learning resources, books, electronic devices etc based upon a risk assessment
* Inform parents when their child will return to school
* Liaise with the appropriate governors regarding the Home Learning Provision, including matters linked to SEND, Health and Safety and Safeguarding

Appendix 1 – Play based learning:

Our children are such wonderful, little human beings who experience the wonders of the world in all different ways. At Alvaston Infant and Nursery, we know that our children learn best when they are happy, safe and excited about the learning. To achieve this, we believe that a play-based approach to teaching and learning provides the best foundations for our children to provide greater motivation, stimulation and creativity to their learning. As a result, more parts of their brain become activated, allowing them to think broader and deeper and therefore make stronger and longer lasting connections in their knowledge and understanding.

Play-based learning focusses on child-initiated and teacher-supported learning where children learn through their independent inquiry and the supported interactions. Through this approach, we aim to develop the following skills and attitudes:

* Independence
* Creativity
* Imagination
* Expression of thoughts, opinions and views
* Speech, language and communication
* Cooperation, collaboration and team work
* Sharing and supporting one another’s learning

At Alvaston Infant and Nursery School, we aim to provide supportive and enabling environments to enhance play and exploration whilst equipping our staff with the necessary knowledge and skills to extend the children’s experience through modelling speech, language, communication, inquiry and play. Types of play may include:

**Free play:** This is where children are exposed to an enabling environment that supports their learning through play. There are resources and props available in their environment, which they can self-select and use as they wish. This unstructured play has no particular rules or boundaries imposed and there is no end goal for the children to achieve. As children progress through school, they may decide to introduce their own rules and structures and this may be supported by an adult.

**Guided play:** This type of play is more structured and supported by an adult. A specific purpose, task or learning intention is shared with the children which will shape their play. Here, the children will be encouraged to think creatively about how they may tackle the given task and use their independence to select the resources they need.

As our children progress through school, our environments and planned experiences evolve so that they reflect the children’s current developmental needs.

**Progression of play:**

Although staff introduce, encourage and support different types of play within the environments, play itself progresses in different ways.

Solitary Play (0-2)- Children may play in isolation and appear to be disinterested in what others are doing. This teaches children how they can play alone.

Onlooker Play (2 years)- Children observe others play but do not yet join in.

Parallel Play (2-3 years)- Children play next to each other but have little involvement with each other. Social skills are being learned through their observation.

Associate play (2-3 years)- Children begin to play and interact with others. There are no imposed rules on this play.

Co-operative play (4-6 Years)- Children are interested in both people and the activity. A leader may be assigned and roles may be distributed. Play focusses on a specific task or goals, which are to be accomplished.

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| **Year Group** | **What this might look like** |
| **Nursery**  | In Nursery, the children are exposed to a supportive and enabling environment where distinct areas of learning are created with resources, tools and props provided to further support play. Resources and potential activities are introduced into the environment and adults may support children in accessing these in their intended way. Resources are carefully selected and displayed in the environment so that the children can independently access these to enhance their play. Children will have access to a range of reading, writing and maths resources and these may feature throughout other areas of learning. Equally, children may also decide to learn through free play opportunities, where they may play independently or in collaboration with others, using elements of their environment as they wish. Adults are actively ‘in play’ with the children and they are skilled in deciding an appropriate moment to enter the children’s play to further extend this. Adults will seek out opportunities to support the children’s developing speech, language and communication and they will effectively model target language and phrases to further extend their learning. Where appropriate, adults will also instigate play and encourage others to join. This enables all children to develop the characteristics of effective and purposeful play. This type of play based learning takes place through continuous provision. This is where the planned activities and the necessary resources remain available throughout the day so that children are able to self-select what they wish to do and when they wish to do it. When play becomes repetitive and narrow, adults will showcase other play based activities and encourage children to join in with this play.  |
| **Reception**  | As the children progress in to Reception, the majority of practices will be brought across to encourage the children to further develop and master the skills of effective play. Children will be taught through a mixture of teacher led activities, which may be whole class or small group, as well as through experiencing activities through guided. These activities are designed with a specific learning goal in place and adults may encourage all children to take part in this activity at some point. Free play opportunities are incorporated into the provision and adults support and extend this play as appropriate. This play may have some structure given, e.g. a role play area set up as a vets, however, the children are able to follow their own ideas throughout this play. In the provision, reading, writing and maths resources are available to the children both in specific areas and integrated into other areas. Adults will also work with the children on a 1:1 or group basis as part of a guided writing or maths activity. Each child will complete a guided English or Maths activity. |
| **Year 1** | In Year 1, specific areas will be set up in the classroom, which link to the National Curriculum subjects. This may include reading, writing, role-play, small world, maths, creative and a specific area linked to the topic (history/ geography). At times, all of these areas may be open and available to the children, with guided play based activities provided to the children. At other times, guided play based activities will be available to the children which may focus on a targeted learning intention. For example, during the mornings, a range of play based activities and teacher led activities will be made available for the children, which may focus on an area of English or maths. In English, the children will work on revisiting and practising key skills through games and creative writing opportunities and this may be recorded in their activity books. Activity books are none threatening, unmarked books which encourage the children to experiment and explore writing in a way which is purposeful to them. Resources and prompts may be provided to support with this. Whilst in maths, practical problem solving is encouraged and this may be recorded within their maths jotter. Each week, the children will complete 2 activities in the English book and 2 in their maths book. This approach is echoed across the wider curriculum. Foundation subjects are taught through a whole class input, followed by guided play activities within the provision. These may be practical, explorative, inquiry based activities, or they may require a written outcome. Children are able to select when they do these activities within the week but adults ensure that each child has completed the ‘must do’ activities. Choice based activities may also be available within the provision and these are both free play and guided play based. Children have a degree of choice over how they complete these activities and represent their work to reach a desired end goal.   |
| **Year 2** | In Year 2, areas of learning will be established in the environment with the necessary tools and equipment for the children to self-select as they see necessary. English and maths are taught through a whole-class input (which may be led by different adults) and this will be followed up with an opportunity to apply their new knowledge. This may be through a guided play based activity or through an activity which requires a written outcome. There will be a designated role play area set up in each year 2 classroom which directly links to the current area of learning. This will allow the children to practise the related language and vocabulary and further imbed new concepts. Foundation subjects are taught in a similar way to year 1. Children will be have a directed teaching session for each subject followed by a specific task. This task may be exploratory, guided play or written based. The children will be able to choose when they wish to complete this task, although these tasks are ‘must dos’ and they must be completed in the given time frame.  |