BANKS ROAD INFANT AND NURSERY SCHOOL
"A Home for Learning, Laughing, Caring and Trying"

Teaching and Learning Policy 2019

At Banks Road Infant and Nursery School we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We challenge and support our pupils to do their very best by providing a range of learning experiences beyond the statutory requirement.



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Aims:

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Banks Road Infant & Nursery School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take increasing responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co operatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum
- Develop an understanding of other beliefs, cultures and ways of life

What does teaching look like at Banks Road?

We believe that the following characteristics are evident when teaching is good and outstanding:

- Each and every child makes progress in their learning, regardless of ability
- Open-ended, differentiated questions used throughout the lesson to provide challenge
- Pupils are actively involved in their learning
- Behaviour is good
- Plenty of thinking time is offered for pupils to consider their learning
- Opportunities for self-evaluation and reflection are built in throughout the session
- The teacher / teaching assistant has a flexible approach to the lesson and adapts it in response to pupils rather than carrying on regardless
- The teacher / teaching assistant is prepared to take risks
- Relationships between the teacher, TA and pupils are positive
- Pupils are motivated and engaged, keen to learn and participate
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual, Auditory, Kinaesthetic)
- The teacher / teaching assistant constantly assesses pupil progress throughout the course of the lesson, and makes amendments as necessary

- Lessons are challenging but with achievable expectations, clear explanations and rigorous pace
- Teachers / teaching assistants show secure subject knowledge of the areas they are teaching
- Teachers / teaching assistants have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve
- Good use of teaching assistants and resources is made to support the children's learning
- A consistent approach is used, in line with whole school policies and procedures
- Learning is linked to pupils' prior skills, knowledge and understanding
- There is good interaction and communication between children as well as adults and children
- Creative ideas are valued and actively encouraged

What does learning look like at Banks Road?

At Banks Road we emphasise four key learning behaviours, these are:

Resilience – building emotional strength, a 'have a go' attitude, concentration and an ability to ignore distractions.
Independence – teaching children to think creatively, be flexible in their approach and ask questions.
Reflection – exploring methods for self-evaluation, transferring and applying learning and questioning or querying information that is presented (intelligent scepticism).
Teamwork – becoming a good team player, listening to others, working collaboratively and confident to share ideas.

A good learner is someone who:

- asks questions
- looks interested
- joins in
- doesn't give up if it's hard
- has excited eyes
- gives others a chance to talk
- is kind and helps others
- asks for help
- cooperates with others
- takes a risk and has a go
- doesn't call out or interrupt learning
- enjoys learning
- checks they have understood
- can explain their thinking
- listens and respects what others think
- shares ideas
- tries different ways to solve a problem
- keeps thinking

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- **The Learning Environment**

At Banks Road we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school. It should reflect cultural and racial diversity
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including IT.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- Create an environment where children feel they belong and can foster a sense of pride within it
- Be safe and hazard free, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning supported by the school's expectations and Code of Conduct
- Be well organised and uncluttered, using available space to best advantage

Effective Teaching and Learning at Banks Road:

In order to facilitate good teaching and learning as a staff we will commit to:

- getting to know, value and have consistently high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process;
- using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- maintaining good discipline based on mutual respect, in line with our School Aims
- using the school long term plan to guide our teaching which details what is to be taught in each year group.
- ensuring our daily planning follows the agreed school philosophies; is shared during the planning process with the teaching assistants linked to each class; includes information about tasks to be set, resources needed, the way children will be grouped; is evaluated to inform future planning.
- having clear learning intentions which are shared with and understood by the children (learning/success criteria)

- using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- organising human and physical resources effectively;
- making sure that the activities we provide for the children extend their knowledge, skills and understanding;
- being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

The role of governors

Our governors, determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- make sure that the school buildings and premises are best used to support successful teaching and learning
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- monitor teaching strategies with regard to health and safety regulations.
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's Teaching and Learning Policy through the school self-review processes, including information from subject leaders, the head teacher and external advisers as well as a review of the in-service training attended by our staff

The role of parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school
- make sure that their child has the best attendance and punctuality record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school
- attend parents' evenings
- support the school's expectations with regard to behaviour and attitude

Monitoring and evaluation

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- classroom observation, including joint observations
- talking to pupils, informally and formally
- looking at pupils' work

- feedback from pupils about their learning, including self-assessment and peer assessment
- evaluation of planning and planning scruitinies
- discussion with teachers and TAs, including pupil progress meetings
- communication with parents e.g. questionnaires
- the progress of the School Improvement Plan
- external inspection
- value added data
- communication with children, parents and the rest of the school community
- staff professional reviews in line with the school's Appraisal policy

Code of conduct for lesson observations

Observations are always purposeful, providing quality assurance and the outcomes help to shape the curriculum and development of learning and teaching. The process is inclusive of all staff. Colleagues will be observed no more than once a term, unless they are newly qualified or undertaking a specific programme of support / professional development to improve practice.

There are two types of lesson observations at Banks Road Infant and Nursery School:

Formal observation

- Linked to the School Improvement plan, Appraisal targets or core subjects
- A week's notice to be given as minimum
- By head teacher, assistant heads, subject leaders and governors in a monitoring role with clear guidance
- The focus of the lesson will be clear, precise and measureable, discussed with staff prior to observation
- Criteria for successful practice will be provided before the observation
- The colleague being observed will provide a lesson plan, short term planning or lesson notes as agreed in advance with the observer.
- During the observation, the observer will make notes on the agreed focus. Lessons will not be judged individually but as an overall grade of teaching over time. Within the observation books will be scrutinised and pupils will be interviewed to give an overall view of teaching and learning. A grade will be given for each teacher and an overall grade given to each key stage, this will follow the Ofsted criteria, (1-4, outstanding – inadequate)
- Details of the lesson observation will be confidential to teacher/ TA observed, observer, adviser, head teacher
- Verbal feedback will be *offered* to staff on the day of the observation, at a mutually agreed time
- The feedback will take place in a private and confidential space, usually the head teacher's office.

- Feedback will include good practice observed, strengths, areas to develop and discussion on how to action these.
- These are recorded in writing on the lesson observation sheet.
- Action points will be developed as "next steps", with appropriate support / guidance on how to achieve these and they will form part of the next observation
- Feedback about the general outcomes of the observations will be given to all staff.
- Copies of observation sheets are given to the observed colleague and held by the head teacher in a monitoring file and individual confidential files; both of these are in locked cupboards / cabinets.

Informal observation

- Walkabout (learning walk) observation by head teacher/ members of subject working parties
- A short period of notice given
- Feedback given if asked or if there are any issues that need to be addressed (usually verbal)

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy annually.

THE POLICY WILL BE REVIEWED ANNUALLY.
DATE OF REVIEW BY GOVERNING BODY: July 2015 July 2016 July 2017 July 2018 July 2019 July 2020
This policy was reviewed and ratified by the Pupil and Personnel committee in July 2019. Signed: Chair of Governors_____ Date: _____