



POCKLINGTON CE (VC) INFANT SCHOOL

Teaching & Learning Policy

Date Reviewed:	Summer Term of 2021-22
Date Due for Review:	
Contact Officer:	Dr Bartram
Approved By:	SLT

At Pocklington Infant School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision and values. This policy should be read in conjunction with our subject statements.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. We aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations, and values all members of the school community;
- Provide a talk/language, print and number rich environment;
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements; · Ensure children can develop as literate, numerate individuals, within a broad, balanced, exciting and challenging curriculum;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Use play/hands on active learning to develop, enhance and build on knowledge and skills in an age appropriate context

- As adults to have a shared understanding of the expectations at Pocklington Infant School and model the learning and behaviours we want children to learn
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of respect, perseverance, truth and compassion
- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society.

Planning

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and governors.

At Pocklington Infant School we are committed to following the programmes of study as required by the National Curriculum 2014 and EYFS Framework. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. The progression of learning across a subject is set out in curriculum skeletons, and knowledge organisers. Learning objectives will be specified for all lessons and shared with pupils in line with the marking and feedback policies. Feedback and assessment is used to move children's learning forward.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- independent learning.

All areas of the learning environment will be planned for in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills, understanding, language and opportunities to talk. Pupils will have access to a range of resources and manipulatives to support their learning.

The classroom will be organised to facilitate learning and the development of independence. Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both teaching assistants and volunteers. These are used at the discretion of the classteacher. Students are welcomed into school.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs. Differentiated tasks will be detailed in weekly planning. Pupils with special educational needs receive additional support based on their personalised learning plan. Advice is sought from relevant external support agencies when and where the need demands it.

Homework

Home learning activities consolidate and may enhance prior in school learning.