



Denmead Infant School

“Where the Joy of Learning Begins”

Teaching and Learning Policy

Intent:

Our school community believe that Denmead Infant School is “Where the Joy of Learning Begins.” Staff are committed to delivering all children ‘High Quality Inclusive Teaching’ that enables children to achieve their potential from individual starting points.

Implementation:

To enable success, staff plan and ensure children experience:

An Enriching Climate –

Children are committed to achieving to the best of their ability and understand making mistakes is part of the learning process. They value the opportunity to improve.

Questioning is highly valued by teachers to evaluate understanding and by children to satisfy their curiosity.

First hand experiences, displays and well-planned resources inspire and engage our young learners, enabling retrieval practise to support children’s understanding and promote independence.

All staff demonstrate equality and professionalism when teaching and supporting our children. Staff value opportunities to develop their own practise, recognising the importance of staying current to meet the needs of all.

Effective Learning Design

Denmead Infant School is proud of the rich curriculum offer it provides. This is regularly reviewed by the whole school community so that it meets statutory requirements and is relevant to our children and helps them understand their place in an ever-changing world.

Teachers recognise children may have different starting points and secure assessment, subject knowledge and knowledge of our children underpins the progressive learning journeys they plan and teach (either using The EYFS Curriculum – Year R or National Curriculum – Years 1 and 2).

Ordinarily Available Provision (OAP) informs differentiated lesson plans and rich task design which support children to 'keep up, not catch up.' In lessons, teachers are responsive to the needs of those they teach and use the Gradual Release Model to engage children, providing scaffolds to address common misconceptions so age or stage appropriate learning objectives are achieved.

Effective Self Reflection and Evaluation

All teachers have a secure understanding of the statutory assessment requirements and expectations for the respective year groups they teach in e.g. The Reception Baseline Assessment (RBA) and Phonics Screening Check (PSC). Assessment for Learning (AfL) is used by teachers in daily lessons to highlight successful learning or to address misconceptions. Best practise evidences this happening 'in the moment.' It informs subsequent learning to ensure new skills and knowledge are consolidated before moving on.

Subject leaders understand milestones and end of year expectations of the EYFS and Key Stage 1 National Curriculum and in-house and cluster moderation ensures teacher assessment is secure. Through data analysis and Pupil Progress Reviews, teachers are provided with opportunity to demonstrate the impact their teaching has had on children's progress and attainment and discuss any barriers to learning children may have.

Senior leaders regularly review the teaching and learning provision through book looks, learning walks, and they invite teachers to reflect on their own practise following observation (informal and formal). Anonymised data and evaluations are shared with the Governors who hold leaders to account for school performance.

Positive Relationships

All staff are committed to developing mutually respectful relationships with children and their families, knowing that a collaborative approach ensures children feel safe and valued. It also better enables children's individual next steps and / or needs to be met. Staff exhibit high expectations of all children which is demonstrated through high quality planning, teaching and learning. Staff and children model the learning behaviours and language of the learning superheroes:

Rosie Resilient



If we behave like Rosie Resilient

- We stick at it even when it's tough
- We learn from our mistakes
- We try to better our best
- We break big problems into smaller ones
- We manage distractions
- We finish what we start

Lady Fearless



If we behave like Lady Fearless

- We try new things and ways of doing them
- We have a go
- We are not afraid to get things wrong and know it's OK to make mistakes
- We are not afraid to start again

Captain Creative



If we behave like Captain Creative

- We can think about things in different ways
- We can solve problems
- We can ask good questions
- We can use the resources around us imaginatively

Mr I



If we behave like Mr I

- We try to sort things out for ourselves
- We can work without help but know when to ask for help
- We can organise our own resources
- We can think of our own ideas

Teamwork Twins



If we behave like the teamwork twins

- We work together
- We share our thoughts and ideas
- We include everyone
- We take turns and share
- We encourage and support each other

Impact:

Because 'High Quality Inclusive Teaching' is at the heart of the teaching and learning experiences in Denmead Infant School, children:

- know and understand routines and expectations about behaviour and learning which makes them feel safe and valued
- are inspired by their learning journeys, are curious, engaged and want to learn more
- understand their teachers will plan lessons that will help them make progress
- know that they will be challenged by their teachers
- know that their teachers will model new learning and let them practise before they work independently, reducing anxiety
- can say what they are learning and whether they have been successful
- select appropriate resources needed for their learning, stay focused and can work independently, in pairs or as a member of a group
- understand the importance of adult feedback and build upon this in their learning
- celebrate their mistakes, their perseverance and achievements when they have been supported by an adult or friend to overcome a difficulty
- try their best, feel proud and believe they can succeed