

FLEET INFANT SCHOOL

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Policy: Teaching & Learning Policy

Next Review: February 2027
Ratified by staff: February 2025

At Fleet Infant School we believe it is the entitlement of every child to have access to a high-quality learning environment and effective teaching. We also want to create positive learning behaviours in our children in order to prepare them for future challenges. We use our school values to support us with this task, Resilience, Kindness, Gratitude, Honesty, Courage and Respect.

Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community as life-long learners. We feel that providing a high-quality learning environment and high-quality teaching are the most significant factors in determining:

- Pupil attitudes to and successes with learning
- Engagement of pupils
- Standards of attainment
- Rate of progress
- Making sense of the world around us and discovering where we fit into it

Our Aims

Within the context of our whole school aims, we aim to encourage and model a love of learning, and develop an understanding of the nature and processes conducive to effective learning. Learning is a change to long-term memory. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of key stage 1, long-term memory of an ambitious body of procedural and semantic knowledge.

Fleet Infant School promotes the most effective learning and teaching through:

- Providing a quality learning and teaching environment which is safe, stimulating, enriched, attractive and includes the outdoor environment
- Ensuring that the curriculum is accessible to all children including EAL and children with SEND
- Promoting cross curricular themed topics
- Consistently high expectations of behaviour and achievement
- Developing positive relationships conducive to learning
- Tracking progress and attainment rigorously
- Identifying children who may need additional support or challenge
- Well established school and classroom routines
- Supporting and developing teachers' subject knowledge and Continuous Professional Development
- Including children's voices in their learning
- Planning effectively
- Managing time effectively
- Making good use of resources, including people
- Encouraging independence in learning

- Regularly evaluating and reflecting on our practices
- Using a range of learning and teaching strategies
- Use of the Positive Mental Health policy

Through our teaching we aim to:

- Nurture a love of learning through developing creative, enquiring, independent minds
- Foster children's self-esteem, promote positive mental health and help them build positive relationships with other people
- Create a culture of achievement by celebrating the personal, social and academic success of everyone in the school
- Instil a culture of mutual respect and, in so doing, develop tolerance, empathy, consideration and respect for others within the local and global communities
- Focus on continuous improvement in all aspects of school life through a balance of self-evaluation and external verification
- Develop the skills, knowledge and understanding to be healthy, safe and successful in a changing world
- Prepare and inspire children for life in the modern world

British Values

Our school reflects British values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

Effective learning

In order to achieve this, we will:

Acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We believe children learn best when they feel happy, comfortable and safe in a stimulating learning environment.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- a play-based curriculum where appropriate
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of the technology and computing
- fieldwork and visits to places of educational interest
- visiting performers, speakers & educationalists
- creative activities
- watching educational programmes and responding to recorded material
- debates, drama, role-plays and oral presentations
- designing and making things
- developing from their own starting points and at their own pace
- child led learning using the children's interests and questions
- participation in athletic or physical activity
- involvement in their own assessments
- using a variety of learning behaviours, determination, focus and organisation
- use of the outdoor environment, e.g. Forest School, orienteering across the curriculum
- curriculum enhanced through the use of specialised sports coaches
- pre-teaching for identified children such as children with EAL or children with SEND

We encourage children to take some responsibility for their own learning, to be involved as far as possible in reviewing and reflecting on the way they learn and to identify any aids which might support them such as learning resources and the 'Learning Pit' or barriers which may get in the way.

Effective teaching

At Fleet Infant School we believe good or better teaching is based upon:

- Creating a climate where children feel safe and are able to express their thoughts, ideas and feelings
- Creating trusting relationships through mutual respect
- Modelling a love of and enthusiasm for learning
- Treating children fairly, consistently and with respect
- Good subject knowledge and understanding
- High expectations
- Thorough planning and assessment
- Rigorous pupil progress tracking with SLT to identify the needs of all pupils
- Provision of a 'hook' and 'outcome' to teaching
- Being explicit about what the children have learned and will learn
- Using a variety of teaching styles and strategies to meet all pupils' varying needs
- Challenging learning experiences
- Learning which is encouraged and supported by peers and adults, including family
- Specific and timely feedback to pupils to enhance and improve their learning
- Reflection and evaluation of learning
- Good management of pupils
- Good use of time, ensuring appropriate pace in lessons
- Effective use of good resources
- Being aware of the need of all learners in the classroom

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
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from year and subject leaders and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning 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. This policy will be reviewed annually.

This Policy should be read in conjunction with other relevant school Policies:

SEND Policy
SEND Report

Behavioural Policy
Equality Policies