

REINWOOD INFANT & NURSERY SCHOOL

EFFECTIVE TEACHING & LEARNING POLICY

(Reviewed June 05)

Introduction

At Reinwood we believe that at the heart of an effective school lies the quality of the teaching & learning taking place. Effective teaching & learning under-pins all aspects of the curriculum and should be cross curricular, so providing a creative curriculum. Differences in subjects relate to their content & not how they are taught, although we are aware that there are a variety of teaching and learning styles (accelerated learning, visual, auditory, kinaesthetic, multiple intelligences) and we should cater for these within our teaching. By improving the quality of teaching, standards throughout should rise. We feel that having an agreed policy on what we define as effective teaching & learning will help us to set expectations throughout the school.

Development.

This policy was developed using previous policy documentation, the Primary Strategy and in consultation with staff. It has been written with regard to all children in our school including SEN, gifted & talented, ethnic minorities and irrespective of gender. It makes specific reference to the SEN and Gifted and Talented policies.

Nature of effective teaching and learning.

There are three elements that enable effective teaching and learning.

1. The characteristics of the learning environment.
2. The characteristics of the learning experiences offered to the pupils.
3. The characteristics of the teaching.

Note that these elements should not be seen in any order of priority, but be viewed as a whole. The definitions below are not regarded as definitive but as the key characteristics as we believe them to be.)

The Learning Environment

The learning environment should be organised:

- to create a warm, light, clean and tidy workspace which complies with health & safety regulations.
- to facilitate independent learning.
- to ensure that a range of good quality resources are accessible to the learner.
- to provide a labelled environment which enables the learner to be independent and take responsibility for their environment.
- to provide a stimulating work environment through displays across the curriculum.
- so that the learner has a good understanding of what it is they are going to learn ("the big picture" and learning objectives)
- so that the learner has a good understanding of the rules of the class (i.e. knowledge of what is acceptable/not acceptable, including the different noise levels for different situations.
- to ensure limited interruptions during direct teaching time.
- to stimulate a good work ethic.
- so that the learner is valued.

- to provide good working relationships between adults & children and between the children themselves.

As a school we have devised a set of minimum expectations which details what we would expect to see in all classrooms. (see Appendix)

Learning

Children's learning should be characterised such as to:

- enable them to evaluate their own learning eg. through the use of 'Investors in Pupils' targets.
- enable them to have first hand experiences.
- enable them to use their preferred intelligence. (see gifted and talented policy)
- develop knowledge & skills in a progressive sequence
- be able to practise newly acquired skills.
- provide opportunities for them to work individually or as part of a co-operative group.
- select tools and equipment independently.
- enable them to work to the full potential of their own abilities.
- enable effective communication.
- foster enthusiasm and motivation, so making constructive use of their time.
- develop self-esteem.
- promote good attendance.

Teaching

As implementer of the curriculum the teacher should:

- value all children, irrespective of ability, race or gender.
- have high, yet realistic expectations of children.
- plan effectively, devise assessment strategies and maintain effective records.
- be systematically engaged in focused teaching.
- have clear focused learning objectives that are shared with the children.
- demonstrate an understanding of individual needs through differentiated learning tasks & the use of a variety of teaching strategies, (eg. whole class, group, paired, or individual work or individual work with support.)
- have good subject knowledge and display confidence in the delivery of the curriculum.
- deploy a variety of effective questioning techniques.
- use a variety of styles including visual, auditory & kinaesthetic.
- show good class organisation through deploying resources effectively (including equipment, classroom support assistants, parents & information about the child & their community.)
- use time effectively to create pace & challenge.
- engage in well-timed interventions to promote the quality of the learning experiences (use of brain gym activities, icebreakers and energizers),
- deploy consistent, effective discipline techniques. (e.g. the use of Golden Time – see behaviour policy)
- provide good support as part of a team.
- value & develop good relationships with parents, children & colleagues.

Aims

- To establish an agreed range of practice in respect to teaching & learning.
- To improve the quality of the teaching & the learning experiences offered to children.
- To meet the needs of children more effectively by providing a consistent approach to teaching & learning across school.
- To enable staff to identify aspects of their own practice which they would like to develop or seek support.
- To provide a basis for monitoring.

This policy is a major policy for our school. It under-pins all other policies and defines the context in which all other curricular policies must be developed, written & implemented.

Implementation

This is detailed in the 'Nature of Effective Teaching & Learning'

Cross curricular links

Effective teaching & learning is addressed through every curriculum area.

Equal opportunities and Inclusion

Through high standards in teaching & learning and by providing an effective learning environment the school caters for all children irrespective of ability, gender, race, class or culture.

Special Needs

When planning for teaching & learning we take into account the wide range of abilities of our children. Those who have difficulties making progress would be said to have a special educational need (SEN) & be given extra support through a differentiated curriculum. This would be detailed on their individual education plan (IEP) which is written by their class teacher. (See SEN policy for more details).

Provision for Gifted & Talented

At Reinwood Infant and Nursery School we provide for the gifted and talented children through early identification of ability, through teacher observation, foundation stage profiles in Nursery and Reception and communication with parents. (For further details on the provision for the gifted and talented see gifted and talented policy.)

Raising ethnic minority achievement

We aim to draw upon multi- language skills across the curriculum & wherever possible we will heighten the awareness of different cultures and show that we value them. Bi- lingual support workers work alongside children where necessary in order to raise their attainment.

Information Technology

ICT can be used across the curriculum to provide links between a range of subjects which leads to enhanced teaching learning.

Recording and reporting

Teaching staff have termly observations which are carried out by either the year group leader, Headteacher or subject leaders. This information forms part of their performance management. The progress of children's learning is reported to parents at 2 parent's evenings, through end of term reports and informal discussions.

Assessments are carried out termly and these are moderated by the year group.

Resources

See other subject policies for guidance on storage & maintenance of resources.

Health and Safety

Class teachers are responsible for the safety of the children during activities. (see subject policies for further guidance)

ETA support

Teachers plan for ETA support to enhance the teaching and learning within their classroom. ETAs work with groups of children or individuals and this is clearly indicated on teachers planning.

Parents

At Reinwood we believe that a good home - school link also contributes to effective teaching & learning.

- School & home are a partnership that works together for the benefit of the child.
- Parents are involved & informed about school through newsletters, termly topic letters, the school website, workshops, open afternoons and parents evenings.
- Work goes home on a regular basis for parents to share with their children. This can cover any aspect of the curriculum and ranges from reading or handwriting practice to investigations or questionnaires around the home. Homework is displayed on the windows in the Year 1 corridor.
- Parents are invited to work in school in a voluntary capacity.

Review

This policy was agreed by all staff in June 05

presented to the governors in _____

The policy will be reviewed in _____