

Bolsover Infants and Nursery School



Learning and Teaching Policy

Reviewed - Sept 2010

Learning and Teaching

At Bolsover we believe that 'through developing a fuller understanding of how children learn, the quality of planning, teaching and assessment will be improved and as a result the motivation and achievement of children will be enhanced.' (Talk - Teaching and Learning Kit 2002)

In order to continue to raise standards we have designed an approach to learning and teaching which is consistent and accessible for the children and manageable and practical for the staff. In order to fully develop both the children's understanding of how they learn, as well as using this knowledge as a tool for teaching, we have devised an approach which highlights the learning process. This is an approach to learning and teaching that uses a variety of learning and teaching styles. We have consulted all stakeholders in the writing of this policy, as well as a variety of leading professionals.

The aim of this policy is to clearly state how our school will encourage children to learn, extending them to the utmost of their abilities and encouraging them to achieve their very best. It also offers the school a consistent approach for the teachers and ensures that we can offer our children the best standard of education possible. By clearly stating our principles and aims, in terms of learning and teaching, we will raise standards of teaching across the school and improve children's learning and achievement. This policy, and the discourse surrounding it, will ensure we offer a wide range of experiences, teaching styles and opportunities to stimulate children's interests and imagination. This will allow children to utilise their preferred learning style, while developing their knowledge and skills in others. As part of this policy we have included our:

- Our approach to Teaching and Learning
- Curriculum Philosophy
- Personalised Learning Plan
- Outline of our Expectations for a successful learner

Our Main Principles for Learning and Teaching are to:

- Develop the whole child as an individual
- Set high expectations and give every learner the confidence so they can succeed.
- Establish what learners already know and build on it.
- Structure and pace the learning experience to make it challenging and enjoyable.
- Inspire learning through passion for the subject.
- Make individuals active partners in their learning, ensuring children develop their independence.
- Develop the learner's learning skills and personal qualities.
- Encourage all partners in a child's learning to take an active part in supporting the learning that takes place.

Learning Styles

There are a wide range of learning styles used in all of our classrooms. Each co-hort will include a variety of children with a range of needs, each needing to be addressed to enable them to learn at their optimum level. As a school, we feel it is vitally important that children are aware of how they learn best and what learning style they prefer. This knowledge will allow them to utilise their strengths, as well as develop their weaknesses. Taking this approach, we believe, will encourage each child to develop the best learning style possible.

Visual, Auditory and Kinaesthetic

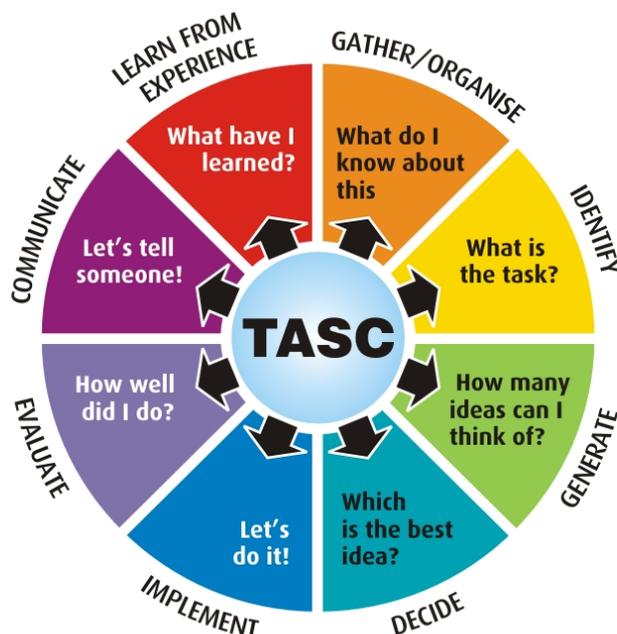
We all learn about the world through our five senses - our visual, auditory, kinaesthetic (feeling and movement), smell and taste, but we all also have a preferred learning style, a style in which we will learn best. Within our teaching and planning we will ensure all children, which ever learning style they prefer, are given the opportunity to learn, not only in their preferred style but also in a combination of other styles.

Developing Thinking and Problem Solving Skills

We believe it is of vital importance to our children that they are given the opportunity to develop their thinking and problem solving skills. This will help the children to become more resourceful as well as resilient. In order to do this we have included, within our timetable, a variety of approaches to learning so that the children are offered the opportunity to develop these skills.

TASC (Thinking Actively in a Social Context)

Each teacher has spent time examining the TASC approach to planning and learning. This offers the school and children a consistent approach to enquiry learning. Children are given an opportunity to ask and answer questions in a systematic way. Staff are asked to use this approach when planning scientific enquiry, introductions to new topics and any enquiry work they may take on.



An Enquiring Classroom

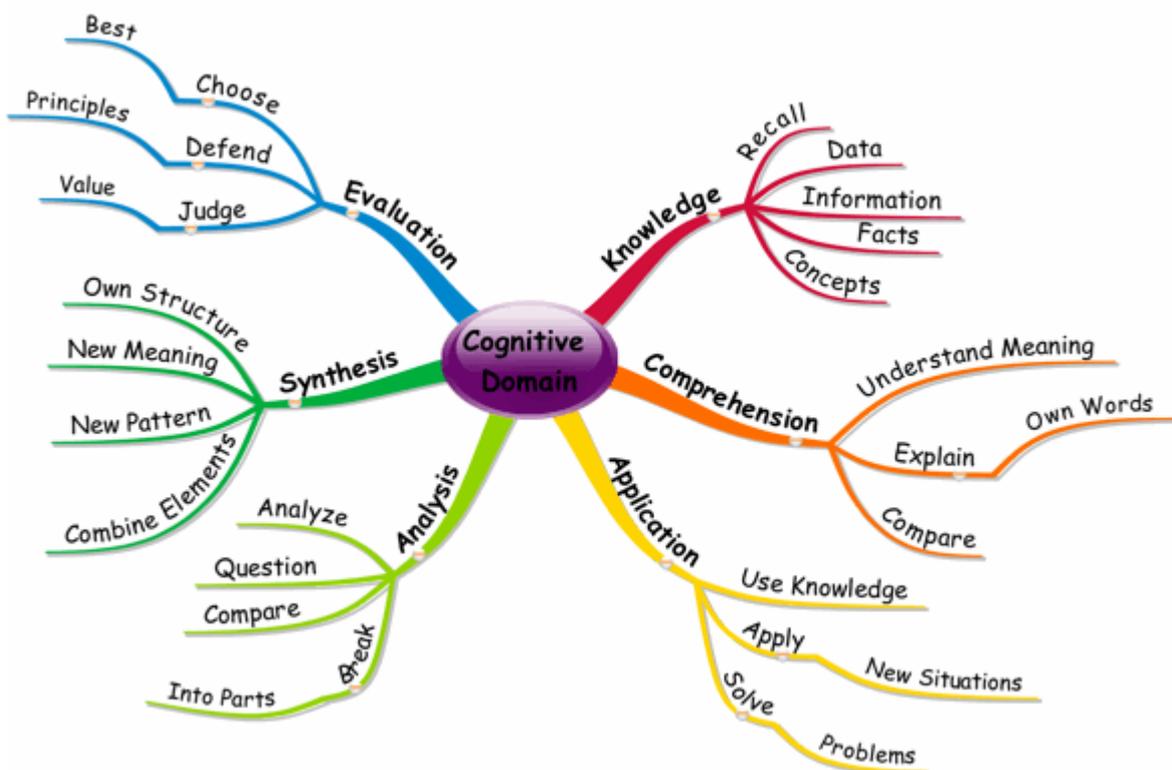
All staff have been encouraged to plan activities that encourage children to find out for themselves. This will allow children to develop a more enquiring mind. In order to do this, children need to have many independent learning skills and it is important that the teacher prioritises the teaching of these skills in order to foster this type of learning.

Foundation Stage

We believe that it is important that we prioritise independent learning skills from a very early age and so staff in the foundation stage have spent some time developing ways to encourage their children to become independent, as well as developing an enquiring mind. We believe it is important that staff prioritise this in the early years so children come to enjoy and commit to learning in a positive way.

Questioning

We have spent some time examining questioning techniques and how we can use them to develop children's thinking. We now, not only use open and closed questions, but also refer to 'Bloom's Taxonomy' which offers different levels of questioning to develop different thinking skills, including: Knowledge/Comprehension, Application/Use, Analysis/Relationships, Evaluation/Judgement, Synthesis/Creative. Staff are expected to use a variety of different questioning techniques in their sessions.



Collaboration / Inter-dependence / Independence

As a school we feel it is important that we ensure children have had the opportunity to develop the appropriate skills to work alone, as well as part of a group. There should be a balance between interactivity and solitary activity, in order to share and develop skills and ideas, as well as developing their listening skills and understanding. This will allow children to become independent in their judgements.

Active Learning

Learning is much more effective if children are active. Engaging children in active learning will help them to concentrate on what is happening, as well as encouraging them to interact with the learning objective. This will be supported by the teacher before they have an opportunity to work independently. There are many different ways for teaching and learning to be interactive:

- Asking children to summarise what they have heard and share with their partner
- Ask children to visualise what is being said
- Use props and visual aids
- Include physical responses
- Note good listening skills and encourage children to practise/use these skills
- Offer clear signals of structure to support listening
- Have class figures to model listening skills
- Paired talking
- Allow children to demonstrate to other class members
- Use 'Show me' and 'Get up and go' activities
- Encourage children to make predictions
- Mask things with post-its
- Mind mapping while listening
- Practise task (Scaffolding writing, supported composition, white-boards, note taking, digit fans)
- Whole body activity
- Use of artefacts

Teachers also need to use a variety of different ways of working. Allowing the children to work as a whole class, in pairs and groups (mixed age and ability, as well as same) in guided sessions, independent activities and individual learning.

Exploration/Investigation through Play

We believe that children need to be active in the learning process. In order to do this we have taken a play based approach to learning. We believe this:

- Develops independence
- Offers children a challenge
- Allows children to explore and investigate
- It's fun
- Offers children a purpose
- Gives children a wide range of experiences
- Allows children to be more creative

Differentiation and SEN Children

Some children will need support when working as a whole class, as well as when working with other children and alone. This can be carried out in a number of different ways:

- Pre-tutoring (Introducing new learning prior to whole class session)
- Differentiated questioning

- Differentiated support (from teacher, teaching assistants, SEN ECO's, scaffolding)
- Differentiated tasks
- Individual Education Plans (See SEN Policy)

For children who need more intense support we will use our SEN Policy and offer children the support needed through this policy in order for them to achieve.

Intervention

As a school we believe that early intervention is key to all children learning. Where ever possible we aim to diagnose areas in which children are having difficulties and offer some support and guidance to themselves and/or their parents to help resolve any difficulties. For some children at this young age, many areas of weakness are short lived and if we can guide them through and support their learning in order to close the gap then they can learn alongside their peers. For some children we can offer Intervention. We have a range of Intervention at our disposal. This is different in each year group.

It includes...

Reception

- Differentiated grouping for teaching sessions
- Phonics groups
- Targeted support in reading/numeracy

Year 1

- Differentiated phonic groups
- Targeted support in reading and maths
- Maths Box
- Early Literacy Support

Year 2

- Differentiated phonic groups
- Targeted support in reading and maths
- Extra Guided reading in small groups
- Writing conferences
- Wave 3 maths sessions

Transition

As a school we work hard to ensure our children have a smooth transition from one class to another, as well as from one key stage to another and on to the juniors. We undertake a large amount of work around transition, with all our stakeholders. Work may include...

- Move Up Day
- Visits to the Juniors
- Teacher Swaps
- Summer school
- Across phase and school work
- Curriculum planning
- Shared assessment opportunities

Teaching Styles

All teachers are different and individual. Each brings to the school their own unique personality and teaching style. Despite this, all good teachers/teaching has some similar qualities.

Good quality teaching will:

- Engage children in active learning
- Build on existing skills
- Be organised to teach the objectives and lead to the outcomes
- Draw on a variety of teaching styles
- Provide for a variety of learning styles
- Support children towards independent learning

Anthony Grasha identified the following five different teaching styles as descriptions of the different roles teachers take on in the classroom.

1. Expert - Possesses all the knowledge and expertise the student will need. Transmits the information to the student.
2. Formal Authority - Establishes goals, expectations and rules and expects the student to learn. Provides positive and negative feedback.
3. Personal Model - Teaches by example, over sees, guides and directs.
4. Facilitator - Asks questions and explores options. Suggests alternatives and encourages student to makes choices.
5. Delagator - Students work independently. Teacher available on request.

As a school, we try to develop all aspects of each role, in order to adopt the appropriate style for the task at hand.

Teachers need to use a variety of different teaching strategies to support children's learning, including:

- Explaining
- Scaffolding
- Demonstrating and Modelling
- Questioning
- Discussing

Planning for learning

Planning for learning in school is carried out in three stages - long, medium and short term planning.

Long Term Curriculum Map

A two-year curriculum map is in place for Key stage 1. Foundation Stage 1 uses a 2 year cycle and Foundation stage 2 uses a 1 year plan. This ensures full coverage of the National Curriculum, as well as the stages of Development matters in the foundation stage.

This curriculum map is organised into topics to be covered in Science, Geography, History and R.E. Each topic is the centre for learning over a two or three week period. This allows children

to concentrate on one area of learning at a time. All other subjects are timetabled on a weekly basis and are linked to topic areas, where appropriate.

Medium Term Planning

Each topic or subject is then planned in detail as a medium term plan. It shows the areas for study at a specific time, appropriate to the anticipated and identified needs of different groups of children in the class at the present time. Staff clearly identify learning outcomes/ targets and success criteria as well as activities and resources. ICT, Speaking and Listening and Assessment opportunities are also identified.

Short Term Planning

This covers the weekly and daily planning to meet the specific, identified needs of the children, based on assessments of what children know, can do and understand. Clear learning objectives are set and the teaching and interactive learning necessary to achieve them. Appropriate activities are then planned for children to practise their new skills.

Learning Objectives and Success Criteria

Learning Objectives

There are two different types of learning objective:

- Learning objectives for the whole unit of work being undertaken
- Learning objectives for individual lessons (to be shared at the beginning of each lesson)

E.g.

We will learn to...

Success Criteria

The success criteria identifies what the children will know or be able to do after achieving the learning objective.

E.g.

We need to remember to... / I will be able to...

Introducing New Units of Work

When introducing new units of work teachers need to give the learner an opportunity to:

- Discuss what they already know about the topic
- Identify what they would like to know
- Set questions to be explored
- Set / share the learning objectives that will be covered
- Identify success criteria - By the end of this topic we will...

The Learning Process

Learning Intention	Define the learning intention for the lesson We will learn to...	Introduce key questions and outline what we are going to be able to do at the end of lesson. I can... Relate to real life
Set success criteria	What will we measure our learning against? I will be able to...	
Focus ideas	Define what we are going to do Teacher led discussion/learning	Short starter activity to get children thinking. Needs to use VAK Teach
Organise/Explain environment	Organise/Explain their learning environment - Resources/Groups/ICT etc	Relate activities to Success Criteria. What are learning while we do this? Activity 1 Use activities that have already been introduced in other lessons (Role Play/Tough spot/Sand/water/writing table/ICT Activity 2 Offer guided work with teacher, something that will really move the children's thinking on Activity 3/4 Needs to be
Independent learning	Allow the children the opportunity to investigate by themselves in their preferred learning style. Ask others for help - teacher, other adults and children who are smart in the appropriate area.	<ul style="list-style-type: none"> • Active • Independent / working in pairs/group • Open ended • Creative • Related back to learning
Speaking and Listening	Speaking and listening activity, if appropriate, to identify the learning and sharing information. Either speaking, listening, group discussion and interaction or drama.	What did we set out to learn? Did we achieve this? Self evaluation
Sharing learning	Present their information in an appropriate way (Agree this and compare to set criteria with children)	
Evaluation	Evaluate/review/refine what they have learnt	How well did it go? What is new that they didn't already know? Big picture review
Next Steps	Identify what they need to learn next	



Classroom Organisation and Management

Ethos

Children must always enter the classroom in an orderly manner and settle quickly to work. The teacher should promote self-discipline, whenever possible. They should communicate targets clearly to all children to ensure they know what is expected. The teacher should always avoid negative commands and use lots of praise and encouragement. All adults in school should always promote a positive attitude to learning, encouraging children to develop independence skills, self-esteem, interest and ownership, motivation and challenge.

Encouraging and Engaging Pupils

Within school we have a very strong behaviour management policy. This policy offers children a guide to the behaviour which is acceptable within school. It also offers children a structured approach to the management of their poor behaviour, an approach which is fair and easily understandable. Although sanctions and rules are important we feel a positive atmosphere, including rewards, for good behaviour and appropriate work, are much more effective. This, we believe, will help children develop a more positive approach to school and their learning.

Resources

Teachers should always encourage the safe use and care of equipment. All resources should be appropriate to the activity and readily available. It is the teacher's responsibility to prepare for each lesson, ensuring that resources are within the classroom environment. It will depend on the age of the children as to how easily accessible these resources are. The teacher will need to insist on children respecting property and will need to ensure the children safely tidy away after the task is complete. The teacher will need to ensure all classroom areas are left tidy each evening. (Although it may be the children's responsibility to tidy up some areas)

Displays

The learning environment is of vital importance to children's attitudes. A tidy and well organised environment will offer children a place to take charge of their learning and give them the confidence to learn independently. It will offer the children a positive attitude in terms of presentation and organisation and will help them to be ordered and prepared.

Health and Safety

It is the class teacher's responsibility to ensure the health and safety of all the children, at all times, by creating a classroom environment that is a safe and secure place for children to be.

They will be supervised closely at all times. The teacher needs to:

- Organise the classroom safely and effectively.
- Promote safe handling of tools and equipment.
- Establish rules and directions that clearly define limits of unacceptable behaviour. Be firm and consistent about these.
- Develop strategies to pre-empt / manage disruptive behaviour.



Our Curriculum

What skills do we want to develop through our curriculum?

The most important skills our children will need to become a successful learner are the ability to:

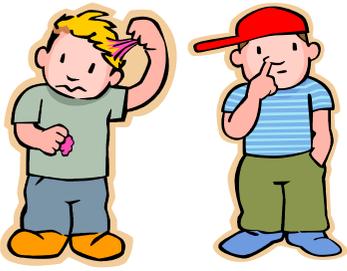
- Problem solve, investigate and explore when faced with new challenges.
- Communicate and work with other people, as well as by themselves.
- Use ICT equipment competently to enhance learning and communication.
- Be self aware, able to manage their own feelings, show empathy, be self motivated and have good social skills (skills which are developed as part of our PSHE Policy).
- Physical development

We organised these ideas into 3 categories...

Communication	PSHE	Life Skills
<p>To be able to...</p> <p>Speak confidently and adapt to the situation</p> <p>Express self/feelings/ideas</p> <p>Listen intently, process thought and interact</p> <p>Read</p> <p>Write for a range of purposes</p> <p>Use ICT appropriately to communicate and gather information</p>	<p>To be able to be...</p> <p>Socially and emotionally stable</p> <p>Safe</p> <p>Caring and understanding - Empathetic</p> <p>Charitable</p> <p>Community minded</p> <p>Independent</p> <p>Motivated</p> <p>Confident</p> <p>Healthy and Active</p> <p>Concerned about the environment/nature/living things</p>	<p>To / To be...</p> <p>Numerate</p> <p>Creative</p> <p>Organised</p> <p>Think logically</p> <p>Problem solve</p> <p>Investigate</p> <p>Explore</p> <p>Be adaptable</p> <p>Innovative</p> <p>Take risks</p> <p>Physically fit</p> <p>Healthy</p> <p>Enterprising</p>

Our Curriculum is...

We aim to provide a fun, creative, well balanced curriculum. One which has relevance and builds upon individual children's existing knowledge and skills, where children are challenged and interested. Allowing all children to achieve their full potential in learning and in life.

Foundation Stage		Key Stage 1	
<p style="text-align: center;">Nursery Support our very young children to...</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Separating from career and learn to be a unique child</p>	<p style="text-align: center;">Reception Helping them to...</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Becoming a unique child</p>	<p style="text-align: center;">Year 1 Supporting them to...</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Learn that they have unique attributes in common with other children</p>	<p style="text-align: center;">Year 2</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Helping them to live and learn together</p> <p style="text-align: center;">Learning that we all have similarities and differences and that we have different things in common with different people.</p>
<ul style="list-style-type: none"> Learning to play Free choice Free flow Focusing attention 	<ul style="list-style-type: none"> Play for learning Free choice/directed activities Guided learning Developing concentration Developing basic skills 	<ul style="list-style-type: none"> Learning through play/Investigation Growing awareness to learn Focusing attention Greater independence in the learning process Selecting of skills and application Teacher sharing and guiding learning 	<ul style="list-style-type: none"> Play as a tool for learning Pro-longed concentration leading to productivity Using and applying skills to develop learning independently Beginning to use teacher as a coach
<ul style="list-style-type: none"> Developing independence skills/choices/decision making Teaching children to follow routine Building boundaries Early relationship building - Exploring social skills, turn-taking, respect and expectations Introducing, practicing and applying basic/initial skills for learning - developing a learning tool kit for later Literacy and numeracy foundation Basic phonic knowledge 		<ul style="list-style-type: none"> Becoming independent Developing confidence To have an awareness of themselves and their roles Developing and improving social skills To support Transition from FS and to Key stage 2 To develop the basic skills of Literacy, numeracy and ICT To begin learning to learn, Practice/use/apply skills in order to develop To develop a good phonic awareness 	

Successful learners

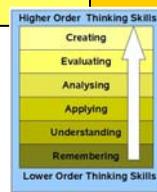
Some ideas of skills children can undertake by the end of each key stage...

By the end of Foundation Stage, children working at or above age related expectations can ...	By the end of Key Stage 1, children working at or above age related expectations can ...
<ul style="list-style-type: none"> • Carry out an activity to achieve an anticipated outcome. • With support; plan, execute, finish an activity, and evaluate whether they have achieved the outcome. • Maintain attention, concentration and sit quietly when appropriate. • Demonstrate a sense of pride in own achievement. • Demonstrate the confidence to choose and try new activities, ask questions and derive pleasure from learning. • Show curiosity and interest, investigate objects and materials, ask questions and make observations. • Have a positive approach to new experiences. Explore objects, materials and processes. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> • Work towards long-term goals over a number of weeks with directed short-term targets. • With a growing independence, make appropriate choices to plan and execute and finish activity. • Independently evaluate their choices. • Sustain effort on a task and when experiencing difficulties discuss alternatives with support. • Recognise when they have achieved their goals and gain pleasure from this. • Engage and interact with their learning, to show an interest in different topics and enjoy them. • Ask questions and decide how they might find answers. Generate ideas and express views and opinions. Investigate possibilities and explore; selecting appropriate tools, skills and techniques. Review and evaluate the process. • Relate new learning and experiences to prior learning and experiences, developing connections between learning, skills and knowledge. Gather information from a variety of sources. • Explain methods and reasoning; think about what might happen, express preferences and give reasons.

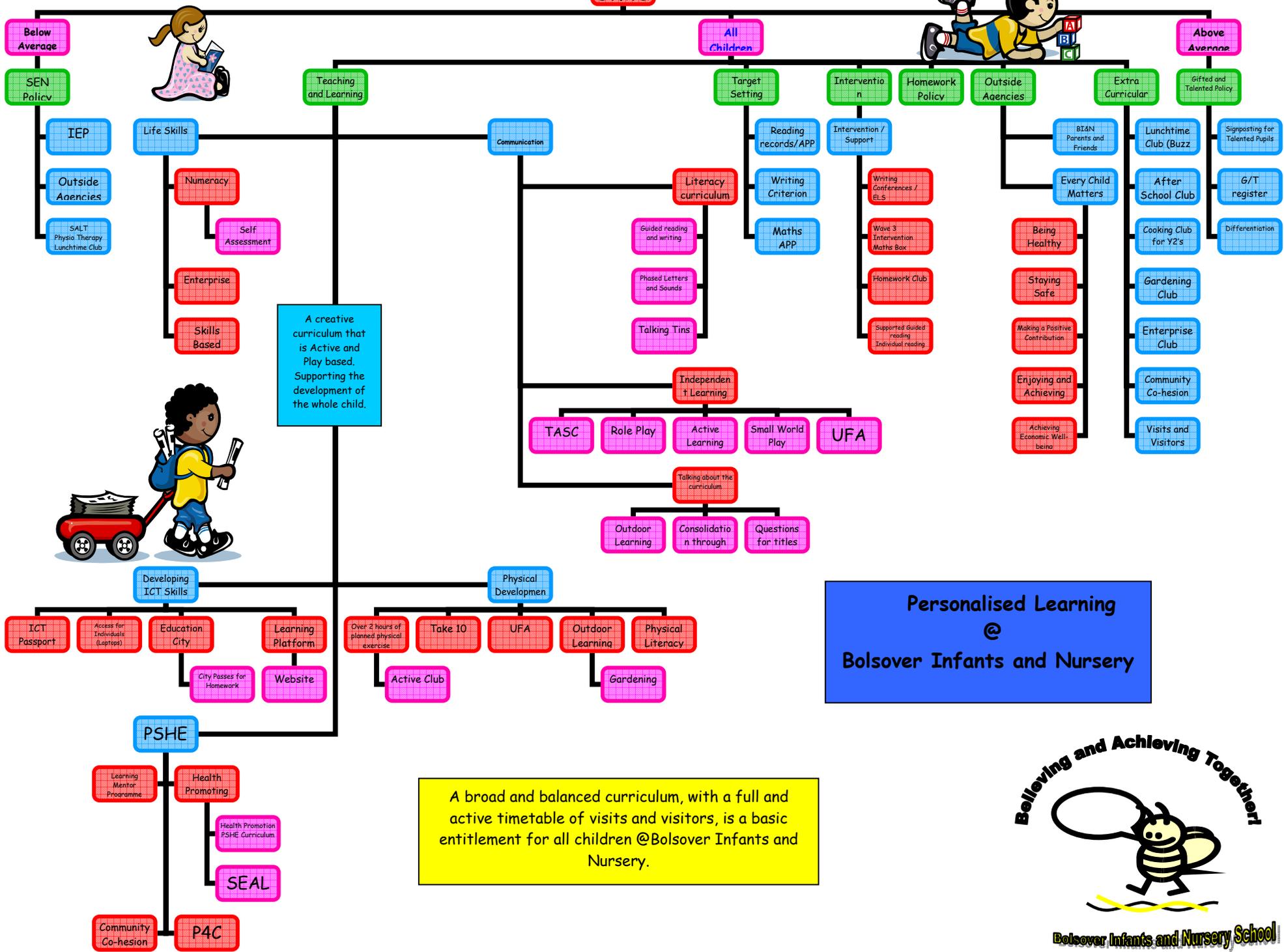


Have a growing understanding of TASC - Thinking Actively in a Social Context

Has an ability to Remember knowledge	Is starting to develop an Understanding	Is try to Apply their skills and knowledge	Analysing		
			Evaluating	Creating	



Child



Personalised Learning
@
Bolsover Infants and Nursery

A broad and balanced curriculum, with a full and active timetable of visits and visitors, is a basic entitlement for all children @Bolsover Infants and Nursery.

