

NORFOLK CHILDREN'S SERVICES
 Mousehold Infant & Nursery School



Title of Policy:
Learning and Teaching

Subject Leader/Contact Person:
Rebecca Westall

This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	Oct 2016	Oct 2016	Oct 2017	Sept 2018	
Governors		Oct 2016	Oct 2017	Sept 2018	

School Aims:	Respect, Help, Learn, Enjoy, Achieve
School Self Review:	<ul style="list-style-type: none"> • How high are standards? • Pupils' attitudes, values & personal development. • How well are pupils taught? • How good are curricular & learning opportunities? • How well does the school care for its pupils? • How well is the school led & managed? • How well does the school work in partnership with parents? • How effective is the school?

Signed (Headteacher)

Policy for Effective Learning & Teaching

Introduction

“Good quality education encourages the exploration of alternative thinking, multiple answers and creative insights. The brain is what we have; the mind is what it does. In other words, the ‘mind’ is not a thing, it’s a process.... If learning is what we value, then we ought to value the process of learning as much as the results of learning.... Good learning engages feelings. Our emotions are the genetically refined result of lifetimes of wisdom. We have learned what to love, when and how to care, whom to trust, the loss of esteem, the exhilaration of success, the joy of discovery and the fear of failure.”
(‘Teaching with the Brain in Mind.’ E Jensen. ‘98)

In recent years much has been learned about brain functioning and development, but there is still a great deal to be discovered. What we do know emphasises the importance of exposing the young brain to a rich environment in which experiences are challenging, sometimes novel, where instructional strategies are often varied and learner feedback is maximised. (Greenough,W. ‘91)

At Mousehold Infant & Nursery School we believe it is the entitlement of every child to have access to a high quality learning environment and effective teaching.

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
- * Standards of attainment
- * Rate of progress

We believe we have a responsibility to our children, their families and wider society to foster and develop the children’s ability to be :-

- Responsible for themselves and others
- Adaptable within different and changing circumstances
- Flexible in their thinking and able to use their initiative
- Effective communicators

At Mousehold Infant & Nursery School we aim to:

(Within the context of our whole school aims)

Encourage and model a love of learning, and develop an understanding of the nature and processes conducive to effective learning

Promote the most effective learning and teaching through :-

- *A quality learning and teaching environment which is safe, stimulating, enriched and attractive*
- *Consistently high expectations of behaviour and achievement and supporting positive relationships conducive to learning*
- *High levels of attainment and enabling children's continuous progress*
- *Well established school and classroom routines*
- *Supporting and developing teachers' subject knowledge and Continuous Professional Development (CPD)*
- *Planning effectively*
- *Using 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*

We believe that good learning is based upon:

- *Feeling safe and valued*
- *Positive attitudes*
- *Engaging feelings and making meaning*
- *Easy and regular access to water*
- *Integrating visual, aural and kinaesthetic (VAK) learning within the curriculum*
- *Intrinsic motivation*
- *Improving knowledge, understanding and skills*
- *Problem solving*
- *Taking risks and making mistakes*
- *Communicating thoughts, ideas and feelings*
- *Reflection and evaluation*

We believe that good teaching is based upon:

- *Understanding of how the brain functions and the factors which enhance and improve learning and teaching*
- *Modelling a love of and enthusiasm for learning*
- *Good subject knowledge and understanding*
- *High expectations*
- *Thorough planning & assessment*
- *Being explicit about what the children will learn/have learned*
- *Using a variety of teaching styles and strategies to meet pupils' varying needs and learning styles*
- *Challenging learning experiences*
- *Specific feedback to pupils to enhance and improve their learning*
- *Reflection on learning and evaluation*
- *Good management of pupils*
- *Good use of time, ensuring appropriate pace in lessons*
- *Effective use of good resources*

Rationale

(This rationale is the product of research and reflection upon what we currently know and believe about how children learn best and how teachers enable them to learn very well.)

At Mousehold Infant & Nursery School we aim to ensure that learning and teaching are inextricably linked, with the effectiveness of one contributing significantly to the effectiveness of the other.

We believe that a person's state of mind affects their learning and that for both children and staff:

- **Our emotional state affects our propensity and ability to learn.** The affective side of learning is the critical interplay between how we feel, act and think. Emotions drive attention, create meaning and have their own memory pathways. How we feel is how we act, and we remember that which is most emotionally laden.)
- **We are social beings and our brains grow in a social environment.** We create meaning through socialising. Cooperative learning through pupil to pupil discussion and sharing is essential.
- **Good learning does not avoid emotions, it embraces them.** Emotions drive the threesome of attention, meaning and memory. When we feel valued and cared for, neurotransmitters of pleasure are released in the brain which help us to enjoy our work more.
- **The brain requires a regular supply of nourishment (including water) if it is to function efficiently.**
- **Today's brain, mind and body research establishes significant links between movement and learning.** Brain compatible learning means that educators should weave all curriculum subjects plus social skills,

role play and drama together. Learning and using Brain Gym activities can encourage both brain hemispheres to “talk” to each other.

- **There are a range of different learning styles**, and individuals have preferences within these which need to be recognised and catered for when planning and organising the teaching and learning environment.
- **The quality of learning and teaching are the responsibility of the whole school & nursery organisation.**
- **The school’s and nursery’s values and aims are reflected in the quality and nature of learning and teaching across the school and nursery**

Policy into Practice (Implementation)

Providing a quality learning and teaching environment which is safe, stimulating, enriched and attractive

The school and classrooms are welcoming, safe and well organised, with appropriate resources and attractive and stimulating displays relevant to learning.

Displays in classrooms, corridors and central areas:

- Stimulate interest in and reflection upon the curriculum and learning
- Inspire and motivate
- Celebrate pupil achievement and show progression and learning across each year group and throughout the school as a whole
- Show work illustrating the range of subjects and topics being taught

Classrooms are well organised to ensure:

- Pupils and staff have ready access to the resources they need
- The use of a variety of teaching and learning styles
- Pupils and staff are equally responsible for caring for resources and keeping the classroom tidy,
- Space and furniture are arranged for effective teaching and to maximise pupil learning

The Headteacher and Governors aim to ensure the school is kept clean, well decorated and maintained in good order, and staff have the resources they need to teach the curriculum effectively.

Having high expectations of behaviour and achievement and creating positive relationships conducive to learning

- Relationships across the school community (staff, pupils, parents/carers, governors) exemplify and reflect the school's Behaviour Policy
- Circle Times and Class and School's Councils promote and develop emotional awareness, empathy, understanding and respect
 - Having high expectations of behaviour and quality of work
 - Setting realistic but challenging objectives and targets for learning
 - Monitoring and evaluating the children's progress and achievements across the academic year and during their time at the school
 - Working and planning closely with staff colleagues to ensure continuity and progression
 - Valuing and encouraging children's contributions to class, group and paired discussions and role play
 - Expecting and encouraging the children to produce their best work
 - Working in close partnership with staff colleagues, (teachers and TAs)
- Working in close partnership with parents, and letting them know what has been learned and taught and how this can be consolidated and extended at home

Having well established school and classroom routines

- Staff establish clear routines, rules and expectations with pupils, which are congruent with the school's values, aims and behaviour policy.
- Expected behaviour is explicit, consistent across the school, and constantly modelled and reinforced by staff.

Supporting and developing teachers' subject knowledge and Continuous Professional Development (CPD)

Through the School Improvement & Development Plan, the Headteacher and governors provide a programme of CPD matched to school and nursery priorities and individual needs. This links closely with objectives identified through the school's Performance Management procedures. The INSET programme takes the form of:

- Whole school and cluster staff development days
- Staff development meetings
- Leadership Team meetings
- LA, InSET courses
- Input led by LA advisers, members of the school staff, outside providers and consultants
- Subject Leader release time for monitoring, observation and work with others
- Visits to and from other schools for specific purposes
- School based support, advice and guidance from LA advisers & advisory teachers
- School based action research and evidence informed practice

Planning effectively

Year group planning with regard to the National Curriculum and the Early Years and Foundation Stage (EYFS), ensure curriculum balance, breadth and progression.

Individual, short term planning for each class reflects the above, and shows the specifics of implementation which impact significantly on the quality of teaching and learning. These specific factors include:

- Clear and explicit learning/lesson objectives
- Approaches which motivate and challenge
- Matching work and activities to ability
- Appropriate pace
- Using a variety of teaching styles and approaches
- Good use of resources, including people
- High expectations
- Reviewing new learning at the end of sessions/lessons
- The teacher's and TA's role and focus

Using time effectively

Staff have regard to:

- Pace of lessons/sessions
- Transition times - pupils coming into class or moving from one

activity/lesson to another

Making good use of resources, including people

- Classroom resources and materials are organised so they are easily accessed by the pupil
- Staff endeavour to provide appropriate, stimulating and challenging first hand experiences which support the teaching and learning of the curriculum
- Different areas of the school and local environment are used for different purposes eg organic allotment, grounds & Mousehold Heath for Science and Forest School
- Pupils are encouraged to use and care for resources independently
- Centrally held resources are well organised and maintained by Subject Leaders and TAs
- Support staff work in partnership with and under the direction of the teachers to maximise learning and teaching time

Encouraging independence in learning

- Classroom resources are well organised and easily accessed by the pupils
- Pupils are encouraged to learn and are taught how to use a range of materials and tools effectively and efficiently, to develop skills and techniques for working independently
- Pupils learn how to use a range of sources for information and support, including each other, books and the internet
- Pupils are taught how to care for resources and equipment and are expected to take responsibility for this, including cleaning and tidying up

Having consistently high expectations of all pupils and staff

- Staff work and liaise closely together sharing information about pupil progress and achievement, and building on pupils' prior learning
- Challenging targets are set for all children and staff, with support and expectation to achieve
- Work is differentiated to match varying abilities, including extending the more able and supporting those with SEN
- Pupils are encouraged to persevere and take risks
- Pupils' thinking is stimulated and challenged

Discussing, challenging, reflecting upon and evaluating our own practice

Through:

- Monitoring the quality of teaching and learning through observation, discussion and scrutiny of teachers' planning and pupils' work
- Assessment :- NC test & task analysis, analysis of pupils' achievements, ongoing formative assessment
Learning journeys
Pupil Asset
- Staff and year group planning and curriculum development meetings
- Reading and discussing relevant educational literature
- Researching, collecting, discussing and sharing evidence of what is happening, working well and is interesting/challenging in our classrooms and school

Using a range of learning and teaching strategies

Across the school and nursery we foster the following learning traits:-

- Resilience, Resourcefulness & Reflection,
- Confidence, Curiosity, Competence
- Knowing that learning is learnable
- Knowing that experiencing difficulty is normal and beneficial

Useful Questions for children & staff

- What do we do when we don't know what to do? (Share ideas about what to do when you get stuck)
- What did I find hard about that activity?
- What helped me to move on?
- How did you go about that?
- What worked and what didn't?
- What else could you have tried?

Learning Toolkit:

Learning through:

- Immersion - time to immerse oneself, mess about, observe, absorb
- Imagination - mental rehearsal, role play, imitation
- Intuition - let mind go quiet, let things come to you.
- Creativity - the ability to come up with good ideas in unprecedented situations
- Intellect - logical reasoning, observing, experimenting,

The teacher as learning coach and learning model

- Encourage pupils to think and talk about their processes of learning
- Modelling confident uncertainty
- Showing pupils what good learning looks like

Safeguarding

Safeguarding is everyone's responsibility at Mousehold and all members of staff adhere to our Child Protection and Safeguarding Policy. We feel it is important to remember why children behave the way they do and this does affect their learning. We expect all staff to read and follow the guidelines set out in the 'Keeping Children Safe in Education 2018' document. This can be found in the Staff Handbook in the staffroom. It can also be found online.

Extract from our Child protection and Safeguarding Policy - PREVENT STRATEGY

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Mousehold Infant and Nursery School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.