Mousehold Infant & Nursery School

Title of Policy:
Teaching and Learning

Subject Leader/Contact Person:
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This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	March 2024	March 2024	June 2025		

School Aims:	Respect, Help, Learn, Enjoy, Achieve
School Self Review:	• 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)

Teaching and Learning Policy

Introduction

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 these 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:

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

Promote the most effective teaching and learning through:

- *A quality teaching and learning 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*

We believe that good teaching is based upon:

- *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*

We believe that good learning is based upon:

- *Feeling safe and valued*
- *Positive Growth Mindset attitudes*
- *Engaging feelings and making meaning*
- *Easy and regular access to water*
- *Intrinsic motivation*
- *Improving knowledge, understanding and skills*
- *Problem solving*
- *Taking risks and making mistakes*
- *Communicating thoughts, ideas and feelings*
- *Reflection and evaluation*

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 teaching and learning 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 ability to learn.

- We are social beings and our brains grow in a social environment. Cooperative learning through pupil to pupil discussion and sharing is essential.
- Good learning does not avoid emotions, it embraces them. When we feel valued and cared for, we 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.
- The quality of teaching and learning are the responsibility of the whole school organisation.
- The school's values and aims are reflected in the quality and nature of teaching and learning.

Providing a quality teaching and learning 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 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, Trustees) exemplify and reflect the school's Behaviour Policy
- The PATHS curriculum is embedded across the school and supports pupil's understanding of emotions and relationships.
- Class and School 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

Our Golden Reminders and High Five!

To help protect our rights and to encourage personal responsibility, we have 3 school rules and our 'High Five!' which weave through our curriculum in our classrooms and school community.

Golden Reminders

1. We listen carefully and always try our best.
2. We show good manners at all times.
3. We care for everyone and everything.

Our High Five!

1. Respect - we listen to and respect other's opinions and beliefs
2. Help - we are learning buddies to each other
3. Learn - we learn in many different ways
4. Enjoy - we enjoy by having time to immerse ourselves
5. Achieve - we celebrate every success

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 provides a programme of CPD matched to school 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, work with other schools in the Inclusive Schools Trust
- 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
- School based action research and evidence informed practice

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

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.

The EYFS curriculum takes account of children's different starting points in both Nursery and Reception; it ensures that they develop a love of learning by immersing them in a creative learning environment in the classroom and outside. Teachers have developed a topic-based curriculum that focuses on the progression of skills in Development Matters and across all 17 areas of learning within the Early Years Foundation Stage curriculum. The overview for each term demonstrates that there is coverage of all areas whilst also enabling teachers to respond to children's interests within each class. Continuous Provision is used to develop and enhance learning opportunities; children investigate and practise skills independently or supported by an adult. It is in this continuous provision that we make many of our observations of children demonstrating embedded learning, this then informs 'next steps' for each individual.

For Literacy we choose texts that are linked to our topic and explore further high quality texts, both familiar and unfamiliar. Little Wandle Phonics ensures a secure coverage of phonics teaching. The Maths Mastery approach is used and planned from the White Rose overview, to ensure that children are mastering skills and associated vocabulary.

The holistic nature of the EYFS 'whole child' approach to planning ensures balance, breadth and progression of learning for all.

In KS1 teachers have worked together to organise a creative curriculum, which ensures coverage of the National Curriculum objectives, whilst inspiring children and promoting enjoyment of learning. Teachers have carefully considered the progression of objectives and have sequenced learning to maximise opportunities for learning. An overview for each term has been created to show the objective coverage as well as additional planned opportunities for learning.

Carefully selected schemes of work are also used to teach core subjects, whilst maintaining the creativity of the curriculum. We use the White Rose scheme of work as a basis for our Maths curriculum. This has a mastery approach and ensures that children have basic skills fully embedded before moving on to their next learning. It also promotes the importance of children challenging themselves and using appropriate mathematical vocabulary to explain their reasoning.

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

Growth Mindset: Encouraging independence in learning

Our pupils are actively taught how to have a Growth Mindset and to not be afraid of challenging themselves. We aim for our pupils to become resilient, resourceful, confident and curious learners who have a lifelong love of learning. Classroom resources are well organised and easily accessed by the pupils. Our 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. They also learn how to use a range of sources for information and support, including each other, help desks, books and the internet.

The key features in Growth Mindset at Mousehold Infant & Nursery are:

- We celebrate making mistakes – we can learn from them
- We never give up – perseverance is the key if we are to succeed

- We learn from each other
- We don't compare ourselves with others
- We challenge ourselves and take risks
- We remember that our brains are making new connections and growing all the time.

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, Gifted & Talented and supporting those with SEN
- Pupils are encouraged to persevere and take risks
- Pupils' thinking is stimulated and challenged

More Able, Gifted & Talented (MAGAT)

At Mousehold Infant & Nursery, we develop the whole child through an enriched, creative curriculum where every child is respected and valued. Within this process of curriculum development we have raised the profile of MAGAT throughout our school. Challenge for all is evident everywhere you look. The children are keen to challenge themselves in our Growth Mindset culture. We have joined the National Association for Able Children (NACE) to learn from best practice. Our MAGAT pupils are closely monitored and stretched through high-quality provision by Class Teachers and Teaching Assistants on a daily basis and with the support of Specialist Teachers. *For further detail, please refer to our More Able, Gifted & Talented Policy.*

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 2020' 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.