



The Horsell Village School

Teaching and Learning Policy

What do we want children to learn?

We play a significant part in a lifelong learning process which develops curiosity and questioning as well as develops knowledge, experience, skills and imaginative understanding and gives children a growing sense of moral values. It equips them to be both active participators in society and responsible contributors to it, capable of achieving as much independence as possible.

We consider that the quality of education which children receive in their early years is absolutely crucial. Not only do we need to equip them with a repertoire of effective skills and understanding, but we need to ensure that they are confident, motivated learners who are optimistic 'can do' little people.

Young children are already highly competent learners who have completed their fastest rate of learning by the age of five.

We use the skills, understanding and experience that they bring with them and their natural instincts for making sense of experience in order to develop effective strategies for further, rapid learning, stimulate and sustain interest and motivation, and, in so doing, celebrate and raise achievement.

- We will use the young child's instinct to talk and listen to develop the ability to communicate clearly and confidently in a variety of ways.
- We will use the young child's ability to sort and notice pattern to develop an understanding of mathematical ideas and an ability to use them in various situations.
- We will use the young child's instinct to play and make believe to develop imaginative understanding and experience, a sense of personal and social responsibility and moral awareness and an acceptance and respect for other people, including those of other cultures and races.

- We will use the young child's natural desire to draw and paint and model, to develop ability to look carefully, understand how natural things are made, develop creativity and aesthetic awareness.
- We will use the young child's delight in dancing and singing and appreciation of rhythm and music to develop creative expression through movement and percussion, a sense of being 'in tune' with others, self-discipline and the ability to learn with others towards an agreed purpose.
- We will use the natural curiosity to build on knowledge, experiences and skills to support them learn with new and developing technologies
- We will use the young child's ability to run and climb and balance to develop agility and physical co-ordination and confidence in and through physical activity.
- We will use the young child's natural ability to make sense of the world by teaching skills of enquiry and investigation, developing an appreciation of time and place and an understanding of the factors influencing the human and natural world.
- We will use the young child's ability to bring what they know to new situations to develop the skills and confidence to analyse and solve problems, seek and interpret evidence, consider and apply solutions
- We will use the young child's feelings of awe and wonder to develop spiritual growth, appreciate the natural world, and understand celebrations and festivals.
- We will do all this by using the Statutory Curriculum as the framework, or context within which teaching and learning will take place. We will design themes from the children's ideas and interests, which make the curriculum relevant and meaningful, allowing for breadth and balance over a period of time.

Children learn best when they:

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|---|---|
| • Can actively participate | • Have an open mind set |
| • Are stimulated, interested, challenged, engaged (in flow) | • Have high expectations |
| • Take responsibility for their learning. | • Can use language to describe, predict, analyse |
| • Are willing to take risks | • Are in an atmosphere of low threat and high challenge |
| • Have clear parameters | • Opportunity to talk and share ideas |
| • Have time to observe, reflect, analyse | • Get recognition, feedback, affirmation and praise |
| • Can use appropriate and readily available resources. | • Have dialogue opportunities |
| • Encouraged to question | • Are expected to do well |
| | • Bring what they know to a new situation |

When parents

- Take an active interest
- Support learning
- Are informed and guided
- Have a relationship with the teacher based on mutual trust.

When the curriculum:

Is broad, balanced

Develops key skills, understanding and attitudes as well as knowledge

Is rooted in experience.

Offers opportunity to investigate, raise questions.

Is relevant and purposeful

Provides structure and opportunity for progression

Presents open-ended and closed problems to be solved

Caters for a variety of learning styles.

Stimulates, challenges

When the learning environment inside and out:

Provides a range of teaching and learning situations so that the child can be taught

Provides resources of quality, readily available and accessible

- As an individual
- As a member of a group
- As a member of the whole class

Allows for children's learning to be presented aesthetically

Provides displays to engage learners

Provides furniture arranged appropriately for the activity

Promotes a calm, serene climate which emphasises clear, consistent values and supportive relationships.

Making use of a range of settings, school, local and further

ALPs - referencing learning

When the adult

Has clear aims, objectives and targets determined by school policies, school and year group plans and individual pupils outcomes. Success criteria /AFL

Models and scaffolds the learning

Understands the child's thinking as it happens

Involves the child in future target setting

Provides constructive feedback to the children about their learning

When the teacher regularly assesses where the children are and next steps

Has an open mind set

When the children have high expectations

How do we do that here?

Create the supportive learning environment.

The learning environment makes a clear statement of intent.

It is aesthetically pleasing:

Display provides reference, is interactive and celebrates achievement.

Furniture is of good quality, well cared for and maintained.

Tables and chairs are at the right height for pupils.

Each pupil has a peg, hot spot and a personal drawer.

The teacher has 'home' seat and toolkit area. Whiteboard, pens, scissors, pin pusher, target cards, blue-tac etc. in suitable container.

Focus area facing the main Interactive white-board.

Zero tolerance of clutter and untidiness.

Makes the most of the time available, being flexible.

Selects from and uses an effective range of strategies and skills appropriate to the learning objective.

Evaluates own learning, identifies particular needs and takes the opportunity to meet those needs through INSET, observing colleagues, support from advisory staff and visits to other schools.

Is a learner, using the classroom as an action research resource, reading professional literature and discussing ideas and outcomes with colleagues.

Involves the children in dialogue about their meta cognition

All resources are there for a purpose and labelled.

Each child has a personalised farewell Rainsticks are used to gain attention

Book corner given prominence, with books rotated displayed covers out. Easy seating.

Investigation table.

Resource zones for Maths, Science, Art & D&T, paper of different types and sizes and range of markmaking and writing tools.

Technology ~ IWB, ipad and ipod

Music is used to relax, energise, facilitate learning.

Each child entering the school/room at the start of the day is welcomed and can start an activity immediately.

The outside classroom
-easily accessible resources for adults
- some resources accessible for children

Planning:

Daily Maths and English lessons teach the objectives from the Statutory Guidance.

The long-term curriculum framework is planned around topics. There is a two year rolling programme which covers the knowledge base of the Statutory Curriculum and develops key skills. Starting points come from the children themselves, their environment and the things they use. Schemes of Work provide a framework of learning over the Foundation Stage and Key Stage 1 phase, broken down and linked to each topic.

The school actively teaches a Personal, Social Emotional & Health education programme and develops Spiritual, Moral, Social and Cultural awareness, (see policies and schemes of work), with a focus on one Value each month.

Music is taught largely through the voice and follows the Voices Foundation programme of study and strategies.

Medium Term Plans.

We put Enquiry and Investigation at the heart of the curriculum and plan our learning from this.

Mind Maps: These describe where the children want to take their learning and are revisited regularly.

Our medium term planning shows the skills, knowledge, understanding and attitudes which children will develop over a period of time in each.

Time blocking (year group)

Blocking activities to time available. The term is blocked out into real units of time which will be needed to deliver the medium term plan.

It is important that time is planned in for

- Cross curricular learning
- Skills development
- Discrete learning

The outside classroom is used flexibly for up to 50% of the time, and learning is planned around objectives and linked to learning inside.

Short term Plan (teacher)

Each teacher creates a daily plan in which the objectives/learning challenges, learning, activities and organisation of the day is identified.

- They describe in brief what the teacher and TA will do, what the children will do to meet the learning challenges.
- They will describe how activities will provide the challenge and support needed. (Must, Should and Could)
- They will describe the role of any additional adults in the room.

They build in opportunities for children to learn something new as a novice, practise as an apprentice, use and apply as an expert.

Each lesson ends with a reflect and review where the children reflect on their learning and consider www.ebi (what went well, even better if), we use pit stops throughout the session. Children are expected to review and evaluate their learning, measured against the learning objectives/success criteria (top ticks/checklists) published in the classroom and shared with them. They connect their learning to the big picture.

The Principles of Accelerated Learning.

We use the following principles in order to maximise the facility of the brain to acquire new skills and understanding, remember and apply knowledge, and enable the child to learn effectively, rapidly and confidently. These principles come from current theories of learning and an awareness of links between teacher expectations, pupil motivation and success. We apply Howard Gardiner's theory of multiple intelligences and ensure that all learning experiences target abilities in these areas, balanced over time.

"Possibly the single most important class management skill responsible for the development of pupils' thinking is the engineering of situations where the maximum of collaborative work and talk is taking place between pupils." Phillip Adey, Thinking Science, 1988

"The key to self-motivation and purposeful behaviour is to help children internalise goals for themselves and work towards their fulfilment" Robert Reasoner, 1990

Our approach is always to consider where the children are now and where they need to be next, therefore we meet the needs of all children in the class and differentiate for this.

The Accelerated Learning Cycle:

The following stages should be used flexibly to create the learning that meets the learners needs

Pre-Stage: The Supportive Learning Environment.

Strategies in place to build the self-esteem and self-belief of the learner.

Communicate positive beliefs about success (Whether you think you can or think you can't, you're probably right.)

A classroom space that supports learning.

The learner feels positive about learning on entry to the classroom.

An understanding of the learner's preferred learning style? (Visual, Aural, Kinesthetic)

Lessons which accommodate different learning preferences.

Stage One: Connect the Learning

The learner knows how this lesson connects with what went before and what is yet to come.
 The learners have long-term goals (What's in it for me ~WIIFM?)
 The learners know the outline of the term's curriculum.
 It is in 'their' language and recorded appropriately.
 The learners know their preferred learning style (VAK)
 The learners know what they know about the topic.
 Prior knowledge is utilised.

Stage Two: Big Picture.

The content of the lesson is described in a way that accesses all learners (VAK)
 Anxiety about possible difficulties is alleviated.
 Learners record the lesson themselves.
 It is used as a reference to record progress.

Stage Three: Describe the Outcomes.

The learners know what they will hopefully have achieved by the end of the lesson.
 They will be able to establish some desired outcomes for themselves.
 The content has been broken down into bite-sized pieces, or 'chunks'.
 The tasks are well matched to capability.
 Enrichment tasks are planned, should they be needed.

Stage Four: Input

Input combines VAK
 It is of an appropriate duration
 There is active engagement with it.
 It is memorable.
 Understanding is checked.

Stage Five: Activity

It accesses one or more of the seven intelligences.
 The learners make a choice.
 The learners know the success criteria.
 It allows for individual, pair and group work.
 Learners are supported and encouraged, learning is differentiated
 All learners participate fully.

Stage Six: Demonstrate understanding / knowledge / skills

Learners demonstrate their understanding of the new information.
 Learners can reflect and revise.
 Demonstration is differentiated, supported, safe.
 All learners are encouraged to take risks.
 Ultimate success is assured.

Stage Seven: Review for Recall and Retention

Learners are encouraged to self-review or review in pairs.

Reviews are conducted against criteria.

Connections are made between the learners' goals, the Big Picture and the outcomes of the lesson.

Long term Goals: What's in it for me?

We encourage children to talk about their long term goals, so that they see the relevance of their learning and have a clear sense of direction. These may be published ~ class portfolio/website

Each unit of work is introduced and linked to the big picture of learning.

Introduce the unit of work by sharing outline of medium term plans and access VAK learners. Publish.

Produce a list of questions

What are we going to find out about?

What will you learn?

What will you be able to do?

What skills would you need?

Where could we visit?

What could we make?

Show how it links to long term goals.

Show how it builds on what went before and what will come after.

Use mindmapping to collect ideas and knowledge what the children already know about the unit.

Children:

Training for independent learning.

We explicitly teach children how to use a range of strategies to support learning.

- Interpreting and following instructions
- Planning learning and deciding on targets with the teacher
- Selecting, using and replacing equipment
- Making informed choices
- Identifying and selecting appropriate materials
- Dialogue
- Tools and 'state' of ready for learning
- Using appropriate support aids
- Using appropriate learning areas designated for the task
- Returning to learning on another occasion
- Evaluating and reviewing learning, using criteria
- Understanding and contributing to positive learning atmosphere, (talking softly, retrieving resources, materials and equipment, keeping learning areas ordered).

Training for collaborative learning:

- Planning the task
- Using a series of questions to support planning
 - What do we want to find out?
 - What could we do?
 - What will we need?
 - What might happen?

- Using mind-mapping
- Listening carefully to the ideas and suggestions of others - talk partners
- Making rational decisions
- Assigning roles, eg scribe, reporter
- Recording systematically
- Communicating findings
- Reporting back
- Evaluating and reviewing

The teacher in the classroom:

Do I want to

- Introduce a new concept
- Teach a skill
- Establish a routine
- Enable children to acquire knowledge, eg facts, terminology (this is an edge, a face)
- Develop an attitude
- Assess some aspect of learning (knowledge, skills, attitudes, and/ or ability to apply)
- Evaluate my practice by focusing on aspects of pupil response against clearly identified criteria
- Evaluate the curriculum

How shall I use my time most effectively?

Contact time

Consider where the best learning should take place?

Teach the whole class?

Teach a mixed ability focus group?

Teach an ability focus group?

Support an individual?

Set up activities designed to consolidate and practise, intervening appropriately?

Use another teacher for observation and evaluation?

Try out a different style, approach, technique?

Review the day / week. Did I achieve what I wanted to achieve?

Scrutinise end products of children's learning for assessment and evaluation?

Plan

Evaluate the curriculum against clear criteria.

Set new targets

Share with colleagues areas of concern

Discuss individual children in order to devise SEN strategies.

Organise and interpret scribbled assessment notes to inform planning.

Display children's learning

Collect organise resources

Analysis and Evaluation

There is a weekly evaluation of short term planning by year group teams.

Teachers focus on one activity and match actual learning outcomes to those anticipated.

What did I expect to happen?

What actually happened?

How did children respond?

Did the activity achieve its objective?

Do I need to modify my teaching?

Were my expectations appropriate?

Consider - how are we ensuring there is Parity and Quality across the year group?

How was the balance of time used to develop key skills?

Have I been able to target all groups including SEN EAL FSM?

www ebi evaluations are placed on staff drive, in year All, curriculum, year group, term

Year group expectations are considered in the light of outcomes and modified as necessary.