

STOKE PARK INFANT SCHOOL



LEARNING AND TEACHING POLICY

EQUAL OPPORTUNITIES

At Stoke Park Infant School we will endeavour to offer equal opportunity of access of all children regardless of gender, race, religion, lifestyle, culture, social economic status, disability or ability.

Our Vision and Aims

At Stoke Park Infant School we encourage all of our community to be the best they can be, by providing an irresistible curriculum that encourages the children to be inspired, challenged and to fully engage and enjoy their learning, both indoors and outdoors. We are relentless in the pursuit of the best outcomes for all our children. We are a nurturing school where unconditional and positive regard is given to all. We actively promote the whole child. We recognise that by doing so we can: improve pupils' self-esteem, motivation and achievement; develop skills for adult life; develop talent of the individual. We aim to achieve this by:

- Enable children to become successful learners, confident individuals and responsible citizens
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Ensure high quality teaching and learning, use of first hand experiences, high levels of collaboration, challenge and support and application of effective pedagogy
- Build on children's prior learning, teaching key skills, creating opportunities to explore and apply their knowledge and skills

- Enable and encourage the children to take risks in their learning, to be independent and motivated to learn
- Work in collaborations with each other, parents and schools and agencies
- Celebrate success and achievement of everyone

VALUES

Our values and characteristics of effective learning underpin all the learning and development in our school. These are

R – Resourceful (Beaver); to think of ideas, solve problems, find new ways of doing things
Initiate, Choose, Plan, Solve, Decide, Risk

A – Adaptable (Spider); to change my approach, to review how well my approach worked
Solve Problems, Test Ideas, Evaluate, Review, Check and Adapt, Choose

N – Naturally Curious (Bear); show interest and curiosity, open ended activity, take risks and try new things, initiate learning
Motivated, Engaged, Explore, Try Out, Use Senses, Investigate, Fascinate

G – Giggle/Have Fun (Mouse); try new things, have a positive attitude, seek out challenge, enjoy and engage,
Engaged, Act, Represent, Involved, Pretending, Seeking, Laugh, Excitable

E – Enthusiastic (Otter); seek out new challenges, take risks, use my senses, proud of my achievements, bounce back
Effort, Engaged, Interested, Motivated, Speculate, Test Ideas, Predict, Concentrate

R – Resilient (Ant); review how I approach my work, persevere even when tricky, focussed on task
Proud, Challenge, Attentive, Satisfied, Persist, Notice Patterns

As a School Our Aims Are To	We Will Achieve These Aims By	We Will Monitor Our Provision Through
Enable children to become successful learners, confident individuals and responsible citizens	<ul style="list-style-type: none"> ☺ Valuing every child ☺ Promote personal responsibility and respect for ourselves, the environment and our diverse society. ☺ being an all-inclusive school offering opportunities to all children ☺ providing a happy environment where every adult and child feels valued and respected ☺ helping children to recognise their value in society ☺ Providing opportunities to have a voice, e.g. EARA group ☺ promoting links with the wider community ☺ developing an ethos of mutual respect and co-operation 	<p>Reviewing and evaluating Assemblies</p> <p>Evaluating evidence for British Values.</p> <p>RANGER skills and Ranger Rules</p> <p>Feedback from EARA</p> <p>Involving pupils in decision making at a class, team and whole school level</p>
Foster children's self-esteem and help them build positive relationships with other people;	<ul style="list-style-type: none"> ☺ develop children's personal and social skills ☺ providing positive role models and high regards for pupil voice in school ☺ building an environment in the classroom that fosters confidence to speak and deal about issues that arise ☺ promote physical and mental development in pupils ☺ providing a broad curriculum that promotes healthy lifestyles ☺ encouraging healthy eating ☺ Providing opportunities for children to participate in extra-curricular activities that promote well being 	<p>Planning</p> <p>Learning walks</p> <p>Circle time</p> <p>Newsletters</p> <p>Planning</p> <p>Extra-curricular provision</p>
Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;	<ul style="list-style-type: none"> ☺ promote pupils spiritual development and moral sensibility ☺ fostering an ethos of awe and wonder ☺ providing a fair and disciplined environment ☺ carefully taught values ☺ consistent implementations of the schools ethos 	<p>Learning walks</p> <p>Assemblies</p> <p>KS1 spotlight</p> <p>P4C</p>

	☺ encouraging an environment where individual's religious, cultural and racial differences are respected	
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<p>Ensure high quality teaching and learning, use of first hand experiences, high levels of collaboration, challenge and support and application of effective pedagogy e.g P4C</p>	<ul style="list-style-type: none"> ☺ using a variety of techniques in order to challenge, check the understanding and further the knowledge of all children ☺ acknowledging children’s positive attitude to learning ☺ sharing and creating success criteria with children ☺ providing opportunities for independence ☺ ensuring lessons are differentiated and all children are challenged ☺ encouraging children and staff to accept and use constructive criticism ☺ Developing learning through marking, and sharing next steps with children and providing regular opportunities for verbal feedback ☺ firmly establishing links between reward and sanctions ☺ carefully planning lesson objectives – setting them at an appropriate level ☺ conveying these objectives clearly to the children ☺ giving children the opportunity to make links to previous learning experience i.e the consistent application of the psychology of cognition ☺ Provide targets and constructive feedback for learners ☺ carrying out ongoing formative assessments and keeping accurate records ☺ Have a well-planned curriculum that has breadth, depth, meaning, relevance and enjoyment and thereby acquiring knowledge, skills and understanding ☺ allowing opportunities for child initiated learning experiences ☺ ensuring children have access to the full National Curriculum and the Early years curriculum ☺ Ensure all children are given opportunities for P4C from Early Years onwards ☺ working collaboratively with colleagues on planning, sharing best practice and subject expertise ☺ ensuring staff have up to date subject knowledge and subject leaders offer support and advice ☺ offering adequate CPD opportunities for staff to promote strengths and address areas for development 	<p>Sharing targets Peer coaching Questionnaires Clearly displayed success criteria for learning Subject manager review of planning and work sampling Well organised classrooms with accessible resources being used in a variety of ways Learning walks – “can do” culture being reinforced Assessment for Learning Assessment guidelines Planning and evaluating parent meetings Marking code is followed by all staff</p>
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<p>Build on children’s prior learning, teaching key skills, creating opportunities to explore and apply their knowledge and skills</p>	<ul style="list-style-type: none"> ☺ Children reviewing learning and have understanding of next steps ☺ recognise the importance of continuously reviewing learning ☺ giving staff regular opportunities to have feedback, set personal professional targets and have access to suitable training and support ☺ embracing the notion of continuous improvement and life-long learning ☺ taking in to account different abilities, strengths and development points when interacting with the individual ☺ using questioning skills to enhance learning ☺ utilise range of resources available in school, especially the outdoor learning environment ☺ using a wider variety of IT 	<p>Audit of CPD provision and need Performance Management cycle Learning walks Short term planning Curriculum mapping to show opportunities beyond the lesson Pupil interviews</p>
<p>Enable and encourage the children to take risks in their learning, to be independent and motivated to learn</p>	<ul style="list-style-type: none"> ☺ Inspire children to learn, by engaging imagination and motivation ☺ using a variety of teaching strategies and resources, including the 6 step approach – a hook and resulting outcome ☺ Endeavour to ensure children are successful learners ☺ encouraging children to make links between learning and their own lives – applying knowledge to explain the world around them ☺ adults being good role models ☺ Emphasis on learning behaviours, displayed and referred to ☺ Develop independence learning skills ☺ promoting a child initiated curriculum in the Early Years that allows children to drive their own learning experiences ☺ encouraging children to make choices about the resources they use ☺ clearly labelled resources ☺ giving children opportunities to reflect on and discuss their work and have a voice in their next steps 	<p>Curriculum maps Short term planning Children’s input in pre planning Learning walks that demonstrate school policies and ensure guidelines are being followed Personalised learning Work sampling Pupil conferencing</p>

<p>Work in collaborations with each other, parents and schools and agencies</p>	<ul style="list-style-type: none"> ☺ providing regular information about work to be covered ☺ have positive relationships between home and school. ☺ parents being encouraged to support their children’s learning in a variety of ways including, drop and stay, homework, curriculum evenings etc ☺ pupil-led conferencing ☺ operating an ‘open house’ to deal with parent’s enquiries about their child(ren)’s schooling ☺ providing parents with planned opportunities to talk with their child’s teacher and progress and learning ☺ support links with the Junior school to aid transition ☺ work with other agencies to support the development of the whole child 	<p>Curriculum newsletters Parent questionnaires/surveys Parent workshops Website forums E-mails, cards, letters Working party involvement trips/Forest Schools</p>
<p>Celebrate success and achievement of everyone</p>	<ul style="list-style-type: none"> ☺ offering positive feedback for children’s effort and achievements using the Ranger Rules and Ranger skills language ☺ encourage all members of the school community to contribute to building and sustaining success. ☺ Use of class dojo and tapestry to share successes with parents ☺ Opportunities to share successes with other adults in the school ☺ Providing opportunities for celebrating achievements in assemblies and through performances. 	<p>Newsletters Celebration events Displays Postcards home from HT</p>

Policy Agreed: September 2022
Review – September 2023