



Littleton Infant School

Teaching, Learning and Pedagogy Policy

Updated: September 2018

Review date: September 2019

The aim of this policy

To provide a secure environment where teaching and learning is at its best.

‘At Littleton our pedagogy is at its best when teachers help children to learn and also actively strengthen their capacity to understand HOW they learn.’

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school becomes ‘outstanding’.

Our whole school approach: consistency and high expectations

- We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.
- We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class.
- We believe that children learn best when there is consistency and continuity in our approach.
- We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

The purpose of our teaching and learning: pupil progress

- We aim to meet the needs of all children regardless of background.
- We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.
- We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

Six core elements of our provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing structure ensure that all learning is led by staff with good subject knowledge.

2. Planning

Our planning is based on systematic and accurate assessment of our pupils’ prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils’ needs. We choose, design and adapt learning opportunities that will challenge all pupils, whatever the level at which they are working.

3. Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning

4. Home Learning

We recognise the importance of pupils learning at home and in developing an effective home/school partnership. We believe it is important to consolidate and extend school learning as well as helping to involve families. We plan Home Learning opportunities that are engaging and sometimes open ended to allow children to use and apply skills they have learnt in school. We celebrate Home Learning and value it in school, ensuring that it is displayed with care and pride.

5. Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback

We believe strong, oral feedback is the most effective method to impact children's progress. We have agreements about our approach to marking: its frequency; content and depth. We give on-going oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve. The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

We plan regular routines for pupils to respond to marking, so that it improves their learning.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

- We recognise the importance of learning core basic skills.
- We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.
- We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.
- We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate

- Through careful and imaginative planning; our teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils.
- We expect pupils to be active participants in their learning and we structure routines, rewards and opportunities for rich 'learning conversations' to support them.

- We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.
- We encourage them to talk, reflect about their learning and have an active pupil voice in the development of the process of their learning as well as the outcomes.

Pupil attitudes

- We are developing the aptitudes of resilience, confidence, and independence and learning autonomy.
- We ensure that our pupils develop a love of learning and understand that 'learning is for life'
- We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes.
- We explain that they are 'in charge of their learning' to develop autonomy.
- We notice and comment positively when pupils demonstrate these aptitudes and we model 'good learning' and life long learning in our own actions and attitudes.
- We work with individual pupils to build these aptitudes where they are lacking.