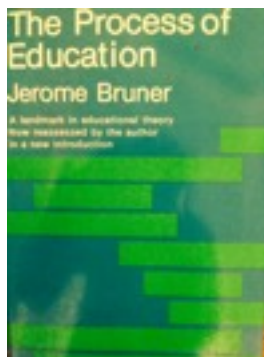


West Earlham Infant and Nursery School LEARNING AND TEACHING POLICY



'The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.'

Jerome Bruner 1977

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

I am always doing that which I cannot do, in order that I may learn how to do it.

Pablo Picasso

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

I am always ready to learn although I do not always like being taught.

Winston Churchill



Introduction

Learning is the core business of this school. In our school, learning is understood to take place in not only the lessons that we teach but within the routines, events and additional activities that we offer. It is a process that the whole community are encouraged to engage in. We believe that children need to be taught about approaches and attitudes that help them become lifelong learners.

Key principles of learning.

- Each and every child has the right to access the very best learning that we are able to offer



- Learning should be relevant, meaningful and purposeful and based on where the child is at in their learning
- Staff and children have different styles, enthusiasms and passions, strengths and approaches – we value this individuality.
- Teaching at WEINS is 'Learning Centred' meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best.
- We are all on learning journey, and have much to learn from children, families, colleagues, other professionals, by responsible and healthy risk taking and by our mistakes

- Teaching is sometimes difficult and good learning can be hard. Learning is not always immediately visible
- The stickability of learning is rooted in the way it makes children feel.

Formative assessment

At West Earlham Infant and Nursery School we believe that the principles of formative assessment pioneered by Dylan William and Paul Black should be at the heart of the learning process. Dylan William sets out five key principles; These are:

- Clarifying and sharing learning intentions that inform the children as to where their learning is going
- Engineering tasks and activities that illicit evidence of learning
- Providing feedback that moves the learner forward
- Activating children as learning resources for one another
- Activating children as owners of their own learning

Key principle: Each and every child has the right to access the very best learning that we are able to offer

So at WEINS you will see:

- Engaged children in meaningful learning
- Carefully constructed learning sequences
- Children being supported when they get things wrong
- Learning that connects with children's interests but broadens their experiences
- Well organised environments that are invitational for a range of learners
- Teachers and adults trying out new approaches and challenges with children and with each other
- Learning being monitored, evaluated, discussed and improved upon
- Development of pace and depth in delivery and learning

Key principle: Learning should be relevant, based on prior experience and formative assessment

So at WEINS you will see:

- Teaching and planning based on the needs of the learners
- Children talking about what they know already and where to go next
- Learning which links curriculum areas
- Learning which has a real life purpose and will help the development of each child
- Books marked using a clear marking criteria to help children know next steps
- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. re-drafting writing

Key principle: Staff and children have different styles, enthusiasms and passions, strengths and approaches – we value this individuality.

So at WEINS you will see:

- An agreed curriculum entitlement based on the revised National Curriculum and further enhanced based on the needs of the school and specific cohorts
- Children learning about different things at the same time
- A range of different teaching strategies
- Children learning inside and outside
- Children learning on their own, in pairs and in groups
- Children supporting each other
- Children using technology to support learning

Key principle: Teaching at WEINS is 'Learning Centred' meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best.

So at WEINS you will see:

- Learning activities that are well planned, ensuring progress in the short, medium and long term
- A holistic approach to supporting the child
- Teaching and learning activities which enthuse, engage and motivate children to learn, fostering their curiosity and enthusiasm for learning
- Assessment informing teaching so that there is provision for support, consolidation, depth and mastery of learning for each child, at each level of attainment.
- A thoughtfully ordered learning environment with a purposeful safe and welcoming atmosphere
- Strong links between home and school with the importance of parental involvement in their children's learning recognised, valued and developed
- Carefully chosen resources to support children at different stages of their learning, from real life objects and role play areas to symbolic resources to develop more abstract thinking.
- Resources and approaches that value the experiences, beliefs and cultures of all learners.

Key principle: We are all on learning journey, and have much to learn from children, families, colleagues, other professionals, by responsible and healthy risk taking and by our mistakes

So at WEINS you will see:

- Adults asking children questions
- Children asking adults questions

- Children asking children questions
- Learning that has unexpected outcomes
- Children planning their own learning
- Children and adults learning and talking about mistakes and failing
- Learning that is physically, mentally and emotionally challenging
- A range of adults working with children to offer depth and breadth to their experience
- Information shared effectively and with families to encourage participation
- Key events and Launch activities to promote forthcoming learning and engage families

Key principle: Teaching is complicated and good learning can be hard

So at WEINS you will see:

- Learning organised in a range of different ways depending on what is being taught
- Sessions dynamically changing from the plans to respond to children
- Learning being taken in different directions in response to children's understanding and need
- Times of rapid acceleration and pace and times of review, practice and re-teaching
- Ambitious teaching encouraging children to overcome personal barriers
- A Growth Mindset approach
- Teaching about learning and attributes for learning
- Teachers and staff watching each other and providing feedback to feed forward.

Key principle: The stickability of learning is rooted in the way it makes children feel.

So at WEINS you will see:

- Learning framed in a way that makes children want to engage
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- Times of over learning to develop confidence, automatic responses and mastery
- Children actively involved in the planning of their curriculum
- Children being supported to access their learning in their main class base
- Individualised and tailored plans for children who need it
- Warm and welcoming adults who enthuse about learning
- Launch events to stimulate engagement in new texts or themes.

This policy should be read in conjunction with:

- Assessment for Learning policy
- Behaviour For Learning policy
- Feedback policy
- Classroom organisation policy

It is monitored by the senior leadership team.

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This Policy will be adopted in **April 2015**. The date of the next formal review will be **April 2018** and every three years thereafter unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.

Signed..... (Head Teacher)

Name.....

Date.....