



Banstead Infant School Teaching and Learning Policy

This policy provides the guiding principles and values for the way learning takes place in our school.

Mission statement: Inspiring, enabling and nurturing lifelong learners

Vision:

A school where children and adults thrive in an atmosphere of opportunity and challenge, where they learn with and from each other, are safe to take risks and where their ideas are valued and respected so that they develop

- the capacity to surprise themselves and those around them with all they can do and achieve
- passion for and excitement about learning
- empathy, understanding and forgiveness of themselves and others
- grit and the determination to succeed
- self-belief and the confidence to see opportunities and grasp them

The vision is based on the 'Learning without Limits' principles of co-agency, trust and the involvement of everybody in learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks that are open and accessible to everybody and which enable all children to access the learning and to achieve as highly as possible. They avoid choices that could disadvantage or exclude some people. Teachers build a learning community, encouraging children to support and help one another. Everybody is valued, accepted and respected and everybody is recognised as having a unique contribution to make: everybody can learn with and from everybody else. The children are taught to take responsibility for their learning and to learn to challenge themselves.

At Banstead Infant School teaching should:

- Be based on high expectations and the belief that all children have the capacity to surprise themselves and us with what they can achieve
- Be open and accessible to all children
- Be exciting, motivated, engaged and focused
- Incorporate challenge – moving children forward all the time, giving children choice over their learning
- Enable creativity by having a curriculum that enables children to become creative thinkers
- Promote transferable learning skills – use of Assessment for Learning to decontextualise learning
- Be relevant and child-centred
- Be based on a joined up, themed, topic based curriculum
- Ensure values guide and underpin learning
- Enable children to understand themselves as learners: learning to learn skills; skills of an expert; growth mindset

Effective teaching

We will see teachers:

- Having high expectations of all children
- Using analytical questions to deepen and extend children's thinking and reasoning
- Making learning fun and child-centred
- Displaying personal warmth and humour
- Making learning clear by unpicking the learning and generating success criteria
- Enabling children to generate learning objectives
- Incorporating talk for learning using learning partners

- Planning for learning that covers fewer things in greater depth and which ‘digs deeper and lingers longer’ to enable children to acquire core knowledge and a deep understanding of key concepts
- Planning and teaching clear, sequential learning based on prior assessment
- Making expectations for behaviour clear
- Using positive behaviour strategies
- Drawing on excellent subject knowledge in everything they do
- Using imaginative teaching strategies
- Make excellent use of a variety of resources including IT, where appropriate
- Modelling good learning
- Who know each individual child
- Managing time effectively to optimise children’s learning
- Referring to the habits of an expert, growth mindset and learning to learn skills in their daily practice
- Offering opportunities for the children to challenge themselves and to have choice over how they show what they have learnt
- Who trust and respect children and address any concerns they may have

Effective learning

We will see children:

- Happy and ready to learn
- Who trust and respect adults
- Who are confident to talk about their feelings and worries
- Who can manage their emotions and know when they are ready to learn
- Actively involved in their learning:
 - Listening and asking questions
 - Able to explain what/how they have learned
 - Using all the resources available with confidence- being resourceful -linking ideas; choosing appropriate resources to further learning,
 - Learning independently all around the school
 - Acknowledging what they know and want to learn – being reflective, using success criteria
 - Being resilient, resourceful. reflective, and using reciprocity
 - Using and understanding the habits of an expert
 - Understanding that they can ‘grow their brain’ by practising, persevering with tasks, not giving up, challenging themselves
 - Understanding that mistakes are an important part of learning so persevere rather than give up
 - Knowing they are trusted so are brave and confident; able to take risks and have a go even when learning is difficult
- Living the values
- Learning collaboratively as well as alone
- Learning through multi-sensory approaches
- Who are purposeful, focused and motivated
- Who are proud of their learning and achievement

In our school you will see:

- Well-used practical areas for adult led and independent learning activities
- Role play areas to promote speaking and listening and imaginative play

- The outside areas used creatively to stimulate learning, allow learning on a larger scale and to teach children about their natural world
- Displays to aid learning
- Display celebrates children's learning
- Bright and colourful classrooms
- High quality and well looked after resources
- Easy access for children to use resources independently
- Questions displayed
- Tactile displays to encourage discovery
- An inviting, well-resourced library
- Inviting reading area where books are displayed with care
- Tidy and organised classroom
- IT embedded in learning and teaching – interactive whiteboard/screen, digital cameras, visualisers, flip cameras, tablets are part of everyday practice
- Role play and writing areas
- Access to outside classroom which allows learning on a larger scale

How will we ensure that we move from policy to practice?

This policy is written to reflect practice that is valued and already taking place at our school. This policy was written by staff and is regularly reviewed by staff. The start of every academic year includes a reminder and celebration of our pedagogy.

Thorough school evaluation identifies areas for development and the Strategic Improvement Plan provides the school with a clear direction in order for the school to meet its challenging aims.

Quality time is given for planning to ensure the curriculum continues to develop. Teachers have a whole day for medium term planning each term. This planning time also leads to consistency across the classes.

Teaching and learning is monitored in many different ways:

- Head teacher/Deputy HT drop-in visits to classrooms
- Informal walks of the school
- Head Teacher teaching classes
- Professional dialogue about practice and research projects
- Appraisal
- Governor monitoring of the Strategic Improvement Plan
- Monitoring of planning
- Oaks Academy CEO/EP monitoring and collaborative work with Surrey, Warren Mead Infant and Junior Schools, Banstead Community Junior School, Woodmansterne Primary School and Glyn Learning Foundation gives us outside validation
- Termly tracking of children's progress, the tracking of groups of children and termly progress meetings with Head Teacher, Deputy Head Teacher and SENCo to discuss progress and next step needs
- Talking to children about their learning
- Evaluating displays
- Feedback from parents and visitors
- Behaviour in school

Staff at Banstead Infant School are always keen to learn and develop their practice to improve learning for the children. We learn from INSET both internal and external, research projects, learning walks, feedback from classroom visits and professional dialogue.

