



FULMER INFANT SCHOOL

TEACHING AND LEARNING POLICY

Introduction

Teaching and learning is central to the work at Fulmer Infant School. It is underpinned by the following principles. Teaching should be:

- Well planned with a clear structure to lessons
- Interactive involving the pupils in their learning
- Motivating engendering enthusiasm for the subject in children
- Differentiated to meet the needs of groups of pupils
- Informed by what the pupils know, understand and can do
- Measurable to chart individual progress and draw national comparisons.

Teachers recognise that:

- Each learner is unique and has a preferred learning style
- Building and maintaining learner self-esteem optimises learning
- Learners make good progress in an environment rich in language and interaction
- Learners progress by setting appropriate learning goals for themselves and reviewing these regularly
- Learning is more effective in a safe and secure environment
- Long term learning is aided by structured peer learning with built in opportunities for discussion
- Learning is more effective when there is a variety of short, structured tasks and where there are learning choices
- Formative assessment is an essential part of teaching and learning.

Planning

Planning for teaching should include:

- Clear teaching activities
- Appropriate subject related vocabulary
- Activities differentiated for groups of pupils
- Assessment opportunities
- Appropriate key questions to develop learning
- Resources to support and reinforce learning
- Homework that reinforces/extends what has been learned in the lesson
- Structured use of the teaching assistants.

Planning for learning should include:

- Clear learning objectives and success criteria
- Opportunities for co-operative working in pairs or groups
- Opportunities for independent study
- Making links between lessons on a similar subject
- Opportunities for pupils to ask questions and contribute to whole school discussion
- Opportunities to explore, investigate and research.

Lesson Structure and Time allocation

Lessons should include:

- Appropriate amount of time and number of lessons to cover the curriculum.

Interactive Teaching

Teachers should use a variety of skills and techniques to ensure genuine interaction between teacher and pupil such as:

- Effective questioning using a range of open and closed questions
- Planned opportunities for discussion in pairs and groups
- Effective use of the plenary session to allow pupils to explain their thinking and for teachers to assess the children's learning
- A variety of activities that stimulate children's thinking and curiosity which will encourage debate.

Motivating pupils please delete and replace with children

Teachers should use a mix of strategies to motivate and encourage enthusiasm for the subject including:

- A variety of learning activities
- A variety of teaching styles including
- A variety of resources and tautology

Differentiation

Teachers should employ a variety of strategies for differentiation. These should include differentiating by:

- Resource – using IT a variety of media and study guides at all times ensuring readability
- Response – using clear objectives, accessible questions and explicit assessment criteria
- Support – using other teachers, adults and other children effectively
- Task – using a variety of tasks matched to children's abilities with some choice and a range of outcomes
- Teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all children are met.

The use of assessment

Assessment should be an integral part of the everyday work of teachers. It should be used to:

- Inform the short term planning cycle
- Inform teachers about the progress of children
- Inform children how well they are doing and what they need to do to improve
- Enable children to undergo self-assessment
- Provide information for the next class teacher and parents.

An assessment policy is in place, which outlines assessment at Fulmer Infant School.

Classroom organisation and management

Should include:

- Appropriate grouping of children
- A stimulating learning environment
- A variety of ways of working involving individual, paired, group work and whole class
- Effective use of resources
- Modelling good examples of work.

Monitoring and evaluation

The monitoring of this policy will be the responsibility of the Head Teacher and the governors and will be reviewed annually

Related Policies

Assessment Policy

Subject policies

SEN and Disability Policy

Able, Gifted and Talented Policy