

Village Infants School

Teaching and Learning Policy



September 2023

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Teaching at Village Infants is ‘Learning - Centred’, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

Key Principles

At Village Infants we believe that children learn best when:

- They feel good about themselves. This will happen when they feel safe to make mistakes and learn from them. They need to not perceive difficulty as a failure but as an opportunity to embrace challenge and learn something new
- Learning activities are inclusive, well planned, and ensure progress in the short, medium and long term
- Learning and teaching activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning and promote language development
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- The learning environment is ordered, the atmosphere is purposeful and pupils feel safe
- There are strong links between home and school with the importance of parent involvement in their children’s learning recognised, valued and developed

Key Principle

Children learn best when they feel good about themselves. They need to feel safe to make mistakes and learn from them, so they can perceive difficulty as an opportunity to learn and not as failure.

There will be evidence in the learning environment of:

- **Perseverance, resilience, curiosity and kindness**
- **Challenge**
- **Growth Mindset**
- Pupils able to talk about their learning

Staff will ensure that:

- Our core values are celebrated and taught within topics, assemblies and lessons
- Successes are celebrated and improvements seen as an opportunity for new learning
- They develop a growth mindset culture where pupils want to challenge themselves, are not afraid of failure or mistakes and know that they can 'grow' their learning.
- They explicitly use language that encourages children to take risks and celebrate challenge eg "I'm pleased that this is making you think. It means that you are learning something new. If you already knew how to do it, then there would be no new learning."

Key Principle

Children learn best when learning activities are part of well-planned sequences of learning that support pupil progress through linked up learning in short, medium and long term planning.

There will be evidence in the learning environment of:

- Lessons with prior knowledge starter questions
- Progression of pupils knowledge and skills
- Use of floor books
- Inclusion

Staff will ensure that:

- Their subject overviews will show progression of knowledge, skills and vocabulary from Nursery to Year 2
- Progression maps are used in planning
- Plans will be saved electronically in staff files. Planning will be shared every half term with parents; offering ideas on how parents can support and engage with their children's learning.
- Termly and weekly plans adhere to the progression of skills and knowledge
- Lessons will be planned with high quality differentiated activities – these will be planned to enable pupils to work with increasing independence
- Enriching experiences are included in short, medium and long term planning
- They must adapt, or at times abandon, a lesson plan if such a decision allows for more effective learning.
- They participate in a monitoring cycle that tracks progress for all pupils [pupil progress meetings, book looks, monitoring of planning by leaders, learning walks and lesson observations]
- Feedback from the monitoring cycle will inform planning

Key Principle

Children learn best when teaching and learning activities enthuse, engage, and motivate them to learn; and when they foster their curiosity and enthusiasm for learning which will promote language development.

There will be evidence in the learning environment of:

- **Enriching experiences**
- Pupil engagement and enjoyment of learning
- Age-appropriate teaching strategies
- Well framed questions and use of discussion to promote deep learning through 'Talk for Learning' strategies.
- **Language development** is prioritised
- No hands/thinking time

Staff will make sure that:

- Enriching experiences are included in short, medium and long term planning
- Teaching is delivered with enthusiasm and enjoyment
- They understand age-appropriate pedagogy and use appropriate teaching strategies
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding
- Language development is promoted through teacher/pupil dialogue, questioning, discussion, songs, poetry, stories and using every opportunity to enhance pupils' vocabulary

Key Principle

Children learn best when Assessment for Learning informs teaching so that there is provision for support, repetition and extension of learning for each child, at every stage of their learning journey.

There will be evidence in the learning environment of:

- Pupil to teacher feedback
- **Growth Mindset**
- Pupils freely talking about their learning and mistakes
- Pupils with specific needs receiving support at the time and level required to optimise their learning.
- **Inclusion**

Staff will make sure that:

- They use strategies to encourage pupil to teacher feedback as detailed in the [feedback and marking policy](#)
- They have high expectations for all pupils and plan, resource and direct differentiated learning activities that give support and challenge to all pupils
- They keep agreed assessment records and submit termly pupil data for Maths, Writing, Phonics and Reading
- Assessment is used to inform planning and targeted interventions

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- An atmosphere of mutual respect between adults and pupils
- Pupils who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice related to SEND, sexual orientation, gender, race, religion or belief systems
- Pupils demonstrate high levels of self-efficacy
- Pupils taking risks with their learning and learning from their mistakes
- Good behaviour

Staff will make sure that:

- They employ positive strategies for managing pupils' behaviour
- Good behaviour is modelled by them at all times in their interaction with pupils and other adults, with conflict dealt with in a calm and fair manner
- Pupils will be encouraged in their learning and their efforts will be praised [specific praise]
- Feedback is task based and not child based
- High expectation of behaviour, including pupil attendance and punctuality.
[Behaviour Policy](#)
- They follow the school [Child Protection and Safeguarding Policy](#)

Key Principle

Children learn best when there are strong links between home and school; and the importance of parental involvement in their learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- Home learning celebrated
- Parents/carers welcomed into school

Staff will make sure that:

- They value the partnership with parents and carers
- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally through parent consultations and annual written reports
- Parents know how they can support their children's learning at home and at school
- They are proactive in building relationships with parents and carers
- Information about class trips, class and school events and other relevant topics are communicated efficiently to parents
- Parents feel welcomed and listened to

- They set age-appropriate home learning activities to develop pupil understanding of topics and learning covered in class
- The school website is kept up to date
- They will invite parents to participate in events on a regular basis