



**DUDLEY
INFANT
ACADEMY**

DUDLEY INFANT ACADEMY

Learning and Teaching Policy

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| <i>Approved by staff</i> | <i>Oct 2017</i> |
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| <i>Review date</i> | <i>Oct 2019</i> |

Learning and Teaching Policy

Teaching Styles: We recognise that teaching styles may vary to suit the skill being taught and the learning context. Below are the key teaching and learning styles we use as part of our range of approaches.

| Teaching is effective when: | Learning is effective when: |
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| There is appropriate pace and time targets with thinking time given so that all children can respond to questions. | Children are actively engaged in creating questions and discussing their learning. |
| There is thorough preparation , following school policy focussing on learning. | Children develop collaborative and independent learning skills. |
| There are clear high expectations for children including behaviour, presentation and quality of work. | Children are able to use ICT as part of their learning in a regular basis. |
| There is a calm atmosphere based on mutual respect, praise and reward. | Children feel safe and secure in their environment and are able to take risks and make mistakes . |
| There is varied teaching using practical resources, ICT, high quality texts and creative tasks to motivate children. | Children are physically active and can respond to a variety of quality media . |
| Learning objectives are shared with children with clear success criteria so they can measure their efforts. | Children are involved in target setting to move their learning forward and understand their next steps . |
| Lessons build on previous learning and children are able to apply their knowledge and skills in different situations. | Children contribute their prior knowledge and skills and these are used to take the learning forward. |
| There is use made of the school surroundings and local area to stimulate learning | Children learn in variety of contexts including outside the classroom and with other adults. |
| Questioning is open ended, challenging and involves higher order thinking skills relating to application, analysis, evaluation and comprehension. | Children create questions themselves and are given opportunities to direct their learning, developing life long learners. |
| Learning for all ability levels is planned for so that all children are able to make progress. | Children where appropriate are supported in their learning with additional measures, specially planned opportunities and extra adult support. |
| There is effective use of teacher input and child led learning . | Purposeful talk/debate is a feature of many lessons including role play and oral presentations where this is appropriate. |
| Teaching links learning across curriculum subjects when possible and there is a balanced programme of teaching all the National Curriculum subjects, RE and PSHE. | Specific learning skills are taught and visible within lessons. Learning includes linking and applying skills and knowledge within a variety of contexts . Children are encouraged to develop resilience and perseverance . |
| Teaching and marking encourages reflection and review of learning and next steps. | Children are involved in process and given time to reflect on their learning and respond to feedback . |
| Teachers celebrate learning in a variety of contexts including display and support learning with a learning environment that stimulates and supports learning. | Learners are able to be independent in their access to learning resources and their use of the environment whenever possible. |

Facilitating when Learning and Teaching happens at Dudley Infant Academy

We recognise that children learn within three different contexts.

Lessons: we carefully plan experiences and learning opportunities to move towards individual learning across an evolving curriculum.

Routines: there are regular situations and experiences in school life when children are influenced by the school. These include assembly, the start of the day, lunchtime, playtime, moving around the school, use of the library and outside space.

Events: we organise performances, physical activities, visits and fund raising days. All these create opportunities to learn and develop personal qualities and characteristics.

How we secure quality Learning and Teaching at Dudley Infant Academy

Learning Styles: to meet the needs of all of our pupils we differentiate by providing a variety of visual, auditory and kinaesthetic experiences to **match activities to pupils' abilities**, whilst also providing challenge to ensure engagement.

Skills: we plan and deliver opportunities for children to develop key skills underpinned by the school's curriculum. Our aim is for pupils to apply these skills in all areas of their learning:

- Communication
- Application of Numbers
- Computing
- Working with others
- Improving the own learning and performance
- Problem solving
- Thinking skills

Purpose and audience: to give purpose to learning we create **opportunities for work to be shared** through display, learning walls, celebration assemblies, open days and performances for parents and carers. We strive for clear purpose in their learning and opportunities to take ownership of their learning.

Relationships: we work on building positive caring relationships between all in the community so that pupils are positive and active members of their community. Our approaches are detailed in our other policies including our behaviour policy with its emphasis on rewards and positive language.

Assessment: our pupils learn well when learning is **planned, based on what pupils know, understand and can do**. Assessment arrangements are detailed in our assessment policy. AFL (Assessment for Learning) is our focus so that lessons and marking of work impact on the **next steps for children**. Children have clear targets in reading, writing and maths based on their achievement in assessments. Pupils are encouraged to **self assess** their work as well as opportunities to **peer assess** where appropriate. These are updated as soon as the child has demonstrated they are secure in their next learning step (usually three pieces of evidence).

Practical details of Learning and Teaching

To achieve high standards in our teaching and learning as a group of teachers we are defining approaches to give maximum benefit to all learners. They are appended to this policy and will become part of our induction for all new staff. See appendix A

Appendix A

At Dudley we are committed to **consistent** teaching directly **impacting** our students learning. To improve our consistency we agree to:

- Each class must have a planning folder on the network
- Have **planning in network folders every Monday a.m.** to enable PPA sessions to be targeted effectively.
- **Planning will be annotated** with regard to children's achievements and kept in planning folders to be available in school daily.
- The **Marking Code** will be used and **all work will be marked** by the class teacher or teaching assistant using the agreed **feedback and marking policy**.
- **Handwriting will be a daily focus** in Reception, Y1 and Y2.
- **Guided reading** will take place **daily** for all children with a **learning intention** for all activities using the new format (2017).
- Work will be **neatly** laid out, **rulers** used.
- Maths: 1 digit to 1 box.
- **Assessment completed** for all children by dates on assessment timetables, **next steps** in learning to be **planned from this**.
- **Targets reviewed** as part of marking and planning routine, and up-dated as soon as reached **at least each new term**.
- Timetables to be used to give **balance to curriculum**. E.g. daily Math lesson, daily English lesson, daily Guided Reading, daily phonics.
- All classes to follow **behaviour code** regarding sanctions and rewards.
- All classes to have and use visual timetable in Communicate in Print. Red pointing arrow to indicate and horizontally
- All classes to have and use **prompt sheets** for words/sounds/number etc. These are to be readily available or accessible.
- Teachers to use **Target Tracker** for the purposes of weekly and termly planning, while also using this as an aid for setting **termly targets**.
- Class teachers to be responsible to make sure they receive feedback from TAs regarding intervention progress.
- All classes to have a **tidy organised Learning Environment** that supports learning.
- **Cross curricular** work to be planned for whenever possible, to engage children
- All classes to have a **Learning Wall for Maths and English**
- All classes to have an inviting **reading corner** to show we value reading as a school.
- Teachers to use 'Talk for Writing' resources to support planning and resourci