



## **Introduction**

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

## **Definition of Learning**

At Field Place Infant School, we define learning as:

- The process of building new concepts, knowledge, skills and attributes through a variety of experiences.
- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications.
- The development of personal characteristics.
- Making sense of the world around us and discovering where we fit into it.
- A continuous, lifelong process of personal development.

## **Learning Principles in Practice**

**We believe in nurturing each unique child. We therefore reflect children's needs, backgrounds, perspectives and interests in our learning program.**

**At Field Place Infant School we:**

- Keep children at the centre of all decisions we make.
- Home visit all nursery and reception children before they start with us.
- Work collaboratively and share information about children to ensure we build on children's current starting points effectively throughout their time with us.
- Meet regularly with parents to share and gain information about children.
- Provide children who have additional needs with well targeted support; making good use of outside agency advice.
- Use Pupil Premium funding effectively to ensure financial disadvantage is not a barrier to learning.
- Plan for and deliver effective transition for children at all points of transfer.
- Audit and update curriculum yearly to ensure there is equality of opportunity and progression of skills.

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- Regularly review curriculum context to ensure it matches the needs and interests of our current cohort of children.
- Use outdoor learning opportunities to engage, inspire and motivate children.

**We believe developing our behaviours for learning enables us to be life long, autonomous learners. Learning opportunities need to promote independence and self-motivation.**

**At Field Place Infant School we:**

- Have a shared understanding of what learning looks like.
- Use a shared language of learning from nursery through to year two.
- Celebrate process over product.
- Teach children the skills needed to be independent learners.
- Ensure all classrooms have resources that children can access independently to support their learning.
- Conference children to encourage reflection on the learning journey so far and to ensure next steps are known and that aspirations are high.
- Use classroom displays to support independent learning.
- Expect feedback to be acted upon.

**At Field Place Infant School lessons will:**

- Provide opportunities for children to talk about their learning; with adults and peers.
- Acknowledge and value mistakes as part of the learning process.
- Provide children with precise feedback about their learning and next steps.
- Ensure children have many opportunities to embed the skills they are learning.

**We believe in growth mind-set and therefore challenge and support children and adults to develop deep levels of thinking and application.**

**At Field Place Infant School we:**

- Use the mastery approach to ensure we do not put a cap on learning expectations.
- Assemblies focus on child friendly learning principles
  - Be a learner:
  - Have fun
  - Challenge yourself
  - Be curious
  - Believe in yourself
- Have a WOW wall in each classroom to celebrate development of learning principles.

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- Teach skills of what to do when you are “stuck” and provide visual prompts.
- Have high expectations of everyone.
- Give independent challenges that encourage all learners to work beyond their comfort zone.
- Communicate with parents about child’s growth mindset, e.g. via texts home, at parent evenings, etc.
- Provide many opportunities for children to problem solve, transfer and apply the skills they have learnt.
- Have a school council that provides opportunities for child voice and leads others as learners.

**We believe assessment practices are an integral part of learning.**

**At Field Place Infant School we:**

- Know child’s learning base before new teaching begins.
- Constantly assess children and therefore know when teaching is successful.
- Use questioning expertly to assess during lessons.
- Agree and communicate success criteria clearly with children.
- Teach with clarity.
- Use previous work to model end points and high expectations for children.
- Provide feedback that is based on skills taught and skills a child has evidenced in a lesson.

**We believe positive relationships are essential for learning. Our learning culture will be supportive and productive for all.**

**At Field Place Infant School we:**

- Provide welcoming classrooms and outdoor areas where children can make mistakes and learn.
- Develop children’s understanding of themselves and others to ensure everyone feels enabled to take risks in their learning.
- Develop creative thinkers who acknowledge that a first attempt may be one attempt of many.
- Have very high standards of behaviour and a robust approach to managing these.
- Have team/class based rewards in addition to individual rewards.
- Have visible governors who support and challenge.

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- Provide regular parent workshops and other opportunities to be actively involved in school life.
- Have assemblies that develop children as citizens.
- Have teachers who support each other; to ensure consistency of approach for all children.

**We believe learning is most effective when it connects strongly with communities and life beyond the classroom. Partnership is important to us.**

**At Field Place Infant School we:**

- Have a website that informs and educates.
- Develop strong links with The Orchards Junior School.
- Have regular parent volunteers who support learning within school.
- Provide regular termly feedback to parents; based on progress against set targets.
- Promote British Values throughout our curriculum.
- Have termly visitors and/or off site visits for all children.
- Work collaboratively and value 'team'.
- Enable children to think beyond what they know by connecting to our local community and by building links and developing understanding of the world beyond Worthing.

## **Our Mastery approach to Teaching and Learning**

The Mastery-learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. As an infant school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally ready for junior school.

At Field Place, we have the confidence to take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

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At our school children will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

*In short, this means working towards:*

- Teach less, learn more: less teacher talk and more evidencing learning and progress.
- No child left behind: all children are enabled to keep up every day.
- Space and time to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to go deeper.
- Understanding real life applications wherever possible to make learning relevant and not abstract; nothing should be taught without a purpose.

*We will be doing more of this:*

- Teaching all children in class, together, most of the time.
- Verbal feedback during lessons, 'two stars and a wish' comments in books.
- Spending longer on one idea.
- Giving children who need it, additional support over shorter, more intense periods.

*And less of this:*

- Covering lots of different ideas in one week.
- Formal, long term interventions.
- Separating children into ability groups.

### **To ensure we provide effective learning environments we will:**

- Ensure the interior and exterior of the building are clean and well maintained.
- Ensure that classrooms are tidy and free of clutter.
- Ensure appropriate temperature and levels of oxygen are maintained.
- Ensure that children and adults have access to water as needed.
- Have appropriate resources according to the varying needs of the children.
- Ensure each classroom has the following as a minimum expectation:
  - A phonics display.
  - A 100 square.
  - A display of school rules.
  - A well-placed WOW wall.
  - Displays that celebrate learning.
  - Displays that offer learning prompts for children.

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- An open book corner that is well resourced.
- A well-stocked Art trolley.
- Finished and unfinished work trays.
- Adequate storage.
- Ensure that resources are accessible to children.
- Vary the learning environment, using outdoor spaces and out-of-school visits effectively.

### **To ensure effective transition at all points of transfer we will:**

- Visit and/or liaise with all pre-school providers before children start school.
- Home visit all children before they start in nursery and reception.
- Provide opportunities for all children to become familiar with their new learning environments before transfer.
- Provide opportunities for children to become familiar with staff in next year group throughout their current school year.
- Provide opportunities for staff to share information about children to aid relationships.
- Ensure teachers have a secure understanding of what the prior and next year looks like for children.
- Liaise with The Orchards staff to develop a transition programme for year two children.
- Provide information about each year group on our website.
- Collect feedback from all stake holders each year about 'what went well' and 'even better if'; to inform planning for future transition.
- Take time to get to know all children well.
- Our PTA will invite new families to attend events.

### **Our language of learning**

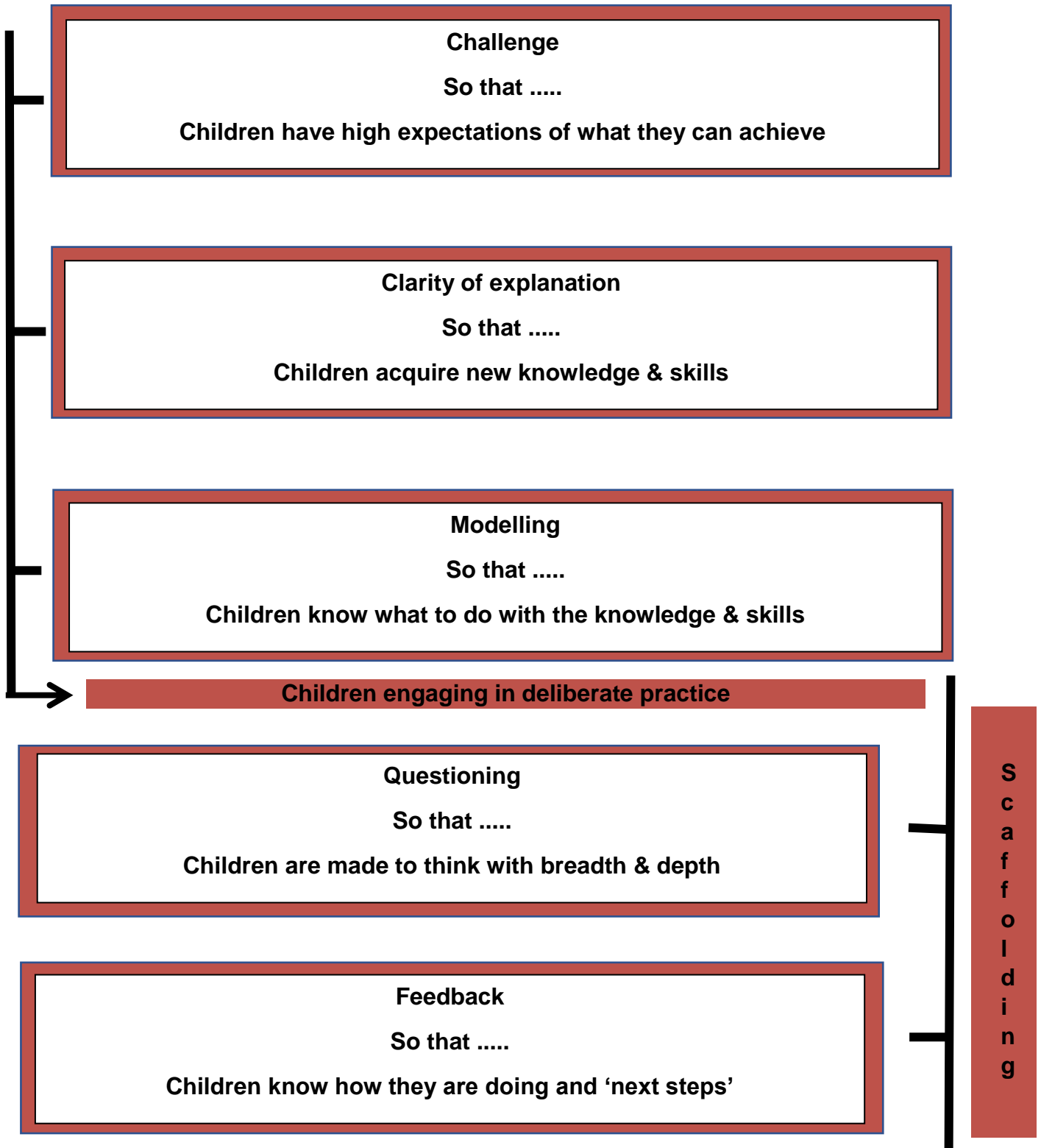
We will use a shared language of learning by:

- Ensuring all adults focus on processes of learning over products of learning.
- Starting conversations with; 'Tell me about', 'How did you ...', 'Why ...', 'What if ....'
- Being explicit about what 'behaviours for learning' look like.
- Teaching children to think and say 'What can I do next?' not 'I'm done'.
- Referring back to our child friendly principles of learning;
  - Challenge yourself
  - Believe in yourself
  - Be curious
  - Have fun

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- Teaching children strategies to use when they are stuck, rather than telling them the answers.
- Helping children to make connections in their thinking by scaffolding their talk and asking the right questions.
- Ensuring children know how to unpick 'I don't know'.
- Providing role models, who talk about their thinking.
- Engendering a growth mind-set, e.g. we will model an 'I can't do it **yet**' attitude.
- Being positive about the process of learning; including making mistakes.
- Celebrating learning.

## At Field Place, expert teaching requires.....





## OUR FRAMEWORK FOR EFFECTIVE TEACHING AND LEARNING

Teacher clarity is key to effective teaching and learning. To achieve what we want in the classroom, teachers need clarity – a deep understanding about what to teach and why, how to teach it and what success looks like. Teacher clarity is a powerful tool for narrowing and focussing activities, cutting away aspects of instruction that don't help learning. Along the way, teacher clarity reinforces the gradual release of responsibility of learning from the teacher to the child.

To enable teacher clarity we will use the four part framework of opening, teaching, learning and review/reflect. These phases are not discrete. They are interwoven and overlapping.

***They reflect a learning experience, not necessarily one lesson.***

### Effective Opening

At the start of learning experiences, we will:

- Take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind.
- Review previous learning and connect it to new learning. We will ensure this is only done when it supports future learning without impacting on the pace and depth of the lesson.
- Explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and 'What's in it for me?'
- Provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic.
- Teach backwards - giving children the 'big picture' by:
  - Describing what they will be doing.
  - Encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come.
  - Providing overviews of the learning.
  - Providing an audience to ensure purpose.
  - Showing examples of what other children have produced/achieved.
- Start with a question or scenario wherever possible.
- Personalise learning by working towards something meaningful that may involve our wider community.
- Involve support staff throughout the learning process, i.e. pre-teaching, providing feedback, etc.

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## **Effective Teaching**

In our teaching, we will:

- Be secure in our subject knowledge.
- Be clear about the learning objectives and success criteria.
- Break the teaching content into logically arranged, manageable chunks.
- Use assessment for learning techniques to ensure children make progress during lessons and over time.
- Start lessons promptly and maintain good pace throughout.
- Maintain a positive and pleasant working atmosphere using praise and positive language.
- Use humour, drama, music, games, play and competition to enliven our lessons.
- Provide opportunities for children to experience awe, wonder and reflection.
- Ensure all children are actively engaged in the learning process.
- Give clear, differentiated explanations and instructions.
- Provide appropriate modelling and demonstrations.
- Input new information using combined visual, auditory and kinaesthetic strategies.
- Enable children to understand and use their own learning preferences.
- Use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding.
- Shape lessons to allow opportunities for paired, individual and group learning opportunities.
- Encourage and respond positively to children's questions.
- Adapt our teaching in the light of continuous assessment of children's progress.
- Fully engage classroom support staff in the teaching and assessment processes.

## **Effective Learning**

To promote effective learning, we will:

- Ensure children are aware of personal targets for learning.
- Give opportunities for children to learn in a variety of ways, using preferred learning styles.
- Provide multi-sensory and 'first hand' learning experiences whenever possible.
- Encourage children to be independent and to choose their own strategies for learning.
- Ensure most tasks have time deadlines.
- Use planning frames for children to structure thinking and work.
- Set clear expectations for learning outcomes.

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- Engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc.
- Provide activities involving problem solving and creative thinking.
- Provide opportunities for children to use new knowledge and skills in a variety of contexts.
- Encourage children to 'take risks' (i.e. to risk being wrong) in their learning.
- Provide cues, as needed, but not enough to prevent children from thinking out their error.
- Teach thinking and learning-to-learn skills.
- Ensure all adults use agreed language of learning, with an emphasis on process over product.

### **Effective Review and Reflection**

To enable effective review of learning and children's reflection upon it, we will:

- Give positively worded, constructive oral and written feedback on their work and how they can improve.
- Children will know their targets/next steps.
- Give feedback related to agreed targets/next steps.
- Praise, reward and share success.
- Provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations.
- Teach a variety of memory and recall techniques.
- Ensure planning includes 'prove it' opportunities to check understanding.
- Enable individuals, pairs and groups to report back to others.
- Enable children to share what they have learned and can do.
- Enable children to ask questions of others.
- Use all staff well to ensure no child is left behind in basic skills.
- Provide opportunities for children to consider future learning.

### **Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

**Policy agreed: Spring term 2018**

**By: Staff and Governing Body**

**Review date: Summer term 2021**

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