



Whitehall Nursery and Infant School

Teaching, Learning and Assessment Policy

This document is a statement of the aims, principles and strategies for Teaching, Learning and Assessment at Whitehall Nursery and Infant School and should be read in conjunction with the following policies: Equal Opportunities, Disability & Discrimination, Rewards, Behaviour Management.

Rationale

***'A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.'* –Horace Mann**

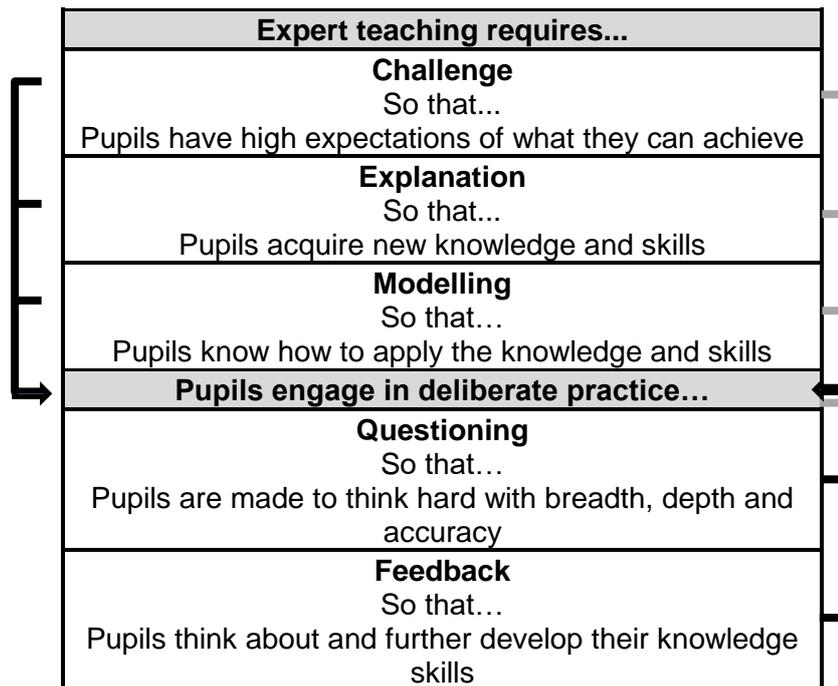
We want every child in our school to receive a high quality teaching and learning experience in every lesson they have. In doing so, it will enable all pupils, no matter their ability to make progress and to attain appropriate standards of achievement.

We want every teacher to deliver lessons that challenge, engage and inspire all pupils irrespective of their current level of achievement. To support this process we have based our teaching and learning policy upon the research and practice of Jo Payne and Mel Scott's publication ***'Making every primary lesson count' 2017***. Whilst this is the basis for our rationale we have adapted their ideas to make them right for our staff and our children.

Aims

To identify, define and facilitate effective and consistent practice throughout the school, so that pupils receive the very best teaching experience whilst at Whitehall.

To ensure through coaching, modeling and CPD there is a common understanding that in every lesson.



Curriculum Development, Organisation and Management

The school seeks to offer a broad, balanced and rich curriculum and establish short term, medium term and long term planning strategies for curriculum development and evaluation, in order to provide a framework for both quality teaching learning and assessment, and the sustained, embedded growth of the individual pupil from the first days in Early Years until transition to a Junior school and beyond.

Objectives

- to develop a primary curriculum which promotes the individual child's intellectual, spiritual, moral, cultural, physical and emotional development and well-being,
- to provide a curriculum that is structured, interesting and challenging to every child taking the long view of the child's development over the 4 years of their experience,
- to provide access to all the subjects of the National Curriculum, Religious Education and personal, social and health education,
- to develop short, medium and long term planning strategies for effective curriculum planning, delivery and resourcing and to review these annually through the curriculum framework,
- to develop a consistent approach to curriculum planning through detailed schemes of work arising from a whole school policy approach to curriculum planning and development and utilizing the support of Corner Stones to ensure coverage of skills and knowledge,
- to utilise an approach to teaching based on oracy coupled with subject skills and where possible, to draw upon cross-curricular links to develop half-termly themes and projects,

- to utilise a variety of teaching and learning styles, curriculum delivery, differentiation and modification, questioning,
- to use highly effective questioning of all children in order to be receptive to the needs of the class and use ongoing assessment to reshape the learning, and move children quickly onto more challenging work,
- to provide a curriculum that is matched to individual pupil needs, both in content and delivery method; focusing on modelling, images and scaffolding to be able to successfully carry out the learning,
- to provide conditions for learning which enable all our children to become independent, eager learners, through a whole school approach to the learning environment and the building of high quality relationships (classroom organisation, policy, learning walls, and resources),
- to provide resources that are easily sourced by the children to ensure the minimal amount of lost learning time,
- ensuring the organisation of children in the different learning areas of the classroom allows for support from TA or LSA so that all children can engage in partner talk and shared learning. E.g. A strategic seating plan on the carpeted area,
- during direct teaching input:
 - to ensure children are engaged at all times and remain on task
 - to ensure low level disruption is challenged so that there are no barriers to any child's learning,
- to ensure children are taught the skills needed for independent learning,
- to carry out summative assessments at regular intervals throughout the school year and by systematically tracking and recording progress and achievement from entry into school onwards to challenge and support the quality of education,
- to increase staff expertise, knowledge and skill by the use of tailored INSET relating to curricular issues arising from the school development plan, national initiatives and research,
- to provide challenge and support to subject leaders to meet the needs of curriculum planning, monitoring and evaluating in order to impact on the quality of teaching,

Organisational structure and teaching establishment

Individual teaching styles are embraced at Whitehall however all children irrespective of the class they are in will receive a high quality teaching, learning and assessment experience all of which are grounded in the principles of: challenge, explanation, modeling, questioning and feedback.

Where children are working below the expected level in key areas of learning, we will use booster/ intervention groups to support them in catching up with their peers. Whoever leads this interventions they will be fully briefed by the teacher as to the gaps in learning and the types of activities that are needed to support their learning.

Supporting the EAL learner

- Extensive modelling of learning
- Standard English and exposure to its correct use
- The link between role play, small world, hot seating, the use of film and media to further develop the acquisition of a wide vocabulary
- The importance of context for learning
- The use of pre-teaching and over-teaching strategies
- Pupils new to school and new to English are placed with middle to high ability children who will model a good level of standard English. After an appropriate timescale, assessment will then determine the ability of the child and the best grouping within lessons.

Planning Time

All year groups have dedicated PPA time on a Friday afternoon and can use this time to plan together or individually when needed. Those members of staff with a responsibility for a curriculum subject will receive time as and when required to observe and support the delivery of their subject.

Policy written January 2022

Review due January 2025