



Adopted by the Curriculum Committee
At their meeting on 9th July 2018
Signed by:
Next review date: July 2021

Rationale

At Fairway Infant School we acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

Teaching and Learning is central to life at Fairway Infant School. The quality of teaching has the greatest impact on our children's learning and the standards that they attain.

At Fairway Infant School we acknowledge the importance of on-going research in how people think and learn. We value the strengths of individual children, teachers and support staff.

Our Aims

- To create a happy, caring learning environment with positive experiences for every child
- To ensure that all children have the opportunity to achieve well
- To offer a broad, balanced and purposeful curriculum
- To enable children to become confident, resourceful, enquiring and independent learners
- To encourage active participation in their learning
- To develop self-awareness and sensitivity to others
- To develop a sense of self-respect, self-confidence and achievement
- To develop, in our children, the ability to be contributing members of the community
- To develop respect for moral values

Implementation of Policy

At Fairway Infant School we believe that teaching is most effective when combining, where appropriate, the following four elements during a teaching session;

1. **Introduction to the session**- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning
2. **Main teaching session**- learning is modelled to enable children to feel confident in having a go
3. **Differentiated tasks** and activities that require learners to think and develop their understanding either individually or collaboratively
4. Children actively involved in reviewing their learning throughout the lesson within effective **plenaries**. Children celebrating and sharing achievement and looking forward to the next step

At Fairway Infant School throughout all these stages we feel that good teaching can be achieved by:

- Challenging but achievable expectations, clear explanations and rigorous pace
- Varied and flexible teaching styles used, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic)
- Teachers showing secure subject knowledge of the areas they are teaching
- Teachers having an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children
- Ensuring a clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve
- Ensuring good deployment of teaching assistants and appropriate resources are available to support the children's learning
- Positive behaviour management strategies being used to motivate and encourage children to respond appropriately and help create a climate for learning
- Opportunities for self-evaluation and reflection being built in throughout the session

- Using a consistent approach in line with whole school policies and procedures
- Each and every child making good progress in their learning, regardless of ability
- Creating a relaxed yet purposeful learning environment
- Learning linking to children's prior skills, knowledge and understanding
- Using a range of question types e.g. open questions and closed questions. Children are encouraged to generate their own questions.
- Presenting information in short chunks, which enable children to maintain their concentration
- Having good interaction and communication between children as well as adults and children.
- Creative ideas being valued and actively encouraged.

Planning

At Fairway Infant School all staff provide an engaging, broad and balanced curriculum which will develop learners' skills, knowledge and concepts, and above all a positive attitude to learning. Across the school, planning will be carefully co-ordinated to ensure continuity and progression through both foundation stage and key stage 1. We use national and local guidance to ensure the quality of the curriculum.

At Fairway Infant School we plan together wherever possible and ensure that our planning:

- Delivers, and is in line with the principles of, the revised National Curriculum (Sept 2014), delivering a high quality, creative, flexible and relevant curriculum.
- Is supported by good subject knowledge
- Is influenced by the needs of the pupil group, including the awareness of age related expectations, the prior knowledge, experiences, interests and attainment of the class, group and individuals
- Is informed by on-going assessments during lessons and units of work, as well as summative assessment findings
- Is influenced by current research on effective teaching and learning
- Is evaluated in terms of pupil engagement and pupil outcomes
- Is able to maximise on the opportunities provided by cross-curricular links to reinforce skills, try new ideas in a range of contexts and transfer knowledge to different situations

Curriculum Organisation

At Fairway Infant School we have adapted our curriculum to offer a cross curricular approach and a creative curriculum. Our medium and short term lesson plans contain detailed information about the learning that will take place, the teaching activities and the tasks to be set, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. Through our creative curriculum approach we aim to cater for the needs and interests of a full range of learners including:

- the gifted & talented / higher achievers
- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- looked after children
- travellers
- learners with social, emotional and behavioural difficulties
- learners eligible for Pupil Premium

Relationships

At Fairway Infant School we strongly believe that the relationships between a teacher and learner and between learners themselves have a powerful effect on the amount of learning that takes place. We know that effective learning cannot take place in a climate of fear, mistrust or insecurity.

We therefore ensure that the relationships in our school community support learning because they;

- Are positive and promote a classroom climate where learners feel supported to take risks and try their best
- Ensure that children feel comfortable with making mistakes and learning from them
- Support and foster collaborative working and the sharing of ideas

- Are warm and welcoming regardless of ability, age, gender, cultural background and race

The Learning Environment

At Fairway Infant School we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum.

Our learning environment should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school.
- It should reflect cultural and racial diversity
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including IT
- Also, by reminding children that they are working towards personal goals and targets in their learning
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- Create an environment where children feel they belong and can foster a sense of pride within it
- Be safe and hazard free, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning supported by the school's expectations
- Be well organised and uncluttered, using available space to best advantage

At Fairway Infant School we aspire to outstanding teaching and learning by being;

- **Active:** we structure each lesson into appropriate 'blocks of time, allowing opportunities for interactive and exploratory learning activities
- **Reflective:** we use open questions to encourage debate and self-assessment throughout each lesson against the agreed objectives
- **Progressive:** we practise our skills and learn from our mistakes
- **Co-operative:** shared learning, through group and paired activities, is a regular feature of our lessons
- **Stimulating:** we use a range of teaching and learning styles including auditory, kinaesthetic and visual. We challenge children to move on
- **Motivating:** we reward and praise effort and achievement

Learning

At Fairway Infant School we believe that a good learner is someone who;

- Asks questions
- Enjoys learning and finding out new things
- Is engaged and motivated
- Joins in and doesn't give up when faced with a challenge
- Joins in with discussions and shares ideas
- Listens to what others have to say
- Cooperates with others
- Will attempt tasks independently but knows when to ask for help
- Checks they have understood
- Can explain their thinking
- Tries different ways to solve a problem

At Fairway Infant School in the course of learning children develop skills which include:

- making choices and decision-making
- investigation

- experimentation
- listening
- observation
- talking and discussing
- co-operating
- posing questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving

Learning Styles

At Fairway Infant School we believe that children learn in a variety of ways and have preferred learning styles. Children may be primarily visual learners, auditory learners, kinaesthetic/active learners or a combination of all types. We endeavour to identify children's preferred style or styles to ensure that they have the opportunity to learn in their preferred way as well as developing their ability to learn in other ways.

At Fairway Infant School we offer children opportunities to develop their thinking skills across the curriculum. This means providing the children with opportunities to learn in a wide variety of situations which include;

- individual learning
- collaborative learning in small groups or pairs
- one-to-one learning with an adult, or other pupil
- whole class
- independent learning
- outdoor learning

It is also vital that all learning opportunities include information and activities that are presented in a variety of media to meet the needs of all learning styles that may be present in a group or class.

Target Setting and Tracking

At Fairway Infant School individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school using Target Tracker. We use a range of performance measures including teacher assessment, in line with the National Curriculum statements.

- Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.
- Data is collected on a regular basis and is shared with the staff and parents.
- Pupil progress meetings are held at least termly to identify strengths and weaknesses in performance and to identify CPD requirements.
- Parents receive regular updates on their child's progress so that they can provide support and encouragement as appropriate.
- Curriculum leaders monitor pupil progress through pupil progress meetings, regular lesson observations, data analysis, book and planning scrutiny.

Role of Parents

At Fairway Infant School we believe that parents have a fundamental role to play in helping their children learn. We do all we can to inform parents about what and how their children are learning by:

- Holding regular parents' evenings – autumn and spring terms
- Annual reports which explain progress and indicate how their child's learning can be improved further – summer term
- Start of the year meetings to explain how they can support their children at home and how to give support with homework
- Parents' workshops to explain relevant developments in children's learning and the curriculum
- Use of a Home/School Agreement
- Children sharing their 'journals'/ work books with parents regularly
- Topic overviews

- Weekly/fortnightly curriculum information letters with suggestions for supporting children at home
- ‘Open-door’ policy
- Meetings with teachers on request

Role of Governors

At Fairway Infant School in order to achieve our aims we expect that the governors will:

- Be well informed about all aspects of school life and visit classrooms regularly
- Challenge and support the school to help ensure the implementation of this policy
- Monitor curriculum policies and the curriculum on a regular basis
- Ensure that the school buildings and premises promote successful teaching and learning
- Ensure that high quality staff are appointed
- Monitor how effective teaching and learning strategies are in terms of raising pupil achievement and attainment through link visits to the school and in consultation with subject leaders
- Ensure that staff development and performance management policies promote good quality teaching and learning
- Monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher’s report to governors as well as a review of the in-service training sessions attended by our staff

Assessment for Learning

- At Fairway Infant School teachers and TAs use a range of strategies for day to day assessment during learning activities and provide feedback on learning objectives.
- Parents/carers are provided with information on children’s progress to support awareness of their learning
- Teachers use a range of formative and summative assessments, to judge attainment, identify children’s progress and inform groupings of children
- The school makes use of pupil tracking

Monitoring

At Fairway Infant School the quality of teaching and learning in relation to this policy is regularly monitored.

Effective implementation of this policy should enable the children to become:

- Successful learners who **enjoy** learning, make progress and **achieve**
- Confident individuals who are able to live **safe, healthy** and fulfilling lives
- Responsible citizens who make a **positive contribution** to society

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Adopted by the Curriculum Committee

Date 9th July 2018

Signed

Name of Chair of Governors.....

Next review date: May 2021