PINEWOOD INFANT SCHOOL
AND FOUNDATION UNIT

POLICY STATEMENT FOR TEACHING AND LEARNING
January 2017

Introduction

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum that is broad and balanced and meets the requirements of the National Curriculum, Early Learning Goals, and Religious Education & Collective Worship.

This document lays the foundations for the whole curriculum both formal and informal and is the context in which all other policy statements should be read. It is written for the benefit of all members of our school community to ensure that all are aware of the basic principles underpinning the work in our school.

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school (teaching and support staff, parents, governors and children) work towards school vision that 'Together we give children the roots to grow and the wings to fly.'

Teachers and support staff work towards this school vision by:-

- Providing a safe and secure irresistible learning environment
- By making sure our school is a fun, warm and happy place to learn
- Being passionate about learning and showing a commitment for all pupils to meet their potential
- Loving and caring for the children, providing nurture and challenge to help them achieve
- Building self-esteem and confidence and by celebrating successes
- Having high expectations and continually striving for excellence and improvement
- Prioritising team work and relationships
- Placing families and our community at the heart of our school
- Valuing creativity and providing children with quality first hand experiences
- Listening, reflecting and by being proactive
- Being good role models at all times
- Having high expectations and an attitude of 'we can'
- Having uummpppphhh and Pinewood passion.

Pupils work towards this vision:-

- behaving in a way which complies with the expected rules of behaviour
- taking a growing responsibility for their own learning
- having high expectations and knowing how to move their learning forward
- Showing our school values in all that they do

Parents work towards this aim by:-

- Ensuring that children attend school regularly and punctually
- Keeping them in good health by providing healthy food and sleep
- Supporting the teachers and the discipline within the school
- Offering support, encouragement and praise
- Attending parents meetings and open evenings
- Giving due importance to their children's work
- Maintaining contact with school

Preparing ourselves for Learning 1

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
We have personal space and a place of our own.	Children need own space	We will; • ensure that children have own space (peg, tray, seat)
We eat and drink healthily.	Need physical comfort (warmth, light, not hungry or thirsty)	We will; • ensure that children are provided adequately with water throughout the school day and are aware of its importance for learning • provide each child with a free hot meal • provide snacks for early years • inform parents of the importance of a nutritious 'brain' breakfast and encourage fruit to be eaten at playtime • encourage healthy eating
Physical and emotional needs are met.	Need to feel safe physically and emotionally- reduces anxiety and enhances learning	We will; • offer a warm and secure environment • make our expectations clear so that children know what to expect and what our expectations are • agree classroom and school rules with the children at the beginning of each year and put them on class displays • know who to talk to about individual concerns
Children realise that self-motivation and resilience are the key to success.	Build self-esteem. Reduce insecurities and personal worries.	We will; • praise more than we criticise • retain self esteem-criticise in private • criticise the behaviour not the child • provide opportunities for children to express their worries e.g. worry boxes and emotional fans • always offer time for children to discuss issues
Emotions are used as a gateway to learning. Emotional intelligence underpins all learning. Praise is used more than criticism.	Fairness- Sense of belonging. Model fairness consistently	We will; • provide opportunities to talk about feelings on an individual basis • be fair and consistent and avoid sarcasm • do circle time to talk about their feelings and how to manage them • listen to one another- teacher/pupil, pupil/teacher, pupil/pupil. • teach children to use conflict resolution to solve issues • understand inappropriate behaviour e.g bullying
The brain and body are linked in learning	Use cross lateral exercises such as brain gym to stimulate the brain for learning (Paul Young)	We will; • talk to children about the implications of movement to aid their learning. • use active learning • provide dance and individual sessions

Preparing ourselves for Learning 1a

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
children have plenty of sleep. reflection time is built in.	Parents and teachers need to educate children about the need for adequate sleep. Plan for regular reflection.	We will; • inform parents about the need for adequate sleep. • talk to the children about the importance of sleep. • incorporate opportunities for reflection.
meanings and patterns are used to support memory.	To know the children's most receptive times. Do demanding tasks after breaks and before lunch. Plant learning seeds at appropriate times!	We will; • try to make sure those more demanding tasks of the day take place at the most appropriate time. (vary timetable accordingly) • show children how to make connections to support meaning and memory.
we link body and mind in learning.	Use music to energise when pupils are experiencing tiredness.	We will; • play music to energise/or calm at different times of the day. • match actions and songs to learning. • Have regular brain breaks and music sessions.
children and adults are in a 'state' where they are ready to learn.	Recognise that when children come into the classroom they may not be ready to learn- upset from home / after lunch.	We will; • provide calming, relaxing activities after each time the children come into the classroom before work begins. • find a way to anchor states so that children can return to it quickly. • ensure that we are in the correct 'state' to operate effectively. • Provide adult support for children with emotional needs

Personalised Learning 2

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
we create opportunities to involve children in the planning stage of future work.	Need for flexibility and change.	We will; • ask children what and how they would like to learn. • Offer differing approaches to learning.
learners are interactively engaged, involving self discovery.	Careful creative planning which might take people out of comfort zones.	We will; • provide an environment for discovery and challenge/taking risks
children contribute to whole school life and the work of the school.	Need to incorporate school council, grounds, and trips into planning.	We will; • use school council in projects and make sure they report back to whole school. • make local trips to the surrounding area (Hobbucks, Arnold Park, Library and local shops) • engage in a range of whole school topics and activities.
connections are made between home and school.	Preparing and uploading of work onto website from Education City and Purple Mash	We will; • provide computing programs to support learning between home and school. • give an overview of the terms work with ideas for support • termly expectation booklets • reading monsters • weekly what we are learning about • offering an open door policy
children understand how they learn and understand the feelings that come with the challenges e.g. confusion, difficulties, distractions.	Being away of individual needs when setting challenging tasks	We will; • help children learn how to deal with the problems of learning and help them deal with the emotional feelings. • provide diverse learning activities which suit all learning styles.
children have reflection time.	Build in time into the day/week.	We will; • build in regular times for children to think about what they have learnt • act appropriately to requests.
Children are taught how to improve their memory.	Building into planning more techniques for aiding visual, auditory and kinaesthetic learning.	We will; • use role play, hot seating, drama and visualisation techniques. • use emotions frequently to aid the memory process. • teach various mnemonic techniques.
children have good listening skills and they can evaluate their own learning.	Planning new activities using various group, peer and self assessments.	We will; • Make sure listening activities are planned.
it is challenging	Need to provide different challenges to meet all children's needs.	We will: • make sure children begin to know and choose their own challenges.
children fail sometimes	not to praise and reward when children could do better	We will: • show what a good one looks like • expect more • say try again and think about… • Build in resilience

Planning for effective learning 3

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
we create lots of beginnings and endings, chunking lessons to maintain interest.	- Follow learning cycle. - Break learning into little chunks. - Review frequently.	We will; - plan for learning in small chunks. - recap previous learning often- learning, songs. - use plenaries for all subjects (need not be at end of lesson).
we use story telling and metaphors which are powerful ways to communicate at unconscious levels.	- Language style - Be positive and clear - Repetition (5+) - Open ended questioning	We will; - create literate classrooms - use vocal aids - use humour - rewards
Sensory input is rich	Plan trips to support learning.	We will; - plan and organise trips that suitably support topics every half term - organise visitors/sensory experiences.
effective strategies are in place.	Recognise that not all children have the ability to be effective learners. Skills need to be taught.	We will; - make explicit to children the kinds of strategies that will help them become effective learners e.g. good sitting, looking and listening. - help children develop these core skills. - ask questions.
children are involved in structured group work, so that we can offer both challenge and support systems and develop intelligent behaviour.	Recognise the importance of how groups are organised and power of agreeing group rules.	We will; - have flexible and varied groupings - encourage turn taking and playing different roles within the groups. - teach rules of working in a group.
different teaching styles are used.	Use a variety of teaching styles – visual, auditory and kinaesthetic to support learning where possible.	We will; - create a visual classroom - make points memorable using music, movement - use IWB - use mind mapping and thinking bubbles

Teaching for effective learning 4

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
children are given the 'Big Picture' at the beginning of every day/session.	Help children to make connections in all of their learning, and know what's happening next in their learning	We will; • say what we are going to do and how. (big picture) • display information visually. • check for understanding prior to learning. • use breaks/music when appropriate.
we understand the big picture. Links are made to previous and future learning.	Involve children in discussing the learning objectives for each session and how to achieve them. Make objectives visible for whole class, groups and individuals if appropriate.	We will; • set clear targets for improvement either whole class, group or individual. • make sure class objectives are clear for all lessons. • make marking positive by reporting back immediately.
Teachers and support staff are aware that attention span is often limited.	Teach in small chunks varying activities and seating accordingly so children do not get restless. Support staff sit in appropriate places during carpet sessions to support learning.	We will; • plan lessons with short chunks with breaks or change of activity. • review all areas of the curriculum and make links where possible.
Teachers and support staff are aware of their preferred learning/teaching styles which can influence the way they teach.	Teachers, support staff and children having to work out of comfort zone sometimes.	We will; • be aware of learning styles • consciously plan and be aware of the needs of individual classes e.g. if a class is particularly boy heavy.
the majority of learning occurs subconsciously	Involve children in reviewing. Teach children how to use the displays to support their learning. Listen and act on feedback	We will; • use displays to support learning. • Create opportunities for incidental learning and subconscious learning

Teaching for Effective Learning 4a

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
both the left and right sides of the brain are stimulated.	Planning to take account of both curriculum and learning needs.	We will; • use brain gym activities to link right/left side of brain. • plan activities which stimulate both sides of the brain.
the brain focuses on things that are of personal importance or relevance and has emotional content.	Being aware of children's interests and current trends.	We will; • make links in teaching to relevant issues. • make teaching personal to each child.
it is retained in long term memory and easily recalled if it is to be of benefit.	Keeping up to date with learning process. Keep making connections in children's learning.	We will; • use mind maps. • revisit objectives constantly throughout the year. • use music and movement • use mnemonic.
children know the strategies for improving memory.	Trying to make learning memorable using different strategies.	We will; • not give lists to remember without scaffolding. • put facts into context and build in review sessions.
information is reviewed otherwise 80% will be lost.	Recognise the positive effect of a well planned and executed lesson.	We will; • direct the children's thinking about what they are to do and how. • ensure mini beginnings, middles and endings. • stop the lesson at points for a short participative review. • make it personal. • make pupils relate objectives to personal experience, find own ways to remember. • make sure there is good pace to all lessons.
we use all our senses.	Cater for all learning styles in whole class teaching.	We will; • make lessons multi-sensory. • make connections, relate knowledge to other learning. • relate to other topics etc.
teachers talk is focused, exciting, challenging, positive and relevant. Open ended questioning is being used across the curriculum.	Teachers plan for excellent plenaries. Questions need to be planned to challenge children's learning.	We will; • be aware of how to use our voices effectively. • challenge children's thinking through open ended questions. •
We all learn in the positive and use affirmation.	Be able to recognise the small positives.	We will; • turn negative self talk into positive. • have a positive attitude to all children. • model positive behaviour. • Promote excellence as standard

School Environment/Inside and Outside 5

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
an enriched inside and outside environment stimulates dendrite growth. (90% of information is from visual sources)	• more plants around school. • well organised working spaces with access to resources. • display for a variety of purposes-celebration information. • well organised outside classroom. • High standard of resources	We will; • put plants in every classroom. • ensure that all classrooms are well organised and tidy at the start and end of the day. • make sure there is a balance of celebration/information/of children's work. • ensure there is natural light wherever possible
conscious time is limited. Tap into the 90% learnt out of conscious state. Make the environment a cognitive waiting room.	Seize every opportunity to challenge the children's learning whilst in/out of school.	We will; • display information in all common areas, library K.S.1, hall, cloakrooms, toilets, corridors, floor and playground. • make sure displays are used to challenge, remind and inform.
we all have our own personal space. We are recognised and valued. Our emotional security is recognised.	Resources to be updated and in good condition. Resources meet the needs of all children.	We will; • use music to create a positive atmosphere in the classroom. • welcome every child and parent at the door by name. • ensure that children have own space/place/tray. • plan to ensure self-esteem building positive messages through school. • make eye contact and have a smiley face with every child at register time. • make circle time rules apply all day-contributions are valued, names are used. • make classrooms, playground and cloakrooms pleasant places to be, encouraging care of people, property and resources. • Ensure every child has a voice

The Place of Music and Movement 6

Learning is best when…	Implications for teachers	Supportive practice at Pinewood
certain types of music are used to boost intelligence and aid concentration during listening.	Music from certain composers supports the learning process. Talking in rhythm (sound, shape).	We will; • use music appropriately in the classroom.
music is used sometime during the day.	Divide the time between; Learning-conscious Learning-sub conscious Movement around the place.	We will; • use music for some parts of teaching day. • make sure we sing every day. Sing up
we sing and make music. It is an effective way of getting information into long-term memory and promotes well-being.	Sing/singing songs for snippets of information written by others. Could make own songs from objectives learned.	We will; • offer a variance in music policy- see coordinator.
music is used to stimulate the whole brain (left/right).		We will; • play music for effective learning.
movement as part of the learning process is used to help embed new learning.	Incorporate movement within lessons for specific tasks.	We will; • include brain breaks throughout the day.

Review by: Rachel Otter

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