



South Wootton Infant School

Teaching and Learning Policy

Introduction:

At South Wootton Infant School, we are committed to providing a high-quality education that empowers our children to reach their full potential. This Teaching and Learning Policy outlines our approach to teaching and learning, which is designed to create a stimulating, inclusive, and supportive learning environment for all our pupils. This policy is inspired by best practices and is continuously reviewed to ensure it aligns with our school's vision and values.

1. Teaching and Learning Ethos:

1.1. Child-Centred Approach: Our teaching and learning ethos is centred around the needs and interests of our pupils. We believe that each child is unique and should be provided with opportunities to explore, discover, and develop their skills, talents, and passions.

1.2. Inclusivity and Diversity: We are committed to fostering an inclusive and diverse learning environment where every student feels valued, respected, and safe. We celebrate diversity and strive to meet the diverse learning needs of all pupils.

1.3. High Expectations: We set high expectations for all our pupils, providing them with challenges and opportunities to excel academically, socially, and emotionally.

2. Curriculum:

2.1. Broad and Balanced Curriculum: Our curriculum is designed to be broad, balanced, and relevant to our pupils' needs. It incorporates the National Curriculum requirements while also offering opportunities for creative and experiential learning.

2.2. Enrichment Activities: We supplement our curriculum with a range of enrichment activities, including educational trips, visitors, curriculum days and extracurricular clubs, to enhance pupils' learning experiences and broaden their horizons.

2.3. Early Reading, Writing and Maths Focus: We prioritise the development of literacy and numeracy skills as essential foundations for all areas of learning.

3. Teaching Strategies:

3.1. Differentiation: Teachers employ a range of differentiation strategies to address the diverse learning needs of pupils. This may include adapting materials, providing additional support, or extending learning for more able students.

3.2. Active Learning: We believe in the power of active learning, where pupils engage in hands-on activities, discussions, and problem-solving tasks to deepen their understanding and retention of information.

3.3 Continuous provision: Play-based learning is used in Reception and Year 1 to encourage independence and allow the children to pursue their interests.

3.3. Assessment for Learning: Assessment for Learning (AfL) is an integral part of our teaching approach. Teachers use formative assessments to gather feedback and inform their planning to meet pupils' individual needs.

4. Classroom Environment:

4.1. Positive Learning Environment: Our classrooms are designed to be positive, supportive, and conducive to learning. We prioritise creating an atmosphere where pupils feel encouraged to take risks, can learn independently and participate actively in their learning.

4.2. Resources and Technology: We provide a range of resources and technology to support teaching and enhance pupils' learning experiences.

5. Professional Development:

5.1. Continuous Professional Development (CPD): We are committed to the ongoing professional development of our teaching staff. CPD opportunities are provided to ensure our teachers stay up-to-date with the latest teaching methodologies and best practices.

6. Monitoring and Evaluation:

6.1. Lesson Visits: Regular lesson visits, pupil voice and book looks are conducted to ensure that teaching practices align with our Teaching and Learning Policy.

6.2. Pupil Progress Tracking: We use a range of assessment data to track pupil progress and identify areas where additional support may be required.

Conclusion:

This Teaching and Learning Policy reflects our commitment to providing a high-quality education that nurtures the potential of every child at South Wootton Infant School. It guides our teachers, staff, and school community in creating an inclusive and dynamic learning environment, where all pupils can flourish academically and personally.

Policy written by: J Davenport in consultation with staff – September 2023

Date approved by Governing Body: 19th October 2023

Signed: Emma Cooper Chair of Governors

Signed: J K Davenport Headteacher

Review Date: Autumn Term 2024