

# Wheatfields Infants' and Nursery School

## Teaching for Learning Policy

**Date Ratified: September 2015**

**Review Date: September 2018**



Created by Wheatfields Infants' and Nursery School  
Date Ratified: Sept 2015  
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**Signed:**  
**Position:**  
**Date:**

# Wheatfields Infants' & Nursery School

## Teaching for Learning Policy

To be read in conjunction with:

Wheatfields Infants and Nursery Inclusion Policy

Wheatfields Infants and Nursery Behaviour Policy

Wheatfields Infants and Nursery Skills Document and EYFS Development matters

Our Vision for the Children of Wheatfields Infants' and Nursery School

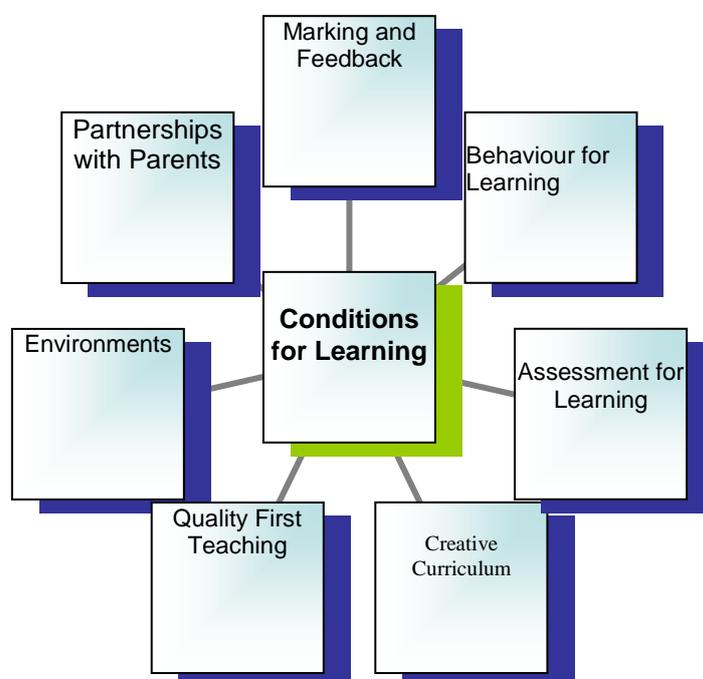
On their learning journey within our school, our children will grow into confident, happy, independent individuals who can communicate effectively, achieve well and respect the diverse communities that make up our world.

In an ever changing world, we believe our children should develop a strong set of values that underpin their learning and enable them to become lifelong learners.

Each child will learn a range of skills and knowledge that will enable them to recognise the contribution and responsibility they have to developing a sustainable world.

We will achieve this by:

- Creating a safe sustainable learning environment
- Providing an enjoyable, challenging and creative, skills based curriculum
- Developing a high quality school team who have high expectations for all children and act as positive role models listening and taking account of their opinions
- Teaching the children to respect each other and all adults and to value the ideas, beliefs and diversity of our inclusive school community ensuring equality for all
- Developing positive partnerships with parents the local and wider community



## **Behaviour for Learning**

We are committed to establishing a safe and secure environment that promotes challenge and learning. We promote behaviour for learning through:

- Consistent use of the Rainbow Code throughout the school enabling children to take responsibility for their actions and the consequences of their choices
- Use of Guy Claxton's principles of Building Learning Powers (Resourcefulness Resilience Reciprocity Reflectiveness) to develop children's awareness of themselves as learners.
- School Council
- Sustainable Ambassadors
- Celebration Assembly
- Forest School

## **Quality First Teaching**

Excellent teaching is essential to high quality learning. To achieve this, teachers should demonstrate:

- High expectations of all children
- A good command and knowledge of the National Curriculum or EYFS
- Knowledge and understanding of teacher responsibilities under SEND Code of Practice 15
- A commitment to promote equality of opportunity; Learning is accessible and relevant to all pupils
- Effective use of formative and summative assessment (Shirley Clarke AFL)
- An understanding of the importance of providing a rich learning environment
- Effective planning based on knowledge of the children
- Clear learning objectives and success criteria
- Ability to deliver lessons that interest, encourage and engage children
- An understanding of how to challenge children
- An understanding of Health & Safety issues, and ensuring appropriate risk assessments are in place
- Deployment of support staff

## **Assessment for Learning**

Teachers ensure progress for all children by:

- Analysing progress data
- Planning based on assessment of prior learning, a clear understanding of the children's next steps and their individual interests
- Continually developing their own subject knowledge to ensure effective planned learning opportunities (use of school's Skills Document/EYFS Development Matters)
- Provision of series of differentiated challenges for each learning opportunity
- Developing children's understanding of their own next steps by giving effective feedback (verbal and written), providing opportunities for children to respond to feedback, teaching children how to peer and self-assess, providing written targets for English and Maths
- Children being made aware of the learning objectives for each session-skill/knowledge and behaviour for learning
- Teaching children how to generate success criteria/Top Tips-The process/steps to achieve the learning
- Effective use of questioning to assess, challenge and promote learning.
- Providing varied learning opportunities, based on knowledge of the children- individual learning and collaborative learning

## **Environments**

We aim to provide a well-resourced and rich learning environment, both indoor and outdoor, that promotes children's independence, a sense of responsibility and pride.

- The spaces (both indoor and out) and resources will be arranged in ways that enable children to learn independently, experiment, investigate and problem solve
- Layouts will be carefully planned to take account of each classroom cohort's learning needs with a strong emphasis on current Early Years Principles (Alistair Bryce Clegg)
- Resources will be age appropriate and well maintained to meet the variety of needs within the class
- Displays will be representative and inclusive of the whole curriculum being clearly labelled, interactive and relevant to the children's current learning – process rather than product (Learning Journey), questions BLP and characters on displays to support learning links
- Sustainability reflected in classroom – children treating resources with respect

## **Creative Curriculum**

We aim to provide a carefully planned approach to teaching and learning designed to support children's natural curiosity, thinking skills and risk taking by:

- Planning a skills-based curriculum that is relevant to the children, taking account of the children's interests
- Direct experience is placed at the centre of the curriculum; Wow moments such as trips, visits, visitors, into school, capture the children's imagination and fire their curiosity.
- Giving children opportunities to work in depth, time to reflect, consolidate and transfer learning (CIL/Explorers time in all year groups, flexible timetables and break times)
- Using a wide range of methods to express, record and demonstrate learning (photos, posters, presentations, performances, filming, individual and collaborative opportunities)
- Cross curricular teaching and learning enabling children to make links between skills and knowledge and easily transfer skills
- Promoting active learning
- Using the whole school day including lunch, playtimes and after school as learning opportunities
- Ensuring the curriculum takes account of our community and locality.
- Developing local, national and global links

## **Marking and Feedback**

We believe that feedback is an essential part of learning. Through receiving effective feedback children are able to improve or take the next step in their learning as well as develop their awareness of how they been successful. Effective feedback enables children to be more aware of themselves as learners.

Feedback should:

- be timely; children should have the opportunity to respond to feedback
- be specific and linked to clear success criteria
- celebrate successes
- communicate clear next steps
- be part of every lesson
- be appropriate to the age of the children

### *Verbal Feedback*

Children are engaged in a dialogue with the staff member; together they look at how the child has best met the success criteria and identify a next step. This will be evidenced in books with a VF symbol, and as the children move through Year 1 they will be introduced to codes to indicate the focus of the feedback i.e.

VFP, punctuation, VFSp, spelling and VFC, content. This dialogue will take place part way through a session so that the child has an opportunity to act upon the feedback.

#### *Self Assessment*

Children are explicitly taught the skills of looking at their own work for successes as well as next steps linked to the success criteria.

#### *Peer Assessment*

Children are explicitly taught the skills of peer assessment. They are taught to value and respect others work. In pairs children look for how a piece of work has best met the success criteria. They also look for next steps linked to the success criteria.

#### *Written Feedback*

Written Feedback is given to enable the children to track their learning journey through the year. The amount of written feedback given links to the amount of effort put in by the children therefore a substantial piece of written work at the end of a unit will receive detailed written feedback. Written feedback will focus on how the learning has best met the success criteria (★) and the child's next step in this learning (→), a modelled example to support the child's future learning may be given. In a similar way, when it becomes appropriate, comments may be written by the teacher to support their learning in the next session. Focussed group feedback may be used to lead guided writing sessions following a written task.

#### *Additional feedback*

Throughout the school, children will be given opportunities to share their learning with Mrs Whitehurst and go into the 'Gold book'. This will also be celebrated in a Celebration assembly along with the Headteacher's certificate which is given to 2 children in each class every week for attitudes/behaviours linked to our learning powers.

### **Partnerships with Parents**

We value parents as a child's primary educator and strive to develop close links with parents through:

- Weekly emails with preview of learning.
- Class blogs.
- Workshops, subject information meeting, leaflets.
- Our school website.
- Parents evenings, school reports.
- Teachers are accessible for discussions with parents daily.
- Target sharing with parents and children.
- Welcoming parents into class as volunteers or to share expertise and experiences.

### **References-Further Reading**

- Alistair Bryce Clegg-From Vacant to Engaged  
-Continuous Provision skills
- Shirley Clarke -
- Guy Claxton -Learning Power Heroes  
-Building Learning Powers
- Will Ryan -Leadership with a moral purpose  
-Inspirational teachers, Inspirational learners