



Teaching and Learning Policy

Parsonage Farm Nursery & Infant School is committed to improving the quality of learning available to all.

The school aims to support learners in achieving their full potential by:

- maximising the effectiveness of teaching and learning;
- enabling individuals to take responsibility for their own learning within a supportive framework;
- recognising and celebrating the achievements of all;
- enabling individuals to make informed and personal choices in their learning; and
- increasing access and removing barriers to learning including promoting disability, gender and race equality.

It is our belief that all learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities;
- effective teaching across all subjects;
- appropriate and wide ranging assessment which identifies additional learning needs; and
- effective and appropriate learning support which meets individual needs.

Effective planning, teaching and evaluation across the school will:

- ensure that learning outcomes are shared with all learners;
- give learners opportunities to choose ways of working and the opportunity to shape the direction of their learning;
- give pupils first-hand experiences through visits and visitors;

- use stimulating starting points including artefacts, problems, stories and topical events;
- make activities relevant to children's lives;
- build on what pupils find interesting and have experienced both in and out of school;
- use a range of learning styles, including practical investigations, problem-solving, role-play, visual aids, small group discussion and collaboration;
- use a range of resources which reflect the diversity of society;
- look for opportunities to encourage children to apply their prior learning creatively;
- give pupils opportunities to reflect on and share personal experiences and feelings;
- plan for pupils to share their work with others;
- give pupils opportunities to work with others from their class, year group and different age groups;
- plan, manage and monitor collaborative activities carefully;
- address the needs of individuals within groups;
- help children to develop criteria for evaluating the value of their own and others work;
- capitalise on unexpected learning opportunities and change the direction of a lesson where this is most effective;
- ask open ended questions;
- model flexible and independent thinking for children
- discuss problems children are facing and how these can be solved;
- incorporate effective use of ICT; and
- use assessment to inform future planning.

A variety of teaching strategies will provide opportunities for the children to:

- ask questions and challenge assumptions;
- use their knowledge and prior experiences;
- look for trends and patterns;
- reapply their learning in new contexts;
- communicate their ideas in new ways;

- use their imagination;
- consider alternative solutions and fresh approaches;
- look at things from different points of view;
- anticipate and overcome difficulties;
- feel secure and supported emotionally;
- keep an open mind and adapt ideas to achieve results;
- evaluate critically what they do;
- review their own progress;
- put forward ideas and explanations;
- listen carefully to feedback and incorporate this into their thinking; and
- collaborate effectively with others.

Monitoring and Evaluation

This policy will be monitored and evaluated by:

- Senior Leadership Team
- Governors

Its effectiveness will be monitored and evaluated through lesson observations and analysis of attainment and progress data. The policy will, where necessary, be revised in light of these evaluations.

This Teaching and Learning Policy should be read in conjunction with the Assessment for Learning Policy dated September 2010 and SEN Policy.

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