



Heatherside Infant School – Teaching and Learning Policy

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Curriculum	SMT	05.12.23	3 years	December 2026

Heatherside Infant School is a learning and growing community where academic, social, cultural, spiritual and moral values are developed, embedded and nurtured, and where all children will have equal access to the education provided. Our teaching and learning policy is built around our school values, which are embedded in all aspects of school life.

Respect  <ul style="list-style-type: none"> • Have good manners • Listen • Look after property • Follow school expectations • Appreciate different ideas 	Kindness  <ul style="list-style-type: none"> • Show empathy • Include others • Be a good friend • Think of others 	Integrity  <ul style="list-style-type: none"> • Be honest • Be my best self • Be proud of myself • Make the right choices
Togetherness  <ul style="list-style-type: none"> • Work as a team • Take turns and share • Get on with one another • Value each other • Diversity – celebrate uniqueness 	Resilience  <ul style="list-style-type: none"> • Be independent • Don't give up • Solve problems • Don't worry if something goes wrong • Bounce back 	Creativity  <ul style="list-style-type: none"> • Be imaginative • Be expressive • Have my own ideas • Explore different ideas

The school will:

- Create a secure and happy environment both indoors and outdoors where everyone is nurtured, feels valued, safe and confident, to become an independent learner
- Value the importance of good communication and partnership with parents, staff and governors for the benefit of our children by listening to their views and opinions of all members of our school community.
- Stimulate a love of learning by nurturing lively and enquiring minds so that our children are equipped with the necessary skills, knowledge and creativity for their future lives;
- Seek to develop active learners through the encouragement of a growth mindset approach and positive attitudes. This will support the development of self-motivation and self-confidence, working towards independence.
- Provide an inspiring curriculum that includes first-hand experiences, which will motivate and challenge the children through investigative and creative learning.

- Encourage children to strive to achieve personal excellence in all aspects of school life, demonstrating a growth mindset. The recognition and celebration of this will enhance the children's self-perceptions.
- Promote high standards of behaviour, which will be reinforced by praise.
- Provide a well-organised, stimulating and secure learning environment in which children's previous knowledge is built upon, challenged and enhanced, and where their best efforts are celebrated.
- Prepare the children for our continuously changing world, encouraging self-discipline and the ability to co-operate with others, whilst developing understanding, consideration and mutual respect.

At Heatherside Infant School we recognise the importance of high quality teaching for the learning, progress and attainment of all our children. We aim that high quality teaching will result in a love of learning for all members of the school community, embedding our school values throughout our school and beyond.

High quality teaching will positively impact on the pupils' learning and personal growth and will involve many facets, including:

- Planning, and assessment of pupils' knowledge and understanding and progression
- Pupil voice
- Strong subject knowledge and understanding
- Using different teaching and learning styles
- Adaptive teaching
- The development of a pupils' motivation, self-esteem and a positive attitude to learning
- The promotion of a pupils' independence
- Provision (Including classroom space and displays to enhance learning)
- High expectations of all with appropriate challenge
- Pace
- Questioning
- Well established routines across school and in classrooms
- Effective use of resources, including well trained support staff
- Developing positive relationships between home and school
- Regular reflection of our practices to ensure effectiveness

How will Teaching be delivered?

Planning, and assessment of pupils' knowledge and understanding

- Planning will accommodate the learning needs of the different children and will respond to their prior knowledge.
- Key objectives will be identified and shared with the children
- This will be supported by appropriately challenging pupils, providing scaffolding where needed and group targets being set.
- Modelling a love of and enthusiasm for learning.
- The children will receive feedback / have their work marked according to the 'Marking & Feedback Policy'. Teachers will evaluate and reflect on the outcomes of the learning objectives.

Inclusion

We acknowledge that all children are different and have a variety of needs.

We aim, therefore, to plan and use adaptive teaching in lessons that offer both an appropriate level of challenge and support. This can be based on a group's or an individual's needs for example: using different pupil groupings, use of support staff, different time allowance expectations, using different language, and resources, and allowing different methods of pupils' recording.

Motivation and self esteem

Children learn effectively when they feel secure, valued and have positive relationships at home and at school. In order to make learning a happy and fulfilling experience, we will:

- Ensure we have a positive relationship with all children
- Support children to develop good relationships with each other
- Provide opportunities for parents and teaching staff to develop a positive partnership
- Take into account the different needs and expectations of all those within our school community
- Give children positive encouragement regularly about their effort and achievements
- Plan activities which promote children's emotional, moral, spiritual and social development
- Provide resources that help children recognise differences in others and see differences as positive and exciting, whether they are of gender, ethnicity, religion or special needs or disabilities
- Know about the children's interests and give them time and space to focus on activities which develop these, including through outdoor learning opportunities.
- Plan hooks into learning to engage children
- Organise visitors, events and trips to enhance curriculum
- Encourage all adults and children are good role models
- Encourage children to be independent learners who are willing to take a risk within a supportive environment, in line with our school values
- Plan to develop learning skills such as problem solving, decision making, negotiating and evaluating
- Provide children challenge in their work
- Support children to develop their resilience, in line with our school values, enabling them to learn from their experiences as they develop a growth mindset, in line with our school values
- Support all children to develop and make progress from their starting points

Independence

Children need to develop their own independence to enable them to be learners for life. We will encourage this by:

- Setting open ended tasks
- Using higher order questioning
- Suggesting home learning opportunities based around current class learning themes
- Supporting an independent selection of resources and learning outcomes
- Establishing responsibilities for equipment and the school environment
- Encouraging responsibility for the presentation and standard of their own work
- Teaching the children skills of time management

We will create a classroom environment where tools are readily accessible, where pupils are taught and practise the skills of being independent, and where pupils are scaffolded in their learning within a supportive framework of routines, systems and high expectations.

The Learning Environment

We acknowledge the importance of creating a positive, stimulating, effective and appropriately resourced learning and teaching environment.

We do this by:

- Providing high quality primary and secondary source resources to support work and the needs of individual children
- Organising the classroom to maximise use of space and learning opportunities, and ensuring that it is well ventilated and well-lit, clear and tidy, and with defined working spaces,
- Using displays to challenge and to inform, to provide interactive learning opportunities and to celebrate children's work

- Deliver the curriculum in a variety of different ways in order to cater for the different learning styles of all pupils
- Utilise the skills of the local community to add breadth and variety to the learning environment.

Home/School Relations

Home and school work in partnership to help develop the child as an effective learner and member of the wider community. To this end, we endeavour to communicate with parents and involve them in their child's education through:

- Open door policy
- Parents' Evenings
- Newsletters
- Information and workshop events
- Surveys
- Welcoming parent helpers within the school community
- Report writing

What is Learning?

At Heatherside Infant School we believe that learning should be an engaging, reflective and empowering activity to which all pupils and adults, regardless of race, gender, ability or background, are entitled.

We recognise that learning involves many different aspects, including:

- Questioning
- Understanding
- Investigating
- Exploring
- Playing
- Making connections between new and existing information, and applying knowledge and understanding
- Being able to use new 'processed' information
- Development of social skills
- Development of personal skills
- Development of thinking skills

We also acknowledge that all pupils and adults have different strategies and styles of learning, related to different personality characteristics, and their previous experiences.

The learning experience must be managed carefully in order to give each child the greatest opportunity for success. It requires the staff to know and understand the pupils in their care and to shape their learning accordingly. We will therefore:

- Understand that pupils learn in different ways at different rates, and that these present implications for our teaching,
- Ensure that learning is an active process and wherever possible based on first-hand experience-
- Encourage our children to set high standards for themselves, value excellence, and develop the self-confidence and motivation to become independent learners,
- Employ an adaptive approach to learning, providing appropriate challenge that will allow all pupils to experience success.

All staff will be thoroughly committed to ensuring that the needs of all pupils are met and that the school will embrace a culture of continued learning for all.

The role of governors

Our governors determine, support, monitor and review the schools policies on teaching and learning. In particular they:

- Support teaching by allocating appropriate resources
- Ensure that the school building and premises are best used to support successful teaching and learning
- Monitor the impact of how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the use of the schools self-review processes.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school, therefore this policy will be reviewed every 3 years.