



Teaching and Learning Policy

1 Introduction

- 1.1** At Market Weighton Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

2 Aims and objectives

- 2.1** Our vision is to create a secure, supportive, calm and happy environment where all pupils can take their “first steps to tomorrow’s world”. In this environment our children can realise their full potential intellectually, creatively, morally, socially and physically.
- 2.2** Through our teaching we aim to:
- provide a wide range of experiences in a stimulating learning environment enabling children to become increasingly mature, caring, independent and thinking members of society.
 - give special emphasis to the acquisition of basic skills, attitudes and concepts in an environment which emphasizes the use of first-hand experiences and encourages the right attitudes to learning.
 - encourage children to live happily together and have some perception of their own strengths and weaknesses, develop lively inquiring minds and prepare them to pursue with success the next stage of their education.
 - place special emphasis on the children’s need to communicate effectively with each other, and to learn to listen, and to receive and interpret information.
 - develop confidence by promoting a positive self-image and an ability to question and identify difficulties.

3 Effective learning

- 3.1** We acknowledge that children learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.
- 3.2** We offer opportunities for children to learn in different ways. These include:
- group work;
 - pair work;
 - independent work;
 - whole-class work;
 - research, investigation and problem solving;
 - asking and answering questions;
 - use of the computer and other ICT resources;
 - use of the environment;
 - creative activities;

- structured play;
- role-plays and other speaking and listening opportunities;
- designing and making things;
- participation in indoor and outdoor physical activity;
- enquiry-based learning;
- interaction and learning with visiting adults.

3.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

3.3 We provide an environment that welcomes parents and enables them to discuss their child's individual needs.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use medium term planning to guide our teaching. This sets out the objectives to be taught to each year group and suggested activities.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Market Weighton Infant School is of the highest possible standard.

4.3 We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the Curriculum Guidance for the Foundation Stage and National Curriculum. Our lesson plans contain information about the tasks to be set and assessments to be made. We evaluate lessons so that we can modify and improve our teaching in the future.

4.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the Golden Rules. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

- 4.6** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.
- 4.7** We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.8** Our classrooms are attractive learning environments. We change displays to ensure that the classroom reflects the topics studied by the children. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- 4.9** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10** Throughout the whole school community, we conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1** Our governors determine, support, monitor and review the school policies on teaching and learning in line with current legislation and guidance. Their role is to:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations;
 - monitor 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 school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors.

6 The role of parents

- 6.1** We believe that parents have a fundamental role to play in helping children to learn in line with the Home-School Agreement. We do all we can to inform parents about what and how their children are learning by:
- holding parents' evenings to discuss their child's progress in all curriculum areas.
 - sending information to parents at the start of each year in which we outline the topics that the children will be studying.
 - sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
 - explaining to parents how they can support their children with homework. We suggest, for example, the importance of parental involvement and support in regular home reading with their child

- 6.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:
- ensure that their child has the best attendance record possible;
 - ensure that their child is equipped for school with the correct uniform and PE kit;
 - do their best to keep their child healthy and fit to attend school;
 - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
 - promote a positive attitude towards school and learning in general;
 - fulfil the requirements set out in the home/school agreement.

7 Monitoring and review

- 7.1** 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. We will review our policy annually.

Due for review: Summer 2026

Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy.

Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.