

The venue Infant School

TEACHING AND LEARNING POLICY FEBRUARY 2015 & JUNE 2015 UPDATE

Adopted: _____

Signed on behalf of the Governing Body _____

Position: _____

Date: _____

Review date: _____

TEACHING AND LEARNING POLICY

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1. Introduction

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school aims. It encompasses the curriculum to which children at The Avenue Infant School are entitled. We maintain that learning should be a rewarding and an enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. Our School Aims

<p>We aim for our school to be:</p> <ul style="list-style-type: none"> • a caring community enriched by each individual • a place where everyone holds high expectations • a positive, encouraging and supportive environment • a caring and happy place where everyone is polite, respectful and accepting of one another • a place where different beliefs are respected • a place where a united spirit enables everyone to work together and value one another • a place where everyone strives to meet the needs of each child • Involved in the wider community • a place where everyone is given opportunities to achieve their full potential 	<p>We aim for our parents/carers to be:</p> <ul style="list-style-type: none"> • sharers in the education of their child • in a working partnership with the school built on mutual trust and support • informed of the learning experiences provided so that they can support and extend learning at home • aware of the school's objectives and values • supportive of its aims • confident to speak to staff about their child or any aspect of school and home • involved in the life of the school
	<p>We aim for our children to:</p> <ul style="list-style-type: none"> • be respectful of others, independent, responsible, caring, creative, imaginative, adaptable, co-operative, motivated and curious • feel valued and included <p>and to :</p> <ul style="list-style-type: none"> • sustain a love of learning • achieve their full potential • feel happy, safe and secure • begin to make appropriate choices about their health, behaviour and learning • to fully enjoy being a child

3. **We believe that:**

- Adults and children learn new things every day and that we are all lifelong learners.
- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children must be involved in their own learning and understand what they need to do to improve.
- All staff must have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds and become independent thinkers and learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

4. **School ethos**

At The Avenue Infant School, we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, celebrated, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged.
- Seeking the views of pupils through the Learning Council and Anti-bullying Council, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum e.g after-school activities, visits, performances and input from the wider community.

5. **Environment**

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy and organised.
- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning.
- Providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

6. **Classroom Management**

All staff at The Avenue Infant School make 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 appropriate learning activities. All our staff follow the school policy with regard to behaviour and classroom management

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working.
- Children are given a sense of responsibility.

- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.
- We believe it is important that activities are well planned, well paced and each child is working at an appropriate level.
- Children are trained to use their learning time effectively.

7. **Pupil Behaviour**

- All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.
- All adults are expected to insist upon and maintain high levels of good behaviour at all times.
- Staff take a very positive approach at all times. Constantly looking for people to praise, using positive language.
- All staff follow the school behaviour policy and, where appropriate, have up-to-date Team Teach training.

8. **Effective Teaching and Learning**

- When teaching, we focus on motivating the children and building on their skills, knowledge and understanding as well as application of and attitude towards learning.
- We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop children's learning. We strive to ensure that all tasks are appropriate to each child's level of ability. When planning work for children with special educational needs, we use information and set personalised targets and arrangements appropriately in line with the SEN Code of Practice. We have high expectations of all children.
- We plan our lessons using learning objectives from the National Curriculum and the Foundation Stage Curriculum. Intended learning outcomes are communicated clearly and in an age appropriate way.
- Medium term plans for all subjects are linked, where possible, in order to meet the learning needs of the children.
- Through our planning, we offer opportunities for children to learn in different ways. These might include:
 - investigation and problem solving
 - research and finding out
 - group work
 - paired work
 - independent work
 - whole class work
 - asking and answering questions
 - using ICT

- fieldwork and visits to places of educational interest
- creative activities
- watching educational clips and responding to musical or recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- through visitors
- through activities supported at home

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them:

Visual

Auditory / orally

Kinaesthetically

Therefore, we endeavour to take account of these different learning styles when planning and teaching.

- We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We regularly evaluate lessons in order to improve teaching and learning which then informs future provision.

9 Differentiation:

At the Avenue Infant School, we believe in providing the best possible provision for pupils of all abilities in order that they achieve their full potential. We recognise and support the needs of all children including for example those with Special Educational Needs (SEN), English as an Additional Language (EAL) those in receipt of Pupil Premium (PP) or those who are More Able and Talented.

Our Inclusion Policy describes how we meet the needs of different groups of pupils and our Behaviour Policy describes how we meet the needs of all pupils.

There are nominated teachers who co-ordinate the provision, practice and monitoring within the school of different groups of children.

Effective marking and verbal feedback

- We provide guidance on how well children are doing and what they need to do in order to improve. A visual code may be used to communicate the marking and next steps, when appropriate:



1. Met objective,
2. Exceeded objective,
3. Well done from the teacher,
4. Your teacher thinks you could have worked harder,
5. You need to use your time wisely,
6. Think about your handwriting.
7. Did you listen carefully?
8. Reversed letters,
9. This space is for the teacher to add any other areas to be addressed.

Other symbols may be drawn instead of using this particular grid. The children may also use this as part of their self-assessment. Instant verbal feedback is given as often as possible and as the

children move through the school, written feedback is used. Children will work on targets set as part of this process. Children are referred to the next steps of the different areas of learning so they know what new skill they are aiming for.

We set educational, and where necessary, behaviour targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child regularly. We recognise that targets may be ambitious and not merely forecasts based on where a child is.

When marking children’s work, staff different coloured pens to indicate to children what they have done well and what they need to improve. Feedback will be differentiated for each child according to their ability.

10. Role of Governors:

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

<ul style="list-style-type: none"> • Support the use of appropriate teaching strategies by allocating resources effectively; 	<ul style="list-style-type: none"> • Monitor how effective teaching and learning strategies are in raising pupil attainment;
<ul style="list-style-type: none"> • Ensure that the school buildings and premises are effective in supporting successful teaching and learning; 	<ul style="list-style-type: none"> • Ensure that staff development and performance management policies promote good quality teaching;
<ul style="list-style-type: none"> • Monitor teaching strategies in the light of health and safety regulations; 	<ul style="list-style-type: none"> • Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher’s reports to governors and the work of the curriculum and school improvement committees.

11. Role of Parents:

We believe that parents have a fundamental role in helping their children to learn. We work hard to inform and support parents to enrich and support their children’s learning at home. Parents’ consultation meetings with teachers are held to discuss progress, achievement and targets.

The school sends information to parents each term (6 times a year) outlining broadly what the class will be learning for that block of time and each week more detailed information is sent home. Ideas to support learning at home (homework) that is connected to classroom learning is also sent home each week.

Most homework activities expect parents to discuss and talk with their child and are mainly practically based. In particular, homework objectives seek to help develop speaking and listening skills.

As children begin at The Avenue Infant School they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in class. Parents of each year’s intake of new Reception children are provided with important information and are offered an opportunity to meet with their child’s class teacher in their own homes. Although not compulsory, these visits help to establish an important relationship between parents, children and school staff in familiar surroundings. Parents may also feel more comfortable to provide information about their child’s strengths and to share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

The school works hard to encourage parents to approach staff with concerns and information that may affect the child's well-being and learning.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected national levels and what their next steps will be. Parents may discuss any concerns they have with teachers.

Children progress best if they attend school every day. Parents are responsible for ensuring that children attend school regularly and on time. The national expectation for attendance is currently 95%. Holidays taken during term time will not be authorised.

Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All regular school helpers are required to undertake a DBS clearance before starting work.

THE AVENUE INFANT SCHOOL TEACHING AND LEARNING POLICY

TEACHING AND LEARNING APPENDIX

February 2015

We follow National Curriculum currently up-dated September 2014 and Early Years Foundation Stage Curriculum April 2013

1. Foundation Stage	p1
2. Literacy	p3
3. Numeracy	p5
4. Physical Education	p7
5. Religious Education	p6
6. Information, Communication Technology	p7
7. Science	p8
8. History	p9
9. Geography	p10
10. Art	p11
11. Design Technology	p11
12. Music	p12
13. Personal, health and Physical Education	p14

FOUNDATION STAGE TEACHING AND LEARNING POLICY

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself. For young children there is no distinction between work and play.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims:

In EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's well-being, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that differ from their own.
- Understanding the importance of play in children's learning and development.

- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes of 'Characteristics of Learning':- 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

Active Learning through Play

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.

At The Avenue Infant School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery.

ENGLISH TEACHING AND LEARNING POLICY

Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning. At the Avenue Infant School we make every effort to ensure that all children reach their full potential across the areas of speaking and listening, reading and writing. We are acutely aware of the way that each of these skills facilitates, supports and enhances the others. We therefore aim to promote interest and progression across all areas. Children will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We want the children to:

- Develop an enthusiastic and confident attitude towards all aspects of literacy.
- Make connections and identify language patterns and relationships
- Use specific literacy language confidently and in a variety of contexts
- Recognise and use their literacy skills in real life contexts
- Use ICT as an integral part of their literacy work
- To achieve their potential as readers, writers, speakers and listeners.
- Read fluently and for enjoyment.
- Write imaginatively and neatly in a grammatically correct manner
- Develop confident spelling skills
- Use phonic skills confidently to read and spell
- Be confident speakers and good listeners
- Develop a fluent, legible, joined handwriting style and take care with presentation of their work.

Teachers use the Early Years Foundation Stage and National Curriculum to plan for progression and ensure that they provide learning opportunities relevant to the age and current understanding of the child. English is taught through literacy activities, rotations or lessons.

Reading

The school places great importance on developing the pleasure of reading. We view it as a significant and enjoyable life skill. We strive to develop a reading partnership between home and school, involving all parents and carers in sharing books with their children during family reading times for 20 minutes twice a week. Books borrowed from school are varied and include library books as well as those from book boxes in the classroom. This develops vocabulary and allows children to experience different types of book such as fiction, non-fiction or poetry. The children who start to master the art of reading are taught to develop wider reading competency through topic research and library reference skills.

Phonics

Phonics is introduced early in Reception. Teachers use the 'Sounds Write' scheme and follow the specified progression. They are taught word reading and building skills from the early stages of letter recognition. This phonics work continues through Key Stage One at a pace matched to the attainment of the children. Every child has a phonics session every day for at least 20 minutes.

Writing

Writing ability is promoted by providing opportunities for self-expression through different genres (poetry, story writing) as well as by teaching specific grammatical skills, phonic teaching, spelling techniques, correct letter formation and handwriting skills. In all curriculum areas teachers act as good role models for writing.

Teachers use a variety of storytelling and drama techniques to link writing to stories and books. These are used as a model for children and are then used to develop comprehension, imagination and creativity. A

range of high quality text models are used to encourage writing for different purposes, genres and in different styles.

Children are encouraged to use their developing phonic skills from the early stages. They are expected to use basic punctuation and consider the presentation of their work. More able children use their developing abilities and their growing awareness of audience to write for a range of different purposes. They gradually produce more complex structures and are encouraged to self-check and edit their work.

Handwriting

Children need to develop legible handwriting initially using separate flowing letters and later developing a fluent joined up style. We incorporate Kinetic Letters Handwriting Scheme techniques for developing good handwriting. Some of these involve physical exercise. We teach the children to form letters in groups of those that are formed in similar ways. Children will be taught correct posture for writing and to hold a pencil in a comfortable, pincer grip.

Speaking and Listening

We place great importance on developing the speaking and listening skills of children. Children are encouraged to talk to each other in groups or talking partners. They are encouraged to contribute ideas to class discussions, ask relevant questions, take part in class assemblies, role play, take part in drama activities and explain their work. Writing is linked with speaking and listening through the use of storytelling and drama techniques and children are encouraged in the early stages of writing to say their sentence before writing it.

MATHEMATICS TEACHING AND LEARNING POLICY

Mathematics is the study of relationships in number, measures, space and data-handling and their application to solving problems in a variety of situations.

It provides children with a way of viewing and making sense of the world in which they live. Building on their own experience, it encourages thinking and reasoning skills, embraces natural curiosity and develops the confidence to tackle problems which arise not only in mathematics but other areas of the curriculum.

Teaching aims

- To foster a positive attitude to maths for all children enabling them to approach mathematical activities with confidence, understanding and pleasure.
- To provide a curriculum which meets the needs of The Foundation Stage and KS1 of the National Curriculum, and will develop enquiring, logical, investigative and problem solving approaches.
- To build upon and extend the children's previous experiences and ensure progression in the development of their understanding, knowledge and use of mathematical language.

Mathematical objectives

- For all children to be confident and numerate.
- The ability to communicate mathematical ideas and concepts using appropriate language.
- Understanding of mathematical symbols and conventions including mathematical language.
- Appreciation of a range of recording methods.
- Ability to select and use a range of mathematical resources.
- To value the process of enquiry as well as the answer and to appreciate that the definitive answer is not always possible.

Mathematical sessions

At The Avenue infant School we believe that progression should be planned at an individual rate. Success is vital, but so is challenge, therefore we aim to ensure children are actively engaged both mentally and physically.

- Thus children will be given time to:-
 - use trial and adjustment approaches
 - undertake mental work
 - develop their own methods
 - understand and solve problems connected to everyday life and stories.
 - discuss their methods with adults and other children.

Practical work

Mathematical activities are introduced to the children through concrete experiences and at all levels abstract work is reinforced with practical activities. They will work and master mathematical concepts in the concrete, then pictorial approaches; moving onto the more abstract understanding and recording. We encourage children to select and use appropriate equipment as much as possible. Much of this practical work does not require to be recorded.

Mental work

All children are encouraged to develop mental methods of calculation, recall of number facts (including number bonds) and subitising (quick mental imagery of number patterns to aid quicker counting).

Oral work

Oral work is a major aspect of all activities, including discussion with peers, describing and explaining, clarifying ideas, predicting and reporting outcomes and asking questions, all of which fosters the development of mathematical language.

Recording and presentation

Children should not be encouraged to move too quickly to written work. In the early stages mental, oral and practical work take precedence. As children develop, they are encouraged to record their work in a variety of ways, develop personal methods of recording, compare and discuss alternate methods, refine and practise useful methods. These will vary according to the type of activity. They may include symbolic, statistical, diagrammatic, pictorial, verbal reporting or the construction of a model. As children become more involved in investigative activities the onus is on them to decide the most appropriate methods of recording.

PHYSICAL EDUCATION TEACHING AND LEARNING POLICY

Rationale

At the Avenue Infant School we aim to develop positive attitudes to all forms of physical activity. We aim to build on children's natural enthusiasm for movement, using it to explore and learn about their world, and to understand their own physical capability. Through physical education children will learn to play and work independently, co-operatively and competitively in pairs and in small groups. By watching, listening and experimenting with movement and ideas, they develop skills in movement and co-ordination and enjoy expressing and testing themselves in a variety of situations. We encourage all children to participate in a healthy and active lifestyle.

Aims

We aim for children to:

- *Develop a positive attitude towards and enjoy Physical Education in order to achieve their true potential.
- *Acquire, develop and apply skills, performing with increasing physical competence and confidence, in a range of activities.
- *Become skilful, confident, intelligent performers and players.
- *Learn to assess themselves and others positively in order to improve their skills
- *Think and respond, imaginatively and work creatively.
- *Develop the appropriate vocabulary and use this to confidently communicate thoughts and ideas about their own and others' work.
- *Understand the importance of working safely and of being dressed appropriately.
- *Make informed decisions about the importance of exercise in their lives.
- *Understand that people have different levels of physical ability.

Guidelines

To achieve these aims teachers will:

- * Ensure progression in knowledge, skills and understanding.
- * Plan as a year group, following the schools agreed long term and medium term plans.
- * Ensure that 2 hours each week is devoted to the teaching of PE (split into two lessons each week) including Bounce sessions and active playtimes.
- * Value and celebrate children's achievements in physical education both in and out of school, in the classroom and in celebration assemblies.
- * Model new skills, teach techniques and allow children to explore movement opportunities.
- * Use the outside environment for games.
- * Ensure children are taught to follow safe procedures particularly when working with apparatus and equipment.
- * Provide opportunities for children to work independently, collaboratively and competitively.
- * Plan opportunities for assessment.
- * Provide activities appropriate to the needs of the children. Pupils with statements for SEN may need additional support from a Teaching Assistant in order for them to fully access the learning programmes.
- * Give children the opportunity to talk about their work and the work of others, encouraging them to use the correct technical vocabulary where appropriate.
- * Ensure that children change into appropriate clothing for PE and remove all jewellery for safety reasons. – We follow County Council Guidance.
- * Ensure that children are barefooted for gym and dance indoors but wear plimsolls or trainers for games. (Adults should also be barefooted or wear soft footwear for indoor work.).
- * Adults dress appropriately for PE.

Foundation Stage

Foundation stage follows the Curriculum Guidance for the foundation stage. They use the Curriculum and Early Learning Goals related to Physical Development including the outdoor environment.

Non Participants

Where children are unable to participate physically in lessons due to medical reasons, teachers involve children in lessons in other appropriate roles e.g. as a coach, choreographer or referee.

Out of Hours School Learning (OHSL)

The extra-curricular programme aims to extend and enrich the curriculum for the benefit of children through a balanced programme of physical and sporting activities, during playtime and special events.

Safe Practice

Children are supervised at all times in lessons by a teacher; teaching assistants and students are NOT insured to supervise PE lessons. Trainee teachers are supervised at all times in lessons by the Class Teacher

RELIGIOUS EDUCATION TEACHING AND LEARNING POLICY

Religious Education (R.E.) enables children to investigate and reflect on some of the most fundamental questions asked by people. Through the teaching of RE we strive to develop the children's knowledge and understanding of not only Christianity but also of other world religions. We encourage children to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Our teaching and learning styles in R.E. enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use children's own experiences of religious festivals such as Easter and Diwali to develop religious knowledge. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children or to work with the children.

The aims of Religious Education at The Avenue Infant School are to allow children to:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems;
- Develop an understanding of what it means to be committed to a religious tradition;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop an understanding of the key religious events and celebrations and the reasons for them;
- Be able to reflect on their own experiences and be able to make reasoned judgements about religious issues;
- Have respect for other peoples' views;
- To celebrate the diversity of our society;
- Share their beliefs and experiences.

The school endeavours to meet the statutory requirement contained in the 1988 Education Reform Act. Religious Education is compulsory for all children, including those in the EYFS who are less than five years old. The Religious Education curriculum is planned in accordance with the Northamptonshire Agreed Syllabus.

All parents and carers have the right to withdraw their children from Religious Education wholly or partially. This notification can be done verbally. All staff, including the Head teacher, have the legal right to withdraw from teaching Religious Education but only after they have given notice of their intention to the school's Governing Body. Should this occur the Head teacher remains responsible for finding someone suitable to organise and teach Religious Education.

ICT and COMPUTING TEACHING AND LEARNING POLICY

We believe that ICT and computing gives pupils immediate access to a rich source of materials and can present information in new ways which help pupils understand access and use it more readily. It can motivate and enthuse pupils and help pupils focus and concentrate. ICT and computing offers potential for effective group working and has the flexibility to meet the individual needs and abilities of each pupil. Computing equips pupils to use information technology to create programs, systems and a range of media. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. It is our intention to develop an inclusive approach so that every member of the learning community develops their confidence and competence in using ICT. A whole school approach is used, to teach pupils to use ICT equipment and software confidently and purposefully, and to give pupils opportunities to develop and apply their ICT capability, across the curriculum, where appropriate.

The school aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The National Curriculum for computing aims to ensure that all pupils by the end of Key Stage One:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet

The predominant mode of teaching ICT skills is via teacher demonstration to whole-class groups, followed by opportunities for pupils to apply the skill(s) demonstrated. Using an increasing bank of core ICT skills, pupils can then use ICT for the purpose of enriching and supporting their understanding of other curriculum areas.

During the teaching of ICT, pupils will be given opportunities to:

- ❖ Perform simple operations – such as starting up or shutting down ICT hardware
- ❖ Use ICT to gather, enter and store information
- ❖ Retrieve, modify and evaluate their work
- ❖ Recognise basic aspects of printer management
- ❖ Make efficient use of the keyboard and mouse
- ❖ Use a variety of applications to develop expertise in ICT
- ❖ Share and exchange information
- ❖ Draft and refine work using a word processor

- ❖ Know when the use of ICT is appropriate
- ❖ Become confident enough to elect to use ICT
- ❖ Select an appropriate software tool or program for the task
- ❖ Organise and analyse information
- ❖ Investigate real and imaginary situations through the use of simulations
- ❖ Create, debug and predict the behaviour of simple programs
- ❖ In conjunction to the e-Safety and Acceptable Use policies, know how to stay safe online and when using portable devices (mobile phones, tablets, games consoles etc.) and understand the correct reporting procedures to use

SCIENCE TEACHING AND LEARNING POLICY

Science is fundamentally a practical area of the curriculum that enables the children of The Avenue Infant School to make sense of the world around them through exploration, investigation and discovery, and to cover the National Curriculum requirements and the Knowledge and Understanding strand of the Foundation Stage Curriculum.

Science activities are carefully planned using the Foundation Stage Curriculum and the National Curriculum for Key Stage 1. Science is integrated into a topic based curriculum throughout the school to ensure that the teaching and learning of this subject is relevant and meaningful.

Aims

1. To foster curiosity, interest, enthusiasm and enquiry
2. To develop the skills of observation, questioning, problem solving and exploration
3. To develop investigative process skills
4. To seek explanations through meaningful relevant “hands on” explorations
5. To develop knowledge and understanding of plants, animals (including humans), materials, seasonal changes and living things and their habitats.
6. To ensure that talking, discussing, speaking and listening, recording and evaluating, are an integral part of scientific enquiry
7. To foster a love and respect of the natural environment by making regular use of the school grounds

Investigations

The scientific enquiry process and the development of investigative skills should permeate all science teaching and learning. Every science lesson should involve the children in utilising one or more of the following investigative skills:

- Asking questions
- Suggesting ideas
- Predicting
- Taking careful measurements
- Making observations (using all the senses as appropriate)
- Making comparisons
- Identifying simple patterns
- Suggesting simple hypothesis
- Recognising, using and devising fair tests
- Suggesting explanations
- Communicating findings

It is as children use these skills to discover things for themselves that their knowledge and understanding of science develops.

Differentiation

Differentiation in science is possible in the following ways:

Input – teachers ask children specific questions or set specific tasks matched to children’s level of progress. They may give additional explanations as necessary.

Support – Greater help is given to children finding scientific tasks difficult while greater independence is expected of children with more developed skills.

Health and safety requirements are addressed through the school policy. Teachers assess the risks of practical activities and always consider the safety needs of the children in their class.

HISTORY TEACHING AND LEARNING POLICY

Children are interested in the world around them and it's past. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

This policy outlines the teaching and management of History taught and learnt at The Avenue Infant School. The policy has been drawn up to reflect our whole school approach to History. The implementation of this policy is the responsibility of all practitioners in the school learning community. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and which helps to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

As a result of our History teaching we will encourage children to:

- ✓ Be aware of the past and recognise links between local, national and international events.
- ✓ Be interested in the world around them and its past.
- ✓ Develop the historical skills of questioning, enquiry, observing and interpreting, organising and communicating findings, drawing conclusions and identifying cause and effect. This will lead to an understanding of chronology and ability to describe the passing of time.
- ✓ Develop knowledge and understanding of important historical periods and people, through an enquiry based approach, and relate these to present day life.
- ✓ Develop curiosity about the things children observe, experience and explore relating to the world around them.
- ✓ Provide opportunities where children can apply key skills to enhance their understanding of historical concepts.
- ✓ Use appropriate historical vocabulary to communicate ideas.
- ✓ Develop children's skills of investigation and to enhance their knowledge of how the world is constructed from their earliest experiential play within the Foundation Phase to more sophisticated whole studies by the end of Key Stage 1.

Planning

Our teaching is based on National Curriculum Programmes of Study. These have been incorporated into long term planning to ensure continuity and progression. History will be taught where possible from topics and this will continue to be cross-curricular so that links to other areas are recognised and developed. Pupils are given opportunities, where appropriate, to develop their Information Technology capability in the study of History.

Teachers should be aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.

GEOGRAPHY TEACHING AND LEARNING POLICY

Geography is essentially about the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils to make sense of their surroundings and the wider world; this is a vital tool for successful living in today's modern society. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of geography, children gain an appreciation of life in other cultures.

Aims

- ✓ To stimulate interest in, and to encourage an appreciation of, the world around us;
- ✓ To make informed and considered comparisons between their own environment and other environments they study;
- ✓ To develop a sense of responsibility for the care of the earth and its people;
- ✓ To introduce pupils to geographical enquiry;
- ✓ To develop the skills needed to undertake geographical investigations.

As class teachers it is essential to use a variety of teaching strategies in order to meet the learning objectives with the greatest success. We strongly believe that the children should be given the opportunity to learn through:

- Discussion and debate
- Drama/role play
- Practical investigation
- Fieldwork/visits
- Asking questions
- Collecting and analysing data
- Using secondary sources to stimulate geographical enquiry and to answer posed questions
- Presenting their learning in a variety of ways - orally, visually and in various written form
- Working within a creative curriculum that links with other subjects within the curriculum
- Using ICT to further their knowledge and understanding of a particular topic.

ART TEACHING AND LEARNING POLICY

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”
Quentin Blake, Children’s Laureate

At The Avenue Infant School we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Opportunities for children to:

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- learn to use a range of tools, media and processes
- begin to gain an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- extend and enrich other curriculum areas using art

Our planning includes opportunities for children to

- learn basic artistic skills
- begin to be able to appreciate the work of their peers in a constructive way
- evaluate different artistic ideas and methods
- work individually, in pairs or in larger groups
- experience using a range of materials (2D and 3D), ICT, artefacts and visits out of school
- see that their work is valued, celebrated and displayed around the school
- comment on the media and techniques used, even at a basic level ("You smudge it with your fingers").

DESIGN & TECHNOLOGY TEACHING AND LEARNING POLICY

Design and Technology at The Avenue Infant School is about developing children's skills building on their early life skills. Design & Technology sessions offer the opportunity for children to:

- develop a knowledge and understanding of materials, components, controls and structures.
- develop focused, practical tasks for developing skills, techniques and knowledge, particularly those related to tools and materials.
- give pupils the opportunity to investigate, disassemble and evaluate a range of simple products which are found in everyday life.
- give pupils a sense of achievement when they have worked through the designing and making processes and have a finished article
- instil a positive health and safety attitude
- develop knowledge and understanding of food technologies
- develop imagination and the ability to use Design & Technology as a form of communication and expression.
- develop the application of their skills across all curriculum areas.

At The Avenue Infant School we are continuously aiming to raise the standards of achievement and enjoyment of our pupils through a wide range of experiences and challenges.

Design & Technology can enhance the teaching and learning of skills needed for life and work, for example:

- the ability to concentrate
- listening skills
- creativity
- problem solving
- aesthetic sensitivity
- perseverance
- intuition
- personal skills
- self confidence
- sensitivity/empathy towards each other

Health & safety

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, the children will be taught:

- about hazards, risk and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control the risks. (QCA 2000)

If necessary a risk assessment may be undertaken by staff for a particular activity e.g. a visit linked to Design and Technology. Risk assessments and further research will be done by teachers when new or activities that may pose dangers are under taken.

Any electrical equipment used in school is regularly PAT tested by the site manager

MUSIC TEACHING AND LEARNING POLICY

Rationale

At The Avenue Infant School, we believe that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people.

Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping people feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Introduction

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

Aims

- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success, enjoyment, appreciation and satisfaction in music in all its forms.
- To help children become discerning listeners with an open mind for differing styles and cultures.
- To develop musical skills and concepts through listening, performing and composing.
- To enable children to become musically literate – able to talk about music they have heard or made, express themselves through and about music and to offer opinions about music.
- To develop social skills and awareness through co-operation with others, using voices and/or instructions in the shared experience of making music.
- To enrich and support work in other areas of the curriculum.

Approach

- Music is fundamentally a practical subject that should involve children in first-hand experience. We use a range of activities that integrate the three elements of performing, composing and appraising music. Most of our lessons are class lessons but within these children have the opportunity to work in groups and individually, as appropriate.
- Much of our work in music is not documented like in other subjects, due to its highly practical nature. It is frequently performed to peers using the body, voice and instruments. It is also expressed through dance, drawing/painting, and writing. Occasionally it will be recorded using a tape recorder.
- Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: Literacy, Early Years, Maths, Physical and Creative development.
- As well as music lessons in class, whole school singing sessions take place weekly and are usually led by the music subject leader.
- Pupils are given the opportunity to listen to a range of music at the beginning and end of our assemblies.
- We have reviewed our Scheme of Work and are using '**Music Express**' throughout the school. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.
- Regular whole school performances to parents help to develop children's confidence in singing and performing. This is achieved through whole school celebrations such as Harvest, Christmas and Our Families as well as the annual end of year show.

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, developing an awareness of audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g.: pictorial score, by means of a digital recorder, tape recorder or video or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about a wide range of music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

P.S.H.E. AND CITIZENSHIP TEACHING AND LEARNING POLICY

Curriculum 2000 states two broad aims for the school curriculum,

“to provide opportunities for all pupils to learn and achieve.

To promote children’s spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.”

This policy links closely with school policies on:

- Personal Safety
- Drugs Education
- Sex and Relationships Education
- Science
- Spiritual, Moral, Social and Cultural
- Collective Worship
- Behaviour
- Bullying
- Confidentiality Policy
- E-safety
- Keeping Children Safe
- Single Equality

What is PSHE?

PSHE encompasses all areas designed to promote children’s personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, S.M.S.C., and encompasses our work within Citizenship, S.E.A.L. and towards National Healthy Schools Status.

Aims

At The Avenue Infant School we want our children to develop self- awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe including when online (see e-Safety policy)
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content:

Our programme for PSHE and Citizenship encompasses SEAL materials for each year group with planning adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks (see attached scheme of work). In the Foundation Stage, the same themes are taught each year and revisited regularly, as well as following the stepping stones for the Early Learning Goals and SEAL will be taught in special days/weeks. There will be assemblies each half-term to introduce the SEAL theme and to celebrate achievement.

Delivery of the curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are timetabled lessons, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly. The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE and Citizenship curriculum will be linked to our work towards National Healthy Schools status.

The elected school council are actively involved in promoting PSHE and Citizenship issues, as are Buddies and the Anti-bullying group.

Parental and Community Involvement

Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our Home School agreement.

There will also be links with local businesses and councillors, as part of the work in Citizenship. We also work closely with the local religious groups i.e. the church, temple etc. We involve outside agencies e.g. School Health Advisors, School Police Community officers, dental health advisors etc. as much as possible to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children. Our Parent Link Worker supports both parents and children, involving them in a range of activities and supporting them with sensitive issues. A parent lending library has been developed to help parents to help themselves and their children too.