



West Byfleet Infant School

This policy outlines how we work we work and organise ourselves to ensure that provision in our school continues to be 'outstanding'.

Expectations

By the time children leave our school; we expect them to be independent, confident children with a love for learning.

Assessment, Recording and Reporting

Children's progress will be monitored by the teacher. Regular progress meetings will be held within year groups and with SLT. Termly formal observations of all staff, as well as, more frequent drop-ins, learning walks, videos and self-assessment. Progress will also be evident during fortnightly book scrutiny. All new staff to the school will be supported.

Our Curriculum is:

- Broad and balanced
- Involves first hand experiences
- Relevant and purposeful
- Provides structure and opportunities for success to all
- Caters for a variety of learning styles
- Develops key skills, understanding and attitudes as well as knowledge.
- Offers opportunity to investigate, raise questions
- Stimulates and challenges

We view parent/carer involvement as a huge part of a child's learning experience and aim to build supportive and positive relationships by:

- Having a relationship with the parent/carer based on moral trust
- Engaging Home learning
- Taking an active interest in the learning of children outside of school (WOWs)

Teaching and Learning Policy 2015

At West Byfleet Infant School, we believe in success. We play a significant part in a lifelong learning process which develops knowledge, social skills, problem solving and a sense of moral values. We aim to create an engaging learning environment where children love learning and teachers love teaching.

Our topics and questions stem from the children's interests. Children are fully involved in deciding the direction of their learning.

At West Byfleet Infant School we aim to ensure that our children...

- Become independent learners
- Are interested and motivated to learn
- Able to talk about their targets and recognise their progress
- Understand that mistakes are part of learning - showing resilience and perseverance
- Enjoy being challenged
- produce effective, well-presented written work.
- Are reflective and able to identify their own next steps
- Talk and listen to each other to enhance their learning showing co-operation with learning partners, in groups, classes and as a whole school.
- Hold and promote the values of our school
- Can succeed at their own level
- Are confident, feel secure and are aware of boundaries
- Promote their own and others achievements

Interventions:

We understand that every child is different and in order to meet every child's needs interventions to support and challenge children need to be put in to place. If the case these will be:

- On the same day where possible.
- Well thought out and individualised to promote progress.

The Learning environment:

We understand that the learning environment is important to the children's security and happiness and should be:

- Happy and caring
- Support independence as learners
- Well organised and easily accessible for the children
- Well resourced
- Provide equal opportunities and promote diversity
- Interactive displays that are relevant to the children's current learning
- Wow walls that instantly promote children's successes
- Show continuity throughout the school as well as promote the classes individuality.

Teachers:

All teachers at our school strive to be outstanding teachers by:

1. Having deep subject knowledge in all subjects.
2. Planning lessons that are fun, engaging and encourage children to challenge themselves
3. Plan lessons that allow all children to make progress
4. Providing children with first hand experiences
5. Planning variation to meet all children's needs
6. Recognising the brilliance of every pupil
7. Always being good role models
8. Using a range of questioning to extend knowledge
9. Promoting collaborative work both for the children and with colleagues.
10. Giving children opportunities to take learning in their own directions
11. Valuing and promoting the partnership between home and school including communicating well with parents, keeping them up to date with children's progress
12. Working positively as part of a team
13. Maintaining and keeping up to date with knowledge of the National Curriculum and new initiatives

Feedback:

1. Where possible is immediate
2. Meaningful and leads to progression
3. Continuous throughout lessons
4. Target setting