



Benhall Infant School Teaching and Learning Policy



Member of staff responsible: Deputy Headteacher
Date of review: Spring 2020
Date of next review: Spring 2022

Intent

Why a skill play based curriculum?

At Benhall Infant School we believe children become life-long learners through developing, revisiting and building on key skills. We know that children learn in different ways and providing them with real life and valuable opportunities at each point in their school day will enable them to feel safe, thrive and become a successful learner. We provide a real world curriculum where children can naturally develop socially, emotionally, and to become academically independent. It is an experiential and creative curriculum so that children can experiment, observe and investigate. Children are continually encouraged to challenge themselves to produce outcomes that have real purpose and meaning.

Providing a skills focussed curriculum based in play allows all children to be free and creative in a real life context. Adults can use children's experiences to then teach the objectives through the different learning areas which are planned for and set up to excite, entice and enthuse learners.

Our Aims at Benhall are to:

- Provide opportunities for children to learn and develop the skills they require to become a successful learner
- Implement a consistent approach for teaching and learning across the whole school
- Raise standards across the school to enable all pupils to achieve development and progress.
- Offer an inclusive education for all children.
- Equip teachers with the highest quality teaching and learning strategies to provide children with an enriching, intriguing, exciting and safe environment
- Enable children to develop independence and lifelong learning skills.
- Develop learners so that they take responsibility for their own learning behaviours.

What does this look like in EYFS?

Continuous provision offers children an environment which is safe to explore, investigate and create as well as giving children opportunities to challenge themselves independently. Continuous provision is resource rich and engages the children in the absence of an adult. The areas set up are linked to challenge, help to boost confidence and scaffolds learning to move it forward. Continuous provision allows children to explore, use their own interest and motivates them to want to learn.

Continuous provision in EYFS is set up in different inviting areas in the classroom and children have access to it at all times. Teachers creatively plan and assess through the Development Matters Guidance using these areas of learning. The planning is tailor made for individual children so that all

learners are motivated and investigative in their own way. These areas are then enhanced with particular and specific resources to meet the different needs of learners, depending on the next steps of learning by the individual.

Teachers provide starting points which reflect the current whole school theme and teach particular skills through short, whole class inputs. Children then learn in continuous provision whilst the adults either teach in small guided groups or go in and teach particular skills within the provision. We believe that learning is an active process and providing a range of areas with precise skills as an outcome enables children to have choice, express preferences, broaden the imagination and gives them a thirst for learning.

EYFS learning environments reflect our creative, exciting and cross curricular curriculum. They are organised to enable space to be used most effectively. Children and teachers work together to share their thoughts on how the child may 'learn the most successfully'. EYFS outdoor environments reflect the high standard of the indoor environments and teachers will regularly teach new skills outside. Continuous provision is also seen in the outdoors, with carefully constructed activities set up so that children can independently choose their area of learning.

Implementation

What does this look like in KS1?

Continuous provision in KS1 which extends the valuable experiences children have within EYFS provision and the good level of development they achieve.

Teachers plan and teach creatively, by interweaving the National Curriculum standards into the different areas of provision. Activities are meticulously planned and set up so that children continue to have a range of opportunities to build upon and develop life learning skills. In KS1, whole class and staggered inputs focus on two or three weekly objectives and teachers continue to work with guided groups and teach different skills within the provision.

KS1 continuous provision builds on the highly effective EYFS model, being progressively more structured. Teachers resource and adapt their areas based on a particular skill that matches the National Curriculum objectives. Children still have access to any resource they need but teachers astutely teach so that children create an outcome which relates to the National Curriculum.

KS1 learning environments similarly mirror that of EYFS with their different areas of learning. The environments continue to be purposeful, consistent and continue to help raise the self-esteem and wellbeing of each individual. The outdoor learning environment in KS1, is set up with specific activities for children to meet particular skills. KS1 learning mirrors that of EYFS in terms of a 'free flow' learning environment.

Valuing Learning - 'Everyone a Successful Learner'

We must show children that we value learning and learning skills. We will always emphasise and talk about the *learning* that is taking place, rather than simply the *work* that is being done, thus creating a positive learning culture.

Our aim is for every child to become better, stronger and more powerful learners. We recognise that children need to understand themselves as learners. Strategies we use to enable this are:

- 'Helpful Talk and Unhelpful Talk': We teach our children what helpful learning talk is and what unhelpful learning talk is and when these are appropriate.
- 'The Benhall Toolkit': This is a set of tools we encourage children to use before they ask an adult for help. Its aim is to develop independence and self-learning skills. The tools are think, use what they already know, have a go, use the resources, ask a friend.
- 'Purple Learners': People who like to challenge themselves - they don't stay in the comfort zone, or get put in the danger zone, but enter the challenge zone with enthusiasm because that is how we learn best.
- 'Purple Learner Triple Decker Bus' - this is an incentive system for children who demonstrate the attributes of a Purple Learner. All children start at the start of the week start at the bus stop and work up three levels of the bus for engaging willingly into new activities, improving work and challenging themselves to become a better learner. Once at the top, children receive a 'Purple learner and at the end of the week, the children on the top deck get to go into a 'Purple Learner' box. One child is randomly drawn out of the box in Celebration assembly and gets to choose a book to take home and keep.

Growth Mindset

A mindset is a belief about yourself and your fundamental qualities. People with fixed mindsets believe that fundamental qualities like intelligence are stable and does not change over time. People with growth mindsets believe that these qualities are growable and that they are susceptible to change.

At Benhall, we believe that creating motivated learners, who embrace challenge, learn from setbacks and know they can 'grow' their intelligence is important. Growth mindset is essential for learners to be able to develop as individuals and gives them a greater sense of free will. Teaching behaviours of a growth mindset will enable children to then mirror these behaviours within their learning.

Continuous provision fits well with teaching growth mindset as children are given real life, valuable opportunities to embrace challenges, learn from constructive feedback and be able to persist when mistakes are made. As a result of these important things, children will be inspired by one another and have a higher sense of achievement.

Developing Teaching and Learning at Benhall

As this policy states we believe children become lifelong learners though developing and revisiting skills in all areas of learning. The development of this teaching practice is currently in its infancy at Benhall and it will continue to evolve throughout the school as teaching and learning continues to develop.

Impact

The Learning leaders are responsible for monitoring the coverage of Early Learning Goals and National Curriculum objectives, and identifying areas that need to be developed.

Continuity and progression is ensured within the monitoring of the coverage of Knowledge and Skills objectives across all three year groups and with the monitoring of individual pupil's Standards and Progress throughout the year. We consider the acquisition of learning skills is developmental throughout the school.

A child's progress is monitored in accordance with the school assessment policy. Pupil assessment will include:

- Formative assessment by teachers in weekly plans
- Termly updating of ScholarPack formative assessment markbooks for Years 1 and 2
- A termly summative assessment on ScholarPack for EYFS, Year 1 and Year 2
- Annual report to parents

Assessment should seek to raise standards of achievement in all subjects by:

- Providing teachers with information on individuals' strengths and weaknesses
- Informing the teaching and planning of future work

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback

Accessibility and Safeguarding Statement

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

