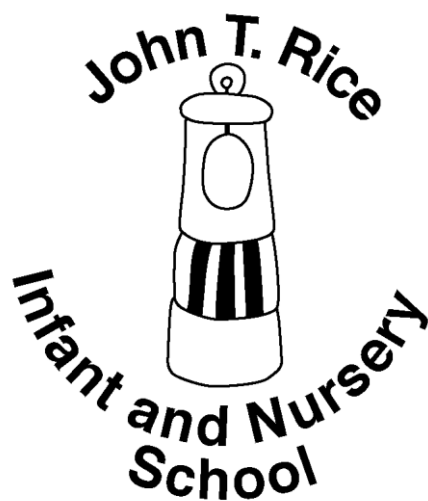


John T. Rice Infant and Nursery School

Teaching and Learning Policy



Reviewed Spring 2024

Teaching and Learning Policy

Introduction

This policy is a statement of the principles and strategies for teaching and learning at John T. Rice. It aims to ensure that the children at our school are provided with high quality learning experiences.

Aims

- To provide a friendly welcome with approachable staff.
- To have children that are confident, happy, independent learners with a 'have a go' attitude.
- To develop key knowledge, skills and understanding to prepare children for the future.
- To create bright, stimulating and safe environments.
- To encourage children to care for themselves.
- To expect good behaviour at all times with respect for others
- To support and encourage children to do their best.
- To provide imaginative, stimulating and fun experiences.
- To use the curriculum flexibly to meet the needs of every child.
- To celebrate children's success.
- To encourage parents to play an active part in their child's learning.

Environment

We believe children learn best when the environment is positive, attractive and stimulating.

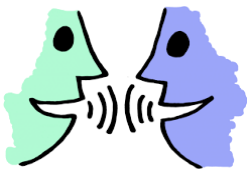



We aim to achieve this by:-

- Maintaining high standards of display, which value children's work and encourage children to take care of and be responsible for our school inside and out.
- Organising classrooms to facilitate independence, and to provide a breadth of opportunity and experience.
- Storing resources tidily and safely whilst providing easy access for children.
- Deploying support staff and voluntary helpers efficiently and ensuring that they appropriately support children's learning.
- Regularly reviewing resources to ensure quality and to facilitate effective implementation of the National and wider curriculum.
- Ensuring the grounds and building are in good working order, are bright and attractive.

Our Curriculum

Our curriculum at John T Rice Infant and Nursery School has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children and provides them with relevant and memorable learning experiences to enable them to become well rounded successful citizens. It also supports and promotes the vision and values of our school.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

Communication Skills	Mental Health and Resilience	The Wider World
	 	
Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.	Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners	Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.

During each half term's topic there are enrichment opportunities that inspire the children to want to learn more.

Cultural Capital

When designing our curriculum we were very aware of the needs of our children and developing their cultural capital. This is about giving children the knowledge and skills they need to be prepared for what comes next in their lives. Children need a background knowledge of the world to be able to infer meaning from what they read and from what they experience. This includes giving them a broad vocabulary which in turn, helps pupils express themselves in a sophisticated and mature way.

End of Year Expectations

The End of Year Expectations are a clear focus of the key skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the curriculum.

Teaching

We believe children learn best when teaching: -

- Is thoroughly planned with clear aims and objectives which are shared with the children.
- Provides a variety of teaching styles and with a creative curriculum that gives opportunities for pupils to employ different learning styles.
- Encourages independent learning.
- Takes account of the child's previous learning and experiences through thorough record keeping and assessment and plans accordingly.
- Encourages children to share teachers' consistent high expectations of standards of work and behaviour.
- Gives clear feedback to children on their strengths and how they can improve.

Learning

We believe that children learn best when: -

- They feel safe, secure, confident and valued.
- They are challenged and able to learn in a variety of ways both individually and as part of the school community.
- Their experience in school is interesting and enjoyable.
- Their successes are met with praise and celebration.
- Their individual needs are met with support and encouragement.
- They work with a good degree of independence.
- They are active participants.

Home/School Partnership

We value the school/home/community partnership and support this by: -

- Creating an open, welcoming and supportive school.
- Keeping parents/carers fully informed of children's progress and working with them.
- Listening to parent's views about their child's experience in school.
- Inviting parents to take part in Curriculum sessions in school where they can take part in a range of activities to support their child's learning.
- Implementing the Homework Policy.

- Encouraging the use of school by the wider community and recognising the community as a valuable resource.

We will ensure the implementation of this policy by: -

- Regular monitoring and evaluation of Teaching and Learning through classroom observations (drop ins), learning walks, book looks, data collection, discussion with children and parents and feedback to staff and governors.

This policy was agreed by staff and governors in Spring 2024 and will be reviewed by staff and the governing body in Spring 2027