



# Learning & Teaching Policy

for

Oaklands Infant School  
Butler Road, Crowthorne, RG45 6QZ

**Ratified by:**

**Last reviewed:** June 2016

**Next review date:** June 2018



## Introduction

At Oaklands Infant School we immerse children in an inspiring, nurturing environment that gives them deep roots for further growth.

We have well embedded values for the school and these are embodied for the children by means of characters, each representing a value. In developing this policy, we have drawn heavily on these values. More information about them can be found in the Oaktree Vision booklet available on the New Parents section of the website.

## Learning

- To teach children to use the characters to develop their learning skills
- To challenge the children to
  - Reflect on their own learning
  - Recognise the next learning step
  - Strive to reach that goal and the next, developing the habit of lifelong learning
- To foster a feeling of self-worth and confidence in themselves, enabling the children
  - To know that there can be more than one way to solve a problem
  - To take risks in their own learning
  - Not to be afraid to fail, recognising it as an important part of learning
- To motivate children by developing their own curiosity; developing the individual child by encouraging them to run with their own ideas
- Ensure the classroom
  - Promotes independent learning through well thought out displays and resources
  - Has a secure and positive environment where children can reach their full potential
- Develop in the children a pride in their own achievement

## Teaching

- To recognise the contribution of parents to their children's learning
- Using & researching new resources/approaches in order to teach in an exciting and inspirational way
- To value individual contributions that children and adults have in creating a positive working atmosphere



- To enable children to achieve their full potential through a child-centred curriculum
  - Using a range of teaching styles eg VAK, group/individual work, use of TAs etc.
  - Planning highly differentiated lessons as appropriate
- To recognise the expertise of colleagues and be proactive in asking for help and sharing ideas
- To use summative and formative assessment to inform future planning and CPD needs
- Keeping up to date with educational developments and not being afraid to try new ideas and approaches
- To set aspirational goals in collaboration with the children through effective use of Success Criteria
- To give regular feedback (oral and written) to the children to celebrate their achievement and identify their next steps
- To nurture, develop, enthuse and teach skills that will create lifelong learners – ‘Don’t turn the switch off!’ (Ted Wragg)
- To take all opportunities for reciprocal learning between the members of the wider school community i.e. adults/adults, adults/children and children/children.
- To demonstrate resilience, respect, patience, understanding and positive learning behaviours in all areas of school life.

## How will this look in the classroom?

- There will be happy, smiling, excited, engaged, inspired, inquisitive children, who are confident and independent enough to be like Holly and ‘have a go’.
- Talking to and listening to others will be encouraged, accepting of different ideas and opinions.
- Praise will be used to support and encourage
- Good relationships will be evident between the children/children, adults/children and adults/adults
- There will be evidence of differentiation, either by outcome, task, input or support.
- The needs of the individual will be met as needed
- The values (as embodied by the characters) will be used to re-inforce learning behaviours and to encourage the children in all aspects of their school life.



- Adults will work and teach in a variety of different ways, but will always be working towards supporting the children

## Displays

- The characters will be evident in the room and referred to as appropriate
- All displays will be well presented and mounted as appropriate
- There will be a mixture of displays – formal/informal, children's work, to support teaching etc.
- Visual timetables will be in use in all rooms

## Resources

- They will be accessible to the children, varied and age appropriate
- Well organised, labelled as appropriate and well maintained.

## AfL

- Use of talk partners, a mix of hands-up and no hands, selecting names from lolly sticks.

## Marking/feedback

- Use of success criteria in books will be evident using 'green for growth' and 'tickled pink'
- Verbal feedback, written in books sometimes with next steps identified.
- Children will be encouraged and supported to recognise their own next steps in learning

## Questioning

- There will be a mixture of open/closed questioning
- To develop understanding
- What do you know? What do you want to know?

## Abbreviations:

- VAK** visual, auditory and kinaesthetic  
**TAs** Teaching Assistants  
**CPD** Continuing Professional Development  
**AfL** Assessment for Learning