

PARKLANDS INFANT AND NURSERY SCHOOL



TEACHING AND LEARNING POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 17th December 2024

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School
Teaching and Learning Policy – December 2024

The aim of this policy is to ensure that the children at Parklands Infant and Nursery School are provided with high quality learning experiences which lead to a consistently high level of pupil achievement and enjoyment. The policy guides what children do, what teachers do, how time is managed, the organisation of the teaching areas and what is done to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Through the policy, we exploit every opportunity for children to develop as a 'Parklands Person' which is at the heart of our whole school ethos.



The policy is split into two sections:

- i) How we structure learning and teaching to ensure that children achieve their best
- ii) Topic planning requirements

At Parklands, we believe that children learn best when...

They feel happy, safe and secure.

This means that we will see:

- Positive, happy, respectful relationships throughout the school.
- An all-pervasive, caring attitude among children and adults.
- Familiar routines for regular events e.g. register, handing out/ collecting materials etc enabling smoothly organised classrooms.
- Children and adults safe from physical, mental and emotional harm or bullying.
- Children and adults confident, adventurous and allowed to learn from mistakes.
- Working memory is considered in daily planning so that children are not cognitively overloaded.
- Respect for people and property.
- People being appreciated and valued in both words and actions.
- Children's learning experiences based on previous learning.
- Children being able to feel that they are a Parklands Person and are valued as this.

They are physically comfortable and alert.

This means that we will see:

- Appropriate furniture suitably arranged in classrooms so that nobody is feeling unnecessarily physically constrained.
- Water available to children when they need it.
- Children not spending too long on the carpet.
- Children being allowed to take breaks to get physical exercise whenever possible.
- Fruit and healthy snacks being made available to children at break times.

They feel valued and appreciated.

This means that we will see:

- Children who are encouraged to be a Parklands Person and know what this means, looks like and feels like.
- Positive, encouraging, affirming words and actions from the teacher to all pupils.
- Opportunities for the promotion of British values and social, moral, spiritual and cultural development.
- Teachers ensuring that there is time in the busyness of the classroom for them to spend one to one time with children.
- Children having time to speak themselves and listen to others.

- Teachers knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of the children in their class.
- Teachers actively developing an atmosphere of encouragement and appreciation.

They are confident, excited and inspired to learn.

This means that we will see:

- Teachers who can inspire children to want to learn and be high achievers in all area of life.
- A wide variety of activities, many based on first hand experience and all made relevant to the child so that they can see why they are doing what they are.
- Activities engaging the children's interest and imagination, with a strong focus on reading and stories.
- Adults asking the children a range of questions to really challenge, develop and support their understanding and thinking.
- Children having an active involvement in planning and deciding on their learning.
- Children's learning experiences based on previous learning and experiences, giving them a 'hook' to hang their new knowledge and develop their long term memory.
- Children confident, adventurous and willing to take risks and learn from mistakes.
- A variety of groupings allowing for flexibility and effective teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, house groups etc.
- Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available.
- Learning experiences supported by visits and visitors.
- Aspects of each class' learning based in the local environment
- A global perspective to children's learning.
- ICT supporting their learning whenever possible or appropriate.
- A positive attitude to learning throughout the school day.
- Children eager to be successful learners.
- Children willing to take risks, within boundaries, and be adventurous learners.
- Adults giving clear instruction.
- Children engaged in purposeful learning from the start of the day to the end of it.

They have the right environment to work in – calm, quiet and productive with minimal distractions.

This means that we will see:

- Children working quietly, with a noise level appropriate to the activity in hand, but never loud so as to cause distress or disturbance to children's learning or disruption to neighbouring classrooms (including in the hall).
- Classrooms organised to be both workshop and gallery.
- Children able to work hard in a sustained manner.
- Appropriate music being played as a background when appropriate.
- Appropriate lighting – where possible natural daylight.
- Children having time to relax and reflect.

They are surrounded and inspired by examples of excellence.

This means that we will see:

- Teachers using excellent examples of writing, oratory, art, presentation, drawing etc to inspire children to outstanding standards of achievement.
- Working wall style classroom displays which show the learning journey of the current topics.
- A range of interesting pictures, books and artefacts to inspire children.
- High quality resources and materials, clearly labelled and readily available for children to use independently.
- Children eager to learn and willing to work hard to achieve.
- An absence of mess and clutter.
- A classroom where the topics are immediately clear.
- Display boards regularly maintained with a range of content: finished children's work; working walls; interactive displays to stimulate interest and inspiration.
- Displays changed regularly.
- Excellent role models from adults (teachers, teaching assistants and helpers) and children.
- Children eagerly sharing and celebrating each other's successes, including in whole-school assemblies.
- Opportunities for children to learn from authors, poets, artists, sports people, craftsmen, people noted for their bravery/ endeavour, writers, explorers, scientists etc.
- Active involvement with the wider community.

They are actively involved in their own learning.

This means that we will see:

- Children being taught how to learn and remember.
- Children being encouraged to ask 'good questions' – questions that they don't know the answer to but would like to find out.
- Children having an active involvement in planning and choosing in their learning
- Classrooms organised for independent learning with high quality resources and materials.

- Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance of quality.
- Classrooms organised for routines including visual timetables in all.
- Children routinely involved with self assessment.
- Thinking skills proactively taught and encouraged across the curriculum.
- Children having time and confidence to express their own opinions and listen to/ discuss those of others.
- Opportunities for children to extend and develop their work at home.

Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience.

This means that we will see:

- Children actively engaged in work from first hand experience.
- Children being able to explain clearly why they are learning something.
- Children working from starting points in the school grounds and the locality of Long Eaton.
- Children having the opportunity to work outdoors throughout the year.
- A high priority given to the skill of storytelling by teachers.
- Teachers reading fiction to children.
- A range of pictures, (paintings/ photos/drawings etc), books, artefacts, models etc in the classroom for them to use and be interested and inspired by.
- Children working for real audiences and for authentic purposes whenever possible.
- A wide range of extra curricular clubs where children can explore new areas of learning and practice/extend/develop ones already started.
- Children and adults sometimes learning together.

Their learning is carefully planned and structured.

This means that we will see:

- Teachers planning carefully structured lessons and programs (both long and medium term) to ensure that there is broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- Teachers systematically assessing and tracking children's progress throughout the school.
- Within the structure, freedom and space for children to pursue individual interests and engage in sustained activities.
- The National Curriculum being covered, but time being made available for other activities.
- Teachers planning to teach a combination of substantive and disciplinary knowledge, leading to understanding that can then be applied in other situations.

- Teachers knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by children's enthusiasm and other stimuli.

Teachers have high, but realistic expectations of them.

This means that we will see:

- Children and teachers discussing learning outcomes and expectations.
- Challenges within each lesson which children are able to access freely and independently.
- All children having the same high expectations and same opportunities to access challenge through adaptations made to allow them to do so.
- A positive 'can do' ethos promoted across the school.
- A culture where achievement is expected but also celebrated.
- Children developing resilience, stamina and determination in seeing a task through to a successful conclusion.
- Children being held increasingly accountable for the work – both quality and quantity – as they progress through the school.

They understand how to improve.

This means that we will see:

- Children reflecting on their achievements and areas for development, in work, behaviour, attitudes and relationships.
- Children working towards targets set to ensure progression.
- Children being increasingly involved in target-setting as they progress through the school.
- Teachers helping children to understand the amazing power of their brain, how it works and how to make it work even better.

There is a strong, mutually supportive relationship with home.

This means that we will see:

- Parents (and grandparents/ relatives) being encouraged to help children at home through homework and other activities.
- Half termly newsletters in each class at the start of every half term to inform parents of the curriculum for the term and encourage their active participation.
- Meetings to show parents how best to support their children in school.
- Regular planned meetings with parents to celebrate achievements and highlight targets and areas for development.
- An open door policy throughout the school which makes parents feel that they are always welcome.
- Parents encouraged to support the school both in class during topic celebrations, school trips and open afternoons, and also in out of class

activities such as supporting the FOP or developing and maintaining the grounds as part of the Eco team.

Topic Planning

At Parklands we use the Learning Challenge approach to planning topic work. Each subject has its own topic plan. Topics generally last for half a term and are centred around a key question to engage children's thinking and to develop a sense of enquiry. This is then broken down into component parts which help to focus children on specific elements of learning (this is usually weekly). Within each learning challenge, children will be able to develop a wide range of substantive knowledge and understanding and disciplinary skills – see Appendix 1. Each unit includes opportunities to “link it, learn it, check it, show it, know it”, to ensure that the children learn more and remember more – see Appendix 2.

The following elements must be present in every topic we do:

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| ✓ Planned Speaking & Listening | friendship groups, non-ability groups etc) |
| ✓ A 'Hook' and a 'Goal' (Something exciting to kick the topic off and something inspiring to aim for at the end – an event/ display/ performance/ visit etc) | ✓ Display or indication of theme in classroom environment |
| ✓ Pupil Voice (What do children want to learn/do?) | ✓ Assessment opportunities for teacher |
| ✓ Assessment for Learning – pupil led | ✓ Storytelling/quality texts |
| ✓ First Hand experiences | ✓ Drama/role play |
| ✓ Opportunities for writing | ✓ Opportunities for children to ask questions and pursue answers |
| ✓ Pupil led activities with an element of real choice | ✓ Time to produce work of real quality |
| ✓ Opportunities for Personal and Social Development | ✓ Application of ICT skills and research |
| ✓ Different groupings (pairs, class, individual, ability groups, | ✓ Ensure core objectives are covered but allow for flexibility |

Essential in a year

The following must be present at least once in every year:

- ✓ Use of the outdoor environment
- ✓ Topics weeks/days
- ✓ Observational drawing
- ✓ Parental involvement

- ✓ Use of the local area
- ✓ Community involvement
- ✓ Enterprise
- ✓ Visitors/Visits

Appendix 1 – Example planning showing substantive and disciplinary knowledge

Science Long Term Plan Year 2

National curriculum requirement

Science Key Stage 1:

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead, and things that have never been [alive](#)
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on [each other](#)
- Identify and name a variety of plants and animals in their habitats, including [microhabitats](#)
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of [food](#)
- Notice that animals, including humans, have offspring, which grow into [adults](#)
- Find out about and describe the basic needs of animals, including humans for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right [amount](#) of different types of food, and hygiene
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular [uses](#)
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Observe and describe how seeds and bulbs grow into mature [plants](#)
- Find out and describe how plants need water, light and a suitable temperature to grow and stay [healthy](#)

Substantive Knowledge

Autumn 1 Why do animals choose the habitats they have?	Autumn 2 Why is it important to keep our bodies healthy?	Spring Term What are the properties of different materials?	Summer Term What do plants and trees need to grow healthily?
<ul style="list-style-type: none"> • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Identify and name plants and animals in a range of habitats • Match living things to their habitat/microhabitat 	<ul style="list-style-type: none"> • Know that animals, including humans, have offspring, which grow into adults • Find out about, and describe, the basic needs of animals, including humans for 	<ul style="list-style-type: none"> • Know why some materials are more suitable than others for specific uses • Know why glass, wood, plastic, brick or paper would be used for certain jobs • Know that some materials can be squashed, twisted or bent according to need • Know why certain materials are suitable for many different uses 	<ul style="list-style-type: none"> • Identify things that are living, dead and never lived • Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)
<ul style="list-style-type: none"> • Know how animals find their food • Name some different sources of food for animals • Know and explain a simple food chain 	<ul style="list-style-type: none"> • survival (water, food and air) • describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene 	<ul style="list-style-type: none"> • Know about the lives of important people who have developed useful new materials • Know how materials can be changed by squashing, bending, twisting and stretching • Know why a material might or might not be used for a specific job 	

Disciplinary Knowledge

(to be revisited each term)

Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
Researching <ul style="list-style-type: none"> • Research animals and how they adapt to their environment Grouping and classifying <ul style="list-style-type: none"> • Group animals based on their natural habitats 	Investigation <ul style="list-style-type: none"> • Set up an investigation to find out who is the fittest in the class Grouping and Classifying <ul style="list-style-type: none"> • Identify the offspring of different animals 	Fair testing <ul style="list-style-type: none"> • Compare materials to see which is the most waterproof Grouping and Classifying <ul style="list-style-type: none"> • Group different materials based on their properties 	Fair testing <ul style="list-style-type: none"> • Investigate which conditions plants need to grow Observation over time <ul style="list-style-type: none"> • Change in plant growth over time Grouping and Classifying <ul style="list-style-type: none"> • Identify parts of a plant

Progression within a unit of learning

