

Mount Street Nursery & Infants School



Teaching and Learning Policy

Date	June 2022
Review Date	June 2024

Learn together, grow together.

Mount Street Infants School

www.mountstreeti.powys.sch.uk

Value Statement

Who we are.

Mount Street Infants School is a caring, happy, inclusive and stimulating learning community where all our children feel safe and secure.

Our wonderful school and our own woodland provide our children with unique opportunities to achieve, develop confidence and self-esteem through learning and experiences both indoors and outdoors.

Vision Statement

What we strive for

We are growing the determined compassionate change makers of the future.

Mission Statement

How we will do it

Our dedicated and enthusiastic staff provide an exciting creative and challenging curriculum and are committed to achieving the highest standards in teaching and learning for all the children.

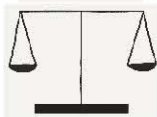
All our children will be:



Ambitious, capable learners who are ready to learn throughout their lives.



Enterprising, creative contributors who are ready to play a full part in life and work.



Ethical, informed citizens who are ready to be citizens of Wales and the world.



Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Mount Street Infant School is an inclusive school that aims to meet the needs of all pupils including those with ALN. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need whilst being encouraged to take responsibility for their own learning, striving to be the best they can. Multi-sensory learning and teaching approaches are used to engage and stimulate all children as learners and ensure their needs are met.

Mount Street Infant School works in line with the Special Educational Needs Code of Practice 2002. We deliver a person-centred package of support in line with the Additional Learning Needs and Educational Tribunal (ALNET) Act (2018) and are developing skills, practice and processes in readiness for the implementation of Welsh Government legislation and guidance.

Curriculum, Learning and Experiences

At Mount Street Infant School we recognize 'there is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.' (Successful Futures: 2015)

Background Information

On 30 June 2015, the Minister for Education and Skills announced that the Welsh Government would accept, in full, all of the recommendations set out in Successful Futures, Professor Graham Donaldson's independent review of the curriculum and assessment arrangements in Wales. Building on the Digital Pioneers model announced on 10 June 2015, this document sets out how, working in a new way with schools, local authorities, regional consortia, Estyn, leading academics and employers as well as other key stakeholders we will together build our new curriculum in Wales.

A new curriculum for Wales

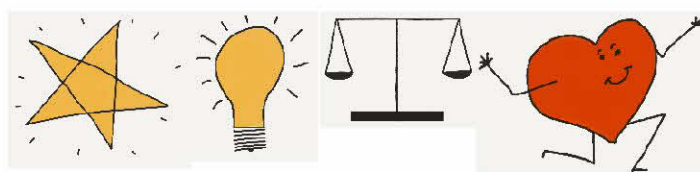
This is an exciting time for the young people of Wales. A new Curriculum for Wales is coming that will enthuse learners from 3 to 16, giving them the foundations they need to succeed in a changing world.

A new curriculum for Wales is being developed with education professionals across Wales. Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. Welsh Government's ambition is that by 2022 settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16.

The 4 Purposes

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



The curriculum will be organised into 6 Areas of Learning and Experience:

- Languages, Literacy and Communication (including Welsh, which is compulsory to age 16)
- Mathematics and Numeracy
- Science and Technology
- Health and Wellbeing
- Expressive Arts
- Humanities (including RE, which is compulsory to age 16)



Cross-curricular Responsibilities

The six areas of learning and experience are supported by three “Cross-curricular Responsibilities”. These consist of a range of competences and skills which are foundations for almost all learning and aim to enable pupils to participate successfully and confidently in the modern world.



All Areas of Learning and Experience (AoLE) are underpinned by rich learning experiences which include opportunities to develop numeracy, literacy and digital competency skills.

All subjects encompassed within AoLE are assessed and monitored through the school’s planning and assessment tool, and through listening to learners.

The principles underpinning every AoLE in Mount Street Infant School ensures that the curriculum is:-

- authentic: rooted in Welsh values and culture and aligned with four purposes
- evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and character for future challenges as lifelong learners
- inclusive; easily understood by all, encompassing an entitlement to high-quality education for every child.

- ambitious: promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- empowering: developing capabilities which will allow young people to engage confidently with the challenges of their future lives
- unified: enabling continuity and flow with components which combine and build progressively
- engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers apply the pedagogical principles identified in Successful Futures when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes.

Teachers and pupils use the “four core purposes” of the curriculum. These will ensure that our pupils will be:-

1. Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives

2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media

- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

3. Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting responsibly
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

4. Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At Mount Street Infant School we envisage these core purposes overlapping and developing through rich learning opportunities.

Welsh

Bilingual opportunities are provided to promote the speaking of the Welsh language across all areas of the curriculum. Wherever possible, teachers use appropriate Welsh subject-specific vocabulary and incidental Welsh to enhance the teaching and learning of Welsh in a range of contexts and settings. Throughout their learning in other subjects, pupils are encouraged to communicate with staff and

peers bilingually by asking simple questions and responding using everyday Welsh and sentence patterns that are appropriate to their age and ability.

Cwricwlwm Cymreig

Pupils are given opportunities to access all areas of the curriculum and a range of extra-curricular activities through a Cwricwlwm Cymreig approach. This enables pupils to engage in a variety of experiences that promotes their knowledge and understanding of their cultural history and heritage, thus instilling a sense of pride and belonging to their local community and country. It also helps to foster in pupils an understanding of an outward-looking and international Wales, promoting ethically informed global citizenship and concern for sustainable development.

Ethos

We believe that people learn best through a range of learning opportunities. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential in a safe and secure environment with adults who they trust.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners; foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Effective learning

Research tells us a lot about how to maximise learning. At Mount Street Infants our pedagogy reflects that of the Foundation Phase and the new curriculum for Wales. We use experiential tasks and challenges to encourage independent learning. We aim to develop pupils at Mount Streets Infants as active, engaged and independent learners and to this aim we strive to develop pupils who;

- Demonstrate initiative and independence in finding the resources and equipment they need and in seeking help with difficulties before seeking help from the teacher.
- Take part in discussion in a measured, responsible and courteous way.
- Develop positive Growth Mindsets to become resilient learners
- Are independent, self-reliant and show respect for others
- Frequently offer help to fellow pupils as appropriate to the learning.
- Practise and apply their newly acquired skills and knowledge in enhanced learning opportunities.
- Take responsibility for the various 'housekeeping' tasks of the classroom, with the teacher delegating appropriate responsibilities to pupils.
- Look after our environment both inside and outside school.
- Take ownership of and pride in their work reflecting on and evaluating their learning.
- Learn from others in the wider community

We have planned mixed age classes in Reception and Year 1 and 2 Year 2 classes.

The areas of learning in the Foundation Phase are:

- Personal and Social Development
- Well Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All classes have access to the outdoors and use of our own woodland and beautiful school grounds.

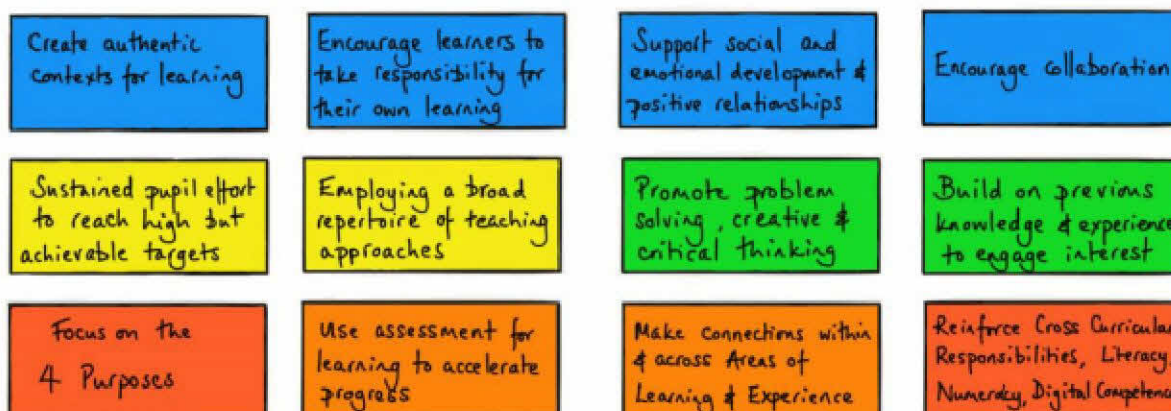
The teacher and teaching assistants will keep ongoing records for children's experiences and assessment of their learning needs will be ongoing throughout the school year. Wherever possible we encourage children to think about what has been learned and what is the next step they need to take to help them learn more (see Marking and Feedback Policy for more details).

Effective teaching

At Mount Street Infants we aim to provide a caring, supportive, stimulating and safe environment.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed.

Effective teaching and learning experiences at Mount Street Infant School are underpinned by the 12 pedagogical principles identified in Successful Futures 2015.



At Mount Street infant School these principles permeate our curriculum through our teaching and learning and help us to develop our ethos. When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of skills, so that they reach the highest level of personal achievement. To help us achieve this we use a thematic approach across the school. The school uses the Foundation Phase Framework and the LNF (Literacy and Numeracy Framework) to guide our approach to teaching and learning. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress through INCERTS, and they use this information and evaluation of lessons when planning their lessons. It enables them to take into account the abilities of all their children. Our primary aim is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of

ability. When planning work for children with Additional learning Needs (ALN), we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) or Individual Play Plans (IPPs). Teachers modify teaching and learning as appropriate for children with ALN. We value each child as an individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, safeguarding and disability.

We plan our lessons with clear learning objectives in the form of 'I can' statements. We take these objectives from the Foundation Phase document, National Curriculum and the LNF. We endeavour to provide bi-lingual opportunities to develop Welsh in all areas of the curriculum. We evaluate all lessons, so that we can modify and improve our future teaching.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn with the aim of promoting independent learning with a lifelong impact.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times and use positive discipline management to maintain such behaviour.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

All classes have one full time teaching assistant. We also use teaching assistants to work with pupils in identified groups of learners. We deploy teaching assistants as effectively as possible. Their role engages them to work with individual children, small groups or with the whole class. Our Teaching Assistants also assist with the preparation for lessons, maintenance of and storage of classroom equipment.

Our classrooms are attractive, engaging learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work. All classrooms have a range of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children.

We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly through performance management targets linked to the school development plan (SDP). We do all we can to support our teachers in developing their skills, so that they can continually improve their practice in order to raise standards. Staff work collaboratively in small groups to plan and observe teaching to improve their practice.

Transition

We conduct all our teaching in an atmosphere of trust and respect for all. We feel a smooth transition is of high importance for all our pupils to engage successfully into school life and learning. Reception

staff liaise with Smarties and pupils are given opportunities for transition into the nursery class. Year 2 transition into year 3 is supported through regular activities and movement across the schools throughout Year 2 (See Infant/Junior transition policy).

Effective Leadership

The leadership of teaching and learning falls into 6 areas of learning at Mount Street Infant School.

- Health and Well-being
- Expressive Arts
- Humanities
- Mathematics and Numeracy
- Languages, Literacy and Communication
- Science and Technology

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from AoLE leaders, the annual headteacher's report to governors and a review of the in-service training sessions attended by staff.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' open afternoons to explain our school strategies for literacy, numeracy and health education;
- by engaging parents through assemblies, which outlines the topics that the children will be studying;
- by sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with regular shared reading

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;

- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Signed: (Chair of Governors)

Date:

Date of Review:

Appendix A – Vision statement written by Pupils and Parents

At Mount Street Infant School

We like “do” rather than “don’t”.

We like mistakes as we learn from them.

We are role models to children.

We are consistent with our behaviour management.

We work as a team-children, parents, teachers, governors and our community.

We inspire all children to be learners.

We use positive language.

We encourage indoor and outdoor voices.

We use child friendly language for learning objectives -I can.

We believe in active learning.

We learn for a reason-purposeful learning.

We use a wide range of resources to engage all learners.

We like talking partners and talking for learning.

We challenge all children.

We love enquiring minds.

We celebrate children’s achievements.

We use child friendly marking and feedback.

We love outdoor learning.

We encourage all to be creative.

We encourage all to be explorers.

We encourage all to be environmentally friendly.

We are a welcoming community.

We want everyone to have a voice.

We celebrate diversity.

We embrace our heritage.

We are a happy, healthy school.

We encourage all to be digital learners.