



GRANGE INFANT SCHOOL **TEACHING AND LEARNING POLICY**

Introduction

At Grange Infant School we believe in the concept of 'Lifelong Learning' for all our staff and children. We recognise that learning does not simply start and stop at school. Our children will continue to learn and develop all the way through their lives, at home, at play, at school and when they are older, at work.

We believe that our children need to develop the attributes, the skills and attitudes that will support them throughout their lives. Our world is constantly changing and new technologies and discoveries mean that when many of our children are older they may be working in jobs or industries that do not yet exist. In the 21st century, employers need adults who can use their initiative, work in a team, solve problems and adapt to change. Our aim is to give our children a 'flying start' to enable them to reach their full potential and to flourish in our ever-changing society.

We believe that learning should be exciting, enjoyable and rewarding. It should foster a deep sense of satisfaction and pride within each and every one of our children. We believe it is through excellence in our teaching that we facilitate excellence in children's learning.

Achieving Excellence in Learning

Developing Growth Mindsets

At Grange Infant School our ethos has been influenced by the work of Carol Dweck, a prominent educationalist whose work on 'Fixed' and 'Growth' Mindsets has received international recognition. Use the following links to find out more: <https://www.mindsetworks.com/> and <https://www.edpsyched.co.uk/blog/nurturing-growth-mindset>

A child who has a **Growth Mindset** thrives on challenges and change because they know that through practice and perseverance they will improve. They find hard work rewarding and they know that when they overcome difficulties and learn to do something they previously found a challenge, they have truly developed as learners.

In contrast, a child who has a **Fixed Mindset** believes that no matter how hard they work they either can or can't do well in a task. These children give up quickly when something difficult comes their way. They find it hard to accept that throughout life we all encounter situations where things may be new or difficult and that through being resilient and persevering, we overcome barriers and improve on our personal achievements.

To help our children develop a Growth Mindset we talk about what it looks like when a person is learning well. We praise our children for the effort they put into their learning and not necessarily the end product. For example, a child may find writing neatly really difficult. We believe that although such a child's handwriting may not be as neat as others in the class, if that child has tried their hardest and is making improvement, acknowledging this with the child and praising them for the effort they have put into this area of their work, will encourage them to keep trying and over time they will continue to improve.

Building the Capacity to be a Lifelong Learner

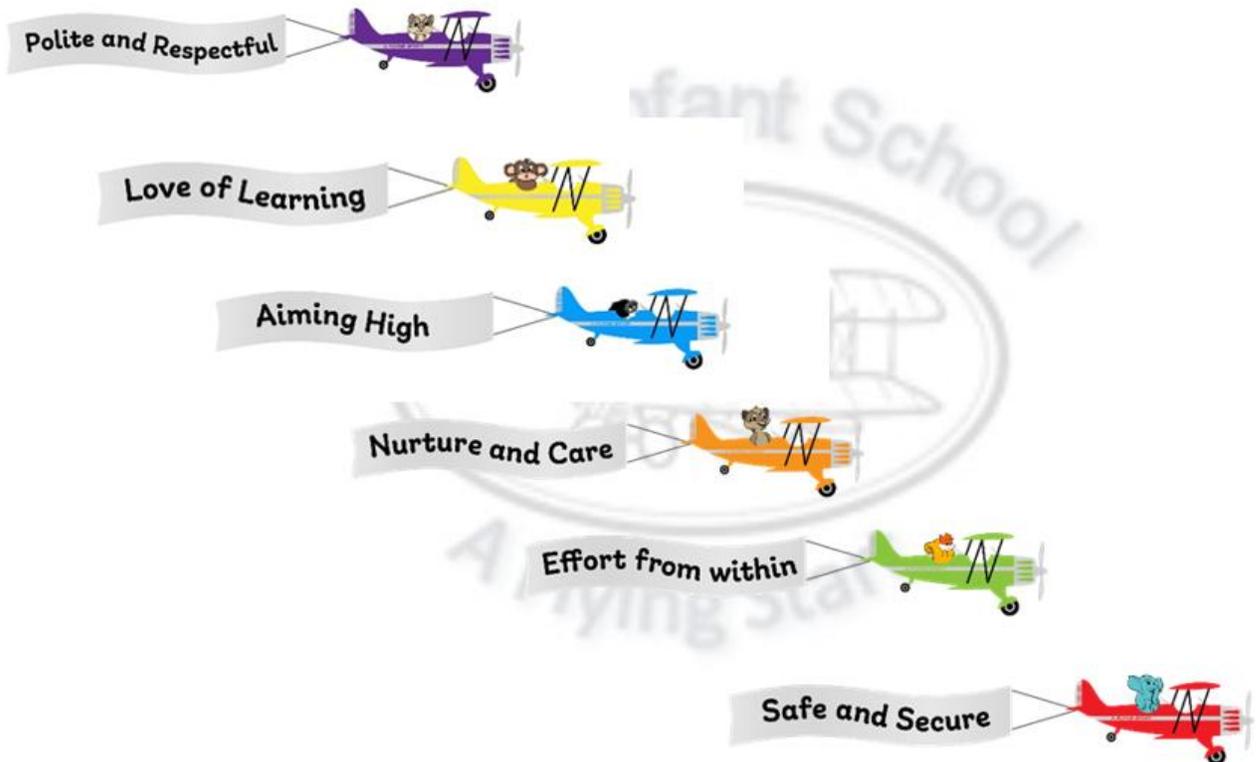
At Grange Infant School we previously adopted the 'Building Learning Power' principles and resources, which have been developed over time by Professor Guy Claxton. (www.tlold.co.uk) More recently, it has been recognised by staff that these learning behaviours have evolved and as a result, they have been reviewed and revised in line with the work of not only Guy Claxton but also Shirley Clarke and Katherine Muncaster. (Thinking Classrooms: Metacognition lessons for primary schools 2018)



The teaching team at Grange Infant School has developed child friendly characters to teach the learning behaviours through stories and activities. Each character links closely with the Grange Values and typifies several discrete learning behaviours. See appendix 1

The new learning behaviours for Grange Infant School are linked with the values:

- The 2 Friendly Meerkats teach the behaviours of **listening and collaboration** and hold the Grange values of **Polite and Respectful**, and **Nurture and Caring**
- Curious Monkey teaches the behaviours of **questioning, noticing and making links** and holds the Grange value of **a Love of Learning**
- Focussed Squirrel teaches the behaviours of **managing distractions, imagining absorption and planning**, and holds the Grange value of **Effort from Within**.
- Ambitious Spider teaches the behaviours of **revising, imitation, capitalising and reasoning**, and holds the Grange value of **Aiming High**
- Resilient Elephant teaches the behaviours of **perseverance, remembering and learning from mistakes** and holds the value of keeping and feeling **Safe and Secure**



In addition to these, we will continue to promote development in the following areas:

Resilience and self- regulation

Children feel safe at Grange Infant School. This enables them to be resilient learners who thrive on problems and challenges and are not afraid to make mistakes. They do not give up easily and are not worried by new things they have to learn or engage with.

They know they will struggle at times, but by being resilient they will progress and achieve personal success.



Reflection

Reflective learners focus their effort by reflecting on what they have done well, identifying where they can improve and planning their next steps in order to achieve success. Resilient children are comfortable with reflecting on their areas for development as well as their successes. In our teaching, we help our children identify the success criteria for their work and we teach them strategies for reflecting on how well they have done. In other words, we ensure children know exactly what they are learning, why they are learning it and how they will know if they have been successful. We recognise and praise children for the clarity of their reflections, as well as the progress they make. As children make progress, this raises their self-esteem, develops resilience and a growth mindset.

Resourcefulness

A lifelong learner is resourceful when they become stuck with their learning. Our children are supported in developing strategies to help them cope when they are struggling with new areas of learning or when they are solving problems. They learn to select appropriate resources such as number lines, reference books or the internet. These can be found within every classroom. We encourage them to develop personal resourcefulness and the confidence to ask others for help

Using Metacognition (Thinking about thinking):

Our children are taught how to use metacognition to drive their learning. This is a process of planning, monitoring and assessing their own learning and looking at how prior learning can deepen their future learning. The 7 steps of metacognition and learning model is used to drive our maths planning focus but is also used to help children to support their thinking across all subject areas:

Metacognition Steps in a series of lessons	1 Activate prior knowledge	2 Explicit strategy instruction	3 Modelling of learned strategy	4 Memorisation of strategy	5 Guided practice	6 independent practice	7 structured reflection
Knowledge and regulation (doing)	Planning What will I do? Have I struggled with problems like this before?			Monitoring what I'm doing			Evaluation of understanding
Questions by teacher	<u>An image to talk about</u> What do you notice? What do you wonder?	How have we solved problems like this in the past?	Pose questions to yourself as you model your thinking.	Explain the problem in your own words	Who are your focus children? 1 2 3	Reasoning questions to deepen understanding	Time to talk, reflect and Address misconceptions
Pupil talk and questions to self – fluency and reasoning	Use images with no numbers initially	<i>What am I being asked to do?</i>	Talk about why this could be a good method.	<i>Is this strategy working? Do I need to try something different? Is this the right tool for the job?</i>			<i>What went well? What will I do differently next time?</i>



Relationships

Learning is a social and interactive process. Our children will experience many different settings throughout their lives and they will need to work with friends, family and colleagues to thrive. Teachers and teaching assistants use the 'Jigsaw' PSHE programme materials to support the children's development of Social and Emotional Aspects of Learning.

Our ELSA (Emotional Literacy Support Assistant), is able to provide more specialised 1:1 and group programmes for those children who need additional help to develop better emotional resilience and the social skills needed to work well in school. We provide opportunities for children to work as a whole class, in smaller groups and with talking partners in order to develop their language, thinking and social skills. By talking about their learning, children develop deeper understanding and clarify their knowledge. We offer parenting classes and support for our families to support with the challenges of home life that may impact on performance at school.

The Grange Infant School ethos is built upon building positive relationships and mutual respect between children, families and staff. Fundamental British Values and the school values support this ethos and the children are supported in learning how these values underpin their learning journey in school. This is more fully explained in our School Vision and Behaviour Policy.

Our school values: PLANES

- Polite and respectful
- Love of learning
- Aim high
- Nurture and care
- Effort from within
- Safe and secure

British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Personalised Learning (adaptation of learning tasks)

At Grange Infant School, we recognise that our children are individuals and will need the curriculum to be personalised for their needs. Developing a growth mindset and building learning behaviours is the foundation for all learning and teaching in the whole school. Through our teaching, we adapt our learning tasks to provide all our children with learning challenges whether they need additional support in an area or whether they are particularly talented in an area. On occasion, children will work in mixed ability groupings if deemed appropriate by the class teacher. In some subject areas such as phonics, the children are set in order to allow a focussed approach to their needs. We adapt our teaching to ensure our children continue to make good progress throughout their time with us.

Assessment of individual progress made by children (see Feedback, Marking and Improvement Policy) and teaching staff is ongoing throughout lessons, as well as through more formal assessments. Teaching staff continually adapt their teaching methods and content to cater for the individual needs of the children they are working with and to ensure maximum progress is made.



The Curriculum

At Grange Infant School, we deliver all national requirements as agreed for infant children, with an emphasis not only on what the children are learning, but also on how they learn and how they can increase their learning capacity. We support our children through providing a curriculum that supports their journey through basic, to deeper advancing and then through to mastery. All subjects outline the Intent, the Implementation and the Impact for that subject and subject leaders track this learning journey from Year R to Year 2. We also endeavour to make our curriculum exciting and relevant for our children with topic hooks and experiences that put the learning in a real-life context. If children are excited and having fun, they will want to learn. If the curriculum is relevant, they will understand and learn how to apply their knowledge better. For example, when working with money in maths, role playing shopping experiences will help children work with coins and develop the skills they need to pay for or give the correct change for goods. Our curriculum also has the flexibility to be changed to deliver concepts and skills through topical local and national events and the children's needs and interests at the time. Our STEM works allows us to get children applying learnt skills in different contexts and prepares them for the ever changing and developing work place.

Our school environment is organised and resourced well to support children's learning. We encourage all our children to think about how resources can help them and we support their independence in accessing the resources they need.

Spiritual, Moral, Social and Cultural (SMSC) at Grange Infant School: *(Please see the SMSC policy)*

The SMSC development of our students has always been at the heart of the education offered at Grange Infant School. Our approach to SMSC is embedded in the ethos of mutual respect, partnership working and collaboration; an approach that we believe is fundamental to a full and positive participation in life in modern Britain. At Grange Infant School, children will have the opportunity to:

- Share their achievements and successes with others
- Talk about their personal experiences and feelings
- Express and clarify their own ideas
- Speak about the different events appropriate to their age
- Learn about families and relationships within
- Consider the needs and behaviours of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging

Home Learning

Research recognises the enormous influence the home environment plays in children's development and learning. The home environment has the biggest impact in a child's development in their early years. Even when children start school, they continue to spend much more time at home. A supportive family impacts significantly upon children's success and motivation in learning therefore we offer parenting support in school and workshops (where restrictions allow) to support the parents' understanding as to what happens in school and how things are taught.

Homework

We aim to support our families and work together to promote lifelong learning. We are always happy to discuss aspects of learning with parents and regularly hold workshops (where restrictions allow) and parent evenings to



keep parents informed about how their child is making progress and what they can do to help. Children have access to reading, rocket words and spellings weekly appropriate to their age and level of development. In addition, all children have access to Oxford Owl online reading resources and Mathletics. This allows the opportunity for the parent and child to work together and have ownership over the tasks they wish to complete. This is done to extend children's learning, to help motivate them and to give them additional time to practise their skills. Working together at home can give a child a huge sense of achievement and the understanding that learning is important. We expect parents to support their children in completing their homework on time and to a good standard. Each half term, a homework project is launched and families are encouraged to work on these together at home around that half term's theme such as transport or the local area. These projects are then showcased and families are invited to attend and to give feedback.

This policy will be reviewed annually.

Reviewed and agreed by the Governing Body on: 15th January 2026

Review date: February 2027

Signed
Headteacher

Signed
Chair of Governors