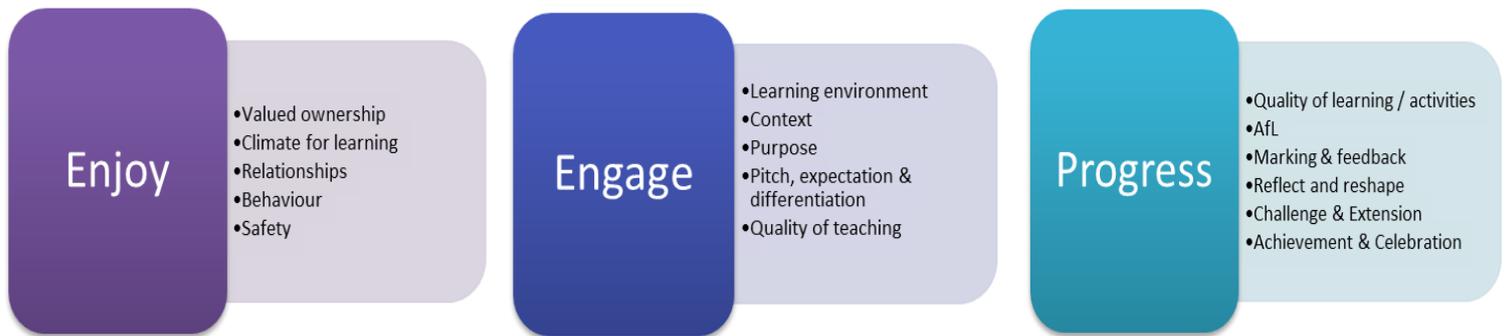


HALFWAY NURSERY INFANT SCHOOL

Our Vision for Learning (linked to our Teaching and Learning Policy)

In the very simplest terms we want children to ENJOY learning, ENGAGE in learning and make good PROGRESS.



We achieve this by providing:

Continuous provision and elements of free flow learning ensure children never waste an opportunity to learn new skills.

Learning experiences offer a balance between adult initiated, adult focused and child initiated activities.

Learning that is active, practical, hands-on and first hand.

Talk in class, between children and adults, is valued highly.

Learning in small groups, pairs or independently on a range of cross curricular activities. Only a small amount of time is spent on whole class carpet sessions and these are thoroughly differentiated and personalised to groups.

Clear differentiation and challenge throughout all activities and are tailored to meet the needs of specific groups and individuals.

Opportunities for children to be highly independent in using the learning environment and the resources it has to offer.

Opportunities for parents and families to play a huge role in contributing to classes, their child's learning and assessment.

Planning which addresses all areas of learning / subjects equally across the whole curriculum, giving breadth and depth.

Planning and a curriculum which are based on children's interests, prior learning, gaps in learning and is relevant to them.

Contexts for learning which are based on 'real life' situations and scenarios. Learning should be thematic and cross-curricular with opportunity to apply skills in different ways.

Opportunities for children to work at length and depth without 'flitting' between topics/concepts/ideas too quickly and frequently throughout a day/week/month.

Learning that is not just based on data...use of observations, snapshots, conversations with children/parents, photographs, work samples etc.

Greater flexibility in timetabling.

An outdoor environment that is used frequently.

Learning to learn skills that are taught and developed (e.g. BLP)

HALFWAY NURSERY INFANT SCHOOL

Our Vision for Teaching and Learning Pedagogy

Whole Class Teaching:

Enthusiasing the class about a new topic or concept.
Sharing information about class outings, visits or visitors.
Sharing books, stories, poetry, rhymes and singing.
Quick fun games – phonics, maths, thinking skills
Reviewing and sharing work, experiences or ideas.
Differentiated / streamed / Onion Model

Continuous Provision & Play (child Initiated):

Developing social skills e.g. give and take, taking on others' ideas, speaking up.
Problem solving – children are more inclined to develop own strategies in absence of an adult.
Trial and error – children are more likely to take risks, investigate and experiment when working independently.
Concentration and perseverance.
Greater imagination – as adults do not hold them back!
Ownership of learning is completely in the hands of the children – they have choice and direction.
Adults can become 'interested observers' – noting but not intervening.
Adults can become a resource for children.
Adults can extend language and ideas through commentary.
Imagination, creativity and thinking skills are developed.

Small Group Work (Adult focused/directed activity):

Allows adult to easily assess the children and plan for next steps.
Ability to select and chose children to work on a specific task at an appropriately challenging level.
Allows adult to stay with the group until the task is complete, learning alongside the children.
More thoroughly ensures planned outcomes are achieved.

Enhanced Provision (Adult Initiated activity):

Learning can be achieved independently or in collaboration.
Activities can be open ended and allow for further enquiry.
Minimum instructions can be given, but allow for a maximum number of possibilities.
Gives children opportunity to explain and describe their learning.
Teacher can observe learning first hand.
Independent learning skills can be developed

Discrete Teaching:

Not everything can be taught thematically, through play or be child led. We teach phonics, handwriting, number & computation and RE discretely.

HALFWAY NURSERY INFANT SCHOOL

Our Vision for Every Classroom Environment

All classrooms will have areas established for CP and play. These may need to be flexible. Consider quiet places and places for action. Spaces for individuals, small groups and larger groups. Spaces to work together and spaces to learn alone.

Areas should include:

Sand and water play, malleable materials, construction, role-play, small world play, creative area/workshop, writing materials & books (everywhere possible!), listening areas, investigation areas.

Space needs to be created for active learning – use outdoors, move out unused tables – remember not all children will be learning at a table in each session!

Children will have their 'own space' by having a personalised peg and tray to keep their belongings and books.

Consider noise levels – speaking is good, but shouting can effect learning and negatively impact S&L skills.

Consider light levels – children learn better in natural light.

Use the outdoors as much as possible! Why? Because:

Children need the real world to explore and investigate

The natural world cannot be simulated indoors

Work on a larger scale

Children can exercise their bodies more freely

Children have more freedom to be messy and adventurous

Opportunity to take risks

Opportunity to be 'themselves' – increased confidence, self esteem and S&L skills.

Resources need to be well labelled, well organised and accessible to all children at any time (using the Early Excellence approach). Children need to be able to choose the correct resources for their learning.

Resources need to be maintained by children. This means packing and tidying away, care of, replenishing materials like paint, how to clear up spillages or glue etc.

Resources should reflect the real world as much as possible

Resources need to be as open ended as possible.

Displays should be well presented with mounted work, titles, labelled work, overview of skills being presented and be as interactive as possible.

Everyone will take pride in their classroom by keeping it tidy, well organised, inviting and conducive to learning!