

**Teaching & Learning
at
Winterbourne
Nursery & Infant
School**

September 2014

Teaching & Learning Principles for All Practitioners

At Winterbourne we will give an enjoyment of learning and pride in success that will help to establish high achievements and maintain positive attitudes for life long learning.

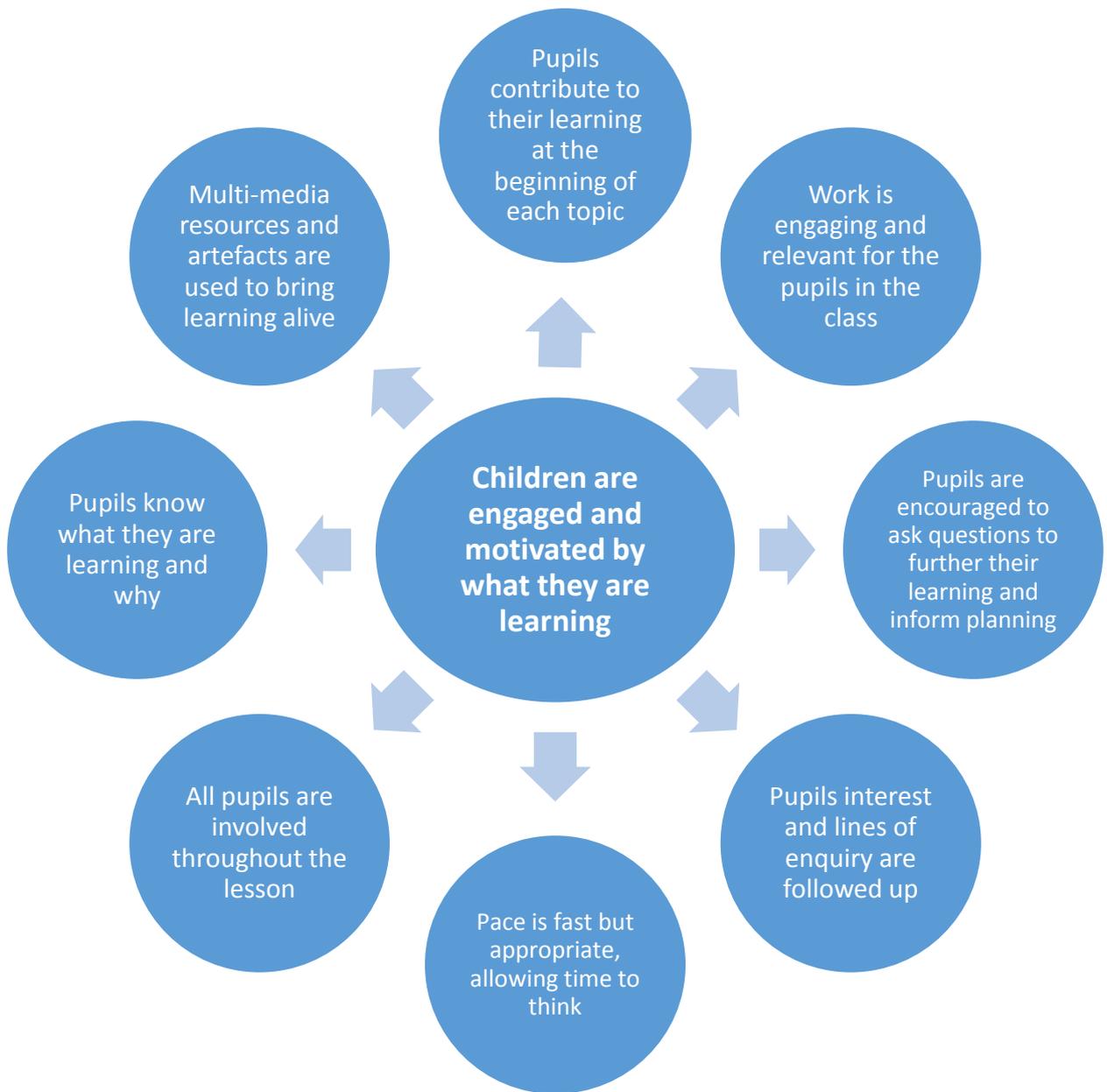
As well as teaching knowledge, we develop the following learning skills through:

- Collaboration and communication
- Making links between learning
- Imagination and Creativity
- Resilience and independence

Behind all teaching and learning is the premise that the children know what they learning, why they are learning it, whether or not they have been successful in their learning and what the next steps are.

The following are the non-negotiable principles which inform our teaching at Winterbourne Nursery and Infant School:

- Children are engaged and motivated by what they are learning
- Work is appropriately pitched to enable all children to participate and be sufficiently challenged
- Pupils make contributions to what they are going to be learning
- Continual assessment informs planning and the content and style of teaching
- Additional adults are used effectively to support learning
- Pupils are expected to reflect on their learning and self-evaluate
- The learning environment and classroom atmosphere promotes independence and success











What makes Good and Outstanding Teaching

At Winterbourne, we aim that all teachers demonstrate the features of good teaching as defines by Ofsted, and that an increasing number of teachers demonstrate the features of outstanding teaching.

The main focus for staff CPD, staff meetings and INSET days is to ensure the following:

Outstanding

- * Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- * All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- * Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- * The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- * Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- * Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- * Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good

- Teaching in most subjects, including English and mathematics, is consistently good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
 - Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
 - Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
 - Reading, writing, communication and mathematics are taught effectively.
 - Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
 - Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.
 - Effective teaching strategies, including setting appropriate homework, and well-targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

