



## **Pinfold Primary Forest School Teaching and Learning Policy**

**Head: Claire Gagigo  
Chair: Sue Kenny  
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### **Curriculum Intent Statement:**

*We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring 'Faraway Curriculum' will create independent, critical thinkers, confident, responsible and caring; high reaching learners, who can see the magic in our world. They will gain the skills, knowledge and strength of character to be able to keep themselves and others safe and happy, challenge discrimination and make our world a better place.*

### **Pedagogy:**

We believe best practice teaching and learning comes from the early years pedagogy.

The characteristics of effective learning are also the most effective characteristics of teaching. To ensure we are enabling our children to be:

#### **Ready: Playing & Exploring** – Engagement

*Finding out and exploring*

*Playing with what they know*

*Being willing to 'have a go'*

#### **Willing: Active Learning** – Motivation

*Being involved and concentrating*

*Keeping trying Enjoying achieving what they set out to do*

**And Able: Creating and Thinking Critically** – Thinking Having their own ideas Making links Choosing ways to do things

#### **Enquiry Based Learning (EBL)**



**Enquiry-based learning**- is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject.

We aim to teach practically, where possible, to engage in inquiry based learning. This will ensure our children remember and apply what they learn, in every area of the curriculum.

## **Why?**

It is essential, we as professionals, ask ourselves why are we teaching in this way, is it effective?

Firstly we need to think about the whole child. Are they happy? How is the children's wellbeing?

Are they able to engage in cognitive self- regulation and in emotional self-regulation?

If the children are not then we need to prioritise this element before rich learning can occur.

Are the children learning- and re-applying that knowledge and skills?

If not, why not? Let's evaluate and try a different way.

Children need to be involved in their learning, know what they are confident with, what they need to practice and what their next steps are.

When a child is young they have a naturally inquisitive mind, exploring, investigating- you can see the 'Why question on their faces as they explore. We need to prolong this natural desire to learn for as long as possible and to do this we need to engage the children, excite them with the enquiry. Spark their interest, set them off then teach them some skills and knowledge along the way.

## **How? The Implementation:**

### ***The role of the adult:***

The adult must be the facilitator of learning, a skilful nurturing sensitive teacher who can set children off on a task, knowing what they want the child to learn, then be able to observe the child in their work, notice any misconceptions and remedy them, notice any deep learning and give the children time and guidance to take this learning further.

The adult must be confident to change the day's plans to accommodate that learning and make the day work around the child, not the children around the day.

We believe that an adult working alongside a child, playing with that child can enhance and promote learning far greater than being an adult that imparts their knowledge directly to a child in front of a classroom; we value art and pretend play. These symbolic and representational activities are widely seen as beneficial developmentally (Goncü & Klein, 2001; Lillard, 2002, Piaget, 1962, Sutton-Smith, 1997, Vygotsky, 1982).

We believe in the play pedagogy doctrine: where children and adults together can create space and possibilities for play.

Staff will engage in a range of teaching styles throughout the day, appropriate to the situation but the majority of time will be engaging in problem solving and practical activity.



### **Styles of Teaching:**

**Staff will engage in a variety of teaching styles. These can be broken down into two broad categories:**

The teacher-centred style puts the teacher as the expert in the classroom, and the students as the novices. The idea of being 'teacher centred' would be supported by the theory behind behaviourism, a concept that came from the work of pedagogical research by Thorndike (1911), Pavlov (1927) and Skinner (1957).

Child-centred teaching places the child as the focus of the learning. In a child centred approach, the child may even decide upon what is learnt, how it is learnt, and where the learning takes place. It can be thought of as a more constructivist approach, and is based on the pedagogical research of Piaget (1896-1890) and others.

To ensure all children's learning styles are met and they are exposed to others a good mix of both styles should be used.



In class staff are aware of child specific needs and facilitate children having a break where there is a natural break in learning or to rejuvenate the children, either by play outside or a short burst of brain gym.

**Challenge:**

In our mixed key stage classes we ensure children are always able to challenge themselves. We have a challenge system that we are developing throughout school, so children can work independently in their classroom and work at different, progressive levels of challenge. The Early Years start with a Rainbow Challenge and then we move onto our Bronze, Silver, Gold, Platinum challenges. These align with our Behaviour Reward system.



**Curriculum to Planner to Parent Posters:**

We use our long term spiralled curriculum to inform our half-termly planners. Most subjects have a planner, which depicts the **key learning, vocabulary and sequence of learning**. This is user friendly for children and any adults in the room. It also demonstrates prior learning and next steps of learning.

<p><b>1</b> LO: To taste and describe them.</p> <p>What did it taste like? What was the texture like? Can you describe the appearance? What did it smell like?</p> 	<p><u>Prior learning</u></p> <p>Mechanisms- Moving Christmas Card</p>	<p><b>4</b> LO: To plan your own soup.</p> <p>What ingredients do you want? What equipment will you need? How will you make your soup? Which food groups are in your soup?</p>
<p><b>2</b> LO: To explain why I need to eat a balance and variety of food groups to stay healthy?</p> <p>What are the five food groups? How can we be healthy? Which soup is the healthiest? Why?</p>	<p><b>Subject: Design &amp; Technology</b></p> <p>Topic for Spring</p> <p><b>Food: Soup</b></p>	<p><b>5.</b> LO: To follow your plan and make your soup.</p> <p>What are the hygiene rules? What will you use to cut up your ingredients? Will your soup be healthy?</p>
<p><b>3</b> LO: To follow a recipe and make vegetable soup.</p> <p>What are the hygiene rules? What will you use to cut? What will you use to peel the vegetables? What does blend mean?</p>	<p><b>The world and me</b></p> <p><u>Key Vocabulary</u></p> <p>like, dislike, plan, clean, safe, ingredients, peel, cut, slice, blend, healthy, unhealthy, smooth, crunchy, tasty.</p>	<p><b>6.</b> LO: To evaluate your soup.</p> <p>What was the appearance like? How was the taste and smell? What did you like about your soup? What would you change about your soup?</p>
<p><u>Next Steps:</u></p> <p>Textiles</p>		



Staff prepare termly Parent Posters to send out to parents, informing them of the learning going on in school and so they can help their children consolidate this learning at home.



## Marking (See also Assessment Policy):

We engage in effective on the spot marking where possible, to ensure any misconceptions are dealt with immediately.

## Our learning environment:

### Pedagogy:

An important element to enquiry based learning to make our children as independent as they can be, is an enabling environment. Our curriculum starts with our environment and our environment exceeds our indoor classroom.

As a Forest School we believe education should be holistic, child centred and using a constructivist, holistic approach. Children need to see and build connections for learning to be sticky.

Our garden, nature area and woodland classroom are vital resource to teach our curriculum. Much of our children's learning is enriched by their outdoor experiences. Speech and vocabulary is proven to develop better out of doors.

Our environment needs to be communication friendly, taking into account all our children and their needs. It is essential our environment is set up to promote independence and to facilitate putting ideas into action, with room for adaptation.

Our environment should promote natural toys and equipment. Wooden toys are great for the senses (bringing a touch of nature into school) They encourage open-ended development-boosting play for our children. They do their bit for the planet (they're sustainable!) and can be passed down the generations.

### How? The set up:

As a Forest School we recognise the importance of the rich outside classroom.

Our learning areas have been carefully set up with strategically picked resources to ensure progression but also that there is no ceiling to learning. To ensure continuity when they move from EYFS/ KSI class Willow to KS2 class Oak we incorporate a learning island in each room. This contains the terms driver and will be either science, history or geography led. The carefully set up learning island displays the key vocabulary to be learned, it displays the planner and any information books or artefacts related to that topic and facilitates critical thinking.

Both classrooms are set up so children have some teacher led learning and some independent tasks and challenges.

### Learning Environment: Displays and Working Walls:



In classrooms displays are set up as working walls or display walls. This helps facilitate the children's learning and also to celebrate every child's unique background, their families, beliefs achievements and progress. It is also expected there will be some usage of provocations and inspirations.

Displays are to be kept minimal, using calm backing, such as brown paper or hessian. Font must be Comic Sans when it is intended for the children to be reading it. Staff must be mindful of writing being dyslexia and dyscalculia friendly- using different coloured font and background, rather than just black on white.

We do not use double mounting or borders, to save paper and use laminating only where necessary.

### ***Learning Environment: Displays in the corridor and hall:***

We have a display board for every area of the curriculum. These contain photos and samples of work depicting the progress being made by pupils. Font used is Gill Sans.

### **Resources in Kingfisher class:**

Continuous provision is underpinned through the principles of development matters. Enhancements added will reflect the topic of the term or/and the children's interests/learning styles. Only one to two enhancements must be added inside and out per half term.

Any food used in the environment will be food no longer fit for consumption and children will be taught many families do not have enough food to survive so we should not play with it, if it can be eaten.

Resources and books for reference will be available for that term in an easily accessible area. There will always be an Enquiry Area, a Reading Area and a space to play turn taking games.

### **Our timetable:**

We ensure our curriculum and timetable meets and usually outreaches the statutory expectations of the National Curriculum.

Staff have the flexibility to schedule breaks and brain gym, yoga breathing, when the children need them, when there is a natural break in learning.

Physical Activity is promoted at the beginning of the school day, dinner times and after school clubs. We engage in physical skills and adventure games in the garden and our woodland classroom.





We engage in yoga to help children learn to self-regulate and to give our mainly non-denominatory children an idea of what spirituality and calm thoughtfulness is. Yoga also develops mindfulness, stamina, reflection and determination – and it is fun!

Music is valued in our school. We recognise the importance of singing, memorising songs and rhymes and exploring, repeating and moving to rhythm from our early years through to year 6. Children will be enjoying termly performances from professionals and performing themselves every half term, on instrument or singing.



### **Termly inspirational introduction and end of term presentation:**

#### ***'To know more and remember more'***

To ensure all our children have some experience of what we are about to teach, to develop cultural capital we plan in a visit or invite in visitors every term.

To further ensure that our children retain their knowledge, to make it 'sticky learning' we will be working towards an end of term performance or presentation. Each class will perform and present in some form or other what they have learned to parents and the other class, and at the end of every full term will perform as a whole school and invite the local community.

These performances can take place as a show or a power point presentation; technical display or in the format of a science fair or several pieces of role-play or performed poems, a puppet show or a dance or sports piece. This will relate to the terms theme or question.

The children will be involved with the format and content of each presentation and be responsible for advertising it to parents and carers.



## **Personal Development and Behaviour:**

Ofsted recognised that we were more than good in developing our children's personal development.

We engage in the No Outsiders programme by Andrew Moffat and ensure our children have a rich cultural capital. We intend for our children to develop in strength of character and become determined, resilient, kind and responsible individuals. This is promoted by our enquiry based learning which develops independence and ability to self- evaluate and our forest school work in the woods.

As a non-denominatory school we learn over 50% about Christianity and have close links with our local Church of England vicar and visit the mission during Christian festivals, Easter and Christmas. We visit other religions places of worship as depicted in our long term plan.

Our Pupil Council are active and know they share ownership of the school and have been involved in raising money, spending money and organising special days, for example 'Equality Day'. The pupil council have also led training for parents on Online Safety.

## **Marking, Feedback and Assessment:**

We plan in elicitation of the children's knowledge at the outset of a term. This pre-learning indicator allows the class teacher to elicit starting point knowledge and skills prior to undertaking the planning unit. This allows for necessary revisions to activities, resources, timescales, style of teaching and ensures challenging for all.

Marking is clear and designed to intercept misconceptions as they happen. Teachers and support staff will mark in class where possible as they are working with the children. (Please see Presentation and Marking Policy)