

CHURCH ASTON INFANT SCHOOL

ETHOS

LEARNING

A child's learning is composed of developmental stages. Progress of each child is at a different rate, thus there is a need for differentiation in the way the curriculum is delivered, particularly in Literacy and Numeracy.

Best learning occurs when there is a wide range of stimuli, well thought out and carefully planned. Delivery is best achieved through a topic approach, based on a rolling programme of content to cover the requirements of the National Curriculum and what we feel is also important for the children to learn.

There is a need for the opportunity to revisit and revise certain learning objectives in order for the children to consolidate and internalise that learning, and perhaps change their points of view or opinion. Revisiting also allows the flexibility necessary for children to acquire knowledge and skills, which they may not have attained on a previous visit.

TEACHING

There is no correct teaching method. The child's learning can be facilitated by a range of teaching styles and techniques. This may involve teaching the whole class, or groups or individually.

Good teaching style depends on the method employed, planning, classroom organisation, management of the children and the personality of the teacher.

We have an open mind to new developments, and we investigate methods new to us, whilst retaining what is best for us from tried and tested practice.

There must be a good relationship between Head teacher and all staff. Each teacher must be regarded as a professional in his/her own field, and allowed the freedom to plan his/her own course of action. The Head teacher will monitor and advise accordingly.

GENDER

We see no need to discriminate between genders, and we believe it is our role to support children in building their self-esteem and confidence regardless of sex. We monitor teaching material for unsuitable inclination.

BEHAVIOUR

The child should try to display his/her best behaviour at all time, and it may be necessary to make him/her aware of what is an acceptable code of behaviour.

To achieve this, we have introduced a behaviour agreement in which the children are fully involved. Through the children's personal and social education, we try to achieve an atmosphere of trust and care between children and adults in our school.

THE FUN FACTOR

The child will not be able achieve his/her full potential a person, and develop positively as a learner, unless he/she is happy, settled and secure in school. Learning should be fun. The focus for learning can be presented with this in mind. All involved - teachers, parents and children - acquire more knowledge, and will be equipped with better skills from experience that has enjoyment built into its Prime Directive.

SCHOOL ENVIRONMENT

We want the child to be stimulated by his/her surroundings in which he/she learns. School should be a bright stimulating environment with a variety of approaches to the way in which we create the atmosphere which will enhance the child's learning experiences.

School should be a place that reflects the high standards that we hold vital. We place emphasis on a well-ordered environment, where equipment is well organised and displayed. We allow pupils easy access to use equipment for themselves, and we make them responsible for both its care in use and in clearing it away.

Display plays an integral part in the child's learning. Displaying a child's work carefully and thoughtfully shows him/her that we value his/her contribution. If we provide an example of our own high standards in doing this, then this may be reflected in the quality of the work done by the child.

The provision of furniture should reflect the need for comfort as well as classroom organisation, and provide maintenance of correct body posture. Our children will be taught how to care for their environment, to look after it and keep it safe and secure to work and play in.

THE ENVIRONMENT

The environment this generation creates is the legacy we leave to our children for their future. We make our pupils aware of environmental issues both at home and further afield. We try to give our children knowledge and ideas in order to grow up and try to make their contribution to influencing others in the preservation and protection of the Earth's environment.

PARENTS IN PARTNERSHIP

We share our school with the parents of the children we teach. Parents have an enormous role to play in the education of their children; we aim to make this role a positive one and a partnership between parents and school.

We welcome parents into school in whatever capacity they feel able to offer, e.g. helping with reading activities, number games and activities, cookery, art and craft, swimming, etc. We value the help parents give at home with reading and homework tasks and in the compilation of holiday diaries. We have produced guidance for parents in the form of a pre-school booklet, practical home/school learning boxes, e.g. maths boxes and an instructional DVD. In addition, we give parents access to password-protected online learning programmes designed to be specific to the young age of the children.

We appreciate the efforts made by the Friends of School Association and are keen to support, encourage and take part in the work they do whenever we can.

September 2017