



# HPP (HISN)

## Teaching and Learning Policy

Version	Date	Comments	Review
1	January 2018	In line with new leadership structure	Summer 2019
2	January 2020	Reviewed and additions Principles, Maths lesson structures	Summer 2020
3	June 2021	Amended to include Long term memory, SEND lead teacher role, updated English, updated non-negotiable displays	Autumn 2022
4	September 22	Amended with curriculum updates.	Autumn 2024

# HAMPTON INFANT SCHOOL AND NURSERY

## Introduction

Within the Hampton Primary Partnership, the policies in both schools for **Teaching and Learning** will develop children and staff to ensure they can **'Be the best they can be'**.

Our vision is that children within HPP will develop life-long learning and lead happy and fulfilling lives. Through our teaching and learning, we aim to equip children with the skills, knowledge and understanding required to achieve their intellectual and personal potential.

The **Teaching and Learning Policy** is a central document which underpins and supports our whole-school vision.

The following **HPP Principles** provide our school community with a focus for our continual drive to achieve excellence in all areas:



## 1. Aims

At our school we provide rich, relevant and varied learning experiences which allow all children to develop their skills, interests and abilities. Through appropriate challenge and exciting teaching, children are able to achieve, be proud and succeed together.

Through our teaching, we aim to:

- Develop children's knowledge, skills and understanding in all subjects
- Focus on developing children's skills and competencies in English and Mathematics
- Enable children to become confident and independent learners
- Develop children as resourceful and resilient learners
- Encourage children to challenge themselves in all areas of the curriculum
- Foster children's self-esteem and help them to build positive relationships with all members of the school community

- Develop high standards of behaviour and conduct
- Develop children's self-respect and self-awareness
- Encourage children to show positive attitudes and respect towards the ideas and feelings of others regardless of gender, race, culture and religion
- Enable children to feel valued within, and positively contribute, to the wider community
- Help children to grow into reliable, independent-thinking citizens
- Help children to be proud of their own work and recognise their achievements

## **2. Key Elements of Teaching**

### **Planning and preparation should:**

- Be clearly linked to objectives from the EYFS Curriculum, National Curriculum, HSN Progression of Skills documents and Target Tracker statements for KS1
- Be differentiated to demonstrate how pupils of all abilities are catered for
- Have clearly identified learning objectives and success criteria
- Ensure Learning Support Assistants are deployed effectively throughout the lesson
- Identify resources that are utilised within the lesson
- Identify the structure and timings of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative)
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to
- We strive to meet all the needs of our pupils through inclusion.

### **Curriculum Intent:**

The following statement outlines the 'Curriculum Intent' for Hampton Primary Partnership and was composed in consultation with staff, governors and pupils. It reflects the Vision for Excellence in our curriculum.

**'Be the best you can be'** is at the heart of the HPP curriculum.

Across the partnership, we pride ourselves on our **progressive and vocabulary-rich** curriculum being **clear, carefully considered and connected**. This ensures that our children develop **key knowledge and skills** in a fun and inspiring way so that they are well-prepared for the next stage of their education.

**Resilience and independence** are embedded through the partnership's **ambitious** expectations for **all children to succeed**, whilst developing a life-long love for learning. By working in **partnership** with parents and carers, this supports our vision of **excellence** while considering all pupils' individual starting points and personal needs.

### **Practice and Provision in EYFS – See EYFS Policy for full details**

We aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners. Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential.

In the Early Years Foundation Stage (EYFS) at Hampton Infants our aims are to:

- Support children to make a positive, smooth and happy transition from home to school
- Provide a safe, secure, enabling and nurturing environment for children to learn in
- Create an environment that promotes independence, high levels of involvement in play and support children to acquire a wide range of vocabulary
- Play alongside children and support the learning that naturally occurs
- Provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance
- Develop a secure foundation for reading through a systematic approach to teaching synthetic phonics
- Foster positive home school links with parents and other care providers

We follow The Early Years Foundation Stage Curriculum. This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported. It underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Assessment in Nursery and Reception is carried out in line with the 'Early Years Foundation Stage' and staff observe the children to create a 'learning journey' which evidences the child's progress through the Foundation Stage. We document each child's learning using 'Tapestry' and provide parents with opportunities to share learning from home using 'wow' moments.

### **Lessons in KS1 should:**

- Have specific learning objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Include high quality resources to support learning and promote independence
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary

- Have clearly displayed steps to excellence to support expectations and independence
- If necessary, be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs, ensuring that individual targets and provision maps are considered

## Maths:

At Hampton Infant School and Nursery, we are committed to the Maths Mastery approach. This is an inclusive way of teaching and is grounded in the belief that **all** children can achieve. A concept or a skill is deemed mastered when:

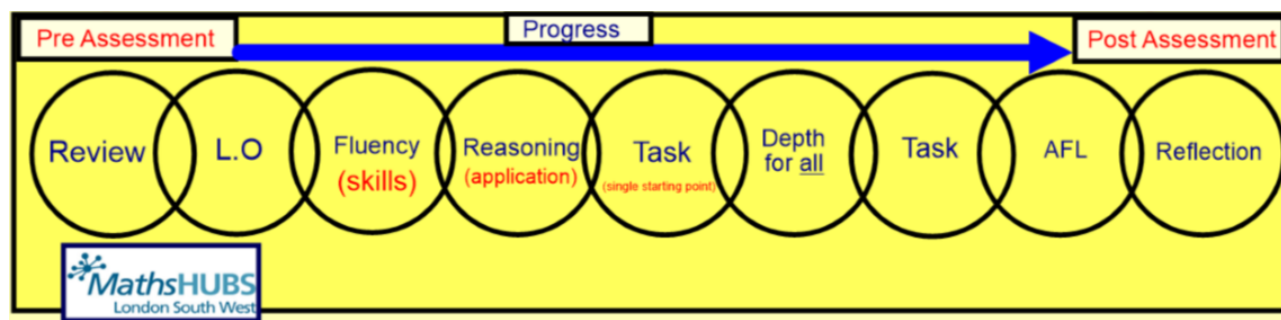
- Children can complete it automatically and without support
- Learning is deep and sustained – skills have not been forgotten and can instead be built on without the need for re-teaching
- Children can show/explain to someone else how to complete the task correctly

Children who have grasped a concept are encouraged to explore it with greater depth, breadth and variation, while those who are finding the learning more challenging are provided with additional support and strategies to help them become secure.

**The mastery approach is particularly effective in combination with the following elements:**

- Encouragement of a growth mindset in all children – a belief that their ability can be improved through hard work and perseverance, encouraging them to be resilient and to love learning
- Effective feedback – prompt, specific, accurate and clear, with guidance on how to improve and an emphasis on effort and perseverance (see the school's Marking and Feedback Policy)
- Dialogic teaching – use of effective questioning and encouraging children to explain their thinking and develop their oracy skills
- Promotion of metacognitive skills and strategies – helping children to think about what they are learning and how they learn best (e.g. through visual strategies, using manipulatives, etc.)

## Maths Mastery Lesson Structure:



### **Maths lessons should follow this structure:**

- Quick review of relevant prior learning, or address common misconceptions from the previous lesson
- Share the learning objective, success criteria and key vocabulary. These should be displayed and referred to by the teacher to encourage accurate discussions about the learning taking place
- Fluency – explicit teaching of the skill(s) needed to achieve the learning objective.
- Reasoning – teacher modelling of the application of the skill(s) within a context
- The Task – all children should begin the task at the same starting point. They will have the opportunity to progress through the Steps to Excellence activities at their own pace
- Depth for all – teachers should model how children can move their learning forwards. Children should have the opportunity to practise and consolidate this through the Steps to Excellence activities
- Opportunities for oracy and verbal communication skills to be practised, including choral speaking
- Ongoing assessment for learning
- Verbal feedback to address misconceptions and move children's learning forward.
- Occasions for children to reflect on their recent learning and progress, and/or to address their next steps

### **Maths lessons should include the following principles of Maths Mastery:**

- Small steps to success: new learning is introduced in small, consecutive steps so that children have the opportunity to master each one
- A single starting point for all children
- High expectations: lessons are pitched in-line with the year group's National Curriculum requirements, while providing appropriate scaffolding and support as appropriate, along with additional breadth and depth when required
- Use of concrete and pictorial representations including manipulatives, multiple visual representations and bar models to develop deeper understanding
- High-quality modelling by the class teacher of the skills being taught
- Emphasis on using the correct mathematical vocabulary – modelled by adults and used by children
- Emphasis on speaking in full sentences, supported by talk scaffolds and sentence stems on the lesson slides and on display in the classroom
- Pre-planned, higher-order questions to stimulate mathematical thinking, discover patterns and connections and explain reasoning using full sentences and the correct mathematical vocabulary
- Marvellous Mistakes: Errors/misconceptions planned in advance by the teacher, which children need to identify and correct verbally, or in writing

### **Resources for Maths planning:**

Lesson planning follows the White Rose scheme of work. Additional resources are used to supplement White Rose including:

- NCETM resources
- Primary Stars
- I See Reasoning
- Can you convince me?
- NRICH

In addition, early morning maths should be provided at least twice a week for children to complete during their soft start, and opportunities should also be planned and created for cross-curricular activities involving maths. Maths should be planned using SMART Notebook Slides.

### **Maths Assessment in KS1**

Children in year one will complete the White Rose post-assessments on completion of each unit of work. The results will be moderated and will inform the judgments made by teachers on Target Tracker, in conjunction with children's work in class and the independent evidence in their books.

Children in year two will complete the White Rose pre and post-assessments for each unit of work, and will also undertake a progress check/assessment at the end of each term. As in year one, the results will be moderated and inform the judgments made by teachers on Target Tracker, in conjunction with children's work in class and the independent evidence in their books. Year two children will also complete practice SATs papers in preparation for KS1 SATs.

Where a pupil cannot access the year group expected assessments, other forms of assessment should be agreed in advance with the Inclusion Manager/SEND Lead Teacher and Maths Subject Lead.

### **Expectations in Maths books for KS1:**

- Use a 1cm squared book
- Write one digit/symbol in each box
- Complete a page before starting a new one
- Do not write across onto the opposite page
- Miss a line and rule off the last piece of work before starting again
- Worksheets must be trimmed and glued neatly
- Presentation on worksheets must be as neat as in books

### **English:**

At Hampton Infant School and Nursery, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Oracy (Speaking and Listening). Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Children will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop their ever-growing vocabulary, through an interest in words and their meanings

- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
- Develop a technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure and to explore and develop their own ideas

Most importantly, children will have the opportunity to develop their creativity and imagination.

Statutory Requirements Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to year two, the national curriculum for English (2013) aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts and purposes
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

## EYFS

In EYFS (Nursery and Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and opportunities to communicate.

## Key Stage One (year one & year two)

- In KS1, children learn to speak confidently and listen to what others have to say
- They learn to read and write independently, at length
- They use language to explore their own experiences and imaginary worlds

## EYFS

In EYFS, children have daily Sounds Write lessons to develop skills like blending and segmenting in preparation for early reading and spelling/writing. A wide range of exciting Learning Areas provides children with opportunities to develop their communication, language and literacy skills on a daily basis, focussing on child initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught



skills), other learning areas are enhanced to provide children with the opportunity to read and write in a range of contexts.

A range of resources in the outdoor area, including a mud kitchen, a writing shed and role play areas provide valuable opportunities to engage children in writing for pleasure. In the outdoor area the children have access to a cosy reading den too. They have access to a vast range of texts, including fiction and non-fiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading.

Adult-led activities in EYFS are usually linked to stories, poems or nursery rhymes or to the current topic. The EYFS team has identified 6 core texts that are taught over the course of the year that the children will learn. These texts have a rich language and story pattern and are diverse too. The moment they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing e.g. a shopping list, menu or greetings card.

In KS1 children have daily Sounds Write lessons to develop skills like blending and segmenting, with an increased focus on spelling and spelling rules. In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Funny Poems. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length.

In KS1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions – recipes, 'how to' guides
- Explanation texts
- Poems
- Letters & postcards
- Labels, lists and captions
- Recounts
- Non chronological reports

In KS1, spelling, punctuation and grammar are embedded into daily lessons. Objectives are taken from the National Curriculum and pupils are taught how to use these rules in their own, independent writing. Writing for a purpose is essential to motivate pupils, skills are then developed across the curriculum. Children are given lots of opportunities for cross curricular writing through our topic work.

Children have 1:1 reading sessions as well as guided reading, and use Oxford Reading Buddy at home to support their development in reading. Reading comprehension is taught weekly to develop their ability to question texts and understand them more deeply. Children are also encouraged to develop a love for reading through daily story time.

In EYFS & KS1, children have the opportunity to read 1:1 with an adult at least once per week. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age. As children move through school (or become more able readers), opportunities for sustained independent reading are provided. Children are taught phonics through the Soundwrite approach and are given books that are phonically decodable for their assessed stage. These include books provided from Dandelion Readers and the Big Cat Collins Books, where children rely on

their Phonic decoding skills to read words. The books provided closely match their current phonic knowledge, and their knowledge of everyday words, which is imperative. Once children can read longer texts independently and with fluency, they move to a new unit. In EYFS and KS1, children take home a reading book weekly to be shared with parents. Each child keeps a record in their 'Home School' book in which parents and teachers share information about a child's reading. Parents are encouraged to read with children five times a week and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, for example World Book Day, meet visiting authors and Roald Dahl Day.

Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2013). Throughout the school, teachers follow the same teaching models for English. In KS1 planning and story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. Children in classes are given regular opportunities to write in a range of contexts, for a variety of purposes, and have opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum (2013), ensuring a breadth of coverage. We recognise the importance of Computing/Technology in developing English skills. Children are given opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may use English 'games' on the interactive whiteboard to support and engage children in learning. Technology may be used to support the 'end product' of a writing task; for example, in year one, children write weather reports, to link with their Geography using Chromebooks.

As a school, we have adopted the cursive script in handwriting to help children develop fluent, clear and legible handwriting. In KS1, children practise handwriting daily using Letter Join. They are encouraged to begin to join their writing.

Approaches to Speaking & Listening Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of Oracy skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, sound or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in EYFS/KS1 in all curriculum areas
- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, role play, use of puppets or drama
- Circle time

- Assemblies
- Helicopter Stories
- Following our 'Rules for Talk'
- Using talk scaffolds - to ask and answer questions in full sentences.

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a wide variety of books in each classroom including fiction and non-fiction. Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to year two are provided with excellent opportunities for cross curricular writing. This allows children to write for a range of purposes, in a variety of contexts. In the past, children have written letters to the Queen to celebrate her Jubilee, written reports, written diary entries imagining they are Samuel Pepys and written information texts about animals in Science. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

### **Assessment and Target Setting**

Children are assessed termly by their class teachers in Reading and Writing. Formative and summative assessments are carried out regularly to ensure that the teaching of Reading, Writing and SPAG is focused on children's needs. In year one, children take a statutory Phonics Test to test their decoding skills. In year two, children will take statutory assessments in Reading. For more information please see Assessment Policy.

### **Inclusion in English**

The needs of all children are considered carefully when planning and teaching English. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

### **Equal Opportunities**

We have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. Through the use of carefully considered resources, such as word mats created with the use of Inprint and organised using colourful semantics, teachers are ensuring they are enabling access for all children. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

### **Parental Involvement**

We hope to involve parents as much as possible in school life, including in the development of children's skills, knowledge and understanding in English. Parents are kept up to date on weekly activities via our School Newsletter. They can see photographs and updates about their child's learning, as well as ideas for how learning can be continued at home which are suggested in our Curriculum Letters which parent's receive

Half Termly. Families are invited into the classroom at the start of the academic year too, to see where their child/ren will be learning.

In EYFS, parents have access to Tapestry, an online learning journal that is unique and personal to their child. The EYFS staff provide weekly updates on the learning, providing photographs and written text providing an insight into the learning. Nursery and Reception send out a weekly newsletter detailing the focus learning for the current week and upcoming week. They are invited to view pictures, work and observations and to make comments on them to further their child's learning. Families in the EYFS are encouraged to share learning from home too. At the start of each school year, parents are invited to a curriculum meeting for Nursery and Reception. Families are invited into the classroom at the start of the academic year too, to see where their child/ren will be learning. Parent meetings are carefully planned over the year to support parents' understanding of the EYFS curriculum and include a phonics and reading meeting and a developmental writing meeting.

Parents are provided with information about the curriculum, how it will be taught in school and what they can do to support their child/ren. The importance of regular reading and writing is highlighted throughout the year. We also hold parent workshops for a range of aspects of Reading and Writing over the year. Parents are invited into showcases which share aspects of their children's work across the year.

Parents are welcomed into school on various occasions over the course of the year to see presentations of their children's writing. Parents can also view information to support their child/ren at home via our website. Parents receive a written report at the end of the academic year giving them information about their child/ren's progress, attainment and effort across the curriculum. There are also three parent consultation sessions per year which are offered to parents during the year.

#### **Learning Support Assistants should:**

- Be deployed as effectively as possible both inside and outside the classroom
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Encourage independence and aim to support different focus groups.
- LSAs supporting a child with an EHC Plan should have a clear understanding of their personal targets
- Provide effective feedback to pupils and class teachers
- Have secure subject knowledge in order to support learning

#### **Assessment / Feedback should:**

- Be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our **Marking and Feedback Policy**.

### **3. Key Elements of Learning**

#### **We believe children learn best when:**

- They are interested and motivated
- They are given tasks which support and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them
- They have ownership of their learning
- When their mental well-being is supported

#### **Effective Learning:**

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn using methods that suit them.

Children will have the opportunity to learn in a variety of different ways including:

- Working independently and collaboratively
- Investigating and problem-solving
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Being exposed to effective questioning
- Participation in fieldwork and off-site visits
- Using their initiative and being creative
- Using multimedia, visual and aural stimuli
- Receiving support as well as being challenged
- Taking ownership of their own learning
- Receiving personalised learning through teacher feedback
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's feedback
- Participating in after school clubs
- Completing homework

#### **Long-Term Memory:**

We understand the importance of embedding knowledge and skills into long-term memory, so that information can be stored and easily recalled when it is needed. Opportunities are carefully planned to develop children's long-term memories throughout the school year across all subjects, using a range of strategies:

- **Recap of previous knowledge** – at the beginning of each lesson, children will be prompted to recall a previous piece of learning from the same subject. This might be to recall facts or information from last week, from the previous unit of work, from the previous term etc. Children might also be asked to recall the meaning of **topic vocabulary**, or to apply a skill they learnt a few weeks ago to a set of questions e.g. a maths starter activity.
- **Mixing it up** – Children are given the opportunity to recall previous learning out of context e.g. completing addition questions as a maths lesson starter in the middle of a unit of work on Shape. The brain has to work harder to retrieve knowledge that it wasn't expecting to have to use, thus making its connections stronger.

- **Visual prompts** – Giving children a visual clue to support them with retrieving facts and vocabulary is a useful stepping stone towards the goal of recalling information independently. Visual prompts can be incorporated into lesson starters or quizzes (see below).
- **Low stakes quizzes** – These are composed of four or five questions and can be completed on whiteboards (or verbally if necessary). Children mark their own answers and the quizzes are intended to be a quick and fun way of recalling previous learning. Each quiz can be about one topic only, or a combination of topics and subjects.
- **EOV words** - Teachers carefully select 3 words from their focus text, or words which will be used frequently in lessons throughout the year that they want the children to know, understand, remember and use in their independent writing.

A suggested model as to the frequency of when facts and information should be recalled in order to embed them in the long-term memory is: 1 day later, 1 week later, 1 month later, 3 months later and 9 months later. This model should be adapted to suit the age of the children and the structure of Medium Term Planning.

In addition to providing opportunities for children to strengthen their long-term memories, as a school we also understand the importance of protecting the working memory from being overloaded. The working memory has a limited capacity. If teaching overwhelms this capacity in terms of the amount of content being introduced, some of this information will be ‘forgotten’ and cannot be embedded in the long-term memory. We ensure that our lessons are planned to impart new learning in a well-organised, carefully sequenced way in order to avoid cognitive overload.

### **The Learning Environment:**

Learning takes place in an environment which:

- Is challenging, organised and stimulating
- Provides equal opportunities for all
- Is well resourced
- Promotes independence
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm (where appropriate)
- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children’s learning
- Displays celebrate, support and capture the children’s learning

### **Displays in the classroom:**

Within each classroom display should show the process of learning as well as supporting learning. The following should be present:

## EYFS

- School Rules - Being the Best you can be
- Zones of regulation – interactive display including “Toolbox”
- Learning journey including children’s voice and photographs
- Class name and class teacher’s name
- Phonics working wall
- Maths working wall
- Colourful Semantics
- Visual timetable – left to right
- Focus book displayed
- EOV
- Reading area – refreshed weekly by LSAs
- Whole body listening rules
- Rules for talk
- Stem questions and sentences for oracy and reasoning
- Numicon number line
- Clearly defined areas in the classroom and resources labelled using Inprint
- Birthdays

## KS1

- School Rules - Being the Best you can be
- Zones of regulation – interactive display including “Toolbox”
- Photographs and the names of children in the class
- Reward/Sanction Chart
- Learning journey display – cross curricular and showing the process of learning including children’s voice
- Phonics working wall
- English – working wall
- Maths- working wall
- Science display
- Comprehension ‘dogs’ – Year 2
- Common Exception Words
- EOV
- Visual timetable – left to right
- Our Focus Book – text being taught in English currently
- Reading area – refreshed weekly by LSAs
- Whole body listening rules
- Rules for talk
- Stem questions and sentences for oracy and reasoning
- Numicon number line
- Birthdays

## **4. Roles & Responsibilities**

### **Learning Support Assistants (LSAs)**

LSAs are responsible for supporting the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom at 8.30am to engage with the class teacher in planning and preparation for the day’s learning

- Having a good knowledge of the needs of individual pupils
- Supporting individuals or groups of children as appropriate to actively aid their learning
- Providing written and oral feedback regarding their individuals / group's progress to the teacher
- Using their initiative to enhance learning within the classroom

### **Teaching Staff**

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Reflecting on their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching, management of LSAs and the classroom environment
- Monitoring pupil progress to ensure the children achieve their progression and attainment targets
- Reviewing pupil progress data at termly meetings with the Leadership Team
- Adopting and effectively implementing the school's policies and aspirations
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring classroom behaviour, homework, the home/school diary, rewards and sanctions, uniform, punctuality and attendance
- Effective communication with parents through regular discussions, the home/school diary, year group meetings, curriculum evenings, parent meetings and end of year reports.

### **Senior Leadership Team (SLT)**

The SLT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the School Development Plan to identify targets to improve teaching and learning across the school
- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work
- Strategic implementation of agreed actions towards desired outcomes
- Reviewing progress against targets set
- Manage the allocated budgets effectively

### **Executive Leadership Team (ELT)**

The Executive Headteacher and Head of School are responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Senior Leadership Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving
- Analysis of data to evaluate the attainment and progress of pupils and groups



- Working with the SLT to identify improvements to the teaching and learning of pupils and groups
- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities
- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations
- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning
- Disseminating national and local educational initiatives to governors and staff
- Working with the SLT and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings and termly performance management meetings with teaching staff
- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum
- Ensuring the school site is well maintained and complies with Health & Safety legislation
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning
- Creating a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community

### **Inclusion Manager**

- Organising the timetabling and deployment of LSAs within the classrooms to maximise their impact on learning
- Conducting annual performance management reviews with support staff
- Organising CPD for staff related to SEND
- Organising the provision of additional professional involvement e.g. educational psychologist
- Organising the support and timetabling for those pupils with an EHC plan
- Read reports from outside professionals and use this to tailor the learning and strategies used
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known)

This should be read in conjunction with the SEND Information Report and SEND Code of Practice.

### **SEND Lead Teacher**

The SEND Lead teacher focuses on supporting children whose progress is slow and may require additional support in ensuring that they reach their potential. The SEND Lead teacher will:

- Develop programmes and resources specifically for individual groups to meet their specific needs

- Assess children at the start of the support to have a clear understanding of what they already know and what their next steps are
- Inform class teachers about the learning process and the progress made.
- Read reports from outside professionals and use this to tailor the learning and strategies used
- Measure the impact of the support to ensure your child receives a high-quality intervention
- Meet with staff to suggest alternative provision and support
- Liaise with parents; offering advice and referrals to appropriate services

### **The Governing Body**

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the ELT to create the School Development Plan, including teaching and learning aims and priorities
- Conducting Executive Headteacher performance management
- Working with the school to promote equality and diversity
- Monitoring the effectiveness of teaching and learning through monitoring visits with Key Stage Leaders and Senior Leaders
- Assessing progress towards the school development plan targets

### **Parents**

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school promptly every morning, in school uniform and with suitable equipment for the school day
- Ensuring the pupil has good attendance and does not take holidays during term time
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Encouraging the pupil to take responsibility for their learning and complete homework
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring that contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places

### **Pupils**

Pupils are responsible for taking ownership of their own learning and aiming to improve their progress and attainment. This is achieved by:

- Following the class and school rules
- Working to the best of their ability in school and when completing homework

- Wearing school uniform and taking responsibility for their belongings
- Arriving at school on time
- Being reflective and trying to learn from their mistakes
- Taking responsibility for their behaviour