



# Freegrounds Infant School Teaching and Learning Policy

## 1. Introduction

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to the full.

## 2. Our Vision and Aims

At Freegrounds Infant School we encourage everyone to develop a strong sense of identity, self-worth and happiness, with a thirst for learning. We are relentless in the pursuit of the very best outcomes for all our children.

We aim to achieve this through:

- creating a culture of inclusion and respect
- providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support
- creating an exciting, stimulating, resource rich environment which supports learning through interactive displays and the use of the latest technology
- building on previous learning, teaching key skills and creating opportunities to explore and be curious
- enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn
- working in close collaboration with each other, parents and other agencies and schools
- valuing the ideas and celebrating the achievement, successes and individuality of everyone

## 3. Values

Our values underpin all learning and personal development in our school. Our values are:



Independence - learning to work and make decisions on my own, making my own choice to lead my learning



Teamwork - learning to work with others, sharing ideas, respecting opinions of others



Thinking - processing information, using thinking hats



Motivation - striving to achieve my best



Engagement - showing curiosity and exploring using my senses



Respect - showing respect for ourselves and our environment

#### 4. Principles behind teaching and learning

At Freegrounds Infant School, the school curriculum consists of all activities and experiences that are provided for the pupils. The curriculum is underpinned by the school's values. The school seeks to work in partnership with parents and the local community.

The principles that underpin our curriculum are:

- to develop a love of learning and interest in different curriculum areas
- to provide the highest quality of opportunities for all pupils to learn and achieve
- delivering skills and knowledge through a high quality inclusive teaching approach which is driven by assessment and allows all children to progress and does not put a ceiling on their attainment
- to teach the core values: independence, team work, respect, motivation, engagement and thinking
- to promote pupils' spiritual, moral, social, mental, physical and cultural development and citizenship which prepares all pupils for the opportunities, responsibilities and experiences of life
- to ensure the teaching of statutory requirements of the National Curriculum for Key Stage 1 and the Early Years Foundation Stage
- to ensure the teaching of all areas of SMSC, Sex Education, Religious Education & Collective Worship
- to ensure equality of opportunity and access to the whole curriculum
- to set challenging targets to ensure high standards
- to celebrate children's success
- to integrate learning and make cross-curricular links as much as possible
- to organise special events e.g. Book week, Intercultural events etc. to stimulate and widen children's experience and to encourage wider engagement
- to organise visits and trips to widen children's experience and understanding
- to integrate the priorities of the School Improvement Plan within the curriculum as a whole

#### 5. Organisation - underpinning principles

##### 5.1 EYFS

- The taught curriculum will encompass the Early Years Foundation Stage and the agreed syllabus for R.E. (Living Difference III).
- Each day children will have access to a whole class Phonics lesson which follows the principles of Hear, Say, Read and Writing known and new graphemes/phonemes.
- Although there will be times when teachers will select whole class teaching as the mode to practice and teach new skills and knowledge, the predominant method used to support children's learning in EYFS is through Child Initiated Opportunities during Discovery Time. During this time pupils will be encouraged to think about "Where they will be learning, "What they will do there," and "How this will help them with their learning."

- All areas of the curriculum are developed through Discovery time and children are supported through adult interactions to achieve their next steps.
- Planning and Enhanced provision are based around the children's interests. The provision is adapted daily to suit the needs of the children and is then recorded and developed retrospectively.

## 5.2 Key Stage 1

- The taught curriculum will encompass the National Curriculum, PSHE and the agreed syllabus for R.E. (Living Difference III).
- Each day children will have access to a whole class Phonics lesson in Year 1 and Spelling lesson in Year 2, which follows the principles of Hear, Say, Read and Writing known and new graphemes/phonemes.
- English and Maths will be delivered using the High Quality Inclusive Teaching approach. An initial assessment is made and assessment for learning is used during each lesson to group the children are grouped flexibly so their learning
- Science is always taught through the cross curricular project based approach.
- The curriculum is organized into topic themes and will be taught through a cross curricular project based approach wherever possible which showcases various foundation subjects across the year.
- English and Maths will be taught continuously. Writing will be a lead subject in all projects.
- PE, RE, Computing Music and PSHE will be taught each half term.
- At the start of each academic year the children will be asked what they would be interested in learning during that year and following this year groups may decide to add short child led projects led by children's interests. These will be referred to as "Adventures in Learning." These projects may vary in length, from one day to several weeks.

### All year groups

- Each value will be in focus for at least one half term in a year.
- Stimuli for project work should be varied e.g. visit, visitor, artefact, letter, book.
- Outcomes should reflect the values chosen and should also vary e.g. performance or demonstration to different audiences, book, game, sculpture, video, solution to problem, model or event e.g. museum, café, party. Year groups should be aware of each other's plans.
- These principles and the long term plan will be reviewed annually.

## 5.3 Special Educational Needs and Disability

The curriculum and all subjects are tailored to meet the needs of all children and allow each child to be included. Through High Quality Inclusive teaching we are able to provide highly personalised learning to meet the needs of all children. Tasks and outcomes may be simplified and differentiated and additional specific resources allocated such as picture cues, visual timetables, now and next boards. We encourage children in foundation subjects to show their learning in a way that best demonstrates their understanding.

## 6. Assessment

### 6.1 Foundation Subjects

#### EYFS

Assessment and observations are part of ongoing day to day practice. Each half term judgements in relation to Early Learning Goals and the age band statements for the relevant area of development are made. Attainment within the age bands is more formally tracked and recorded on the class cohort

tracking sheet on entry and at the end of each half term. Observations are recorded through each child's learning journal and Tapestry account.

## **KS1**

More clarification regarding assessment of English and Mathematics and how this is recorded can be found in the school's Assessment and Feedback policy.

Assessment for Foundation Subjects will take place whenever the subject is taught and will allow teachers to be able to make a judgement as to whether the child has met Age Related Expectations at the end of each year for Science. For all other foundation subjects teachers will make a judgement as to whether the child is on track to meet ARE by the end of KS1 in Year 1 and if they have met ARE at the end of Year 2.

Age related expectations are determined against National Curriculum programmes of study and attainment outcomes.

During each RE unit of work the children will be given the opportunity to be creative in their learning using the Arts to express their learning to others.

### **7. Key Principles for Foundation Subjects**

Please refer to the separate policies for information regarding how the curriculum is organized.

For all subjects curriculum long term plan show how the National Curriculum Programmes of Study are delivered to give us continuity and ensure progression throughout the school.

### **8. Home Learning**

Please refer to the separate Home Learning Policy.

### **9. Using the outdoor environment**

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All children have the right to experience the unique and special nature of being outdoors. We believe it is important to enable children to use the outside environment as a context for learning throughout the year.

### **10. Health and Safety**

We will support children in taking risks within a safe and secure environment. It is important to ensure that the environment offers challenges and teaches the children how to be safe and aware of others. Opportunities will be grasped when available and the class teacher will assess the risks. Separate risk Assessments for specific subjects and activities are available. If a new activity is planned which poses a potential risk a risk assessment will be carried out where appropriate.

### **11. Monitoring**

The Subject Leader for each subject will monitor achievement and progress in their area of responsibility.

On a two year rolling programme Foundation Subject Leaders will take part in a Subject Leader Evaluation Day (SLED) to carry out a full review of their subject. This includes monitoring:

- assessment and record keeping
- pupil conferencing and informal conversation
- lesson observation using the IRIS observation tool
- work sampling and pupil interview
- data

During this day the foundation subject leader will work with a member of the SLT to identify strengths and areas of development in the subject, create a position statement and use the information gathered to form a two year action plan.

In between SLED days foundation subject are responsible for monitoring and maintaining standards in the subject and driving school improvement. Therefore additional monitoring activities take place.

**Created by N Riches**

**Agreed by the Governors May 2017**

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