



Teaching and Learning Policy			
Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Summer 2026	Date	May 2026
Next Review	Summer 2029	Review Cycle	3 Years

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:

Our Values



Respect

I can...

- explain my feelings and begin to express my opinions
- listen to others and consider their views
- tidy up after myself and others



Thinking

I can...

- ask curious questions to find out more and deepen my understanding
- explain 'why' questions using my understanding
- make links between my learning
- reflect on what I have learned



Teamwork

I can...

- learn from and with others by listening
- work as part of a group or pair
- show respect by considering different ideas
- take on different roles within our group



Creativity

I can...

- express my thoughts and ideas in a way that is unique to me
- use my imagination and inventiveness to make something that is new
- combine my ideas and knowledge to help me solve problems



Independence

I can...

- make my own choices about my learning
- use resources to help me in my learning
- use my learning in new ways



Resilience

I can...

- keep going when things get tough
- learn from my mistakes and challenges
- apply my previous experiences to new situations

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 and is designed to reflect a culture of inclusion where Ordinarily Available Provision (OAP) is the culture of the ordinary, enabling all pupils to succeed academically, socially and emotionally. The school seeks to work in partnership with parents and the local community and values co-production as a key principle of inclusive practice.

The principles that underpin our curriculum are:

- to develop a love of learning and interest in different curriculum areas, supported through inclusive classroom environments and pedagogical approaches that form part of Ordinarily Available Provision
- to provide the highest quality of opportunities for all pupils to learn and achieve through High Quality Inclusive Teaching (HQIT)
- delivering skills and knowledge through a high quality inclusive teaching approach, driven by ongoing, responsive assessment, adaptive teaching and proportionate scaffolding, ensuring that Ordinarily Available Provision enables all children to progress and does not place a ceiling on 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,

- to ensure the teaching of statutory requirements of the National Curriculum for Key Stage 1 and the Early Years Foundation Stage through a sequential, cohesive and inclusive curriculum
- to ensure the teaching of all areas of SMSC, Sex Education, Religious Education and Collective Worship, delivered through inclusive approaches that enable access for all pupils
- to ensure equality of opportunity and access to the whole curriculum by embedding Ordinarily Available Provision as the first response to meeting diverse needs
- to set challenging targets to ensure high standards, reflecting high aspiration and expectation for all learners
- to celebrate children's success, recognising progress from individual starting points
- to integrate learning and make cross-curricular links as much as possible, supporting deeper understanding and retention
- to organise special events (e.g. Book Week, intercultural events) to stimulate learning, widen experiences and support engagement for all learners
- to organise visits and trips to widen children's experience and understanding, ensuring reasonable adjustments and OAP are considered to support participation
- to integrate the priorities of the School Improvement Plan within the curriculum as a whole, ensuring alignment with inclusive practice and SEND priorities

5. Organisation – Underpinning Principles

5.1 Early Years Foundation Stage (EYFS)

The taught curriculum encompasses the Early Years Foundation Stage Framework and the agreed syllabus for Religious Education (Living Difference IV).

Each day, children have access to a whole-class phonics session which follows the principles of *Hear, Say, Read and Write* for known and new graphemes and phonemes, delivered through High Quality Inclusive Teaching and Ordinarily Available Provision, including multisensory approaches, modelling and repetition.

While there are times when whole-class teaching is used to introduce and practise new skills, the predominant approach to learning in EYFS is through child-initiated opportunities during Discovery Time, supported by Ordinarily Available Provision such as clear routines, accessible resources, visual supports and adult interaction.

During Discovery Time, pupils are encouraged to reflect on:

- where they will be learning
- what they will do there
- how this will help their learning

These reflective prompts support metacognition and independence, as outlined within OAP pedagogy.

All areas of learning are developed through Discovery Time, with adults using responsive interaction, scaffolding and in-the-moment assessment to support pupils' next steps.

Planning and enhanced provision are shaped by children's interests. Provision is adapted daily in response to observed need and learning, ensuring that Ordinarily Available Provision is flexible, responsive and embedded in daily practice.

5.2 Key Stage 1

The taught curriculum encompasses the National Curriculum, PSHE and the agreed syllabus for Religious Education (Living Difference IV).

Each day, pupils access:

- whole-class phonics teaching in Year 1
- whole-class spelling teaching in Year 2

These sessions follow the *Hear, Say, Read and Write* approach and are delivered through High Quality Inclusive Teaching, such as modelling, chunking, repetition, multisensory resources and clear success criteria.

English and Mathematics are delivered using a High Quality Inclusive Teaching approach. Initial assessment and ongoing assessment for learning inform adaptive teaching, with flexible grouping and scaffolding used to ensure that Ordinarily Available Provision supports timely intervention and progress for all children.

Science is taught through a cross-curricular, project-based approach, supporting cohesive and contextualised learning.

The curriculum is organised into topic themes within a two-year cycle and is taught through a cross-curricular, project-based approach wherever possible, ensuring that learning builds sequentially and meaningfully over time.

Phonics, Handwriting, English and Maths are taught daily

PE, RE, Science, Computing, Music and PSHE are taught each half term using inclusive approaches to ensure access and participation for all learners.

At the start of each academic year, pupils are invited to share what they would like to learn. In response, year groups may plan short, child-led projects, known as *Adventures in Learning*.

All Year Groups

- Each school value is given a clear focus for at least one half term per year, supporting consistency and shared understanding.
- Stimuli for project work are varied (e.g. visits, visitors, artefacts, texts),

- Outcomes reflect the chosen values and vary in form (e.g. performance, book, model, video or event), enabling pupils to demonstrate learning in different ways, consistent with inclusive practice.
- Year groups work collaboratively to ensure coherence and progression across the school.

These principles, along with the long-term curriculum plan, are reviewed annually. Long-term and medium-term plans are reviewed and adapted regularly to reflect cohort needs, informed by assessment.

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 are adapted to suit the needs of groups and individuals. Adaptations made are consistently used across all subject areas.. 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 takes place at the end of the unit of work and allows teachers to be able to make a judgement as to whether the child has met Age Related Expectations at the end of each year.

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

During each 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.

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 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 works 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.

Version control:	V1 May 2026 Updated Learning Values Updated RE curriculum - Living Difference IV Updated Principles behind Teaching and Learning to reflect OAP SEN and Disability – removal of simplified and differentiated to adapted. Assessment – changed ‘whenever subject is taught’ to ‘at the end of the unit of work’.
------------------	---

--	--