



Tennyson Road Infant School

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www.tennysonroadinfants.org.uk

TEACHING AND LEARNING POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss Hall, Mr O'Ceallaigh, Mrs Smith and Mrs Hilbourne.

BREADTH OF STUDY

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- Practical activities and games
- Individual, group and whole class discussions and activities.
- Open and closed tasks
- A range of methods of recording
- Working with computers and a range of practical equipment, including using technology safely

SCHEME OF WORK

Our school scheme of work is developed from the national curriculum and Early Years Foundation Stage curriculum and takes into consideration the needs of our children. It is a working document and is composed of on-going plans produced on a week by week basis that are adapted daily as the needs of the children become apparent.

CONTINUITY AND PROGRESSION

Continuity and progression is ensured by:

- Teachers in each year group use the National Curriculum objectives/Early Years guidance to plan what to teach.
- Development of termly plans outlining the main teaching objectives that will be covered.
- Weekly plans showing the teaching objectives, key questions, success criteria and activities that build on previous knowledge, including how work will be differentiated.

The termly and weekly plans for each year group creates a whole school scheme of work which is updated as required.

CONTINUOUS PROVISION

Children need active learning through hands-on, play-based activities throughout their primary years this is referred to as continuous provision. The continuous provision will provide practical play based activities which children will have access to throughout Reception, Year 1, and Year 2.

Continuous provision can enable children to explore recent learning, practice new skills, and follow their own interests. Teachers are able to enhance the continuously offered activities to make more overt links to adult-initiated and adult-directed, focused sessions. This combination of continuous and enhanced provision gives teachers a context within which they can set their adult-led activities, being sure that children have plenty of opportunities to practice and improve skills, knowledge and confidence in active, independent learning.

Continuous provision also provides a context for children to learn through play. Play provides opportunities for children to experience learning in a meaningful and purposeful way, it also provides a context for children to access the content of the curriculum and build on previous experiences and make links between learning, knowledge & concepts, whilst practising & consolidating previous learning.

Every teacher will plan for continuous provision for their class which will link to the children's learning and development and will be added to as the year and developmental stages of the children progress.

(Please see Appendices for examples of continuous provision for Reception, Year1 and Year 2)

PLANNING

Each class teacher is responsible for the planning in their class in consultation with other teachers in the same year group to ensure equality of provision.

Units are planned using a common planning format and are collated centrally for easy access for all staff. It is common practice for the planning to be altered as a result of day-to-day assessment for learning. Teachers own planning is annotated to show any changes and evaluations as appropriate.

Teachers in Reception base their teaching on objectives taken from the Early Years Foundation Stage Guidance; this ensures they are working towards the Early Learning Goals. They plan for experiences (teacher led or child initiated) – indoors and outdoors using their observations of the children to plan for their next steps.

DIFFERENTIATION

All children are entitled to access the curriculum at their own ability level. We aim to achieve this through:

- Where appropriate, grouping the children by ability - This allows challenging work to be assigned, group discussions to be more sharply focused and an appropriate level of language to be used.
- Providing the children with the appropriate resources for their level of ability.
- Providing differentiated activities - using small step activities for less able and extension tasks for the more able.

Finally, in all curriculum areas, we expect there to be differentiation by learning objective, outcome and support given.

HOMEWORK

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning.

Throughout the year other homework may occasionally be set to support work carried out in class.

EQUAL OPPORTUNITIES

All children regardless of sex, ethnic origin, need, disability, age or perceived ability should have access to a full curriculum. They should have equal opportunities and the tools to develop their skills and interests to the best of their ability.

Support is given to children with English as an additional language to ensure they also are able to make good progress in all areas.

RECORDING CHILDREN'S WORK

Children record and present their work to help in clarifying their own thinking and to communicate their thinking to others. Recording takes different forms depending on the nature and purpose of the activity. Recording may be written, verbal, pictorial, graphical, constructed (a model) or representational. The children may use ICT to record when appropriate (e.g. computer software, digital cameras).

The children in KS1 use whiteboards or exercise books with plain or lined pages and are encouraged to work tidily and neatly when recording their work. Work is dated.

SPECIAL NEEDS

Children with Special Educational Needs are taught within the daily lessons.

Teachers keep in mind children's personal plan targets when planning work. They are also given extra intervention outside of the normal lessons to work on their targets.

Within the daily lessons teachers not only provide activities to support children who find tasks difficult but also activities that provide appropriate challenges for children who are high achievers.

CROSS CURRICULUR LINKS

Teachers seek to take advantage of all opportunities to make links throughout the whole curriculum and to teach children how to keep themselves safe and who to ask for help if needed.

ASSESSMENT

At Tennyson Road assessment is built into the learning process. It is used to monitor progress and to identify individual needs and to plan appropriately for them.

-Day to Day Assessment

To provide on-going checks on learning and progress, at the point of learning. (*Assessment for Learning - Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.*) This involves:

- questioning, discussion and dialogue
- sharing learning goals (success criteria, curricular targets)
- Peer/self assessment
- Feedback – next steps

-Periodic Assessment

To take an overview of progress and to provide diagnostic information about the progress of individual children which is linked to national standards. (ARE- Age related expectations) This involves:

- Using evidence of attainment to track and make a periodic review of children's progress.
- Identifying gaps in experience to inform future planning

-Transitional Assessment (end of EYFS and KS1)

To provide a summary of where in relation to national standards, learners are at a given point in time.

This involves:

- Bringing together a range of evidence, including tests, to reach a view of attainment.
- External validation.

Attainment will be recorded and tracked using assessment records (O-track/ARE) which will be used throughout KS1 to inform planning and set targets. In the Foundation Stage the children's progress is tracked using the Early Year's profile on O-track.

MONITORING

Policy and practice are monitored and evaluated by the head teacher and subject leaders to ensure that statutory requirements are met. Non-contact time (where available) will be allowed for the subject leaders to monitor and evaluate the quality and standards throughout the school, to support and work alongside colleagues, and target areas for school improvement.

MARKING CHILDREN'S WORK

Feedback will be given to the children with the objective of the lesson in mind. It will be given orally whenever possible, through praise, questioning and suggested ways to improve. Written feedback is not always appropriate, particularly for children who are not able readers. When written feedback is given the children will be given time to read them and take appropriate action. Correct answers will be marked with a tick, and when possible the teacher will discuss with the child how they reached their answer. Incorrect answers will be identified and remarked with a 'C' (for correction). A comment/verbal feedback/next step may be written to bring their thinking on or to set a target for improvement. Where possible the children will be encouraged to check their answers and self correct. They are also given opportunities to say how they felt about the activity and show how well they thought they understood. The teachers will use this information to plan for their next steps. Marking will impact on progress in the following way... Work will be marked to show:

- Success against the learning objective(highlighting/note)
- independence/support(I/S)
- verbal feedback(vf)/next steps/challenge
- children's response (blue pen correction/further example/next piece of work)

RESOURCES

Human resources - all teaching staff are responsible for the learning of the children in their care. Help and advice may be requested from colleagues or the subject leaders. Where additional expertise is required other advisory staff may be involved.

Material resources - children will have access to all the resources necessary for the activities they undertake. Independence is promoted by the clear labeling of resources and children being encouraged to select the resources they need to use for a particular task. Resourcing is monitored by the coordinators and replaced as necessary. Levels of resourcing will be based on the needs of the school and funding available as defined by the school development plan.

INFORMATION TECHNOLOGY

I.T is an essential tool for developing ideas. We use a range of ICT equipment to develop thinking and practice skills including:-

- Computers with a variety of software - Programmes and websites are used which cover a range of skills and concepts.
- Interactive Cleverboards
- Wireless laptops
- CD
- Ipads
- Programmable toys e.g. Beebot
- Digital cameras and digital microscope
- Using technology safely

Each class also has a timetabled lesson to use the library computers/ipads/ each week which can be used to support lessons where appropriate. Teachers may plan for individual, group or whole class based activities.

DISPLAYS

Within our school and classrooms, we aim to provide a stimulating environment. By attractively displaying work we give value to work other than that which is done in workbooks and it displays the children's achievements. They can be a useful reference for children to use. Some displays may also be interactive.

ROLE OF THE SUBJECT LEADER

The subject leader is responsible for:

- Updating and amending policies and schemes of work – to ensure it continues to meet the Foundation Stage Early Learning Goals and the National Curriculum statutory requirements.
- Ensuring consistency and progression throughout the school.
- Overseeing the audit, storage and ordering of resources and equipment.
- Advising and supporting colleagues
- Monitoring standards in the teaching and learning of their subject and setting appropriate targets for development

REVIEW AND UPDATE

Reviewed September 2018

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mrs L Anniwell

Review date September 2020