



WINTERBOURNE NURSERY AND INFANT SCHOOL

Teaching and Learning Policy

Approved by: Governing Body Date: July 2021

Next review due by: July 2022

Aims of the Policy

At Winterbourne Nursery and Infants School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises the expectations and common working practices within our school. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. Our vision is to provide high quality teaching and learning which inspires, motivates and engages all children to become life-long learners. We recognise that education involves the children, parents, staff, governors, local community and Local Authority. For optimum impact all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils
- Develop individuals who are curious learners, who think, ask questions and have positive attitudes
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- Develop children's confidence and capacity to learn and work independently, as well as collaboratively
- Develop the values of curiosity, kindness, independence, honesty and bravery
- Encourage children to value the diversity in our society and the environment in which they live.

As a school, we are committed to our mission statement – 'Inspire, Learn, Be Proud'

Planning

The School Development Plan forms the foundation for curricular development.

At Winterbourne Nursery and Infants School, we are committed to following the programmes of study as required by the National Curriculum 2014 and the Early Years Foundation Stage 2021. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE, RE and EYFS. Cornerstones is used to support this.

We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Long term plans are in place from the beginning of a year and are reviewed yearly. We ensure that curriculum coverage is clear and that the learning is progressive.

Medium term plans are created every half term based on the LTP. These provide further details regarding the breakdown and progression of skills and the learning sequences. Medium terms are shared with parents and available on the school website.

Short term planning is completed regularly, with weekly planning available. Each smaller topic within a subject is planned as a whole, to ensure the skills build upon prior knowledge and the new skills create new layers of learning. For example, Literacy planning over 3 weeks is planned as 3 weeks' worth of work that results in a piece of learning, rather than 3 separate weeks.

Short term plans are completed for English, Maths and all foundation subjects. For phonics, we use the Little Wandle Letters and Sounds programme, which contains full planning. For maths planning, Power Maths is used as a guide and adapted to include mastery. For PSHE, we use Jigsaw, which contains comprehensive planning.

We have a vast array of learning needs within the school. Majority of our children have English as an Additional Language (EAL). A large proportion of our children join the school with low language skills. Additionally, approximately 15% of our children have a Special Educational Need or Disability (SEND). Because of this, differentiation plays a key role in planning, teaching and learning. It is vital that the learning activities enable these children to show what they have learnt. We do this by knowing the individual child, their strengths, areas of development and learning requirements. The activities are then differentiated according to this information. Differentiation is well thought through and recorded on the short term plans. All books should reflect the differentiation needed to enable that specific child to achieve the Learning Question.

Every lesson will have a learning question (LQ), steps to success (S2S) and star words, which are the key language that adds to our children vocabulary.

Every class has a class planning folder with all plans, annotations and information relevant to the class included. Planning will be monitored by year group leaders, subject leaders and SLT.

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- One to one/ small group teaching
- Collaborative learning in pairs or groups
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. See the Learning Environment Policy in the Appendix.

Assessment

At WNIS, we use a combination of formative and summative assessment throughout the year.

Formative assessment occurs daily, within and after lessons, with strategies such as talk partners, agree/disagree signals, self-assessment etc. At the end of every lesson, the children self-assess their piece of work against the learning question by colouring in one of the faces on the LQ stuck in their book.

Summative assessments occur at the end of a topic, term or as standardised tests, e.g. SATS.

Both formative and summative assessments and the children's books are used to assess whether the child is at Age Related Expectations or not.

There are 6 assessment points throughout the year; Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2. This enables all staff to have a clear picture of where the individual children are at in their learning, as well as groups of children, classes and cohorts. Through this, we are able to ascertain the impact of interventions and adapt if necessary.

In the EYFS, a baseline is completed for every child within the first 6 weeks of the child starting school. This is completed alongside the statutory Reception Baseline Assessment. Autumn 1 data represents this baseline and is the starting point for our children. Expected progress in the EYFS is 5 jumps.

In KS1, the children use the previous year's data as a baseline and so Autumn 1 data is a measure of what they have learnt in that time. Expected progress in KS1 is 6 jumps.

Every half term includes an assessment week. Reading, Writing, Maths and Science are assessed for KS1. The 7 areas of learning are assessed in the EYFS. Data is collected and statements are highlighted on Target Tracker using the information collated. The highlighted statements and evidence are then used to input the step assessment. ELP record their data on B Squared, a specialist tracking system for children with SEND.

Year Group Leaders and the EYFS AHT are responsible for ensuring that the data inputted is correct

Pupil progress meetings are completed the week after assessment week. All teachers are to complete the pupil progress information sheet which contains information about the class, the interventions and their impact. Accompanying this are printed reports from Target Tracker/B Squared. During these meetings, new interventions are agreed, key children are highlighted and the impact on children with SEND and EAL is discussed.

Once a term, we will hold moderation days for the year group. This enables staff to moderate the children's learning, ensure that judgements are secure and that the data collected is reliable and consistent across the year group.

Subject Leaders

Each teacher has the responsibility of leading a subject. The role of subject leader includes:

- Taking the lead in writing and reviewing the subject policy
- Ensuring schemes of work are relevant and show progression and continuity throughout the school and within year groups
- Support teachers in the implementation of the schemes of work/ ensure the progression ladders are applied within planning
- Support teachers in the assessment process of their subject. Where necessary analyse and report on their subject data
- Monitor the planning, teaching and learning, progress and assessment of their subject from Nursery to Year 2. Feedback to and liaise with the SLT regarding any action needed
- Understand and apply the EYFS curriculum to their subject
- Keeping up to date through reading and attending relevant courses

- Ensure any release time is used effectively, including to support others and team teach.