

Queen's Park Infant Academy



Teaching and Learning

Date of Policy: January 2023

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

Policy Ratified:	January 26 th 2023
Review Date:	January 2025

Vision and Values

Our passionate vision is to create an inclusive, nurturing school which excites a love of learning. A school which promotes high expectations, recognises achievement and celebrates success in all areas of development for all children.

At Queens' Park Infant Academy we know that every child is an individual with unique talents and we aim to foster these.

We teach our children to take proactive responsibility for thinking about their own learning and thinking about how to learn together. We aim to develop resilient, self-aware, lifelong learners.

Together, in partnership, we can nurture and encourage confident, caring, independent children. Children who enjoy learning and who always believe that they can achieve more tomorrow than they have today.

Respecting

Aspiring

Persevering

A Happy School; Learning, Caring, Succeeding Together

1. Purpose

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

At QPIA we aim to promote a learning culture which creates a love of learning, giving every child the opportunity to achieve and be successful. A learning culture that is truly representative of our diverse community and is inclusive and nurturing for all.

2. Principles of Effective Teaching and Learning







Our approach to teaching and learning is drawn upon Rosenshine's Principles of Instruction. These define the key elements of effective practice.

3. At QPIA, we implement these principles through:

- Planning templates with clear expectations for scripted **models** and **success criteria** for new knowledge
- Carefully focussed lesson structures which allow the children to move through six key Principles of Learning as identified through Rosenshines' principles of instruction.
- Regular opportunities for **retrieval** and review of previous knowledge
- A balance of teacher-led **guided practice**
- And purposeful **independent practice**
- A high level of **planned questions** to ensure consistent learning which sticks.
- Formative and summative **assessment** processes which will provide a clear understanding of pupil knowledge and gaps
- **Scaffolds** and resources are used effectively including the use of additional adults

The primary role of all adults in our school is to facilitate high-quality learning opportunities linked to the principles outlined above.

QPIA Infant School Principles of Effective Teaching and Learning

	 <p>Retrieval of prior learning</p>	<p>Teacher reviews previous learning, knowledge or skills that will be required to build learning connections.</p>
	 <p>Introduce new content and learning</p>	<p>Teacher shares learning and success criteria.</p>
	 <p>Model and show examples of learning</p>	<p>New learning broken down into small steps. Models are used to support understanding. Great questions to ensure children understand.</p>
Continual Assessment	 <p>Guided practice of the learning</p>	<p>Ways in are shared with children to support their learning.</p>
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;"> <p>Children have not grasped the skill and need more Guided Practice</p> </div> <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>Children understand some of the learning but are lacking confidence</p> </div> <div style="background-color: green; padding: 5px; text-align: center;"> <p>Children are assessed as being ready for Independent Practice</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: red; color: white; padding: 5px;"> <p>Adult Support Children repeat modelling and small steps activity with adult support</p> </div> <div style="background-color: yellow; padding: 5px;"> <p>Adult to support children by repeating modelling, moving to independent practice</p> </div> <div style="background-color: green; padding: 5px;"> <p>Independent Work More children are sent to this group and adult constantly assesses and provides additional challenge</p> </div> </div>	
	 <p>Independent practice of the learning</p> <p>of the learning and application (mastery) Overlearning</p>	<p>Feedback Adults providing immediate feedback to learners to allow misconceptions or misunderstandings to be addressed.</p>
	 <p>Effective assessment and feedback</p>	<p>Teacher provides feedback to the whole class and reviews the learning. Additional staff consolidate or support children who may need slightly longer.</p>

4. Classroom and Planning Expectations

To ensure that our children experience the best possible opportunities to achieve successful learning, we have a series of classroom expectations which teachers should include in their planning.

These are key features which should be considered when planning for effective learning and learning sequences:

- reference to long term planning;
- reference to QPIA effective teaching and learning principles;
- ways in for SEND children and those that needing adaptations;
- differentiated outcomes *for children working significantly below*;
- vocabulary development;
- CPA - concrete, pictorial and abstract in teaching of maths.

5. QPIA focus on Key Skills for Phonics, English and Mathematics

At QPIA we are committed to raising standards in basic skills. An increasing number of children arrive at school with low levels communication. By basic skills, we mean the ability to read, write and speak in English and to use mathematics fluently at an efficient level to facilitate learning across the curriculum.

Therefore the school focusses its planning on high quality lessons which develop English skills, particularly phonics and the development of vocabulary. QPIA follows SuperSonic Phonic Friends as our validated phonic scheme.

6. Lesson Planning

It is important that teachers plan and deliver lessons that enable children to make progress towards achieving the learning objective as detailed in long term progression maps or set schemes dependent on individual curriculum subject areas. We know that different teachers have their own preferred styles of teaching but we expect that the agreed criteria are followed to ensure the best outcomes for all children in all lessons.

Lesson planning links directly to the following teaching standards and all teachers must ensure that the following criteria are met.

- 1. Set high expectations which inspire, motivate and challenge pupils**
- 2. Promote good progress and outcomes by pupils**
- 3. Demonstrate good subject and curriculum knowledge**
- 4. Plan and teach well-structured lessons**
- 5. Make accurate and productive use of assessment**

6. Manage behaviour effectively to ensure a good and safe learning

7. Effective Teaching and Learning in EYFS

The provision in EYFS is based on the following key elements: **(Please also see EYFS policy)**

1. *Directed Inputs for Core Learning* (for key areas of learning)

Teachers will plan short inputs to teach specific knowledge and skills. These will be delivered either to whole class or small groups depending on the content and key learning.

Direct inputs will involve:

- **Reviewing previously learned concepts**
- **Guided input**
- Breaking **concepts into small chunks**
- High level of **questioning**
- Application through **independent practice** with focus tasks

2. *Focus Tasks* (for key areas of learning)

As a direct follow up to the directed inputs, children will be guided in a focus task which builds on the learning from the input. These will be adult-led.

Children will be selected carefully to allow **ways in** and **challenge** to be applied where appropriate and build on the core learning.

3. *Enhanced Provision*

Children are provided with the opportunity to plan and explore with resources that they may not have previously experienced themselves. For example, in addition to the ongoing provision of loose parts, other items will be added to the environment linked to the topic such as seasonal resources, photos, fabrics.

4. *Play to Learn*

Children are able to choose what to play with to support their learning. Often this will be imaginative play. During this time, they have access to sand, mud, water, large construction, small loose parts, fine-motor tools, role-play, storytelling, small world etc. Adults will use this opportunity to interact with children, assess and use teachable moments to move learning forwards.

5. *Learning Environment*

Children will be able to access a range of resources independently. These include loose parts, mark making tools, maths manipulatives, outdoors etc. The learning environment will support the focus learning for the week and celebrate children's learning. It will have a 'core offer' which is then enhanced. The 'core offer' will provide children with support to practise skills as well as challenges to learn and develop new skills. Children will be taught clear routines and understand these to allow free flow.

6. Use of Adults

Adults will facilitate learning at all points throughout the day. This may involve leading a focus task, assessing and questioning, interacting or observing play. Adult interactions will help focus and identify learning. During **free flow play** adults will facilitate children in their chosen learning opportunities.

a. Focus Children

Every week, the EYFS team select 10% of the cohort to interact with (this will always include a proportion of vulnerable children) and observe in greater depth. This allows assessments to be made and future provision to be tailored to meet the individual's needs. All children will have the opportunity to be celebrated.

8. The Learning Environment

The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Adults are responsible for ensuring classrooms are an exciting, stimulating and welcoming place for children by:

- ensuring classrooms are inviting and all areas are clear, organised and clutter free
- arranging furniture and space to create a safe, flexible learning environment including a carpet focus area (where appropriate)
- teaching and expecting the children to respect and care for their environment in the way they choose, collect and return resources
- creating an inviting book corner
- creating role play areas which change regularly after the autumn term (where relevant)

The development of independence in learning is supported through:

- creating a topic focussed environment which stimulates interest in the curriculum topic incorporating key subject vocabulary
- ensuring that the resources and equipment are well maintained and cared for, labelled and accessible.

Forest school – Outside Learning Environment

At QPIA we value the opportunity to learn through outdoor experiences. Forest School lessons are planned by the Forest School team to support the progression of skills in a number of different curriculum areas through activities unique to Forest School. It is used to encourage children to develop vocabulary, work as a team to solve problems, engage in fine and gross motor activities and enables children to take small risks in a safe and supportive environment.

Forest school sessions make direct links to the Year 1 curriculum and ties in topic-based work specifically through ; PSHE, Art, Mathematics, Phonics and Science. It also allows the development of key areas of the

EYFS curriculum; Communication and Language, Physical Development, Understanding the World and expressive Arts and Design.

Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and motivate children towards further learning.

Please read Display guidelines for details of what should be on display in each class and in public areas and how children's work should be presented.

9. The Curriculum

The curriculum at QPIA is underpinned by the objectives from the National Curriculum (2014) and the revised EYFS Framework.

Subject Leaders break down curriculum statements into core knowledge and skills for each year group ensuring the above principles are met. These progressive documents and long-term plans are transferred into units of learning which are taught based on the *Principles of Effective Teaching and Learning*.

We aim to make the curriculum reflective of, and responsive to the diverse background of our children.

In core subjects, we have chosen the following supportive schemes:

- White Rose Maths Curriculum in EYFS and across KS1. This is supplemented by Number Sense in KS1 to develop fluency. Content is taught progressively and uses physical representations and models to embed core skills. Children develop a deeper understanding of concepts. Regular opportunities for reasoning apply demonstrate understanding and develop pupils' mathematical articulation.
- Super Sonic Phonic Friends: This programme builds skills systematically and progressively and models deploying phonic skills in reading and writing. Please see Phonics Progression document and policy (Jan 23)

Teachers are responsible for maintaining a good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning: attending courses, observing good practice, building and disseminating knowledge and best practice. Continued Professional development is a planned activity in line with the School's Improvement Plan, individual professional needs and is sourced externally as well as supported annually by the Coastal Learning Partnership Improvement Partners.

EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework; with the focus being primarily on the Prime areas to ensure all children have a strong foundation on which to build.

10. Curriculum Focus Days and Weeks

Topics are enriched by an experience including special events, outside visitors and or trips.

Across the year we will hold a series of days or weeks which will highlight, raise the profile of and enthuse children in a range of different areas. This could include: World Book Day, Arts week, and Friendship Week (Anti bullying). These weeks should encourage the children and provide the opportunity to practice and apply learnt skills and develop new interests.

11. Home Learning

All children are expected to read at home at least three days a week and this is recorded in their reading diaries and will be monitored by classroom staff each week.

Across the school, teachers will provide challenges for home learning. This is a mixture of topic led learning and value based learning activities which will supplement the children's in school curriculum.

Children are also provided with the new sounds and words they are learning in phonics in all year groups as appropriate to their phonic stage.

12. Assessment

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes year group or school
- Comply with statutory requirements

Summative Assessment

On entry to Reception, the statutory Reception Baseline Assessment (RBA) is initially made for all children.

Assessments of children throughout EYFS are integral to good practice. Observations are recorded on Tapestry. Results of assessment are used to inform planning, set targets and aid early identification of special needs. At the end of Reception all children are assessed against the Early Learning Goals. Teachers in EYFS will track children throughout the year on DCPro.

Each term, teachers in KS1 record the attainment in reading, writing, and maths on the school tracking system (DCPro) for each individual pupil.

Senior leaders discuss these assessment results on a termly basis during Pupil Progress Meetings.

Teachers meet with parents/carers individually to discuss progress, during Autumn and Spring terms.

During the summer term parents and carers are invited to an open afternoon to share and celebrate learning.

Parents receive a full written report in Summer Term.

Formative Assessment

Timely feedback within a lesson gives children information about their learning and attainment along with the opportunity to work on improvements.

Assessment feeds through all lessons to ensure that all learners make the best progress possible. Learning objectives are shared (written and/or spoken) during each session so children understand the purpose of the lesson. Children are guided to assess their progress and discuss how they have achieved.

Marking

Good marking is an essential tool for teaching and learning.

- It enables the child and the teacher to assess progress in learning.
- It celebrates success and enables children to know that their work is valued.
- It gives clear feedback so that the child knows how to improve, identifying his/her next steps.
- It enables the teacher to assess how well the child is understanding, and also to know whether the work is correctly pitched, and to measure progress against Learning Objectives.
- It enables the teacher to assess and to plan the next stages in the learning.
- It enables the parent, when reading through the child's work, to understand how their child is progressing.



In Practice

1. All teachers mark children's work regularly and give verbal feedback to the children. Work should be marked whilst the child is present including as part of a focused teaching group. If this is not possible, the teacher or TA may take a few moments before the next lesson to discuss the marking. This is ESSENTIAL for all the children – but especially for those at the pre-reading or early reading stages.
2. All work is dated and the task labelled with the Learning Objective/question and success criteria
3. Time is given for the child to respond if appropriate
4. We use the attached list of agreed symbols throughout the school
5. Highlighting show where children have met the LO or demonstrated the Success Criteria.

Underline in green highlighter for success (Great Green!),

Edit symbol (∧) in pink to indicate where the child needs to reflect on what they have written and need to improve (**Think Pink!**).

Children may also use this system. The pink marking will help inform 'Next Steps'.

I	Independent work
S	Supported work
V	Verbal feedback given
∧	Pink 'edit' sign Think pink!
	Next steps. A stamper may be used or the Teacher will write the next steps in pink as appropriate.
	Good work/effort. Well done.
C.I.	Child initiated

Learning Objectives and Success Criteria

Teachers consistently set clear, focused key learning objectives and 'I can' statements. Pupils know what these are, as they are written on labels and placed in the work books.

Teachers highlight the learning objective and 'I can' statements to show if the child has understood the learning and has been successful.

In Years 1 and 2 pupils are given opportunities, often at the end of a lesson or as appropriate, to assess their own work against the success criteria. In Reception this will begin in the Spring Term for individuals/groups of children as appropriate.

All adults when working with children are constantly assessing; they observe, ask questions and work with individuals and groups throughout the day. Children's learning, where possible, is marked alongside the child, giving them in the moment feedback including next steps, the purpose of this is to allow them to understand their learning and misconceptions. Adults intervene and support throughout lessons by asking questions and/or providing challenges.

All children are given opportunities to respond to feedback where and when appropriate. Receiving feedback is one of the most vital elements of making progress, so teachers must make sure there is time for children to reflect and implement the feedback in their learning.

13. The roles and responsibilities of staff, pupils, parents and the wider community

Parents and Carers

Parents and Carers have a significant role in developing their children to learn. Our aim is to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to meet with teachers and discuss their child's progress and learning
- holding information sessions to explain our school's strategies for example ; phonics and reading.
- sending information to parents and carers at the start of each new topic, outlining what their child will be learning in each subject area covered.
- sending parents and carers an end of year report detailing curriculum coverage, progress and attainment over the year. It will include a personal development comment and as well as individual targets for reading, writing and maths.

Parents can support their child's learning by:

- Ensuring their child attends school regularly (96% attendance is the minimum expectation of attendance)
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Ensure they hear their child read regularly
- Inform school if there are matters outside of school which could affect their child's performance or behaviour
- promote a positive attitude towards school and learning in general

Teaching Assistants

Each year team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning.

Teachers provide planning and hold meetings with TAs to ensure they are clear on their role and know how to support learning.

For TAs who are 1:1 with specific children, their role will be jointly agreed with both the class teacher and SENCO

Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the school status report to governors, and a review of the in-service training sessions attended by staff.
- ensure that the school buildings and premises are used optimally to support teaching and learning
- ensuring safeguarding is up to date
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management promote good quality teaching

14. Monitoring Teaching and Learning

Senior leaders and subject leaders will complete book scrutinies linked to focus areas across the whole school.

Using these they will assess:

- Evidence of learning which is appropriately matched to the children
- Evidence of scaffolded learning and its subsequent appropriate removal towards independence
- Ways in to achieve the learning
- The marking and feedback used by teachers to ensure it is linked to the expectations of the school
- Opportunities to access and be challenged
- Ensure that the children's next steps are linked to their learning.

Senior leaders and subject leaders will carry out learning walks to monitor the implementation of strategies which are the focus at that time or may be a focus of the school improvement plan. These will be informal and used to gain insight into the effectiveness of Teaching and Learning across the school.

Senior leaders will carry out formal observations and provide feedback against the Principles of Effective Teaching and Learning

This policy will be reviewed every two years, or earlier if necessary, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

15. Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

Appendix I

Terminology	When we would expect to see this	Definition	Rationale
<p>CPA Concrete, Pictorial, Abstract</p>	<p>Maths</p>	<p>The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child’s understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources (e.g. objects, numicon, Dienes blocks etc). When they are comfortable solving problems with physical aids, they are given problems with pictures – usually pictorial representations of the concrete objects they were using. Then they are asked to solve problems where they only have the abstract i.e. numbers or other symbols. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning.</p>	<p>CPA is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.</p>
<p>Differentiated Outcome <i>for children working significantly below</i></p>	<p>All lessons</p>	<p>Where children are working significantly below and cannot access the age appropriate learning, they will need to be working towards a learning objective which is appropriately matched for them.</p> <p>This is different to ‘Ways In’.</p>	<p>“All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.” SEND Code of Practice</p>

Terminology	When we would expect to see this	Definition	Rationale
Challenge	All lessons	<p>“Challenge” is any additional learning extending knowledge or skills to greater depth in lessons.</p> <p>It is important that all children should be able to access the extension when ready.</p>	<p>The National Curriculum places emphasis on depth of learning and provides more rigorous programmes of study.</p> <p>As a result, the most able pupils might be catered for by covering material to a more detailed and complex degree, or by providing challenge exercises.</p>
Input	All lessons	<p>The input (teacher-led, directed instruction part of the lesson) is what the adult will be doing to ensure that all children achieve the Learning objective.</p> <p>Key components to be planned for are:</p> <p>Review: What previous learning needs to be reviewed in order to interrupt forgetting or bring forward previously learned concepts from long-term memory to aid learning. This could be a range of retrieval tasks.</p> <p>Questioning: Which questions will be asked in order to check for understanding? How will you get the children to explain what they have learned? How will you check the responses?</p> <p>Stage of Practice: Ensure that there are opportunities for children to work through guided practice to independent practice.</p>	<p>Rosenshine’s Principles of Instruction links the cognitive science of learning to practical ways of improving learning and outcomes for children.</p>
Misconceptions	More likely: Science Maths	<p>A misconception is where students have developed an incorrect schema. <i>What we learn, and the way we frame our thinking, depends on what we already know and understand. Misconceptions must be rewired through deliberate re-thinking to ensure schemas are correct.</i></p>	<p>The most successful teachers spend more time in guided practice, more time asking questions, more time checking for understanding and more time correcting errors and misconceptions. <i>Rosenshine</i></p>

Terminology	When we would expect to see this	Definition	Rationale
Models	English	<p>Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.</p> <p>Whenever a teacher demonstrates a concept for a child, that teacher is modelling.</p>	
Success Criteria	All lessons	<p>A success criteria is a list of features that the children need to know about, understand and demonstrate within a lesson.</p> <p>It is an effective way of making children aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson.</p> <ul style="list-style-type: none"> • Share success criteria with the children • Must be linked directly to the learning objective • Must be specific • Must be understood by the children • Use the success criteria for tasks as the basis for giving students feedback on those tasks • Use the success criteria to support peer and/or self-assessment • Re-visit success criteria during the lesson 	<p><i>This links formative assessment to metacognition and self-regulation and Rosenshine’s ideas about moving from guided to independent practice. Effective learners can link their work to the success criteria and generate their own ongoing self-correcting feedback narrative. Tom Sherrington on Dylan Williams’ Five Formative Assessment Strategies</i></p>
Learning objective (LO)	All lessons	<p>This explains what children must leave the lesson knowing or being able to do, that they could not do before.</p> <p>The LO is what the teacher assesses against.</p> <p>LO’s must be specific (not context driven) (examples)</p> <ul style="list-style-type: none"> ✓ include brackets. ✓ write a diary entry. ✓ identify the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles. ✗ think about the planet. 	<p>Sharing learning objectives with pupils helps them recognise what they are trying to learn and why.</p> <p><i>Research shows that it helps to be explicit with students about what they should know and what the success criteria for judging the quality might be. It is not enough to simply share these – the children must understand them. Dylan Williams, Embedded Formative Assessment</i></p>

Terminology	When we would expect to see this	Definition	Rationale
Ways In	All lessons	<p>'Ways In' is any adaptations made to lesson activities to ensure pupils with SEND can access the LO.</p> <p>Ways In means ways to enable pupils working below or with an additional barrier ensure that <u>all</u> pupils access the same learning objective.</p>	<p>A key principle of the new curriculum (2014) is that all children should be following the same course of work.</p> <p>Giving all children access to the same learning – not different learning- by ensuring that scaffolds and supports are in place to support all learners in being successful.</p>
Vocabulary	All lessons	<p>Which words are needed for understanding?</p> <p>Which words need an explicit definition / etymology taught?</p>	<p>Building children's vocabularies opens doors to harder, more rewarding curriculums and lifelong learning. <i>Alex Quigley, Closing the Vocabulary Gap.</i></p>