



Hindhayes Infant School

Teaching and Learning policy

Including Curriculum and Assessment

September 2024

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____

Signed: _____

Role: _____

We see teaching and learning as a co-operative process involving all staff, pupils, governors, parents and members of the community.

We expect that all staff will:

- Provide the best possible learning environment for the children by providing an atmosphere in which children feel safe and valued.
- Ensure that children are respected as individuals and ensure equal opportunities for all through inclusive planning and provision.
- Motivate the children so that they reach the highest levels of personal achievement.
- Make on going assessments of the children and use this to facilitate progress and to ensure that tasks set are appropriate to each child's needs.
- Use the marking and assessment statements within this policy to promote progress.

We expect that all pupils will:

- Become confident, resourceful, enquiring and independent learners who can take responsibility for their own learning both inside and outside the classroom.
- Enjoy learning, be successful and embrace challenge.
- Be involved as far as possible in reviewing the way in which they learn and to reflect on how they learn best.
- Know what they can do well and what they need to improve through participating in Marking Makes Sense activities and listening to feedback from adults and peers.

We expect that all parents/carers will:

- Use Curriculum Letters and the school website to learn more about what the children are learning in school.
- Support learning through listening to children read.
- Ensure that children have the necessary clothing to take part in enrichment activities such as Forest School and OPAL play.

We expect that the Governing Body will:

- Keep up to date regarding school development and priorities through the SDP and Head teacher's report.
- Support extra-curricular activities where possible.
- Meet with subject leaders to monitor aspects of the curriculum they are responsible for.

We will involve the community through:

- Making visits out to local points of interest and of significance to the community.
- Inviting community members into school.

Policy rationale:

We believe that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. We also believe that children learn best in different ways. Our curriculum meets the requirements of the National Curriculum and ensures progress towards the end of EYFS outcomes. It is based on coherently organised and sequenced learning and linked identified core knowledge and skills as well as providing opportunities to learn at depth and to develop cultural capital. At Hindhayes we provide a rich and varied learning environment both inside and outside that allows children to develop their skills and abilities to their full potential.

Assessment lies at the heart of the process of promoting children's learning. We believe that it is vital to involve the children wherever possible in both the process and outcome of assessment. This allows children to see assessment as a means of improving their own work. Assessment is incorporated systematically into teaching strategies to ensure that no time is lost in moving children forward in their learning.

Feedback develops children's responsibility for their learning, celebrates and recognises achievement and provides constructive, accessible feedback to children about their work. It improves a child's confidence and self-esteem.

Effective Teaching and Learning

- Takes place when children know why and what they are learning and when experiences are rich, relevant and first hand which in turn causes children to be engaged, motivated and enthusiastic about their learning.
- Takes place where barriers to learning are identified and no 'ceiling' is placed on learning allowing all children to achieve and master skills.
- Is demonstrated by children when they can use and apply their knowledge, skills and understanding in different situations and when they feel safe, can take risks, make mistakes and have choices about their learning.
- Is centred on a clear improvement cycle where children know what they have done well and what they need to do to improve. This is driven by continuous and effective assessment for learning. See assessment statement.
- For young children, is driven by timely and appropriate verbal feedback. This is reflected clearly in the schools Marking Code. See marking statement.
- Takes place when teaching is built on previous learning and indicates what the next steps in learning will be. See curriculum statement.
- Requires time to be managed well and for the pace of lessons to be appropriate.
- May be achieved through the use of various groupings such as whole, class, group, paired and individual teaching.

Curriculum Statement

- Hindhayes Curriculum is carefully mapped to show coverage of statutory National Curriculum coverage and to detail progression in taught knowledge, understanding and skills across the school. Starting with EYFS and extending into year two.
- Hindhayes Curriculum development is driven by the expert knowledge of the subject specialists who hold up to date information, research and knowledge in their specific areas in order to provide the very best learning experiences for our children.
- We believe in providing our children with an exciting, creative curriculum based on a carefully planned thematic approach. Subject leaders and teachers plan the curriculum with a focus on a particular theme with the aim of developing the key knowledge and skills necessary for confident and effective learning and for children to be ready for the next steps in learning.
- The curriculum is enriched through the provision of additional activities and opportunities such as first hand experiences, visits in and out. forest school, use of the library, themed weeks, OPAL play and the use of the outdoors.
- All children are given the opportunity to learn in a creative and motivating learning environment which encompasses a range of teaching styles and promotes the production on individual and 'beautiful work'. This approach is used to support children learning at all stages including those with Special Educational Needs, those who are in receipt of the Pupil Premium, children who qualify for Free School Meals, Children who are Looked After, children with English as an Additional Language and Gifted and Talented children.

Marking Statement – Self Assessment and Feedback

To ensure that all children receive timely feedback regarding their work in such a way that is likely to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

- Teachers will ensure that all children have the opportunity to self-assess their work by providing a 'Can I?' statement for the children where suitable.
- Staff will also use the 'Can I' statement to show their assessment of the piece of work – wherever possible this will be done in conversation with the child but may need to happen outside of the lesson at times.
- Verbal feedback is the main marking strategy used. A verbal feedback mark will be used to show where children have received this feedback.
- A variety of marks will be made on the page to help the children know what they have done well. These will always be in green ink and will be pictorial where possible to ensure our youngest children know what the marks mean. Written comments from staff are not necessary.
- Where children have needed support, required another go or need to make an improvement this will be made clear through the use of blue or the verbal feedback symbol.

See Appendix A for further information regarding marking

Assessment Statement:

Using the principles and processes of assessment we aim to:

- Monitor progress and support learning
- Aid early identification of children at risk of falling behind and those with extra needs.
- Raise standards of attainment and behaviour
- Recognise the achievements of all pupils and involve them in their learning
- Inform future planning and teaching sequences so that all day-to-day learning opportunities are closely linked to daily assessments.
- Increase both the children's and the school's capacity to improve.
- Inform parents and wider community of pupil achievement
- Comply with statutory requirements

Assessment techniques used at Hindhayes

- High quality questioning techniques
- Spaced retrieval of previous knowledge through low stakes quizzing.
- Children's self-assessment
- Verbal dialogue between staff and children and child to child.
- Collection of pupil voice
- Observations
- Diagnostic assessments such as TALC, BPVS, Social Communication Grids
- Intervention assessments of the Plan, Do, Review cycle.
- Moderation of work
- SEND and intervention record reviews
- Conversations with parents
- Use of reading records including Guided Reading records
- Year 1 Phonics screening, National EYFS Baseline
- End of Year Teacher Judgements and supporting documents.

Record Keeping

- Hindhayes is committed to the Work Force Reforms 2017 and aims to reduce record keeping where it does not have impact on outcomes for children.
- Assessment information is discussed at Pupil Progress Meetings and Intervention Team Meetings and used to identify any target groups and required intervention or CPD for staff.
- All parents are invited into school to discuss the progress and attainment of their child and receive a report including assessment results in the Summer.
- Statutory assessments are carried out according to the administrative bodies guidelines.
- Parents are welcome to discuss the progress of their child with the class teacher, Deputy head, Head teacher and SEND co-ordinator.