

- The school's **Nursery** offers two 3 hour sessions per day. Children start the day with an initial 15 minute child-directed session, during which self-registration take place. A 30 minute teaching segment follows and children are taught in 2 groups, each led by a Key Worker (Class Teacher and Early Years' Lead Professional). The teaching session follows that adapted from a LA initiative, entitled "Improving the Foundation Stage"; which places high emphasis on oracy - developed through quality texts, role-play, singing, multi- sensory exploration, outside-play and small world toys. Afterwards, children choose from a range of selected activities, chosen to support learning goals prescribed from within the EYFS Framework. These take the form of structured and sometimes teacher-directed tasks, provided within an all-weather free-flow environment, supported by a team including high 1:7 permanent staff:pupil ratios. ICT is embedded throughout the Nursery Provision, where there is also a high emphasis on child-initiated learning too. Year 2 pupils visit on a daily basis to coach nursery children with ICT learning. Children, identified with additional oracy-based difficulties, receive extra inclusive intensive support. For the more resilient and those developmentally secure, teachers will carefully offer considered personalised direction during free flow time.
- **Reception classes** follow an intensive termly provision map, combining the EYFS and lessons heavily adapted from the LA "Improving the Foundation Stage" curriculum. Children 'browse book boxes' with reading buddies upon entry into school each morning. After morning registration, the Reception day is punctuated with several segments of direct whole-class teaching, supported by consolidatory teacher-intensive and teacher-directed activities. This very discrete yet highly focussed teaching is enriched by a child-centred EYFS provision, in which child initiated-learning forms an essential component within this all-weather free-flow provision. The EYFS leader sculpts planning based on the EYFS Framework and a clear understanding of pupils' attainment within the current year group. This planning is then adapted by the class teachers to meet the needs of classes and individuals in light of their own formative assessments. Numeracy is taught based on the Abacus Maths/Hamilton scheme of work, which has also been heavily adapted to embrace the school's signature pedagogy, with additional emphasis on interactive teaching, oracy and talk4learning, WCIT technologies and practical activities. 'Letters and Sounds' forms the back bone of the teaching of literacy, which is similarly adapted according to this ethos. From within Term 2, daily guided reading, writing and maths teaching within 5 ability groups supports this provision further. Each class is supported by 2 full-time TAs, per class, voluntary parent helpers and teaching assistant students. Reception children have their own assemblies and a separate lunchtime in their own playground, which is based on free flow principles. ICT, either as a tool to enhance direct teaching or as a vehicle to enrich and consolidate the provision, is embedded throughout Reception. Children, at an early stage of English acquisition, are withdrawn each day for intensive support. For the more resilient and those developmentally secure, teachers will carefully offer considered personalised direction during free flow time.
- The **Key Stage One** Curriculum is structured according to subjects and is delivered largely using a 'whole class interactive style of teaching', which places a high emphasis on episodic teaching, teacher exposition and pupil modelling & demonstration. The accompanying pedagogy is based upon the teacher using these components and the skilled used of talk4learning and differentiated questioning, to enable as many children as possible to make progress during the teaching segment of the lesson. Children mostly sit in a form of a horse-shoe for teaching, with clear-sightlines of each other. Children are organised into 4 ability groups which vary per subject, but are mostly based on ability in reading. The consolidation segment of lessons includes children completing differentiated activities, one of which (where appropriate) will incorporate an ICT-based alternative (embedding skills from the ICT scheme of work). Lessons start with a 'pacey' introduction and end with a plenary. Sometimes children work outside of the classroom, working collaboratively with others. Each class has 2 full-time Teaching Assistants. During morning registration, children change their reading books and undertake partnered reading with a buddy. Core subjects largely take place in the morning. The curriculum places a high emphasis on developing literacy, oracy and enabling children to use ICT as a tool to consolidate learning alongside more conventional methods. "Talk4learning" has a high profile during lessons and teachers are skilled at their use of offering focused-feedback and high-quality marking to help further the learning of individuals and groups of children. A culture of personalised learning is embedded and more experienced teachers are coached to adapt learning to 'creatively' extend the most able. Challenging traditional dispositions to learning, children also work both independently and collaboratively out of class within supervised areas, undertaking personalised and child-initiated learning, which transcends across lessons, based on individuals' strengths and areas of interest. Children may work alongside their peers or those from other year groups. PSHE circle time is timetabled and so is a 'Golden Time' behaviour award, during the last 45 minutes of Friday afternoon. Children have a morning break and an hour for lunch, followed by a daily assembly. Mainly during the afternoon, children are withdrawn for different support groups, including Reading Recovery, EAL & SLCN Support, ELS support, 'Reading and Spelling Workshop' Catch-up, Fine/Gross, Nurture and Behaviour groups etc. The whole of the KS1 curriculum was originally written by the Headteacher and has been revised, adapted and modified overtime as "talk4learning" has become more embedded and attainment has risen. Following the EYFS model described above, the Assistant Headteacher and KS1 Co-leaders lead planning meetings on a weekly basis; at which, lessons are then adapted by teachers to meet the needs of classes and individuals in light of their own formative assessments.
- Each half-term, for 3 days a week, a different group of Year 8/9 students from a local comprehensive attend school to undertake collaborative work with pupils - helping them to use ICT to support their learning.



## Thames View Infants Signature Pedagogy

- All planning within the school exists electronically. Throughout the school, all classes are equipped with 'Whole Class Interactive Teaching Technologies' and a mini-suite of (up to 6 PCs). Within Key Stage One, additional wireless PCs and iPads enable all children to have access to a device where required; this is complimented in Year 2 by children owning "lend2buy" iPads which are ferried each day between home and school.