



# Thames View Infants

## Policy for Learning and Teaching

### Policy for Learning and Teaching

#### RATIONALE

This is the most important of all school policies, reminding us of the purpose of our work and the criteria on which we are judged.

This policy focuses on the needs of the children and the importance placed by the school on learning, teaching and achievement.

The success of the school depends on maintaining the high quality of our teaching and the high quality support of non-teaching staff and working purposefully together to enable children to learn and achieve high standards.

The policies for Assessment, Planning & Marking form part of this policy.

#### PURPOSE

We aim to:

- encourage children through praise and positively reinforcing good relationships, behaviour and attitudes;
- work as a team, supporting and encouraging each other;
- develop, in children, a responsibility and independent attitude towards their learning;
- foster children's self esteem and belief in themselves as learners;
- ensure that all children are given an equal chance to succeed across the breadth of the curriculum;
- create and maintain a purposeful learning environment which leads to successful learning;
- plan questions and activities to support the learning intentions of the lesson;
- provide clear structured lessons to promote learning;
- encourage quality responses from children;
- ensure assessment is accurate and directs future teaching;
- ensure that quality resources are available;
- involve parents in children's learning;



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- challenge traditional dispositions to learning;
- offer children the chance to grow as leaders and an opportunity to be inspired by each other.

### GUIDELINES

#### Learning

1. Thames View Infants has a clearly defined “Signature Pedagogy” for the Learning and Teaching of its pupils. It lends itself to a High Quality & responsive learning environment, in which children rapidly grow as learners. Children are carefully scaffolded through the process of Developing, Securing and then Mastering learning to evolve as particularly resilient learners, exceptionally well prepared for the next stage of their education.
2. Teaching and Learning are interactive. It is important that we recognise our role in ensuring that children take responsibility for their learning and develop the skills that they need to become independent learners.
3. Whilst embracing the Signature Pedagogy described within this document, a skilled, responsive and reflective teacher will use the below framework flexibly to ensure that creative and innovative teaching styles ensure that the needs for all children, including the most able, are met in the most effective way as possible.
4. To enable children to understand what successful learning “looks like”, teachers must share their expectations with children. Strategies for this should include:
  - *Modelling and demonstrating* – showing children how to do something (shared writing, sharing children’s work, storytelling, and extended dialogue).
  - *Instructing* - running through a procedure.
  - *Scaffolding* – giving a framework for children to repeat (sentence starters, story scaffolding).
  - *Explaining* – providing reasons and giving examples (what a good piece of work will look like, or sometimes more effectively, what it will not look like).
  - *Extended Dialogue, Sustained Shared Thinking and ‘Uptake’* – using a variety of listening, questioning and intervention skills to further children’s understanding and clarify learning.
  - *Focused Feedback* - using formative assessment information within a supportive environment to engage with an individual or group of children to explore areas of confusion or common misunderstanding.

#### Sharing Learning Intentions

1. If children are to take responsibility for their learning, they need to know what they are expected to learn and how they are to do it. Explaining the learning intentions to children enables them to carry out the task confidently, knowing they are doing what the teacher wants. It helps to dispel anxiety, because they can be quite clear about what is expected of them. It also enables them to evaluate their own effectiveness.



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2. Teachers must make learning intentions clear. This will usually happen at the beginning of the lesson. **The learning intention should be displayed in written or pictorial form.**
3. The intentions must be reviewed during or at the end of the lesson. This can be achieved by *asking children to evaluate their success against the intention*. The following strategies lend themselves well to this process:
  - teacher questioning
  - children reporting back
  - teacher recapping

### Lesson Structure

A good 'interactive whole class teaching' lesson includes clear learning intentions discussed with the children. It will have a structure, which includes:

#### **1. An Introduction**

Lesson introductions should be "pacey" in nature and set the tone for the rest of the lesson.

A lesson *introduction* may well include the following features:

- children suitably seated, "ready" for the lesson to begin – with clear sightlines, within a (or suitable variation of) "horse shoe" arrangement
- clear learning intentions shared and discussed with the children
- introduction of new vocabulary
- a stimulus
- a suitable, starter activity – brainstorming, making connections to previous work, a "quick-fire" game".

#### **2. The Main Teaching Segment – "Teacher Exposition & Guided Practice"**

The teacher is involved in direct teaching – "unpacking" learning to the class. The teacher introduces new concepts or processes, demonstrating and exemplifying new skills or concepts. Learning takes place in clearly defined episodes. There should be a lively pace. Questions are frequently asked to check understanding. Children should do at least half of the talking, employing **talk4learning strategies** to facilitate this. Teachers should encourage interaction between teacher and pupil, and amongst pupils themselves, through using a variety of questions - closed, open, quick answer and questions with thinking time. Children are expected to develop skills of speaking clearly to the class, not just their teachers. There is an emphasis of children reinforcing their own understanding by modelling & demonstrating key concepts to others. Children are expected to use extended vocabulary to explain their understanding. ICT is used as a tool of engagement – to clarify exposition, to visually reinforce meaning and to pivot pupil demonstration and modelling. Whenever possible the teaching section should incorporate first-hand experiences relevant to the children's needs and may well include looking at artefacts/pictures/video clips. There might be episodes of Extended Dialogue, Sustained Shared Thinking or 'Uptake' – to deepen children's understanding surrounding a learning point. Within a supportive environment, in



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which children are encouraged to take risks without fear of failure, teachers might use focussed feedback within the arena of the whole class, to explore areas of confusion or common misunderstanding amongst individuals or groups of children. The lesson accurately reflects the substance and spirit of the scheme of work.

The *Teacher Exposition & Guided Practice* segment of a lesson may well include the following features:

- a lively pace with high expectations;
- talk4learning;
- interaction between teacher and pupil, and amongst pupils themselves;
- the development of speaking and listening skills in the children is given a high priority;
- where appropriate, pupils are required to justify and extend their answers;
- First-hand & "Second-hand" experiences/resources used as a stimulus;
- teachers "unpacking learning" in small episodes;
- the teacher selecting teaching methods on the basis of fitness for purpose and using a range of these;
- teacher-demonstrations & modelling, using:
  - *the visualiser,*
  - *the PC,*
  - *WCIT (whole class interactive teaching technology etc),*
- children modelling & demonstrating key concepts to others, using:
  - *the visualiser,*
  - *the PC,*
  - *WCIT (whole class interactive teaching technology etc),*
- questioning used to gauge understanding, with the teacher changing the approach if necessary;
- teacher uses assessment information to re-focus teaching and teach pupils how to perform to the target standard;
- differentiated questioning to target lower-attaining children and to extend the more able;
- key vocabulary used often and explicitly throughout the lesson;
- maintaining a good sense of pace/ensures pupils are on task for most of lesson (does not let tasks drag on);
- teacher writing clearly using school handwriting style;
- encouragement and praise given to reinforce significant steps in learning.
- The *Teacher Exposition & Guided Practice* segment of a lesson will usually end with a mini-episode in which the Teacher will show examples of children's work, carefully chosen to address key areas of development required amongst individuals or a group of children within the class. This work will be shared with the class and supportive but direct high-quality focussed-feedback will be offered to individuals and groups of children, to help everyone's learning further as a result.





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### 3. The Consolidation Segment

Children's activities should be varied and purposeful and appropriate to their learning needs and planned considering the number of available adults present. Children carry out a task, to practise and consolidate the work learnt during this lesson or previous lessons. There is a strong link between the teaching and the task.

Teachers should give children the opportunity to work in a variety of ways, such as individually, in pairs or in small groups. High and low attainers may be given differentiated tasks and may be directed to complete different examples or different amounts of work. Extension and support activities are often provided. Typically, organisation will consist of adult-led (teacher-intensive and teacher-directed) activities and, particularly during Foundation Subjects, meaningful child-directed activities. The key to success in this is the careful balance of the ability & needs of the children, the intensity or challenge of the consolidation task in-hand and the number of adults present and support available.

Teachers will offer an increasingly more personalised provision for selected children, including opportunities for children to work independently or collaboratively out of class, consolidating work linked to the lesson in hand, or exploring other areas of interest (under the teacher's direction). This might extend beyond conventional subjects or lesson timings; but in doing so, will directly engender a culture which challenges traditional dispositions to learning. Similarly, more able children might teach less able children skills and concepts, within mini episodes and plenaries, to help master their own understanding.

When working intensively with groups of children, teachers will offer individual high quality feedback to children and record this as targets within books.

At various times during the Consolidation Segment, the teacher will show well-chosen examples of children's work to help accelerate learning further and address misconceptions. Care must be taken, when doing this, not to engender a competitive climate within the classroom which may alienate less able children. Similarly, when undertaking an extended write, some children may just need to have the "head-space" to persevere uninterruptedly. It is good practice to children how long they have to complete their activity and remind them when there is 5 minutes left to finish.

The **Consolidation** segment of a lesson may well include the following features:

- well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible;
- children using ICT:
  - to consolidate learning linked directly to the learning intention for that lesson;
  - to consolidate learning linked to the learning intention for that lesson, whilst at the same time revising key skills from within the ICT Scheme of Work and associated minimum standard documents (*where appropriate*);
- differentiated activities and support correctly matched to the pupils' ability and need (including those that are 'Gifted and Talented');
- outcomes linked to the minimum standard expectations for that year group;



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- children sure of the consolidation outcome;
- the teacher *teaching* with a focus group/target group of children (as appropriate);
- support staff actively engaged within a specific task;
- children motivated, on task and interested;
- children working individually, in pairs, in groups or as a whole class;
- children collaborating and/or working independently (where appropriate, including inside and outside of the classroom);
- an appropriate noise level;
- children accessing the writing and role play areas (if an English lesson);
- teachers teaching, supporting, guiding, cross-checking, offering feedback and marking.



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### 4. Plenary

Lessons must have a clear finish. The plenary should allow time for:

#### Feedback

- assessing, often informally, some of the children's work and what has been achieved
- discussing difficulties, misconceptions and mistakes
- marking together some written work

#### Reflection

- review the main learning intentions
- summarise the main facts, skills and ideas
- discuss what to remember and how to remember it
- consideration of the difficulties encountered
- get children to say what was easy/difficult/enjoyable

#### Forward Planning

- discussing what work will be done next
- considering what the targets might be
- do some linked work at home
- make links to other work

The **Plenary** segment of a lesson may well include the following features:

- reviewing/valuing work;
- children self-evaluating their work, linked to the learning intention for that lesson;
- addressing lesson-specific issues;
- a "bringing together" game.

### Underachievement

*All children are capable of achievement. They are also capable of under-achievement. It is not enough to have high expectations, what is important is the action we take to ensure that children achieve.*

#### 1. Identifying children at risk:

- teachers will become familiar with all the relevant information available for the child (writing levels, reading levels including phonic and sight word checklist);
- address barriers to learning such as disruptive behaviour, lack of confidence;
- be aware of SEN and EAL needs and poor participation;
- discuss issues with previous staff.

#### 2. Action to ensure that children succeed:

- provide a learning environment, which encourages children to see themselves as a learner. Believe that effort leads to success and accept that they have the ability to improve and learn;
- ensure that teaching is progressive, with manageable steps of learning;



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- review the children's work/progress and regularly set targets with the children;
- regular monitoring of work across year groups;
- discuss concerns with other members of your Key Stage team, the SENCO and the Headteacher and work together to produce action plans and strategies are in place to tackle this;
- liaise with parents;
- regular monitoring and tracking of groups and individuals by Headteacher and Deputy Headteacher.

### A Personalised Provision

Thames View Infants aspires to help all children, regardless of their ability, thrive and achieve their best. In core subjects, teachers note specific differentiation for Gifted and Talented children on their planning. This may vary between classes, as teachers adapt outcomes and learning styles for specific children. Within this culture, more experienced teachers will offer enhanced personalised learning opportunities for individuals, which may include out-of-class learning, extending beyond conventional lesson timings and across subjects and break-times. Out-of-class learning is very powerful as it helps to challenge traditional dispositions to learning. However, shared-ownership of supervision needs to be carefully monitored, as well as children's outcomes, to ensure that a high quality of work is maintained and children behave responsibly. Similarly, a conventional lesson structure may be re-assembled into a sequence of episodes and mini-plenaries to provide opportunities for more able children to co-educate others, or to work revise/acquire skills independently and or away from the main teaching segment.

### Classroom Management

1. Be on time and ensure you are ready.
2. School begins at 8.45am (lessons starts at 9.00am). Staff are expected to go into the playground to walk their children into school.
3. After dinner and assembly, Reception children return to class at 1pm, Key Stage One children at 1.30pm. Staff are expected to meet their class in the playground and walk them into school in a calm, orderly manner.
4. Ensure that children enter the room in a calm way.
5. Ensure that children are seated comfortably and are sitting so that they can see the screen/whiteboard or big book display and can participate in the whole class session.
6. In Year 2 classes the desks are arranged in a 'horseshoe', with clear sight-lines.





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7. In Year 1 classes, children sit on the floor in a 'horseshoe' for the whole class teaching session. Tables within the class are arranged within groups; however in organising this, teachers need to ensure that no child is sat with their back to the screen/whiteboard.
8. Ensure that there are interesting and stimulating displays and that these are changed regularly. (See the display policy)
9. Ensure that resources are well organised, labelled and are easily accessible.
10. Insist on an acceptable noise level.
11. All classes should have reading/writing areas.
12. All children should have access to role-play.

### Rewards

1. External rewards do not promote a learning culture. It is our aim to work towards giving children appropriate feedback, and helping them towards success rather than relying on rewards such as stickers and stars.
2. This will include praise and encouragement such as *"That is the first time I have seen you put that puzzle together"*.

### Self-Esteem

1. Long-standing research indicates that the ability to learn is linked to emotional stability and a raised self-esteem. An enhanced self-image affects learning and behaviour. Feelings of inadequacy within learning situations are a common cause of anxiety and anxiety is a major barrier to efficient learning. As teachers, it is important for us to take opportunities to get to know our class as individuals and to be aware of the signs of anxiety in children (the avoidance of work, children creating opportunities to evade work/gain timeout).
2. Teachers should therefore provide children with a safe learning environment in which they are allowed to make mistakes. Considering the "whole child" allows teachers to give credit and acknowledgement to non-educational achievements; and can also give an insight into "outside influences" affecting a child's emotional stability and esteem within school. Teachers can also develop confidence and raise self-esteem within children by:
  - Repeating phrases;
  - Giving children security within partner work;
  - Making learning intentions explicitly
  - Bridging the gap between previous/future lessons;
  - Using appropriate, strategic comments;



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- Employing a “hit and run” strategy when questioning (i.e. not dwelling unnecessarily on incorrect responses);
- Instilling a caring ethos within class.

### Presentation of Work

Encourage children to be proud of their work and to take as much care as they can. Each year group should agree the standard children are expected to work towards; make decisions about how the date and title of the work is to be presented; and in doing so, ensure that these decisions show progression in line with other year groups within school.

Teachers should:

- Provide their class with the correct type of exercise book, as agreed within each Key Stage.
- Write the child’s full name, class, type of book and number of book on the front cover (e.g. “John Smith, Penguins, Writing Book 2”). These details should be written in the correct style and not by children.
- Discourage scribbling on the covers of books.
- Show children how to cross out mistakes (one neat line through the incorrect word/letter/number etc – e.g. “*mistake*”).
- Discourage the use of rubbers.
- Insist children try to speak clearly and audibly and in sentences.
- Model how work is to be set out.
- Children should write with a sharp pencil, and those that require it, may use a pencil grip.
- When a child is able to write with a neat cursive script across all subjects and can recall their writing targets, they will be given a ‘pen license’, which can be evoked should they not be able to keep up this high quality of presentation.



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### Assessment Policy

#### RATIONALE

We want assessments to help us know as much as possible about each child's learning. It should enable us to evaluate our teaching and provide information for our future planning. It should help children develop an understanding of what is expected of them and enjoy their achievements. It should provide children with the vital information and help they need to move forward.

#### PURPOSE

Assessment should be *Formative* – a day to day ongoing assessment based on how well children achieve the planned learning objectives and provide feedback to enable children to assess their learning.

It should also be *Summative* – measuring what children can do at a particular time and providing a measure to monitor the effectiveness of the school; enabling the school to track the performance of children, the progress that they are making, identifying areas in which additional support maybe required, enabling targets to be set and pupil's "value added progress" to be maximised.

It should also involve children, so that they take responsibility for their learning.

#### GUIDELINES

##### Formative Assessment

1. Formative Assessment is essential to monitor the progress of individual children in each area of the curriculum. It determines what each child has already learned and what the next stage of learning will be. It is a continuous process, carried out by teachers as they plot children's progress against the learning aims of a lesson.
2. Formative Assessments informs future planning. To be effective, ongoing formative assessments needs to focus on extreme achievement or lack of achievement against the learning objectives and include notes about what happens next. The purpose is not an evaluation of the lesson, or how well the children did, but notes on what needs to change.
3. Notes for future planning should be made on short-term weekly plans. They are a formal assessment and form a continuous assessment record and a record of planned learning objectives for each curriculum area.
4. Clear learning objectives are essential for successful formative assessment to take place.



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### Formative Assessment linked to Sharing Learning Intentions

1. Teachers will share learning objectives at the beginning of a lesson. Children must be given clear learning intentions for their work and know the criteria on which they can base success.
2. Children knowing the “criteria for assessment” is crucial, as it helps give children the guidance they need to improve their work.
3. Sharing learning objectives enables children to carry out the task confidently, knowing that they are doing what the teacher wants. It also enables them to begin to evaluate their own effectiveness, as it allows them to see if they have completed the task or not.
4. Knowing the learning objective enables children to become involved in their learning and to comment on their performance. It gives them some responsibility for their learning. It also helps to dispel anxiety because they can be quite clear about what is expected of them.
5. Children should regularly receive formative oral feedback on their work linked to learning objectives.
6. A formative comment should highlight achievement and help the child understand how they might improve their work. This should be recorded in the following ways:
  - A target
  - Highlighted sentence
  - A diagram
  - A reminderThese should be accompanied with encouragement and support. These should be agreed and recorded during teacher-directed/guided Literacy or Maths lessons.
7. Children should be encouraged to review their own work against the learning intentions for the lesson.

### Summative Assessments

1. Regular, formal Summative Assessments will take place throughout the school on a regular basis.
2. They will summarise the academic performance of all children in the school in certain curricular subjects at pre-determined times during the year.
3. Summative Assessments will take the form of:
  - Writing Assessments
  - Reading (Miscue Analysis)
  - Phonic & Word Checks
  - End-of-term Maths Assessments (KS1 only)
  - End-of-unit Science Assessments (KS1 only)



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- ICT Assessments (KS1 only)
  - Foundation Subjects (KS1 only)
  - EYFS Planned Formal and Incidental Observations
  - Statutory end of Key Stage Tasks/Tests and Year 1 Phonic Screening
  - (Nursery and Reception) Baseline Assessments.
4. Exact details and timings of Summative Assessments are detailed in the *Summative Assessment & Target Setting Schedule*. They will be announced, in advance.
5. In order to be as accurate as possible, teachers will need to ensure that assessments are carried out in line with peer classes. This will include, for example:
- The same texts being used for Reading Assessments (miscues) across the school, and carried out by teachers only;
  - Agreed titles for writing assessments;
  - Support staff having clear guidance of acceptable responses when undertaking Phonic & Word Checks.
6. The results of Summative Assessments will enable class teachers to:
- Reorganise ability groups and inform planning;
  - Summarise those children who are making more/less progress than expected within their class;
  - Identify children that might require extra/additional support;
  - Highlight those who might need to be targeted with additional questioning during lessons;
  - Indicate the general performance of the class in line with national expectations, and provide data against which whole class and individual targets can be set;
  - Make future predictions of child and whole class attainment.
7. The results of Summative Assessments will enable the School's Leadership team to:
- Measure what children can do at a particular time;
  - Provide a measure to monitor the effectiveness of the school;
  - Enable the school to track the performance of the children;
  - Identify areas in which additional support maybe required;
  - Monitor the "value added progress" of pupils and allocate support so that this is maximised.
  - Indicate the general performance of year groups in line with national expectations, and provide data against which year group and individual targets can be set.

### Recording Assessment Results

The following records will kept:

1. Results of Formative Assessments will be recorded on planning sheets (including Guided Reading Records).





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2. All Summative Assessments will result in a grade or Development Stage/Level being awarded for each child within the class. These details will be recorded on the correct Summative Assessment Result document, stored on the School's server.
3. Within class Assessment Folders (in the EYFS).
4. Details will be recorded on the "Transfer Summary Record" for children leaving the school.

### **Baseline Assessments within the EYFS**

During the first few weeks of children joining in Nursery and Reception, adults conduct a 'baseline' assessment as part of the settling period. This provides an entry point for each child's learning and development as they start school. This information helps to measure a child's progress across Nursery, the EYFS and KS1.

Young children need to have secure skills in the Prime Areas of learning; Communication and Language, Physical Development, and Personal, Social and Emotional Development. The provision is tailored in the first few weeks to support a child's development in these areas. The period of settling in can be difficult for some children, and many may not be ready to access any more complex learning surrounding the Specific areas of learning; Literacy, Maths, Understanding the World, Expressive Arts and Design.

The focus of baseline assessments is therefore on the Prime areas of learning. Later in the first term children will have opportunity to explore a wider range of learning activities that cover the Specific areas of learning. Children are much more ready to access this learning once their Prime areas are more securely developed.

The Specific areas of learning are assessed for a baseline starting point towards the end of the first term. From this, we are able to accurately judge how well children are learning within these areas once they have settled into the routines of Nursery.

### **Informing Parents**

Parents are informed of their child's progress and development through open evenings and a written annual report. Parents are aware that they can make an appointment to meet with the class teacher and Headteacher at any time to discuss particular concerns

## **DEVELOPING, SECURING & MASTERING LEARNING WITHIN THE NATIONAL CURRICULUM**

### **Rationale**

The National Curriculum places a high emphasis on developing children's learning to a secure standard and then providing a variety of opportunities to consolidate this, so that children ultimately, demonstrate mastery and resilience in their learning and of skills, concepts and understanding – developed to a great



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depth. Pupils, including the most able, will do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

Charting this journey through “Pupil Progress Points” and a system of “Development Stages” provides a ‘common language’ in which both Practitioners and Parents at TVI can use meaningfully to discuss children’s learning and development against the Standards presented within the National Curriculum.

This School-designed Framework identifies the small steps that young learners make whilst developing their learning.

Within an Outstanding provision, children will learn exceptionally well. The curriculum offers children opportunities to consolidate, embed and then master learning at a later date and within different contexts. Such a provision, incorporating the spirit of Bruner’s “Spiral Curriculum”\*, enables children to confidently acquire a mastery of the End of Year/Key Stage Standards, whilst allowing for the most exceptionally able children to embed this further, whilst developing learning from content within successive year groups. TVI’s **Development Stages** measure Attainment and Progress within this “deepening enrichment” ethos.



*\*Bruner argued that as children grow the curriculum should revisit earlier learned ideas, expanding upon them until a child reaches a more complete understanding of individual ideas and how they relate to one another.*



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### TVI Framework for Learning Overview

At Thames View Infants the below framework is used to signpost & measure children's learning as they *Develop*, *Secure* and then *Master* the National Curriculum End of Year/Key Stage Expectations within KS1. It illustrates TVI KS1 Development Stages, against EYFS Early Learning Goals, End of Year Expectations within the National Curriculum and Reading Continuum "Book Bands". It is purposefully distorted to reflect equivalence in outcomes between Year 1 and Year 2 - useful for those subjects where learning is more linear in nature, for example within writing and reading. Old NC Levels, representing an entirely different assessment system, are indicated as an appropriate reference point.

OLD Levels	TVI Pupils' Progress Points	Development Stages within Year 1			Code
		Stage Descriptor / Colour			
W-	1	Approaching	B-3 (1)	WTS	1A1
	2				1A2
	3				1A3
W	4	Emerging	Nur (1)	WTS	1E1
	5				1E2
	6				WTS+
W+/1C	7	Developing		ELG (2)	1D1
	8			ELG+ (2)	1D2
	9				1D3
1A	10	Secure			1S1
	11				1S2
	12				1S3
2B	13	Mastery			1M1
	14				1M2
	15				1M3
2A	16	Exceptional			1X1
	17				1X2
	18				1X3

Reading Continuum Book Bands
1
2
3
4
5
6
7
8
9
10

OLD Levels	TVI Pupils' Progress Points	Development Stages within Year 2		Code
		Stage Descriptor / Colour		
W-	1	Approaching		2A1
	2			2A2
	3			2A3
W	4			2A4
	5	Equiv: <= P scale 8		2A5
	6	(BLW)		2A6
W+/1C	7	Emerging	(PKS)	2E1
	8			2E2
	9			2E3
	10	Developing	(WTS)	2D1
1A-2B	11		(This section is disproportionately amplified in order to illustrate potential equivalence with Year 1 Stages across Year 2)	2D2
	12			2D3
2A	13	Secure	(EXP)	2S1
	14			2S2
	15			2S3
3B	16	Mastery	(GDS)	2M1
	17			2M2
	18			2M3
4B	19	Exceptional		2X1
	20			2X2
	21			2X3

Reading Continuum Book Bands
1
2
3
4
5
6
7
8
9
10
11
12
13
14

Reported End of Yr. 2 Attainment is indicated **thus**. For example, **Yr. 2 Secure** would be reported nationally as **Expected** within the end of KS1 Teacher Assessments.



Indicates Development Stage transfer at the end of year for the majority of pupils/applicable subjects.



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### End of KS1 Reporting

The formal reporting of end of Year 2 attainment stopped being statutory in 2023. Nevertheless, children's attainment is still captured, moderated, recorded and reported to parents against the National Curriculum End of Year Expectations using the following phrases:

- Working Below the Standard (PKS),
- Working Towards the Expected Standard (WTS),
- Working at the Expected Standard (EXP),
- Working at Greater Depth (GD).

The TVI Development Stages sit alongside these standards and the below diagram helps to illustrate the relationship between the two systems.

### TVI Development Stages:

Working at a particularly Early Stage of Learning/pre-National Curriculum and Significantly below End-of-Year Expectations – up to 2 academic years behind chronological age-related expectations
Working below End-of-Year Expectations and at an Early Stage of Learning – up to an academic year behind chronological age-related expectations
Working Below End-of-Year Expectations
Working Securely at End-of-Year Expectations
Working at a Greater Depth
Working Exceptionally

### National Standards:





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### Development Descriptors

Having a good understanding of a child's Development Stage is drawn upon teachers' in-depth insight into their understanding of the child over-time, observations, formative and summative assessments, reflective (pre-2013) "APP"-style discussions, dialogue with Support Staff and by close and regular scrutiny of children's work – across a range of subjects. Accordingly, through this rich learning-centred narrative, TVI's deeply-rooted Assessment for Learning ethos ensures that, at any given time, a teacher would have a good understanding of which of the below Development Descriptors provide the **best fit judgement** for a child in a particular subject area against the relevant Standard.

*"Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on". (National Curriculum, 2013).*

Approaching	Emerging	Developing	Secure	Mastery	Exceptional
<p>Little evidence of Standard.</p> <p>A specific intervention is in place, possibly indicating that the child has complex needs or at a very early stage of learning.</p> <p>Learning could be better assessed using:</p> <ul style="list-style-type: none"> <li>EYFS Outcome Statements</li> <li>P Scales (SEND pupils only).</li> </ul>	<p>Evidence of few aspects of the Standard – 10%-30%.</p> <p>Child is working at an early stage of the Standard.</p> <p>A child may be Emerging if they can access their year group's curriculum, but are in constant need of support to do so. Support for a child who is judged as Emerging will be in a variety of forms – including consistent 1-2-1 or small group support.</p> <p>By the end of the year, the expectation is that the only children who will still be classified as Emerging will have Special Educational Needs that are being met through specific targeted interventions and support:</p> <ul style="list-style-type: none"> <li>SLCN</li> <li>SEBs</li> </ul>	<p>Secure in many aspects of the Standard – up to about 30-90%.</p> <p>A child may be Developing if they can work within the Standard but still need some support. This support may be in the form of small guided groups, specific booster/acceleration interventions or specific resources.</p> <p>They are not yet consistently using the skills from the Standard independently and will generally be using the skills at the point of teaching rather than applying them independently.</p>	<p>Formative Assessments reveal that the child is secure in the entire Standard across a collection of evidence.</p> <p>A child is Secure if they can apply the Standard within a range of contexts and if/when presented in different formats, whilst working independently.</p> <p><b>"In Year 2: the child has met all the "I Can" statements for each standard from the TA framework at "Expected" (with 3/4 pieces of evidence for each standard, which can include formative assessments)"</b></p>	<p>Secure in all of the Standard across a collection of evidence and most likely showing Development within the following Year's Standard too.</p> <p>A child demonstrates Mastery if they can consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching. In doing so, but with support, they will be working within the following Year's Standard at a Developing stage too.</p> <p>It is likely that children will have opportunities to teach other children.</p> <p><b>"In Year 2, the child has met all the "I Can" statements for each standard from the TA framework at "Greater Depth" (with 3/4 pieces of evidence for each standard, which can include formative assessments)"</b></p>	<p>Secure in the entire Standard and most likely Secure within the following Year's Standard too (and beyond).</p> <p>An Exceptionally Able child can not only consistently apply the skills and knowledge from the Standard in a wide range of contexts across the curriculum and independently away from the point of teaching; but also in doing so demonstrates that they are Secure in applying the following Year's Standard within a range of contexts and if/when presented in different formats, whilst working independently too.</p> <p>Children will have opportunities to teach other children within different year groups and will regularly create opportunities to extend their own learning.</p>

Percentage figures are shown as a guide only – a "best fit approach" needs to be taken. "Across Year" conversion only applies to those subjects where learning is more linear in nature, for example within writing and reading. This rule does not tend to apply to Science or Maths, for example where learning takes place in a more modular form.

\*Development Stage Descriptors reflect STA guidance. Tables populating collections of "I Can" statements for each standard from the KS1 TA Framework will be used when finalising End of Key Stage Assessments. \*\*\*At the end of Yr 2, to meet a particular standard within the TA Framework, a pupil must demonstrate attainment of all the statements within that standard (across a collection of evidence) and all the statements in the preceding standard(s).





# Thames View Infants

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### Measuring Progress

Within a broad curriculum, offering high quality learning opportunities and sufficient “depth” to enable children to develop Mastery, pupils will inevitably make substantial and sustained progress, preparing children exceptionally well for the next stage in their learning. Children’s progress is best measured utilising a range of Assessment for Learning tools, including knowing the child particularly well, and also by close and regular scrutiny of children’s books – across a range of subjects at first-hand. As all staff work together to ensure each child achieves their very best, a common learning-centred narrative ensures that all practitioners and key stakeholders have a good understanding of how “substantial and sustained” Progress in real terms presents at TVI. Termly “Pupil Progress” meetings, work scrutiny and other audits help safeguard this expectation.

However, for internal reporting purposes and to provide additional scrutiny, progress is measured using TVI’s Pupils’ Progress Points and the below phrases.

### Measuring Pupil Progress across the Year

6-	Below Expected	<p>The School expectation is that all children make at least 6 Points of Progress across each year.</p> <p>For example: ELG2 › 1 Secure › 2 Secure/Expected (6 PPP each)</p> <p>Emerging › Mastery or Developing › Exceptional (9 PPP each)</p>
6+	Accelerated (school minimum)	
9+	Significantly Accelerated	
10+	Exceptionally Accelerated	

### Measuring Pupil Progress across Key Stage One

9-	Below Expected	<p>The School expectation is that all children make at least 9 Points of Progress across KS1.</p> <p>For example: ELG2 › GDS (9 PPP)</p> <p>ELG3 › 2 Exceptional (11 PPP)</p> <p>1 Emerging › 2 Exceptional (12 PPP)</p>
9+	Accelerated (school minimum)	
12+	Significantly Accelerated	
13+	Exceptionally Accelerated	

At TVI, it is expected that each child will make at least 6 ‘Accelerated’ Pupil Points of Progress across each year group and at least 9 across KS1 overall. In real terms, for example, this means that a Reception child, leaving with a “Good Level of Development”, will end Year 1 at least Secure (1S) and leave Year 2 at least Expected (2S+). In practice, however, the majority of children actually make ‘Significantly Accelerated’ progress across the Year (9 PPP) and KS (12 PPP). In real terms, for example, this progress would result in a pre-ELG1/Emerging Reception child leaving Year 1 at Secure (1S+), and in turn, then leaving Year 2 attaining at Mastery/Greater Depth (2M).



# Thames View Infants

## Policy for Learning and Teaching

### Planning Policy

#### RATIONALE

Planning consists of three stages: long term, medium term and short term. These provide the essential framework to facilitate learning. Children's achievement is closely linked to the quality of the plans.

#### PURPOSE

Planning is a process in which all teachers are involved.

The long term plans provide a curriculum framework. They are a summary of the subject content for each term and provide breadth and balance to the curriculum.

Medium term plans state the learning objectives of the term/half-term and an overview of activities. Where possible, subjects have been drawn together with a linking theme to provide depth of learning.

Short term plans provide a teacher's personal script for the week's lessons.

#### GUIDELINES

1. Long term plans give clear guidance of what must be taught and when it is to be taught. Teachers should refer to the "Long Term Overview" Summary for their year group.
2. Schemes of work are used for planning. They are linked to The National Curriculum Programmes of Study and the Curriculum Guidance for the EYFS.
3. The Medium Term Plans provide learning objectives of each curriculum area and give references for resources and published schemes of work that are used. They show progression through the age range and give references of resources and activities to meet the learning objectives. They are drawn from a variety of sources.
4. All Medium Term plans are located with individual Curriculum Subject Folders within the staffroom, as well as on the School's server. Copies of current medium term plans should be kept within the appropriate section of teacher's Planning Folders.
5. Short Term plans need to be explicit. Teachers must plan activities, which will teach concepts, skills or knowledge identified in the learning intentions with their year group partner. They will also incorporate opportunities to incorporate ICT within the curriculum.



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6. Within KS1, experienced teachers may choose greater personalisation and creativity with the order and manner in which Science and Foundation Subjects are taught. For example, Science, Art/D&T and Geography/History may be taught in half-termly or even weekly blocks with flexible lesson timings during afternoons. Greater cross-curricular links may be incorporated into learning. For this, teachers may devise their own method for planning such lessons. However, regardless of the method of delivery chosen, teachers must still ensure that they retain the School's Signature Pedagogy when teaching and over each term, all learning from the Medium Term Plans must be taught.
7. One half day a week is allocated for year group planning and to discuss assessment issues. This should be completed within electronic format and stored within the correct section of the server.
8. Learning intentions must show what we are expecting children to achieve. They should be written in "child speak":
  - I will know...(learn *factual information*)
  - I will be able to...(develop *skills using resources or knowledge*)
  - I will understand...(develop *concepts of how things work, understand reasons and causes*)
  - I will be aware of...(develop *attitudes to others*)

### Teacher's Planning Folders

Teacher's planning folders contain everything needed on a daily basis, and should include the following contents:

- Timetable, a Class List, details of Group Organisation
- Short Term Planning (Plans with clear, specific learning objectives, differentiated activities and assessment notes)
- Medium Term Planning (*termly/half-termly plans*)
- Additional Records of Summative Assessment Results, Target Setting & Development Descriptors.

### Monitoring

Planning must be available for monitoring by the Headteacher/Deputy Headteacher at agreed times.

### Time Budget

A weekly timetable should include the following times, but to provide quality and depth to the curriculum, times need to be flexible and allow for subjects to be taught in units. Teachers must refer to the time budget when planning the length of a unit of work. The work may be carried out in a block, but time for that subject will need to be adjusted accordingly.



# Thames View Infants

## Policy for Learning and Teaching

### KS1 Subject Timings

Subject	Year 1	Year 2
English: Writing/BU	4 00 (4x 60 minutes)	3 00 (3 x 60 minutes)
RSWShop	3 45 (5 x 45 minutes)	3 45 (5 x 45 minutes)
Handwriting	1 00 (4 x 15 minutes)	1 00 (4 x 15 minutes)
Maths	5 00 (5 x 40 minutes plus 5 x 20 mental/oral maths)	5 00 (5 x 60 minutes)
Science	2 00 (2 x 60 minutes)	2 00 (2 x 60 minutes)
Computing	0 40 (2 x 20 minutes)	0 60 (1 x 60 minutes)
Geography	0 40 (1 x 40 minutes)	0 45 (1 x 45 minutes)
History	0 40 (1 x 40 minutes)	0 45 (1 x 45 minutes)
PE	2 00 (2 x 60 minutes)	2 00 (2 x 60 minutes)
Art	1 00 (1 x 60 minutes)	1 05 (1 x 65 minutes)
D & T	0 45 (1 x 45 minutes)	0 45 (1 x 45 minutes)
Music	0 45 (1 x 45 minutes)	0 30 (1 x 30 minutes)
RE	0 25 (1 x 25 minutes)	0 40 (1 x 40 minutes)
PSHE:		
PSHE + SEALs	0 40 (2 x 20 minutes)	0 30 (2 x 15 minutes)
Golden Time	0 45 (1 x 45 minutes)	0 45 (1 x 45 minutes)

### Planning for Inclusion of SEN and Children with English as an Additional Language

1. Every teacher has the responsibility to meet the educational needs of all children. Every child at Thames View Infants has the right to receive the highest quality education. It is our responsibility to ensure that their needs are met. Ensuring inclusion involves planning suitable differentiated learning tasks.
2. Teachers should ensure that they are familiar with all the information available for each child and will liaise with the SENDCO to provide Individual Education Plans and Group Plans.
3. Teachers will plan carefully for children who are on the Special Needs Register. Children at School Action will require individual education plans.
4. Planning should take into account the role of the support staff to ensure that their time is used purposefully.
5. Plans must give consideration to the visual support needed to ensure that all children have access to the curriculum. A member of the support staff will provide additional support.
6. Differentiated tasks must be common to comparable abilities.



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## Policy for Learning and Teaching

### Feedback and Marking Policy

#### RATIONALE

We believe feedback and marking should be constructive. It should focus on success and improvement needs against learning intentions. It should encourage children to become thoughtful learners and give them support to improve their work.

Marking children's work forms an important part of the assessment and planning process. It provides an assessment record and gives vital feedback to the child. It is a powerful tool for giving support to children's learning, giving the teacher opportunities to inform children of their successes and giving them advice on how they might improve their work.

#### AIMS

Marking and feedback should be:

1. manageable for teachers
2. related to learning intentions, which will be shared with children
3. involve all adults working in the classroom
4. give children opportunities to become aware of and reflect on their learning
5. give recognition and praise for achievement
6. allow children time to think and respond to feedback
7. inform future planning and individual target setting
8. be accessible to children
9. be consistent throughout the school

#### GUIDELINES

##### Summative Marking

This consists of closed tasks requiring ticks and crosses. Wherever possible children should self-mark or work should be marked as a class or in groups. In order to be purposeful, marking should only ever take place in the presence of the child.

##### Formative Marking

1. High Quality feedback will be given to children at various points during a lesson, based on a teacher's knowledge of that child (over time), formative observations and summative assessments too. Drawing upon this combined knowledge, **each child in every class within KS1 will know their target for Reading, Writing and Maths.** These can be presented both orally or in written form. Targets will be fluid in nature but will present as a careful culmination of a child's next step in learning balanced against the teacher's





## Thames View Infants Policy for Learning and Teaching

knowledge of the Curriculum, weighed carefully against that child's potential and the best way to enable that individual to achieve that potential.

2. Teachers need to give feedback about the learning intention, indicating what has been successful and the child's learning needs, which is given during the course of a lesson. Focus should be on the learning intention and noted on the weekly plan too.
3. Within every teacher-directed/guided session, teachers will ensure that all children they are working with will be given high quality feedback. Marking and targets should be agreed with the child by the teacher and recorded during teacher-directed/guided sessions within lessons, in the child's presence. This will include:
  - a short discussion giving feedback, linked to the learning intention or that child's next step, indicating what has been successful and what needs improvement;
  - agreeing, (and where appropriate) individual targets that need to be set with that child (to be written/drawn on the current page of the book);
  - correcting any subject-based misconceptions.

Children will receive feedback and a written target for every teacher-led activity they undertake. As part of each lesson, teachers will spend time giving as many other children, working beyond their immediate group, feedback too. However, as it will not be possible to mark every piece of work in this way within an individual lesson, teachers must plan to ensure that all children receive an equitable amount of teacher-led directed group time across the week and across subjects.

4. Accordingly:
  - Maths work will be marked and books will have a numeracy-linked target.
  - Writing books will have a literacy-based target.
  - All other books, will have a literacy-based target, as well as any subject-based feedback/corrections/misconceptions addressed. At times, teachers may add an extension question.
  - Where a piece of work represents a good indication of a child working at a particular Stage of Development, the page should be discretely noted with this.
5. Written feedback is only useful if children can read what the teacher has written.
6. Teachers should employ strategies for making marking more accessible:
  - Highlight one or two best aspects of written work.
  - Use arrows and/or pictures to indicate where some improvement is needed (although children would need oral explanation).
7. Correct spellings you consider are important for that child. Avoid too many corrections.
8. Make a note of spellings needed to be taught/reinforced.



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9. It may be appropriate to ask children to identify successful parts of their work and something that needs improvement (self-marking). More able children within KS1 should be given the opportunity to embed their writing target by practising this below the target.
10. When work is finished ask children to check for things that they know are wrong. Teachers will develop a *"what to do when finished"* routine with their class.
11. Employ the technology within class and undertake shared marking with the aid of the visualiser.

Authorised by

Thames View Infants' Directors



# Thames View Infants

## Policy for Learning and Teaching

Date	14 <sup>th</sup> November 2023
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Effective date of the policy	14 <sup>th</sup> November 2023
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## Thames View Infants Policy for Learning and Teaching

### Nursery Summative Assessment & Target Setting Schedule

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Base-line Assessments  Moderation of EYFS Files			Moderation of EYFS Files		Moderation of EYFS Files  Base-line Assessments – measuring progress
On-going EYFS Assessments Based on Formative Assessments and Planned/Focussed and Incidental Observations					



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### Reception Summative Assessment & Target Setting Schedule

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
					Reading Miscue (week 3)
					Writing Assessment Maths Assessment (week 4)
		Word Checks (TAs) Phonic Checks (TAs)		Word Checks (TAs) Phonic Checks (TAs)	
On-going EYFS Assessments Based on Formative Assessments and Planned/Focussed and Incidental Observations					
	Moderation of EYFS Files		Moderation of EYFS Files		Moderation of EYFS Files





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## Policy for Learning and Teaching

### Year One Summative Assessment & Target Setting Schedule

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Reading Miscue (week 3 & set target for 2A)		Reading Miscue (week 3 & set target for 3B)			Reading Miscue (week 3)
Writing Assessment (week 4 & set target for 2A)		Writing Assessment (week 4 & set target for 3B)			Writing Assessment (week 4)
	Word Checks (TAs) Phonic Checks (TAs) (week 2)		Word Checks (TAs) Phonic Checks (TAs) (week 2)		Word Checks (TAs) Phonic Checks (TAs) (week 2) Year 1 Phonic Screening Tests
	Maths Assessment (week 6)		Maths Assessment (week 6)		Maths Assessment (week 6)
Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)
	End of Term Foundation Subject Award		End of Term Foundation Subject Award		End of Term Foundation Subject Award

Pupil Progress Meeting take place each Term.



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### Year Two Summative Assessment & Target Setting Schedule

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Reading Miscue (week 3 & set target for 2A)		Reading Miscue (week 3 & set target for SATs)		Word Checks (TAs) Phonic Checks (TAs) (week 2)	
Writing Assessment (week 4 & set target for 2A)		Writing Assessment (week 4 & set target for SATs)	Writing Assessment to identify progress of borderline children and "quick fixes" (week 4 & revise target for SATs)	Test & Tasks (SATs) to Confirm Teacher Assessments	
	Word Checks (TAs) Phonic Checks (TAs) (week 2)		Word Checks (TAs) Phonic Checks (TAs) (week 2)	Phonic Screening Tests (for new starters or children not achieving required level within Year 1)	
	Maths Assessment (week 6)		Maths Assessment (week 6)	Internal Moderation	
Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)	Science Level Award (week 6)
	End of Term Foundation Subject Award		End of Term Foundation Subject Award		End of Term Foundation Subject Award



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### EYFS Long-term Planning Overview

	Autumn Term		Spring Term		Summer Term	
	1A	1B	2A	2B	3A	3B
Yr N	My Family and Friends  Eid  Diwali	Animal Adventures   Christmas	My Body   Chinese New Year	Sounds   Easter	Transport	Minibeasts
Yr R	Mice	Sun, Moon and Stars	Homes	Bears	Farms	Journeys



## Thames View Infants Policy for Learning and Teaching

### Long-term Planning Overviews

For details of the above, please see the Curriculum Pages of the School's website:

EYFS: <http://thamesviewinfants.org/learning/early-years/>

KS1 <http://thamesviewinfants.org/learning/key-stage-1/>

For details of educational visits that take place within school, please also see:

<http://thamesviewinfants.org/learning/teaching/visits/>