



Trent Vale Infant and Nursery School

POLICY FOR TEACHING AND LEARNING

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for teaching and learning at Trent Vale Infant and Nursery School
- **IT WAS DEVELOPED** in 2002 through a process of consultation with teaching staff
- **IT HAS BEEN** continuously reviewed, updated and approved by the Headteacher, teaching staff and governors
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2017	Autumn 2018	Autumn 2019
Signed			

1. INTRODUCTION

THIS DOCUMENT IS a statement of the aims, principles and strategies for Teaching and Learning at Trent Vale Infant and Nursery School. It lays the foundations for the whole curriculum, both formal and informal and, along with our Vision Statement and Aims, forms the context and ethos in which all other policy statements should be read. It is written to ensure that all members of the school community are aware of the fundamental principles underpinning the work of the school. The implementation of this policy is the responsibility of all members of the Trent Vale School community.

2. VISION STATEMENT

Helping each other towards excellence in all that we do

- Enabling each individual to reach their full potential
- Promoting self confidence and positive attitudes
- Developing young people's role as citizens and their sense of community
- Ensuring equal opportunities in all aspects of school life
- Delivering an enjoyable curriculum that enriches, allows learners to achieve and is accessible to all
- Providing an inclusive environment that is healthy, caring and safe
- Valuing parents, carers and the wider community as partners in learning
- Celebrating success and effort in all that we do

At Trent Vale, we believe that each pupil will succeed through an entitlement to:-

- innovative, quality teaching
- a broad and challenging curriculum
- a learning partnership between home, school and the community
- an ethos of support, challenge and encouragement to succeed
- a stimulating learning environment
- a rich, varied and appropriate range of learning resources.

We demonstrate our commitment by:-

- striving for continuous improvement
- working together towards common goals
- aiming for excellence in all that we do

3. THE NATURE OF LEARNING

There are three fundamental ways in which we learn:

- by observing the behaviour of others, (visual)
- by first hand experience (kinaesthetic)
- by instruction and guidance (auditory)

Each person has a learning style which favours one or more of the above. Our capacity to learn depends on individual capabilities, our age and maturity, our backgrounds and the attitudes and confidence that come from within. Research indicates that there are eight related but distinctive areas or 'intelligences', rather than one as assumed by IQ and non verbal reasoning tests. We all display different levels of intelligences in a variety of ways. Each of the eight areas, listed below, can be expanded and developed, and we endeavour to recognise, value and address them all in school.

The 8 'intelligences'	
Intelligence	Related to:
verbal / linguistic	All aspects of written and spoken language.
logical / mathematical	Numbers, reasoning, recognition of patterns
bodily / kinaesthetic	Physical movement, motor skills, co-ordination.
musical / rhythmic	Recognition of tonal patterns, rhythm and sound.
visual / spatial	Internal mental images, pictures, maps, networks.
intrapersonal	Self reflection, metacognition (thinking about thinking), spirituality.
interpersonal	Relationships, communication, social skills
naturalistic	Appreciation/understanding of flora and fauna.

We believe that our pupils will learn effectively if they:-

- are motivated and show interest in their work
- can work co-operatively and independently
- relate positively to each other
- believe that learning is valued at home and at school
- can use previous knowledge to help their current learning
- are not afraid to make mistakes and learn from them
- take pride in their work
- are aware of both their strengths and weaknesses
- can interact with each other and the teacher
- are able to concentrate and persevere
- can use resources appropriately
- are physically comfortable. – temperature, lighting, nutrition/hydration and ventilation.

4. RESPONSIBILITIES

All members of the Trent Vale community - teaching and non-teaching staff, parents, pupils, governors and visitors are expected to work towards the school's aims by:-

- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of educational and behavioural expectations;
- offering equal opportunities in all aspects of school life;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- working as a team, supporting and encouraging one another;
- valuing children as individuals and respecting their right to education in a caring and secure environment.

Pupils are expected to work towards the school's aims by:-

- respecting themselves and each other and by being kind and respectful towards everyone
- co-operating with each other in the classroom and playground
- respecting the school environment
- being positive and encouraging to other pupils
- using appropriate language in school and by calling each other by chosen names only
- taking full advantage of all the opportunities that are presented to them.

Teachers are expected to work towards the school's aims by:-

- providing a stimulating programme of study;
- ensuring good discipline within a caring ethos and environment;
- ensuring that the teaching styles, resources and tools pupils encounter are varied and challenging;
- offering opportunities for the highest standard of personal achievement by pupils across the ability range by effective differentiation;
- providing lessons which are well planned, prepared, structured and paced to make effective use of the time available;
- ensuring, through assessment and accurate record keeping, that learning is progressive and continuous, building on what pupils know, understand and can do;
- ensuring that pupils have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude and of the clear learning objectives and targets to which they are working;
- giving pupils opportunities to review and reflect upon their progress;
- giving pupils the opportunity to learn independently at self-chosen activities
- using a variety of questioning techniques to extend and reinforce learning;
- ensuring the physical environment is comfortable, organised and tidy – checking the lighting and temperature, allowing the children to drink water at appropriate times, ensuring the room is ventilated and be sensitive to noise levels in and out of the classroom; ensuring resources and work are kept organised and tidy
- preparing pupils for the next steps in their education;
- communicating with parents and keeping them informed of children's progress.

We ask **parents** to work towards the school's aims by:-

- helping their child be organised - bringing necessary PE kit, reading letters promptly, and returning reading books each day;
- making sure their children arrive at school on time.
- accepting the conditions mapped out in our Home School Agreement and Behaviour Policy
- attending parent consultations, Special Needs reviews and, where possible, the events/ workshops delivered by the staff concerning aspects of school life.
- valuing homework and ensuring the child completes the tasks set to a high standard and returns it promptly.

5. MONITORING

The Senior Leadership Team (SLT) will formally monitor:-

- the implementation of this policy and report to the Governors in accordance with agreed procedures stated in the Monitoring Policy and Timetable.
- planning for curriculum delivery - long, medium and short term
- teaching and learning
- behaviour

Subject Leaders will monitor:-

- coverage of the schemes of work for progress and continuity and report to the Head Teacher in accordance with agreed procedures.
- the suitability and availability of resources for their designated subject area
- classroom delivery in their subject and work with staff to identify training needs or take such training as is available and affordable, and disseminate or cascade skills to staff. This will be supported and/or informed by the SLT

Governors will:-

- ratify and monitor curriculum and non-curriculum policy documents under the guidance of the Head Teacher
- conduct governor monitoring visits
- feedback their findings to the full Governing Body.

6. STRATEGIES FOR TEACHING AND LEARNING

The Curriculum

- The foundation for curricular planning will be the Whole School Curriculum Framework, developed through a process of consultation between staff and governors and regularly reviewed.
- Planning for Key Stage 1 is drawn from the National Curriculum in England September 2013 and the Nottinghamshire Agreed RE Syllabus.
- In the Early Years Foundation Stage planning is based on the Statutory Framework for the Early Years Foundation Stage and Development Matters in the Early Years Foundation Stage.
- Work plans, including a termly curriculum overview and detailed weekly plans, are drawn up by individual teachers and monitored by the SLT.
- Regular staff meetings will be timetabled to discuss various aspects of the curriculum and to ensure consistency of approach and standards.
- Classes are organised by age and wherever possible single-age year groups are taught in each class.
- Where the numbers do not permit this, vertical grouping will be used, according to the grouping deemed most appropriate on each occasion.
- All teachers teach all subjects to their classes, seeking the advice and support of subject leaders where necessary.
- Within each class whole class teaching, group work, individual work and independent learning are used where and when appropriate.
- Throughout the school most subjects are delivered through cross curricular topics.
- Pupils with special educational needs are identified and supported in line with our Special Educational Needs Policy and the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014.

Our current approach to teaching and learning, particularly for literacy and numeracy is detailed in **Appendix A.**

The Teaching and Learning Environment

This is detailed in **Appendix B,**

Also included in this policy are our approaches to Consistently 'Good' Quality First Teaching , Early Morning/Afternoon Target Work, Learning Partners/'No hands up', Independent Learning, Teaching Year 1 particularly in a mixed age class, the Non-negotiables to Support Quality First Teaching for Disadvantaged Pupils and the books/folders we will use to Support High Expectations for Written Work and Marking/Assessment for Learning

.7. USE OF INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. Pupils will be given opportunities to support their work, across the curriculum, through the use of ICT, by being taught to:

- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy.
- exchange and share information, both directly and through electronic media.
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

By carrying out these strategies the staff at Trent Vale believe they will help each child to succeed at school and reach their full potential

OTHER POLICY DOCUMENTS THAT SUPPORT THIS POLICY FOR TEACHING AND LEARNING

- ADMISSIONS POLICY
- ASSESSMENT FOR LEARNING POLICY
- ATTENDANCE POLICY
- BEHAVIOUR AND PUPIL DISCIPLINE POLICY
- COLLECTIVE WORSHIP POLICY
- CURRICULUM SUBJECT POLICIES
- EARLY YEARS FOUNDATION STAGE POLICY
- EQUAL OPPORTUNITIES POLICY
- EQUALITY POLICY
- HOME-SCHOOL AGREEMENT DOCUMENT
- POLICY AND PROCEDURE FOR MARKING AND FEEDBACK
- MONITORING AND EVALUATION POLICY
- POLICY FOR THE APPRAISAL OF TEACHERS
- CURRICULUM PLANNING POLICY
- PSHCE POLICY
- SCHOOL IMPROVEMENT PLAN
- SPECIAL EDUCATIONAL NEEDS POLICY
- WHOLE SCHOOL CURRICULUM PLAN
- HOMEWORK POLICY

Appendix A

F1 (Nursery)

- AM and PM sessions are basically the same.
- There are 2 teaching inputs per session. This will include throughout the week focused teaching on CaL, MD, UoW and ICT.
- There is at least one focus activity per session which is delivered by the teacher or TA.
- A focus activity often lasts for 2 sessions for both AM and PM Nursery.
- Each child will be expected to work with an adult at a focus activity once every 2 sessions.
- If the teacher or TA is not delivering a focus activity they will be involved in activities such as observing and supporting play
- A session always includes an outdoor play/physical development activity.
- Where possible indoor and outdoor activities operate simultaneously.

F2 (Reception)

- In F2, during a week, the children should work with the with the teacher or TA for 1 x guided reading, 1 x literacy/writing focused activity and 1 x numeracy focused activity.
- In F2 children should be taught 2 sessions of literacy or numeracy in a day. This may be just in the morning or across the morning and afternoon.
- During the literacy and numeracy sessions activities are available that support the other 5 areas of learning; CaL, PSED, PD, UoW, EA.
- There should be the equivalent of 4 literacy and numeracy sessions per week.
- There will be a daily input for phonics and a daily maths input
- Children will initially only attend the Friday 'Superstar' assembly

Year 1 and Year 2

- In Year 1 and 2 children should be taught literacy and numeracy through activity mornings as described below.
- There are 5 literacy mornings and 5 numeracy mornings in a 2 week period (5 sessions per week)
- During a week the children work with the teacher or TA for 1 x guided reading
- During the course of a numeracy morning all the children work with the teacher or TA (5 x numeracy focused activities during a 2 week period)
- During a literacy morning the focus of the sessions will define how often and which children work with the teacher:-
 - Speaking and Listening – the whole class will be working together with the teacher working with the children who need additional support
 - Writing – at the end of a literacy unit, when all the children are writing independently the teacher will work with those children who need additional support.
 - Sentence level activities/writing planning/reading activities – all of the children will work with the teacher or TA during the course of the morning. On average the children will work with the teacher or TA for 1 x literacy focused activity per week.

Literacy and Numeracy Mornings for Year 1 and 2

The structure for a literacy or numeracy morning, where the whole class is not working on the same activity, is:-

- Input – Activity – Plenary – Break – Input – Activity – Plenary
- The learning objectives may be the same for both inputs and should be related.
- Some of the independent learning activities available should support the learning objectives of the morning. These will predominately be practical activities but some activities may be recorded and will therefore be marked according to the marking policy. Others will support the learning objectives being covered in other curriculum areas at that time by the children.
- A teacher led activity may become a child initiated activity on a subsequent day.
- The balance of adult directed activities and independent learning will depend of the age and stage of learning for each individual child with more able and/or older children expected to work at adult directed activities for longer than less able and/or younger children.

Appendix B

The Teaching and Learning Environment

Children deserve access to a first class learning environment and high quality resources all of the time they are in school so they can achieve their potential.

At Trent Vale children and teachers work together to establish an attractive, welcoming and well organised environment, promoting respect, care and value for all learning and resources. It is our aim that the learning areas and displays we create will make children and adults stop, look, touch, talk, question and think.

Displays will:-

- **have titles** (these will relate to the learning objectives and ages and stages of development where appropriate)
- be word/symbol rich
- have accurately spelt labels with the correct use of upper and lower case letters
- show a variety of fonts and demonstrate the wide use of print
- **represent the topic being covered that term/half term and previous learning**
- **celebrate the children's achievements in writing, maths, art, ICT and other areas of the curriculum**

In the classroom:-

- **the current learning will be evident through 'Working Walls'**
- **there will be a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand; these resources will be kept tidy on a daily basis**
- all pupils will know where resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- **book bags, PE Kits, lunch boxes, water bottles, reading books and diaries** will all stored in accessible places within the classroom/corridor
- **Guided reading groups will be displayed with the reading book and diary storage**
- **all areas of the classroom will be kept tidy including Smartboard steps, shelves, window sills and back rooms**
- **the school/nursery rules**, as stated in the Behaviour Policy, will be displayed and regularly referred to
- **the behaviour procedure and the behaviour record, ('green tick list' and record of children on 'red')**, will be on a clipboard on or near the Smartboard steps
- a **'Thinking Chair'** will be available for any child who goes onto 'red'
- **the daily timetable** will be talked through with the children every day; a visual timetable will be used for individual children when necessary.
- **the SEN folder** will be on the shelf of the Smartboard steps

A Maths area will include, as a minimum:

- 2D and 3D shapes
- clock
- 100 square
- number lines
- **a list of key vocabulary**
 - numbers in words (one-five; one-ten; one-twenty; one–twenty + tens as appropriate)
 - days of the week
 - months of the year
 - seasons
 - 2D shape names
 - 3D shape names
- examples of pupils' work
- **access to construction, sand and/or water – all with play people,**

A variety of literacy equipment including:

- **a reading area** including a variety of good quality fiction and non – fiction books, in good condition, displayed in an inviting way that encourages pupils to read.
- **a role play area related to the topic including play people/dolls, clipboards/paper and pens, writing frames, paper and pens**
- **a small world area with play people,**
- **a writing area** including: -
 - examples of writing rules – appropriate to the age group. i.e. the use of capitals, adjectives, speech marks etc;
 - **keywords including:**
 - high frequency words
 - colours
 - current topic words
 - a variety of mark making tools
 - a variety of paper and writing books

Consistently 'Good' Quality First Teaching

Introduction

To ensure all of the pupils in school achieve their potential and they need to receive consistently 'good' teaching.

The following are in no particular order of importance; they all need to be present in every lesson.

Consistently 'good' teaching

Resources	<ul style="list-style-type: none"> • Ensure all pupils can see them • Ensure they are well organised/accessible so time is not wasted getting ready to learn 	
Developing language	<ul style="list-style-type: none"> • Playing/learning alongside is more effective than questions 	
Questioning (to develop understanding/learning)	<ul style="list-style-type: none"> • Questions need to be consistently probing and open. Use the question openers 'explain', 'why', 'prove' • Give time for pupils to answer before moving on to the next question • If the chosen pupil can't answer move on to another pupil with the same question and then go back to the first pupil. • Give opportunities to share explanations about how they have tackled a problem or the reasoning and thinking behind their response 	
Match the task to all abilities	<ul style="list-style-type: none"> • Differentiation by outcome, task or adult/resource support • Ensure HA are challenged and are given the greater opportunities to work independently • Do not limit a pupil's achievement by a restricted task • Opportunities for problem solving and reasoning embedded across the curriculum that pupils are able to tackle 	
Be obvious in the room as the teacher	<ul style="list-style-type: none"> • Have presence; • Make it obvious you are the teacher and you are orchestrating the learning; be in control of the learning for all • Deal with misconceptions and bring to the attention of all /relevant children. Constantly check/mark pupil's work as the lesson progresses. • Give opportunities to share explanations about how they have tackled a problem or the reasoning and thinking behind their response 	
Clear teaching sequence	<ul style="list-style-type: none"> • Clear learning objective (LO) for the unit of work • Ensure pupils know the big picture and where this 'lesson' fits into the sequence. • Clear LO for the 'lesson' • Ensure the teaching points for the 'lesson' lead to the achievement of the LO. • Clear success criteria 	
Disadvantaged pupils	<ul style="list-style-type: none"> • They must have the very best teaching • See 'Non-negotiables to Support Quality First Teaching for Disadvantaged Pupils' 	

Early Morning/Afternoon Target Work

All children are expected to positively engage with a short, achievable task that is appropriate to their age and stage of development as soon as they have entered school either in the morning or afternoon.

The content and focus of these tasks will vary throughout the academic year and will be responsive to the needs of an individual class and its pupils.

The purpose of Early Morning/Afternoon Target Work is to:-

- Establish good learning behaviour at the start of the day/session
- Give children the opportunity to practise previous learning
- Give children the opportunity to apply new learning to an independent task
- Give children the opportunity to practise their next steps in learning
- Give children the opportunity to edit/repeat activities to a higher standard

As children progress through school the tasks they participate in will take longer to achieve and will become more varied.

Tasks may be differentiated through the use of posters, worksheets or a target board on the Smartboard.

Quiet music may be played to encourage a positive learning environment.

Possible activities for each year group include:-

F1

- Trace name – short name then long name
- Copy name – short name then long name
- Write name independently
- Trace the alphabet and numbers
- Copy the alphabet and numbers
- Trace and blend/read CVC words

Once a child is secure with letter recognition and blending CVC words they are given Bear words to learn at home

- Write a sentence using Bear words

F2

- Name writing
- Number writing 0-20
- Addition - linked to what has been taught in class
- Drawing shapes and writing names and properties
- Subtraction - linked to what has been taught in class
- CVC word writing
- Bear word writing
- Write a sentence using Bear words

In Y1 and Y2 the focus of Early Morning/Afternoon Target work will be literacy if it's a maths morning and maths if it is a literacy morning. This ensures that all children engage in some purposeful writing every day.

Y1

- Number writing 0-20
- Counting in 2's, 10's, 5's
- Adding 1; Taking away 1
- Addition; subtraction – from the previous weeks learning
- Drawing shapes and writing names and properties
- Weekend write
- Write about a picture that is linked to the current learning
- CVC word writing
- Bear word writing
- Write a sentence using Bear words
- Spellings

Y2

- Number writing 0-20
- Counting in 2's, 10's, 5's, 3's 4's, 6's, 8's, 9's, 7's
- Adding 1; Taking away 1
- Addition; subtraction – from the previous weeks learning
- Calculations using all 4 rules - +, -, x, ÷
- Drawing shapes and writing names and properties
- Weekend write
- Write about a picture that is linked to the current learning. A specific aspect of grammar will be the focus
- Sentence starters for writing a story
- Spellings including Bear words if necessary

Learning Partners/‘No Hands Up’

Introduction - Quality First Teaching

Quality First Teaching (QFT) aims to engage and support the learning of all children and young people, and places a strong focus on pupil participation in learning. It demands 100% participation from the pupils and sets high and realistic challenges. It does not ‘spoon feed’, it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

The key characteristics of QFT are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Discussion about how learning takes place by highlighting good learning behaviour

Aims

At Trent Vale we use the following strategies to promote high levels of interaction for all pupils and an expectation that pupils are engaged and involved in their learning:-

➤ **Random Learning Partners**

All pupils in the class from F2 onwards are randomly selected a learning partner at the start of each week. This is done by drawing lolly sticks with pupils’ names on them out of a pot or pulling names out of a bag. It is done in front of the children. Pupils will work with their learning partner during the input and during classroom activities, where appropriate, to support all aspects of QFT. Teachers will use their professional judgement if certain partners will not support the learning of one or both of the children in the pair. Partners may be changed less frequently if the teacher feels this is best for the children e.g. when first learning how to be a good learning partner at the start of F2 ; if the pupils in one particularly class can only work well with certain pairings; in the mixed F2 and Y1 class having Y1 partners and F2 partners due to the very different expectations of the two curricula.

➤ **‘No Hands Up’ - Ensuring all children are expected to answer questions**

In order for QFT to take place it is important that all children know they are expected to engage with the teacher’s questions and feel confident and encouraged to give a response but without ‘shouting out’. The putting up of hands visually tells children that some know they answer and they no longer need to engage with the learning at that point. From F1, where possible, we will use a range of techniques that encourage all children to answer questions. These include:-

- Randomly selecting a child or a pair using the named lolly sticks or names in a bag
- Targeting questions at specific individuals, pairs or groups including FSM6 pupils
- Writing answers on a whiteboard so they can ‘show me’ the answers
- Using fingers on nose, hand on head to show they know an answer rather than hands up

Independent Learning

Introduction - Learning through Play

Play helps young children to learn and develop their physical, social, emotional and intellectual skills through doing and talking, which research has shown to be the means by which young children learn to think. It is also how they learn to socialise, as children engage in learning experiences with other children and adults.

The Early Years Foundation Stage is a play based framework that we use as a tool in F1 and F2 to ensure that children are developing and learning to their full potential. We plan and provide a range of play activities, which help children to make progress in all areas learning and development.

At Trent Vale we strongly believe that learning through play does not end when a child reaches the end of the Foundation Stage at age 5 but continues throughout childhood.

In addition we are committed to developing our children as independent learners.

Aims

At Trent Vale we have developed a progression of independent learning that ensures our children:-

- Have the opportunity to learn through play whatever their age.
- Continue to develop the independent learning skills that all young children have.
- Are developing the learning behaviours necessary for the next stage in learning.

The progression for independent learning to meet our aims are as follows:-

F1

- The vast majority of learning is independently chosen by the child
- Information from assessment for learning means that all children will need to work with an adult to develop the next steps in their learning. Ideally children will choose to go and work with the adult at the task but they will be asked to do this if it is vital for their learning and development
- If the child is ready in terms of their learning and development they will be asked to complete a specific task every day or every 2/3 days, depending on the number of children, in the final term before the children move into full time school.
 - tasks will be 'table top' activities as these are the activities that many children are reluctant to access and yet are the type of activities they will be expected to complete as they progress through school.
 - The task will be different for different groups of children.
 - During the first 2/3 weeks an adult will be at the activities to show them what to do.
 - Children will be encouraged to complete their 'job' before they go out to play.
 - Children will be rewarded for their effort to encourage quality completion of these activities

F2

- The majority of learning is independently chosen by the child
- All children will work with an adult every week on a reading, writing and mathematics activity that supports their learning and development
- As soon as the children are settled into full time school they will be expected to complete a specific task every day.
 - The task will be the same for all children

- The purpose of the task is often to improve fine motor skills or writing
- There will be a system for children to self-record that they have completed the specific task e.g. names on lolly sticks, names on a Velcro board.
- Work is put in a separate tray to be marked and is filed in their topic work folder.
- The teacher will look to see if the task has been completed properly. The aim is for quality work not just completion of the task.
- Depending on the cohort of children this may be increased to 2 specific tasks per day as they are getting ready for Y1

Y1 and Y2

- The majority of learning is directed by the adult.
- Y1s will have more time for independent learning than Y2s
- All children have an independent learning diary detailing the tasks they have to independently complete that week.
 - The learning diary will be the same for all the children in the class.
 - The learning diary will support the prior learning of the class and the current learning for that week.
 - The learning diary will have a task for the following areas of learning:-
 - Mathematics. This is usually practising prior learning.
 - Writing
 - Art activity
 - Spelling. For children in the mixed F2/Y1 class this is a task for every day
 - Handwriting. For children in the mixed F2/Y1 class this is a task for every day
 - Construction
 - Reading
 - Small world
 - Role play
 - Making table
 - Topic/messy table
 - Some tasks will be very specific but others will have more choice for the child e.g. make a model; explore the writing area
 - Some tasks will give children the opportunity to select a 'challenge' e.g. differentiated maths
- Monitoring the independent activities to ensure they are quality work can be challenging. Some of the strategies we use are as follows:-
 - To ensure the tasks are completed properly and the work is of quality children will be guided in how they access the tasks e.g. they have to complete a set number of tasks on the front of the independent learning diary (direct curriculum tasks) before they can complete the tasks on the back (more play based tasks); areas of the classroom for play based tasks may not be 'open' until after morning playtime to ensure time for curriculum tasks.
 - Depending on how tasks were completed specific tasks or specific children may be targeted the following week to ensure the required quality of work.
 - Rewards are used to encourage high quality independent work
 - Independent work is regularly looked at by teachers and TAs to ensure quality
 - Teachers make it explicit what good quality independent work looks like.
- Storing work in a neat and orderly manner is essential to ensure that it is valued by the children.
 - The work is filed in their topic folders at least every half term. Ideally this is done more frequently.
 - Prior to filing work is kept in manila folders in individual trays/Smartboard steps/plastic wallets on a display board
- Extra copies of activities can be made available for children to take home.

Example of an Independent Diary

Name: _____ Date _____

<p>Art I can</p> 		 
<p>Writing I can</p> 		 
<p>Maths: I can</p> 		 
<p>Reading: I can</p> 		 
<p>Handwriting I will carefully practise this week's pattern.</p> 		 
<p>Spelling I can complete this weeks spelling</p>		 

<p>Role Play: I can</p> 		 
<p>Making Table: I can</p> 		 
<p>Construction: I can</p> 		 
<p>Small World: I can</p> 		 
<p>Topic I can</p> 		 

Year 1

Introduction

Due to having a Pupil Admission Number (PAN) of 50 per year group the Y1 children are split across 3 classes and across both KS1 and the EYFS. There is 1 x class of 30 Y1 children. 10 x Y1 children are in a class with 20 F2s and 10 x Y1 children are in with a class with 20 Y2 children. The introduction of the 2014 National Curriculum means that there is a greater emphasis on knowledge for all children from Y1 onwards.

Aims

Ensuring all Y1 children:-

- Are taught the content of the Y1 National Curriculum.
- Have equal access to outdoor learning.
- Have equal access to independent learning. *This is detailed in the Independent Learning section of this policy.*

Strategies to ensure we achieve our aims

- The teacher of the F2/Y1 class will have at least 1 PPA session per half term with the KS1 team to ensure the planning is covering the same objectives/content.
- There will be a timetable for Y1s from each class to access outdoor learning on the patio equally.
- All Y1s will have an independent learning diary. *This is detailed in the Independent Learning section of this policy.*
- All teachers of Y1 children must ensure they are taught the content of the Y1 curriculum. TAs may be used to support with this.
- The SLT will monitor via work and planning scrutiny that the National Curriculum for Y1 is taught in all 3 classes

Non-negotiables to Support Quality First Teaching for Disadvantaged Pupils

Introduction

Disadvantaged pupils (DPs) are pupils who we receive Pupil Premium funding for and Looked After Children (LAC)

As a group DPs are our most vulnerable children in school. They often enter school well below national age expectations and without Quality First Teaching and high quality interventions they will not achieve the expected standard by the end of Year 2.

Principles

- There will be **no compromise on our high expectations** for DPs
- We will **challenge family history** and not allow it to reduce our expectations
- We will **expect more than ever before** of our DPs
- We will **go the extra mile** for our DPs

All teachers will ensure:-

- That **all adults in the class know who the DPs are**. (They will be called focus children to volunteers).
- **Learning partners for DPs will be organised first** to ensure they are working with positive role models.
- All DPs will **hear a story every day**.
- All DPs **are questioned* every day** during whole class learning.
- All DPs are **played alongside by an adult in EYFS or supported by an adult with their independent learning in KS1[^]**. This is to develop their language and positive learning behaviour. This should happen as frequently as possible, (ideally everyday particularly in EYFS but at least weekly as a minimum).
- DPs **are taught first in a group by the teacher or TA** wherever possible to ensure they receive high quality teaching when they are most able to learn.
- DPs **work is marked first**.
- DPs **do not miss PE** to receive additional interventions/teaching.
- Parents of DPs are spoken to at or around parents evening to discuss their child's progress.
- Parents of DPs are given regular positive comments about their child's achievements in school.
- Parents of DPs are specifically asked to attend the weekly reading morning.

*Have all children's names on lolly sticks using blue lolly sticks for DPs to make them easily identifiable. Have 2 pots with 1 labelled 'To Ask' and 1 labelled 'Asked'. Initially put all lolly sticks in the 'To Ask' pot and transfer to the 'Asked' pot when questioned. DPs should be returned to the 'To Ask' pot everyday.

[^]Every class to have a Target Board with the names of the DPs (and vulnerable children) to be focused on that name. Adults to put a tick by the child's name when an adult has played alongside them or supported them with their independent learning.

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To Support High Expectations for Written Work and Marking/Assessment for Learning

F1

- While in F1 the majority of work will go home on the day it is produced.
- Feedback will be given verbally to the child by the adult.
- In the summer term before children are due to start F2 some pieces of work will be formally marked by the adults with the children. A simplified marking slip will be attached to the work. The purpose is for the children to develop pride in their work by trying their best to produce quality work. Feedback will be given to children to support this aim.
- Some marked work will be kept for evidence purposes

F2/Y1/Y2

- All work to be dated; the short date is appropriate particularly if children are writing it.
- All adult directed work to have a marking slip on it which is marked by both the adult and child.
- All correct 'sums' to be 'ticked'. Incorrect answers to be dotted and a box drawn for corrections.
- Children are expected to take pride in their work. It should be well presented and book and folder covers should be kept clean

Area / Book Title	F2	Y1	Y2	Comments
<u>English Work</u>	Red wide lined books- 20mm. Yellow lined 15mm books later in the year if appropriate for the individual child	Yellow narrow lined books- 15mm. Yellow narrow lined books- 10mm later in the year if appropriate.	Yellow narrow lined books- 10mm	All work to have a marking slip
	Independent work folders- Manilla folders	Yr 1 Lilac- Independent work folders.		
	If suitable put in any Big Writes/Big Write planning activities			
Big Writes	<ul style="list-style-type: none"> • Insert into literacy book if 1 or 2 sheets • If books/booklets make available independent work folders 			
<u>Numeracy Work</u> <u>My Maths Journal</u>	Folders to have work hole punched and placed in date order- Most recent on the top. Separate number, SSM	Folders to have work hole punched and placed in date order- Most recent on the top.	Folders to have work hole punched and placed in date order- Most recent on the top.	All work to have a marking slip All children to have maths books as well.
		To include independent learning		
		Jottings books for practical work.		

	and independent work sections.			
Independent Learning	<ul style="list-style-type: none"> • A3 card folder with picture of all books to be covered during the year • Each half terms topic work, independent learning and Big Write planning activities to be stapled together with a title/date range cover 			
Adult Directed Topic Work	<ul style="list-style-type: none"> • In A3 card folders with independent learning 	<ul style="list-style-type: none"> • Plain A4 books 		All work to have a marking slip
Target books My Maths Fluency Book Developing Writing Book	Blue maths book- 20mm Red writing books- 20mm	Green maths book- 15mm square. Yellow writing books- 15mm	Orange maths books- 10mm square Handwriting books- Janine ordered.	
	Marking purpose and disclaimer at front of book			
Area	F2	Y1	Y2	Comments
Handwriting	<ul style="list-style-type: none"> • Handwriting sheets 			
Phonics Work	Small green books- 15mm Marking disclaimer and purpose	Small green books- 15mm Marking disclaimer and purpose	Small green books- 10mm Marking disclaimer and purpose	
My Year Book		<ul style="list-style-type: none"> • Multi coloured sugar paper books • Marking disclaimer and purpose 		
My Homework Book		<ul style="list-style-type: none"> • Plain blue A4 books • Marking disclaimer and purpose • Y2 – 2 x per term • Y1 – 2 x per term 		
Art		<ul style="list-style-type: none"> • Sugar paper art folder to store a range of art work and demonstrate progress. 		
Guided reading	<ul style="list-style-type: none"> • Purple book 			
Planning books	Folders			