



Fetcham  
Village  
Infant  
School

Committee  
Responsible:  
  
Approved by  
Governors:

Teaching &  
Learning

5.3.2024

Next Review:

Spring 2025

## T&L. 14

# Teaching, Learning and Assessment policy

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# 1. Aim

This policy will promote high expectations and raise standards of achievement for all children in our school. It outlines our expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school by involving children, parents and the wider school community in children's learning and development.

# 2. Guiding Principles

**'Our values based education empowers individuals to be the best they can be.'**

Learning experiences at FVIS are underpinned by our values and guided by our school principles: VELCRO. Along with values they are: Environment, Learning to Learn, Community, Risk taking and Opportunities. We highly value the importance of reading and communication and believe that they are a gateway to success in later life. Therefore, we place these at the heart of our curriculum.

<b>Intent (What we want)</b>	<b>Implementation (What we do)</b>	<b>Impact (As a result our learners will be)</b>
<ul style="list-style-type: none"><li>• Every child to be healthy and to feel safe and secure.</li><li>• Every child to develop a love for reading.</li><li>• Every child to play an active role in their immediate and wider communities.</li><li>• Children to be independent, engaged and self-motivated.</li><li>• Children who take pride in their achievements.</li><li>• Creative and innovative children who are equipped to meet the changes and challenges in their life ahead.</li></ul>	<ul style="list-style-type: none"><li>• Our curriculum explicitly teaches children how to care for themselves and others.</li><li>• Support children with their mental health and emotional wellbeing through ELSA</li><li>• Prioritise the teaching of Early Reading.</li><li>• Provide a rich and exciting curriculum that outlines the core knowledge we want them to know and remember</li><li>• Teach children the skills, and provide opportunities for, children to have their say (Pupil Parliament, Eco, Pupil Voice)</li><li>• Use our Principles to teach children how</li></ul>	<ul style="list-style-type: none"><li>• Excited, enthused and engaged in learning</li><li>• Confident readers</li><li>• Consistently meeting and exceeding age related expectations</li><li>• Inquisitive and want to pursue opportunities to find out more</li><li>• Are willing to have a go, are resilient and not afraid to make mistakes</li><li>• Understand and care for their environment</li><li>• Enjoy working in collaboration with others to learn and share their ideas</li><li>• Enjoy exploring, investigating and solving problems</li></ul>

	<p>to be a successful learner.</p> <ul style="list-style-type: none"> <li>Active learning is promoted across the curriculum within lessons as well as brain breaks and exercise such as the 'daily mile.'</li> </ul>	<ul style="list-style-type: none"> <li>Have a developing understanding of the world around them</li> </ul>
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### 3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

#### 3.1 All School Staff will

- Fulfil the expectations set out within this policy
- Fulfil the expectations set out in the following documents:
  - [FVIS Behaviour Policy September 2022](#)
  - [FVIS Child Protection and Safeguarding Policy 2023](#)

#### 3.2 Class Teachers will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the following documents:
  - [Teachers' Standards](#)
  - [Class Teacher Job Description](#)

#### 3.3 Higher Level Teaching Assistants (HLTAs) will:

- Fulfil the expectations set out in the following documents:
  - [HLTA Standards](#)
  - [Higher Level Teaching Assistant Job Description.docx](#)

#### 3.4 Teaching Assistants (TAs) will:

- Meet the expectations set out in the following documents:
  - [Teaching Assistant Standards](#)
  - [Teaching Assistant Job Description.docx](#)

#### 3.5 Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Ensure that the welfare of the school's community is paramount and strategies are put in place to ensure safety and positive mental wellbeing
- Meet the expectations set out in the following documents:
  - [Headteachers' Standards](#)
  - [Headteacher Job Description](#)

-  Deputy Headteacher Job Description
-  Assistant Headteacher Job Description.docx

### 3.6 Children will:

- Respect the school's values and principles
- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- If they need help, ask a friend, use a prompt or ask an adult
- Complete home learning activities as required

### 3.7 Parents and carers will:

- Understand and uphold the school's vision and values
- Take an active interest in understanding their child's programme of study eg. accessing the school's websites, attend school curriculum events and Head teacher coffee mornings
- Celebrate their child's successes and achievements
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Engage with PTA events
- If using social media, follow school guidelines on publishing information

We encourage all parents to fully support their children during their time with us by agreeing to the following: [Our Home School Agreement](#)

### 3.8 Governors will:

- Ensure that they have a clear understanding of the school's vision, values and ethos from a strategic stance. Support and challenge SLT and teaching staff as appropriate
- Know and carry out responsibilities relevant to their role, including supporting subject leaders with which they are linked
- Actively engage with continual professional development opportunities to further strengthen their knowledge and understanding.
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on children' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## 4. Curriculum and Planning

### 4.1 Long term planning (Curriculum Maps)

Each [Curriculum Map](#) will entail:

- Our VELCRO principles and how they are achieved
- Intent, Implementation and Impact
- The EYFS Framework and the National Curriculum expectations
- The curriculum objectives across all three year groups and how they are broken down into each half term with relevant key vocabulary
- The progression of knowledge and skills for each subject that clearly outlining how different strands of the curriculum build upon each other from Reception to Year Two.
- Knowledge highlighted in green and skills highlighted in purple
- Relevant key vocabulary

### 4.2 Medium term planning (Unit overviews)

From the overviews, each subject then unpicks each unit and breaks it down into medium term planning.

This must identify:

- The lesson objective
- The steps to success
- Four 'core knowledge' statements we want the children to remember
- The key vocabulary for each lesson.

***Unit overview example to be inserted here.***

### 4.3 Short term planning (weekly planning, timetable and lesson presentations)

These medium term plans then lead class teachers' weekly plans.

#### **Early Years Foundation Stage**

EYFS produce a weekly plan mapping out their continuous provision alongside their teacher directed tasks. This will include any adaptations to provision (EAL/SEND/Disadvantaged) and key vocabulary.

[W Reception weekly planning template.docx](#)

Our [W Early Years Policy November 2023.docx](#) aligns with this whole school policy but further details are approach specifically with our Early Years Children.

#### **Key Stage One**

KS1's weekly plans are produced using Smart Notebook slides. Each lesson's Notebook includes the following slides:

- Slide 1: SEND adaptations
- Slide 2: Recall prior knowledge
- Slide 3: Date, Learning Objective, Steps to success and key vocabulary
- Slide 4: Core Knowledge statements
- All subsequent slides thereafter:
  - Date

- Learning Objective
- Steps to Success
- Relevant vocabulary
- Relevant core knowledge statement.
- Final Slide: Summary of core knowledge statements and vocabulary

#### 4.4 Learning Webs

Each year group produces a learning web for each half term. This is published on the class page of the website to help parents understand what their child will be learning.

-  Reception Curriculum overview template.pptx
-  KS1 Learning web template.docx

#### 4.5 Timetable

 Year Group Timetables Spring 2 2024.docx

### 5. Learning Environments

Learning will take place in a variety of places such as classrooms, outdoor spaces, the hall, The Burrow, The Nest, library and computing room. Teaching staff will take every opportunity to ensure that the learning environment is used as a tool to engage and support children's learning and reduce unnecessary cognitive load.

#### All Learning Environments will have:

- The visual timetable and RWI resources around the main whiteboard and teaching area with no other visible distractions
- A working wall for Maths, English and Science, involving posters and resources that support children with prior and new learning
- A Zones of Regulation display
- A Values display
- A book corner with a 20-30 quality books in it
- Child-friendly chairs and tables
- Clearly labelled and tidily stored resources

#### All Communal Spaces will have:

- Displays which celebrate childrens' learning and are changed at least every half term
- Areas for coats and bags which are kept neat and tidy
- Items in not outside of cupboards

#### As a school we:

- Only use matt laminating pouches to avoid glare and make it easier for young children and those with potential dyslexia to read
- Have Read Write Inc Resources (phoneme friezes and speed sound charts) displayed at an appropriate level and near adults in all Read Write Inc teaching spaces
- Hang displays out of children's eyeline when they are sat on the carpet
- Use stick displays on display boards and not on the walls

All learning environments will be kept safe, clean and ready for children to use them. Teachers are responsible for ensuring that they leave the learning environment ready for use. Reasonable adjustments are made according to individual needs, for example, seating arrangements, movement breaks and equipment and resources.

For information on these reasonable adjustments, please see the following documents:

- [Fetcham Village Infant School Accessibility Plan](#)
- [TL13. Special Educational Needs & Disability Policy.docx](#)
- [FVIS SEN Information Report 23-24.docx](#)

## 6. Teaching and learning strategies

Our shared strategies in all classrooms are:

### Routines

- Teachers will use a visual timetable at the start of every day
- Teachers use Hands up signals to stop the class

### Structure

- LO and steps to success on board at all times and are shared with children at the start and throughout the lesson
- Modelling is used to aid understanding
- Varied pace, content, and order of activities to support access and engagement
- Teachers use mini-plenaries to recap learning at appropriately timed intervals

### Vocabulary, Knowledge and Skills

- Key vocabulary is identified for the lesson's objective
- Knowledge and skills specifically referred to throughout the lesson

### Memorisation

- Teachers use a range of open and closed questions to assess and challenge children's understanding
- Retrieval practice is incorporated into each lesson
- Breaking down tasks into small manageable steps which are explicitly taught
- Repeated learning to promote fluency and planning for generalisation of newly learnt skills

### Seating and Groupings

- Collaborative work is encouraged through talk partners and group work
- A 'V to See' seating plan is used to support the bottom 20% during whole class input
- Flexible groupings take account of individual need

### Resourcing and the Learning Environment

- Working walls are referred to throughout the session
- Children have access to hands on resources, especially manipulatives (e.g. cubes, diennes, numicon, Rekenrek)

- Teachers use mini-plenaries to recap learning at appropriately timed intervals

#### **Use of Adults:**

- Class teacher works with the bottom 20% before moving on to support other children
- Teaching assistants and additional adults are deployed to work with all children

## **7. Support and Challenge**

To ensure we meet the needs of all children we use Surrey's Ordinarily Available Provision Document:

 [Surrey's OAP-schools-booklet.pdf](#)

All teaching and learning at our school will take the backgrounds, needs and abilities of all children into account. We will adapt learning to challenge and stretch all children working at all levels of understanding, including:

- children with special educational needs and disabilities (SEND)
- children with English as an additional language (EAL)
- Disadvantaged children

Any adaptations are indicated at the beginning of the weekly planning Smart Notebook and may include:

- Larger print
- Visuals
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks
- Additional time to complete tasks

## **8. Work Books**

#### **Early Years Foundation Stage:**

- All written work is recorded in a 'learning journey'
- RWI writing books/Ditty sheets

#### **Key Stage 1:**

- Writing book
- Maths folder
- History
- Geography book
- Science book
- Art folder
- DT folder
- RE book
- Jigsaw folder

## 9. Home Learning

Home learning is designed to help support and embed children's understanding of what has been taught in school. With reading as a priority in our school, this forms the majority of our home learning. When children have completed reading their Read, Write Inc books in school, they are then sent home. These contain only the sounds appropriate to their RWI level. An additional RWI Book Bag Book is sent home as an unseen text, as well as a sharing picture book. Children who have completed the Read, write Inc scheme are encouraged to choose from a wider selection of chapter books, working on their comprehension and inference skills. Daily reading at home is encouraged for all children.

Parents are informed of their child's current reading progress and are encouraged to practise the sounds that children are unfamiliar with at home.

If there is any additional home learning beyond the normal expectations, parents will be notified via email or letter. Any concerns regarding home learning (i.e children struggling to complete set tasks) should be discussed with the class teacher or year group lead.

## 10. Marking, Feedback, Assessment and Reporting

### 10.1 Marking and Feedback

The most appropriate and effective marking and feedback for Early Years and KS1 children is verbal. It will be used to intervene and develop children's learning and understanding 'in the moment.'

- Teachers will use Yippee Yellow for work to be celebrated
- Green for Growth is used to identify next steps or work that requires improvement, and children's learning should demonstrate how they have responded to this
- A green mark is also used to indicate where verbal feedback has been given
- Learning objectives and steps to success are highlighted for each written piece of work to indicate children's successes and next steps.
- For Maths, answers will be responded to, by either a tick (if correct) or a green dot (incorrect)
- Teachers and teaching staff will ensure that they have marked the work of the children they have been working with that day.

Children can be rewarded for good work by:

- Verbal praise
- Given a sticker
- Whole class reward
- Celebration assembly
- Sent to the Headteacher for a Headteacher award.

## 9.2 Assessment and Reporting

We track children's progress using a combination of formative and summative assessment.

### Formative:

- Teachers continually use assessment for learning strategies within their daily teaching to help inform them of children's understanding, progress and next steps. This should include the regular use of mini-plenaries, questioning and retrieval quizzes.
- Teachers use our online platform *Insight Tracking* to assess children (as low or high working towards, low or high expected and low or high exceeding) against curriculum statements which identify gaps in learning, informs their planning and tracks children's progress.

### Summative:

- Each year the school publishes the [W FVIS Assessment Schedule 2023-24.docx](#)
- Reception children are assessed against the national 'Baseline' within the first six weeks of starting school in September. By the end of Reception the children are assessed against the 17 'Early Learning Goals' to see if they have reached a 'Good Level of Development' and then also against the 7 areas of learning.
- KS1 children are assessed against the End of Key Stage 1 Assessment Framework by the end of Year 2 for Reading, Writing, Maths and Science. In Reading, Writing and Maths they will be assessed as Working Towards, Expected or Exceeding and in science they will be assessed to see if they have met the Expected standard. Children working below the Working Towards standard will be assessed as working at Pre Key Stage.
- Whole school RWI assessments are carried out every 6 weeks to track children's progress and identify the most appropriate group for them. Children are then grouped accordingly.
- Data for Reading, Writing, and Maths is entered onto 'Insight' half termly and foundation subjects are recorded termly. Children are assessed as one of the following: Low or High Emerging, Low or High Working towards, Low or High Expected and Low or High Exceeding. This is to gain a greater understanding of where each child is within each bracket and to track progress more effectively.
- Pupil progress meetings are then held half termly to discuss this data and put provisions in place to ensure the best outcomes for our children. Children not making expected progress and the bottom 20% is a focus for these discussions.
- Children's progress will be shared with parents at two meetings during the year and this is then followed up with a written report annually in the summer term.

## 11. Monitoring and evaluation

Teaching and learning is monitored in a variety of ways to make sure that all of our children make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on children's learning through:

- Learning walks
- Reviewing marking and feedback
- Half termly pupil progress meetings

- Pupil voice
- Planning scrutinies
- Book looks
- Local Authority Learning Improvement Partner Support
- External Audits

Outcomes of these are then shared and discussed and where necessary, actions put in place.

Governors play an essential role in monitoring and holding the school to account. Each subject is assigned to a governor and where possible join opportunities for monitoring within school. They also meet with subject leaders to discuss and gain deeper knowledge and understanding of the strengths and weaknesses of each subject and discuss ways in which they can offer support.

### **Appraisals**

All staff have an annual appraisal with a member of SLT. This is to discuss their professional development and review previous targets against the standards, as well as set new ones. Staff also have a mid year review to discuss progress and offer additional support.

[W R11. Staff Appraisal Policy Autumn 2023.docx](#)

## **12. Review**

This policy will be reviewed after 1 year and then every three years thereafter by Senior leaders, Subject leaders and the Teaching and Learning committee. At every review, the policy will be shared with the full governing board.

## **13. Links with other policies**

This policy links with the following policies and procedures:

- [☰ FVIS Behaviour Policy September 2022](#)
- [W R11. Staff Appraisal Policy Autumn 2023.docx](#)
- [W TL13. Special Educational Needs & Disability Policy.docx](#)
- [W FVIS SEN Information Report 23-24.docx](#)
- [W Equality Policy September 2022.docx](#)
- [W Early Years Policy November 2023.docx](#)
- [W FVIS Educational Visits Policy July 2023.docx](#)