Teaching and Learning Policy

Subject specific information

Our curriculum is organised into topics, and the subjects below are often taught cross curricular – please see the school website for our up to date topic plan for the year.

English	STEM	Humanities	SMSC
Phonics Reading Writing Handwriting Spelling and Grammar	Maths Science ICT/Computing Design Eco Schools PE	History Geography Music Art Dance	PSHE Religious Education

English

Reading and phonics

Our approach to phonics is set out in detail on the phonics page of our website. Phonics is taught daily and is the main approach to teaching reading.

We provide a rich variety of reading materials for our pupils, to promote a love of reading and stories. Children in school have stories read to them often, and we see this as a vital part of developing story language and vocabulary. We have a selection of books in our classrooms and a brand new school library.

Our main individual reading scheme is Bug Club, books are allocated online, and physical books from the scheme are sent home. The books are linked to our phonics scheme and carefully chosen by the teacher to reflect the correct level of phonics for each child. In Year 2, children who are fluent readers progress to banded books.

We have recently invested in Bug Club Guided.

In addition to Phonics, reading comprehension skills are taught through adult lead guided reading sessions, which may be individual, group or whole class lessons. The key skills taught are: ***Vocabulary, Sequencing, Retrieval, Predicting and Inference***. The teachers select texts for these which may be online, physical books or extracts from books.

How is reading assessed?

Phonics is assessed regularly through the school year (at least every 6 weeks). Reading is assessed against the Early Years Foundation Stage and National Curriculum age related expectations – this happens at the end of every term. Ongoing formative assessment will support the children “moving up” a reading level on banded reading books or on Bug Club. Click on the "Impact" shield to see the age related expectations.

Spelling

Spelling is linked to our phonics teaching. Tricky words (those that can not be spelled phonetically) are taught alongside phonic sounds each week, and these are practised within reading books and in phonics games.

In Year 1 and 2 the teachers use resources from "Twinkl Spelling" and match these to the phonics teaching for the week.

A list of words is sent home weekly, and teachers use these in dictation in class to help the children learn to write the words in context.

Handwriting

In Reception, letter formation is taught daily with the phonics lesson, and reinforced in adult led writing and mark making sessions. There is also a focus on gross and fine motor development to support the children to have the core stability and hand strength to be able to grip and manipulate writing tools.

The school uses "Twinkl Handwriting" which teaches the children to form their letters correctly using letter families - all the letters formed using a similar pencil movement are taught together. Mid way through Year 2 the children are taught to begin joining their handwriting in cursive style ready to move to Middle school.

Writing

In Reception, children are encouraged to write letters as soon as they are taught in phonics sessions, putting these together to make words. Children should be writing phonetically. Children are encouraged to write sentences, simple stories, lists and labels amongst many others. There will be writing and mark making opportunities within the continuous provision.

In Year 1 and Year 2 children's writing is often linked to the topics and texts studied. There is an expectation of correct use of capital letters and full stops to demarcate sentences. Children have an English book, where they complete preparation for their writing (such as grammar exercises or story plans) and a Writing book where children complete longer pieces of work. Writing can be fiction or non fiction.

How is writing assessed?

The teacher will assess a range of work produced by the child, including longer pieces of writing and any writing from topic work. They will assess this termly against the age related expectations of the National Curriculum or Early Years Foundation stage. Children's use of spelling and grammar forms part of this assessment. Ongoing formative assessment and feedback supports the children to progress.

Click on the "impact" shield on our website to see the Age Related Expectations.

How do we know the English Curriculum is effective?

Children are able to read and enjoy texts, and progress through the phonics and reading schemes. Children's assessments show they are understanding what they are reading and developing the skills taught to read for pleasure and for information. Children are enthusiastic and accurate writers.

How often should English be taught and for how long?

Phonics should be taught daily for 20-30 minutes at a minimum. Guided reading should be taught no less than twice weekly, depending on the age of the children. English lessons should be daily for around an hour.

How does English link to other subjects including PSHE?

All of the topics taught have texts which are used in English. Children use their reading and writing skills to record their thoughts in all other topics.

How you will see this policy in action:

Children should have a varied diet of reading, including books on their current topics, texts from the reading schemes and stories read to them in class. Children should be enthusiastic about stories and their topics. Children will be able to write for different purposes. Children will be able to tackle reading and spelling using their phonics as a first approach.

Maths & STEM

Maths

The School follows the White Rose scheme of work and timetable for Year 1 and 2. Reception use the Early Learning Goals to inform their planning.

Knowledge- The children are taught concepts using a range of different methods, for example they are exposed to part whole models, tens frames, bar models, place value grids and number tracks/lines/100 squares when working on Place Value. This knowledge can then be applied to concepts such as addition and subtraction and multiplication and division. Children are encouraged to try different methods to solve problems, working at finding more than 1 solution to a problem and then explaining, justifying and proving their reasoning. They are taught how to use a range of stem sentences to explain their understanding. Reception use adult and child-initiated learning and a range of practical resources to help children explore different concepts and develop their skills.

Skills- The White Rose blocks and timetables are taught to ensure a progression and build-up of skills. The blocks are linked to the National Curriculum concepts for each year group and the ELG in Reception. The children are taught Number, Shape, Space and Measure. White Rose has built in recap lessons for those areas children may not be secure with or may need recapping. The children are taught using a CPA (Concrete, Pictorial, Abstract) approach and will always be able to experiment with concrete resources first. When they are confident and secure with this then they will move onto explaining and showing their understanding by drawing pictures/models. When they are fully secure with both Concrete and Pictorial methods then they will be able to work with abstract ideas such as number sentences and ideas such as column addition.

Understanding- Children understand that concepts and skills are linked in different areas of Maths and they can use previous knowledge and understanding to help them with new areas of learning and skills. The children understand that there may be more than one possible method to solve a problem or question and they have access to a range of resources to help them succeed in their learning. The children also understand that making mistakes helps them learn and succeed!

How do we ensure a progression of Maths knowledge skills and understanding?

The White Rose timetable used by KS1 builds up skills- addition and subtraction is not taught until the children have a firm and concrete grasp of place value. Money is not taught until the children are confident counting in 2s, 5s and 10s. Children are problem solving and reasoning daily. In Reception children are taught with a “Number of the week.” Children are encouraged to explore all mathematical aspects of that number, such as number bonds, addition and subtraction and shape (for example sides and corners of rectangles and squares are covered in week where 4 is learned)

How often should Maths be taught and for how long?

Maths is taught daily for an hour in KS1. Year 2 have experimented with breaking up their maths sessions with an input followed by a practical fluency session using a range of resources to help the children practise and experiment with different skills and concepts before play. Play helps the children have a movement break and allow the learning to sink

in. A reasoning and problem solving session then follows after play where the children can apply and extend the concepts and skills. This approach has worked well for both teaching staff and children.

In Reception Maths is taught for 4 times per week. The teacher works with a small group of children on focused activities and other mathematical activities are put out for children to explore as child initiated learning.

How does Maths link to other subjects including PSHE?

Maths skills are carried over into other subjects such as Science (measurement and statistics), Art (shape) and PSHE (the ability to reason, justify and problem solve. Also the need to be resilient!)

How is Maths assessed?

Teachers assess children's understanding daily and mark according to the Learning Intention and Success Criteria which have been shared with the children. New concepts are not taught until teachers are happy the previous skills have been learned. End of block assessments also help teachers see whether teaching has been successful or what areas may need reteaching. Bigger assessments are done termly to provide teachers with data according to ARE. These are logged on Target Tracker or Tapestry.

How do we know that the Maths curriculum is effective?

Children can use mathematical concepts effectively, with a range of methods. They can also reason and problem solve, explaining and justifying their answers. Children are happy to experiment to find more than one solution and are not afraid to make mistakes as this will help them rule out possible solutions in order to find the correct ones.

How you will see this policy in action:

Children will be confident using a range of skills, methods and resources to help them understand new concepts and problem solve within them. Effective teacher modelling will help children work independently on tasks. Children will be able to show their understanding in a number of ways. Children will be able to talk through ideas and possibilities with their peers. Teaching and support staff will be able to identify those children needing additional help or extending and respond accordingly.

Science

At Tylers Green First School we teach science with a variety of different approaches to help children learn how science works, investigate problems and develop their own passion and understanding for the subject. We use active learning and planned, purposeful play with a greater emphasis of this in Early Years; we develop problem solving and analytical thinking skills; we use relevant contexts and relate them to the children's own ideas and experiences; we utilise prior knowledge that the children have and our assessments of their learning to help us plan. In Reception they follow the 'Early Years Framework' and cover Science through their teaching of 'Understanding the World'. In KS1 we follow the National Curriculum objectives for Science.

Knowledge – Throughout our children's Science journey in our school we follow the statutory objectives in the Early Years Framework and National Curriculum. In Early Years they relate this objectives to the children's current interests. In KS1 we teach with a main topic focus each half term and we link our Science teaching into these. For example, in Year 2 we teach the great fire of London as a topic and link this with materials and which materials are best suited for building a house.

Skills – Within the National Curriculum there are working scientifically skills which are statutory for us to teach. We teach and encourage these skills and more, including; inquiry and investigative skills such as observing, collecting, asking questions, planning experiments and scientific analytical thinking skills such as thinking creatively and critically, developing skills of reasoning to provide explanations and evaluations supported by evidence, making predictions and drawing conclusions.

Understanding - Children are able to consolidate their own understanding of their knowledge by creating and performing experiments and practicing new scientific skills. They are able to apply their scientific knowledge to the topics we are currently focusing on and the outside world e.g. in the Year 2 life cycles topic we watch caterpillars turn into butterflies, they can then observe this happening in the world outside of the classroom

How do we ensure a progression of knowledge skills and understanding?

We follow the National Curriculum progression of knowledge and we have a progression map to use and follow for the whole school. This means we can see where both knowledge and skills are being used and consolidated.

How often should Science be taught and for how long?

In Reception Science is covered through 'Understanding the World' sessions which are taught twice a week. Science is also within the everyday environment in early years depending on the children's current interests and the room setup.

Science should be taught once a week in KS1. There is no fixed number of how many hours a week, however in KS1 in order to cover the content set out in the National Curriculum this should be at least 1 hour a week.

How does Science link to other subjects including PSHE?

Science uses skills which the children have learnt in other subjects such as English. The children will need their English skills when writing a method for an investigation – this links to our instruction lessons. Science also uses maths skills, in particular statistics, for producing tallies and graphs to present the outcomes of experiments.

As mentioned earlier, our science lessons are frequently intertwined with the topic we are teaching, therefore their knowledge from the other foundation subjects can be used alongside their science knowledge.

Children often need to practice their group work and ability to work as a team when conducting experiments and consolidating their science skills with their peers – this links with their PHSE lessons.

How is Science assessed?

Science is assessed formatively by the class teacher against the learning objective for the lesson. If the teacher feels the objective has not been met then they will revisit it again with the children.

How do we know that the Science curriculum is effective?

The children will be able to contribute towards investigations and experiments within school and will be meeting the learning objectives according to teacher assessment. The children will have an understanding of the skills and knowledge they have learnt so far in science and they will be able to relate where they might be able to utilise this in the outside world. For example, they will be able to have respect for other living things and the environment around them.

How you will see this policy in action:

Teachers will develop the children's knowledge, skills and understanding using the approaches mentioned above. They will assess the children's progress each lesson using formative assessment. Teachers will make sure to model different skills and how they develop. Children will have a range of different scientific opportunities to cover the working scientifically skills. Children will be supported by scaffolding when necessary to partake in different scientific activities and experiments.

ICT

ICT is an essential part of 21st Century life for education and social interaction. The use of computers and computer systems is an integral part of the National Curriculum and knowing

how they work is a key life skill. The purpose of our ICT curriculum in school is to promote child achievement, enable the safe use of communication technologies and to apply computing skills across the curriculum.

Knowledge - Children learn to understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication. They analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems Children are responsible, competent, confident and creative users of information and communication technology.

Skills - Children write and test simple programs, use logical reasoning to predict the behaviour of simple programs and organise, store, manipulate and retrieve data in a range of digital formats. Children learn to communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Understanding - Children will understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Children will be taught to understand the importance of e-safety and how computing can be used across the curriculum

How do we ensure a progression of ICT knowledge skills and understanding?

Teaching and learning is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points as outlined in the National Curriculum. See also the school's skills progression document.

How does ICT link to other subjects including PSHE?

Computing should be taught and applied across the curriculum. This could be collecting and representing science or maths data, designing posters in English, power points in history or creating digital art.

E-safety is taught in the Autumn Term as a distinct block of lessons and revisited throughout the year whenever the children are online. (see also Acceptable use of ICT policy) This also link to our PSHE curriculum 'Healthy Me' and KCSIE.

How is ICT assessed?

ICT and Computing skills are assessed formatively during lessons and at the end of each half-term's planning.

How you will see this policy in action:

Pupils develop detailed knowledge and skills across the Computing curriculum and, as a result, achieve well. High quality planning, we know that the Computing curriculum is covered in the required depth exemplified within the statutory and non-statutory guidance of the national curriculum. Pupils have the opportunities to regularly revisit concepts and link ideas together. ICT lessons are meaningful. High quality hardware and programs are used; pupils have a real love of learning. Learning begins from Reception. Pupils have access to a range of ICT resources. Strong emphasis on revision and basic skills, pupils are well prepared for their next stage of learning. Focus on developing specific subject knowledge, as well as the skills in ICT, pupil's progression through the school is clear. A curriculum focusing on technology in the wider world: pupils to leave Tylers Green First School are able to integrate into modern British Society. Active engagement with parents, the curriculum goes beyond the classroom and promotes home study and research. The computing curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity. Lessons are planned around pupil's interests and questions wherever possible; pupils are actively engaged in their own learning and eager to investigate beyond the classroom.

Eco-Schools – a key part of our School approach

Eco Schools is currently taught across the curriculum through other subjects. An Eco Committee is formed each year comprising of two children from each class. These children meet with the Eco Schools lead teacher each half term to discuss the topics that we are focusing on for that year. Eco Committee members then feed back to their class about the current Eco Schools focus.

Knowledge -10 topics of Eco Schools – biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water

Skills -Members of Eco Committee will develop leadership skills and the ability to work as a team. They will be given the opportunity to share their interests/knowledge with the rest of the Committee and lead whole school projects.

Understanding -The aims of Eco School are to develop an understanding of the world around us and how to look after it. We will choose several topics to focus on each year such as pollution or extinction.

How often should it be taught and for how long?

Teaching takes place daily in terms of recycling/reusing. For specific topics each year group should be teaching one aspect of Eco schools at least once a term.

How does Eco Schools link to other subjects including PSHE?

Science – plants, animals, materials, seasonal change, living things & their habitats

Geography – global perspectives – One World week focusing on different countries, location knowledge, place knowledge, human and physical geography (weather patterns, key physical features)

PSHE – healthy eating/living, road safety (transport)

Other – Walk to School Week, use of recycled materials for junk modelling/DT, recycling bins in each classroom, daily reminders about reuse, reduce, recycle, saving water etc.

How you will see this policy in action:

Children will show an understanding of the world and how to look after it through discussion and through their actions.

Physical Education

The school follows the national curriculum and development matters to create lesson plans. In Reception the scheme Real PE is also used.

Knowledge

PE teaches children how to develop their teamwork, leadership and interpersonal skills. Children are also taught the importance of a healthy active lifestyle.

Skills

Many skills are taught through PE. In Key Stage 1 children master a range of movements as well as balance, agility and co-ordination. They also participate in competitive activities both against self and against others. In Key Stage 1 they also perform dances.

In Reception children are taught how to move safely in a range of ways and how to safely negotiate space. They are also taught co-ordination, balance and how to handle equipment and tools effectively.

Understanding

Children learn and understand how to be safe in PE. They also understand the importance of team work, good health and physical exercise.

How often should PE be taught and for how long?

In Key Stage 1 PE is taught through two 60 minute sessions every week. One session is run by the teacher and the other by a PE coach. In Early Years physical development is a prime area of learning. Therefore the children have multiple opportunities in the week to develop their physical development both inside and outside. There is also a designated PE lesson once a week.

How does PE link to other subjects including PSHE?

The gross motor skills learnt from PE support the children's fine motor skills when writing. The importance of being healthy and active in PE links to Science in Key Stage 1. There is also a link to PSHE with how being healthy and active can have such a positive impact on a child's mental health and general wellbeing.

How is PE assessed?

Teachers asses the children as they observe them working in PE and record any progress made against the lesson learning objectives. These observations are then used to plan subsequent lessons.

How you will see this policy in action:

Teachers will be able to measure children's progress through regular observations. Children will be confident with the skills, knowledge and understanding laid out above. Children will also benefit in many ways from a good physical education including increased confidence, better attention in class and improved mental and emotional wellbeing.

Humanities - History and Geography, Art and Music

Intent:

Our Humanities curriculum is taught through our in-depth cross curricular topics. These topics are chosen to ensure that there is a broad balance of humanities subjects taught each term in school – for example one topic may have a Historical theme (such as Nurturing Nurses), and the next may have a Geographical theme (such as Marvellous Maps).

The National Curriculum entitlement is delivered through the topics, and the topics have been aligned to ensure that they build on previous learning.

We use additional resourcing for music and art to ensure that the topics reflect a rich expericence for the children. We use Sing Up Music and Twinkl Art resourcing.

This approach means that the children make many links in their learning between subjects and therefore have a deeper understanding of the subjects studied.

How often should it be taught and for how long?

Topics last either half a term or a term, or less for children in Reception. There will be at least three topic lessons per week, and this will be increased if the English work is planned around a relevant text.

How is Humanities assessed?

Teachers assess the children against the learning objectives for the lesson, which are taken from the National Curriculum schemes of work or the Early Years Foundations Stage curriculum. End of year reports to parents indicate how the children have progressed against age related expectations in each subject. In addition, we use KWL grids in Year 1 and 2 at the beginning and end of each topic, this helps both the teacher and the children understand what they have learned in the topic.

How does Humanities link to other subjects including PSHE?

This is intrinsically linked through our topic work. Our PSHE curriculum also supports some of the themes the children come across in Humanities, such as changes through time.

How you will see this policy in action:

Impact:

The children will have a passion for learning and will be enthusiastic about their topics. They will develop their understanding of significant events and individuals and recognise why and how these have shaped Britain. The children will develop skills over time, such as making artwork in response to important pieces of art or demonstrate key musical skills. The children will be able to articulate the topic they are studying. The children will understand where various subjects fit into the topic as a whole – for example studying Intrepid Explorers links music from other cultures, building boats in DT, countries of the UK in Geography and significant people in History.

SMSC (Social, Moral, Spiritual and Cultural Education)

PSHE

The School developed a PSHE policy and consulted parents and Governors before the introduction in September 2020 of our scheme of work – Jigsaw. The PSHE policy sets out in detail our approach to PSHE and can be found on our website. There is a strong link to the school values, and British values in our approach to PSHE.

PSHE is taught weekly as a subject, but also runs as a thread through the approach to our other curriculum areas. Assemblies, celebration of achievements, our safeguarding policy and our school behaviour policy all reflect our approach to PSHE.

Each "puzzle" piece explores a different theme, as set out below:

Being Me in My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world. It's great for children to have this experience, to think ambitiously, and to have aspirations.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me deals with change of many types, from growing from young to old, assertiveness, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to Middle school and how to cope positively with such changes.

How do we ensure a progression of PSHE knowledge skills and understanding?

Jigsaw has a carefully designed spiral curriculum, with topics revisited each year, building on the previous learning.

How is PSHE assessed?

Teachers assess the children using formative assessment against the learning objectives for the sessions.

How you will see this policy in action:

Impact:

Children will develop the skills to keep themselves safe including online. Children will be able to talk about how to keep healthy and aspects of positive friendships and relationships. Differences are celebrated and discussed. Children feel confident to be able to express their opinions. Each week one of the Jigsaw themed whole school assemblies is also given for KS1

Religious Education

The school follows the Buckinghamshire Agreed Syllabus for RE – this is available to download from our website.