



CURRICULUM, TEACHING AND LEARNING POLICY

Reviewed by: _____
(Headteacher)

Date: _____

Approved by: _____
(Staffing & Curriculum Committee)

Date: _____

Ratified by: _____
(Chair, Governing Body)

Date: _____

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1. Introduction

Our aim at Lilliput Infant school is to provide a safe, calm and stimulating environment which inspires our children to learn and achieve in a fun way. Our kind and nurturing staff care about each child as an individual and we work together to help them to flourish and become happy, kind and confident members of society who show respect for themselves and towards others. This is outlined in our school vision;

‘Loving one another, respecting one another, serving one another.’

We aim to promote a learning culture so that pupils develop a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed. At Lilliput, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, meaningful and enjoyable experience for everyone. Through our teaching, we equip children with the values, skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

The staff have a shared understanding of Learning;

Learning is making meaning of an experience that leads to the individual being changed and able to act differently.

Our Curriculum, teaching and learning policy seeks to influence and improve the skills of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. This policy will influence how the curriculum is taught and ensure children find a consistent approach throughout the whole school. This policy outlines the good practice expected of all teachers but is not a definitive statement on all pedagogy. The policy itself seeks to encourage professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles.

Values

At Lilliput C.E Infant School we will promote the teaching of the following Christian Values:

- **Courage**
- **Creativity**
- **Peace**
- **Forgiveness**
- **Trust and Truthfulness**
- **Generosity**
- **Thankfulness**
- **Respect**
- **Friendship**
- **Hope**
- **Responsibility**

Ethos

Teachers will provide a broad, balanced and creative curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum 2014 with clear target learning expected and the key knowledge needed in each lesson.
- Ensuring that learning outcomes mirror learning intentions.
- Providing positive role models.
- Providing a fair and disciplined environment.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's Policy for Record-keeping, Assessment and Marking.
- Effective management of their professional time.
- Reviewing personal and professional development by attending appropriate Continuing Professional Development (CPD), training and support from colleagues in order to ensure a high level of professional expertise.
- Valuing and celebrating pupils' success and achievements.
- Welcoming, teaching and supporting of teaching and non-teaching students.
- Working with other schools, locally, nationally and globally in order to improve learning by looking at 'best practice.'
- Developing links with the wider community.

2. Principles of Effective Teaching and Learning at Lilliput

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive science and are designed to give direct links from research into practice.

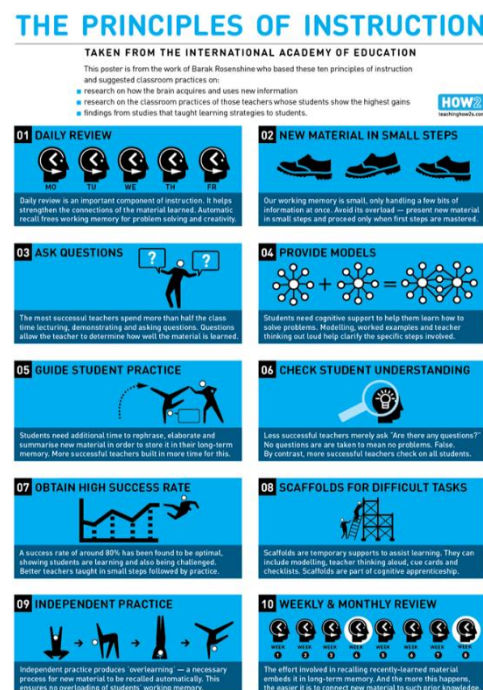
Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review (see appendix 1)

At Lilliput, we facilitate these principles through:

- Planning templates with clear expectations for scripted modelling and success criteria for new knowledge (see appendix 3)
- Carefully focused lesson structures which allow the children to move through the effective processes of learning.
- Regular opportunities for recall and review of previous knowledge.
- A balance of teacher-led guided practice and purposeful independent practice
- A high level of planned questions to ensure deeper learning.
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps.
- Focus core skills and 'deepening skills' so all learners can succeed.
- Scaffolds and resources are used effectively including the use of additional adults.

At Lilliput, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above.



Effective Teaching and Learning in EYFS

The provision in EYFS is based on the following key elements:

1. Directed Inputs for Core Learning (for key areas of learning)

Teachers will plan short inputs to teach specific skills, for example phonics and number. These will be delivered either whole class or small groups depending on the content and key learning. Direct inputs will involve reviewing previously learned concepts, guided input breaking concepts into small chunks and a high level of questioning followed by a chance to apply through independent practice with a focus task.

2. Focus Tasks (for key areas of learning)

As a direct follow up to the directed inputs, children will be guided in a focus task which builds on the learning from the input. These will be adult-led. Children will be selected carefully to allow ways in and challenge to be applied where appropriate and build on the core learning.

3. Enhanced Provision

Children are provided with the opportunity to plan and explore with resources that they may not have experienced themselves. For example, in autumn, children would be presented with conkers. This would also include getting maths resources out and providing the children with challenges.

4. Play to Learn (continuous provision)

Children are able to choose what to play with to support their learning. Often this will be imaginative play. During this time, they have access to sand, mud, water, large construction, small loose parts, fine-motor skills, role-play, storytelling, small world etc. Adults can use this opportunity to observe and assess.

5. Learning Environment

Children will be able to access a range of resources independently. These include loose parts, mark making tools, maths concrete apparatus etc. The learning environment will support the focus learning for the week and celebrate children's learning. Children will be taught clear routines and understand these to allow free flow.

6. Use of Adults

Adults will facilitate learning at all points throughout the day. This may involve leading a focus task, assessing and questioning or observing play. Adult interactions will help focus and identify learning. During Play to Learn and Enhanced Provision, adults will guide children towards learning opportunities.

a. Focus Children

Every week, the EYFS team select 10% of the cohort to observe in greater depth. This allows assessments to be made and future provision to be tailored to meet the individual's needs. All children will have the opportunity to be celebrated.

b. Tapestry

All adults will use Tapestry throughout the day to record key moments within children's play and learning. Parents can access this at home and upload.

Teaching and Learning Non-Negotiables

There is a wealth of evidence available about best practice and techniques to ensure high quality outcomes for all learners. In order to ensure that all pupils at Lilliput are provided with the best opportunities to be successful, teachers need to plan for the highest outcomes. This helps to make sure that every moment spent in class is used to teach meaningful concepts. The Teaching and Learning Non-Negotiables are the key features which need to be considered when planning a highly effective lesson / sequence of lessons. It is important that every teacher understands the rationale / the 'why' behind these expectations and the impact that these will have on our learners.

Teaching and Learning Non-Negotiables:

- Learning Objectives (LOs)
- National Curriculum / References from Long Term Planning
- Success Criteria
- Ways In for all pupils
- Differentiated Outcomes
- Extensions
- Input (including review, sequencing concepts, questioning, stages of practice)
- Models
- Misconceptions
- Vocabulary
- CPA (for the teaching of Maths)

A breakdown of these non-negotiables, including definitions and rationale, can be found in appendix 2.

Planning

It is important that teachers plan schemes of work and deliver lessons that enable pupils to make progress towards achieving the learning objective. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all pupils in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation supports pupils in making strong progress in their learning.

Templates for short-term and medium-term planning have been provided in order to prompt key elements of effective teaching and learning mentioned above (see appendix 3). If teachers have their own preferred style of planning, they may choose to use an alternative format as long as it provides preparation for all non-negotiables stated in section 3.

Effective lesson planning directly links to the following teaching standards and all teachers must ensure that the following criteria are met.

1. Set high expectations which inspire, motivate and challenge pupils - assessment should be used to set tasks that are matched to students' prior attainment. Students should be highly challenged and may have a range of starting points as a result.

2. Promote good progress and outcomes by pupils

- **WITHIN LESSON** - lessons should be designed so that students make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this.
- **OVER TIME** - evidence should be available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.

3. Demonstrate good subject and curriculum knowledge - teachers must draw upon their subject knowledge and keep up to date with curriculum changes and phase expertise so that they can address misunderstandings and maintain students' interest shown.

4. Plan and teach well-structured lessons - planned and structured lessons should lead to optimised pace and depth of learning thus allowing students to make rapid and sustained progress. Teachers must adapt teaching to respond to the strengths and needs of all pupils - work for individual students should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.

5. Make accurate and productive use of assessment - marking should be regular and follow guidance from the relevant policies so as to provide pupils with very clear guidance on how work can be improved. Students should be engaged in the process.

6. Manage behaviour effectively to ensure a good and safe learning - strategies and tasks should be designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.

7. Fulfil Wider Professional Responsibilities – planning to focus on communication with and effective use of additional adults.

The lesson plan templates (appendix 3) act as tools to remind teachers to strive to include all the criteria mentioned above and those referenced in the non-negotiables in section 3 (appendix 2).

Planning begins with the long-term overview of each subject in terms of key knowledge expectations. It will then take place half-termly and weekly in year group teams, with reference to the National Curriculum 2014, Lilliput's Teaching and Learning Non-Negotiables and the Whole School Long Term Curriculum Plan. Subject leaders will have a clear overview of their subject area for all year groups. Regular assessment for learning techniques will be used to ensure that all long- and medium-term plans are modified in response to the ability of all the children with regular review and revisit sessions being planned in to enable the children to achieve maximum progress. This is even more essential in light of the learning children may have missed due to COVID-19 and our catch-up curriculum ensures staff are planning accordingly.

Teachers and support staff will meet weekly in year group teams for Planning, Preparation and Assessment time (PPA). The agreed half-term plans and weekly

planning documents will be stored on the Planning 'Q' ntserver, to be monitored by the Headteacher and Subject Leaders. An agreed Individual Lesson Plan sheet is available for teachers to use if they wish.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Catering for a variety of different learning styles.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Detailed reference will be made in weekly plans to School Support Plans.

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. This is why we refer to the Education Endowment Foundation guidance report on the best ways to support children with special education needs in mainstream schools. It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for teachers to review their current approach and practical ideas they can implement.

Full report can be found here:

[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Summary of recommendations see Appendix 4

Teaching assistants and external agencies will be employed to support children with Special Educational Needs, as outlined on their School Support Plan and their Educational Health Care Plan. These members of staff will then ensure that learning opportunities are geared towards their targets outlined in the support plans and will carefully plan activities to ensure that all children can be successful.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, progress and to inform future planning. We follow our academy assessment calendar for key assessment points throughout the year and the national assessment calendar for test windows. All our assessments are stored on DCPro and we hold termly pupil progress meetings to inform future planning and interventions.

Monitoring and Evaluation

Pupils work and planning will be monitored and moderated termly in each of the core curriculum areas by the Curriculum Subject Leaders and the Deputy or Head Teacher. Foundation subject leaders will also monitor and moderate pupils work and planning on a rota basis linked to the school improvement plan. This is carefully planned in on the management schedule and each subject is monitored three times per year as a minimum. A termly review of this monitoring is held with all members of the teaching staff, and individual targets are agreed for each child. In addition, subject Leaders will regularly monitor children's books at least once per

term and this is again outlined on the management schedule.

The Head Teacher will observe each class teacher in a specified curriculum area at least once per year. Although this can be more frequently depending on the priorities of the school or individual teacher as outlined in the school improvement plan.

3. Monitoring of Teaching and Learning

Senior leaders and subject leaders will complete book looks linked to focus areas across the whole school. During this they will assess the use of marking and feedback used by the teachers and ensure it is linked to the expectations of the school. There should be evidence learning is appropriately matched to the children and that they are having the opportunity to access challenge. Senior leaders will ensure that the children's next steps are linked to their learning.

Senior leaders and subject leaders will carry out learning walks to monitor the implementation of strategies which have been discussed through CPD. These will be informal and used to gain insight into the effectiveness of Teaching and Learning across the school.

Senior leaders will carry out formal observations and provide feedback against the Teaching and Learning Non-Negotiables.

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

4. Learning Environment

The Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Adults are responsible for ensuring classrooms are an exciting, stimulating and welcoming place for learners by:

- arranging furniture and space to create a safe, flexible learning environment including a carpet
- focus area (where appropriate)
- creating a topic focused environment which stimulates interest in the area of study including a wall display with key subject vocabulary
- making sure the equipment is labelled and accessible to promote independent learning
- teaching, and expecting, children to respect and care for their environment
- ensuring classrooms are inviting and all areas are clear and clutter free
- creating role play areas and book corner areas (where relevant)

Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and motivate children towards further learning.

Each class across school will have:

- a working English display which will feature any focus texts which are annotated with relevant information to support the learning (where relevant), modelled examples and vocabulary
- a working maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract relevant to learning
- topic displays that are innovative and use captions to effectively generate interest, including the use of subject-specific vocabulary
- a Science display reflecting the content being taught
- a visual timetable on display at all times during the day
- corridor displays will be used to display children's work – focusing on writing
- displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups and images that challenge stereotypes of gender and disability will be included
- vision and values displayed
- in EYFS, displays are used to celebrate learning and achievements and inspire future learning.

5. Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.).
- One-to-one teaching.
- Conferencing.
- Collaborative learning in pairs or groups.
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Behaviour Management

Please see our Policy for Positive Behaviour

6. The Curriculum

The curriculum is all the different planned activities that we organise in order to promote learning, personal growth and developing, including subject-specific content, enrichment opportunities and extra-curricular activities. It is the combination of all these activities that ensure **ALL** our children access a broad and balanced curriculum.

The curriculum we provide for the learners at Lilliput is underpinned by the objectives as stated in the National Curriculum 2014 and follows the EYFS framework.

The Lilliput curriculum is based on the following core principles:

- **Coherent:** concepts are taught in logical ways
- **Progressive:** knowledge and skills are built upon year by year
- **Connected:** subjects / areas of learning are linked to ensure that our learners develop a rich and secure web of knowledge
- **Challenging:** our curriculum ensures that learners are provided with high quality knowledge
- **Purposeful:** children will know why they are learning content / skills

Subject leaders will break down the curriculum into core knowledge and skills for each year group ensuring the above principles are met. These progressive documents and long-term plans will then be transferred into units of learning to be delivered based on the principles of effective instruction referenced above.

Wherever possible, links are made to real life experiences to make the curriculum relevant. Cross-curricular links are created, where appropriate, to promote and further develop reading, writing and mathematical skills. We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

In core subjects, we have chosen schemes that align with the Rosenshine approach, our values, and our commitment to developing key skills.

Examples of this include:

Maths mastery: We follow the White Rose Maths Curriculum. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning apply demonstrate understanding and develop pupils' mathematical articulacy.

Essential Letters and Sounds. Phonics: This programme teaches children how to read, quickly! It does this through consistent lesson structure, resources and language. Minimising cognitive load and increasing children's success.

For further information on our curriculum and its intent/ implementation, please see the school website. [Lilliput Church of England Infant School - Lilliput's Curriculum](#)

Teachers are responsible for maintaining a good subject and pedagogical knowledge, ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning: attending courses, observing good practice, building and disseminating knowledge and best practice.

EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework; with the focus being primarily on the Prime areas to ensure all children have a strong foundation on which to build.

We understand that our children enter school at different stages of development, learning in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. We actively encourage:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making.

Curriculum implementation

Our approach to curriculum implementation is also informed by research into how children acquire, remember and recall learning, and the most effective teaching practices to support this:

Rosenshines Principles of instruction

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review
(see appendix 1)

Growth Mindset

Psychologist Professor Carol Dweck coined the term 'growth mindset' when she researched how people's underlying beliefs about themselves and their abilities can affect their lives. A growth mindset is the belief that your skills and abilities are not set in stone. Just as mighty oaks grow from tiny acorns, our talents might start small, but they have the potential to grow huge. People with a growth mindset believe that if they're not as good as they'd like to be at something, they can work at it and improve. Set-backs are re-framed as new challenges to overcome, and failure can be used as a springboard to bigger and better things.

Fixed mindset	Growth mindset
I'm not very good at this.	I'm finding it hard, but I'm trying and if I practise I'll get better.
I failed.	What can I learn from my mistake and what will I do differently next time?
I can't do that.	I'll give it a go.

Shirley Clarke – Assessment for Learning

The true conceptual framework describes *the teaching and learning process minute by minute* as creating independent learners who can self-assess, make improvements and know how to learn. It is the central structure of John Hattie's Visible Learning Program, not surprisingly, as all the features of formative assessment have significantly high effect sizes.

The key elements:

- A learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can succeed
- Pupil involvement at the planning stage
- Pupils knowing learning objectives and co-constructing success criteria
- Discussion about what excellence looks like
- Effective questioning
- Talk partners and classroom discussion
- Effective self, peer and teacher feedback

Shirley Clarke groups the elements in the following ways, for greater coherence in her book '*Outstanding Formative Assessment*';

1. **The Learning culture:** a) developing a growth mindset, b) understanding learning, c) establishing talk/learning partners, d) involving pupils at the planning stage
2. **Lesson starts:** prior knowledge engaging openers

3. Learning objectives, co-constructed success criteria and knowing what excellence looks like
4. **Feedback:** ongoing questioning, visualizer stops to model success and improvement, peer coaching, self and peer cooperative improvement, marking after the lesson

Dylan William – Formative Assessment

In many of Dylan Wiliam's talks and publications he references five 'key strategies' that support the implementation of effective formative assessment. The five strategies each get a chapter in his excellent book *Embedding Formative Assessment* (2011) which builds on the work he developed with other colleagues in the 90s and 00s.

The five strategies were expressed as early as 2005:

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

Leahy, Lyon, Thompson and Wiliam (2005).

Very commonly, Wiliam presents these ideas in this helpful table, linking the strategies to core assessment concepts:

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

EEF – Metacognition and self-regulated learning

Metacognition and self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. It will look different for learners of different ages, and for different tasks, but teachers will recognise these characteristics in their most effective learners.

See Appendix 5 – EEF Metacognition and self-regulated learning – summary of recommendations.

Blooms Taxonomy of thinking skills

Bloom's taxonomy (named after Benjamin Bloom and later revised by Anderson and Krathwohl) is a classification of learning skills that is often used in education. The word taxonomy simply means classifications or structures. Bloom's taxonomy (Bloom 1956) classifies learning into six cognitive levels of complexity. These levels are organised into a hierarchy of skills from the less to the more complex, showing the progression from lower to higher order thinking skills. According to Bloom, each level must be mastered before moving to the next higher level. Each level becomes more challenging as you move higher. Bloom's taxonomy is often depicted as a pyramid showing a progression from 'knowledge' to evaluation'. Appendix 6

Anderson and Krathwohl (2001) revised Bloom's taxonomy using verbs instead of nouns. This was to emphasise the active nature of learning, placing the emphasis on a learner's thinking processes rather than on behaviours.

Anderson and Krathwohl also reversed the top two levels of Bloom's taxonomy so that creating was at the top. Evaluating and creating can be seen as complementary and complex skills requiring the ability to analyse. Appendix 6a

Key knowledge organisers complement each of our topics and outline the target learning that the children will need to master. Throughout the topic, the children will be given opportunities to embed the key learning through lesson activities which include regular retrieval practice, thus ensuring that the learning is secured in the children's long-term memory.

Focus Weeks/Days

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. book week, art week or science/maths investigation day, to health or community-based events. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practice their skills and develop new interests.

7. The roles and responsibilities of staff, pupils, parents and the wider community

Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn and are the experts on their own child. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parent's evening for a chance for parents to meet with teachers to discuss children's progress and learning;
- holding information sessions to explain our school's strategies for English, maths and health education;
- sending information to parents and carers, at the start of each term, which outlines the areas that the children will be studying during that term at school;
- sending parents and carers reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents and carers how they can support their children with homework

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child comes to school feeling confident and positive.
- ensure that their child is equipped for school with the correct uniform and PE kit; do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- ensure that all contact addresses and telephone numbers are up to date and correct.
- support their child by attending Open Evenings and other meetings.
- support their child with homework tasks and activities – please refer to our 'Help Your Child At Home' guides.
- support their child and the teacher by becoming actively involved in the operation of the School Support Plan, and any Special Educational Needs processes.
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home-school agreement.
- agree to the Parent / Teacher contract concerning their child's behaviour.
- agree to, and support, the school's homework policy.
- contribute relevant information to on- entry assessment.
- attend all medicals and health interviews when invited.
- respond to letters sent home from school.
- support extra-curricular activities, such as visitors to school, concerts, visits and fairs.

Teaching Assistants

Each year team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers provide planning and hold regular meetings with TAs to ensure they are clear on their role and know how to support learning.

Pupil voice

We encourage and respect pupil voice. We have a School Council which meets and makes recommendations and undertakes work to improve our school. Children's opinions are regularly sought through questionnaires and discussions.

Governors

It is the Governors' role to monitor and review the policy and its practice through: Regular visits to oversee the delivery of their part of the Governor's plan.

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- ensure safeguarding is up to date;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the school status report to governors, and a review of the in-service training sessions attended by staff.
- report to the Head teacher and teachers.
- report to the Curriculum and Staffing sub-committee.
- report to the Full Governing Body and as detailed in the Governors' Document:
- receive reports from the Head teacher and/or the Teacher Governor.
- attend training.
- receive reports from the Premises and Finance Committee on relevant issues, in particular Health and Safety, and following up any relevant issues.
- promote and ensure equal opportunities in relation to race, gender, class and belief at all times as identified in the protected characteristics of the Equality Act 2010.
- promote and ensure the practice of giving value and respect for all cultures and faiths at all times.

Specialist support

Additional support is provided to identified pupils so all children can access the curriculum and fulfil their potential. Support may be given to assist pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.

Community Role

The community is invited to support the school by:

- Contributing to activities, such as Collective worship, artistic events, specialist outings and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events.
- Voluntarily helping in the classroom.

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures – see school website.
- Setting up curriculum meetings with governors.
- Displaying the Long-Term Whole School Curriculum Plan, Schemes of Work and Medium-Term Plans on the school website.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

8. The Review Process

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed every two years - next review: Autumn Term 2023.

9. Appendices

Appendix 1 – Rosenshine's Principles of instruction

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



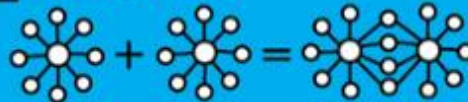
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 2 – Teaching and Learning Non-Negotiables

What	When	Definition	Rationale
Learning Objectives (Los)	All lessons	Learning Objectives explain what pupils must leave the lesson knowing or being able to do, that they could not do before. This could be key learning on the long-term plan.	Sharing learning objectives with pupils helps them recognise what they are trying to learn and why. Research shows that it helps to be explicit with students about what they should know and what the success criteria for judging the quality might be. It is not enough to simply share these – the children must understand them. <i>Dylan William, Embedded Formative Assessment</i> https://youtube/sYdVe5O7KBE
National Curriculum Reference Knowledge from Subject Long Term Plans	All lessons	The national curriculum in England - Framework document (publishing.service.gov.uk)	It is vital that what we teach follows the statutory National Curriculum. Progression documentation and subject plans ensure that key concepts have been properly sequenced and learning is consistent and coherent.
Success Criteria	All lessons	A success criteria is a list of features that the children need to include in their work during the lesson. It is an effective way of making children aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson. ❖ Share success criteria with the children ❖ Must be linked directly to the LO ❖ Must be specific and concrete ❖ Must be understood by the students ❖ Discuss the success criteria with the pupils and agree them together - Use the success criteria for tasks as the basis for giving pupils feedback on those tasks ❖ Use the success criteria to support peer and/or student self-assessment ❖ Re-visit success criteria during	This links formative assessment to metacognition and self-regulation and Rosenshine's ideas about moving from guided to independent practice. Effective learners can link their work to the success criteria and generate their own ongoing self-correcting feedback narrative. <i>Tom Sherrington on Dylan Williams' Five Formative Assessment Strategies</i>

		the lessons	
Ways in for All Pupils	All lessons	Ways in is any adaptations made to lesson activities to ensure pupils with SEND can access the LO. Ways in means ways to enable pupils working below or with an additional barrier ensure that all pupils access the same learning objective.	A key principle of the National Curriculum (2014) is that all children should be following the same course of work. Giving all children access to the same learning – not different learning- by ensuring that scaffolds and supports are in place to support all learners in being successful
Differentiated Outcome for children working significantly below	All lessons	Where children are working significantly below and cannot access the ageappropriate learning, they will need to be working towards a LO which is at the correct level. This is only for a small proportion of children. For example a Y2 LO may be to use punctuation to read with expression but for one pupil, they may be working on the LO to use my phase 3 and 5 sounds to decode unfamiliar words. This is the same strand of learning (Reading, decoding) but enables to the children to access. This is different to ways in.	All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.” SEND Code of Practice
Extension	All lessons	Extension is any additional learning extend knowledge or skills to greater depth in lessons. It is important that all children should be able to access the extension when ready.	The National Curriculum 2014 places emphasis on depth of learning, and provides more rigorous programmes of study. As a result, the most able pupils might be catered for by covering material to a more detailed and complex degree, or by providing extension exercises.
Input (Review, Sequencing Concepts, Questioning, Stages of Practice)	All lessons	The input (teacher-led, directed instruction part of the lesson) is what the adult will be doing to ensure that all children achieve the LO. Key components to be planned for are: Review: What previous learning needs to be reviewed in order to interrupt forgetting or bring forward previously learned concepts from long-term memory to aid learning. This could be a range of retrieval tasks.	Rosenshine's Principles of Instruction links the cognitive Science side of learning to practical ways of improving learning and outcomes for children. 

		Sequencing Concepts: Which steps need to be taught to achieve the LO. Questioning: Which questions will be asked in order to check for understanding? How will you get the children to explain what they have learned? How will you check the responses? Stage of Practice: Ensure that there are opportunities for children to work through guided practice to independent practice.	
Models	All lessons	Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and pupils learn by observing. Whenever a teacher demonstrates a concept for a pupil, that teacher is modelling.	Berger 'An Ethic of Excellence' discusses that models provide a reference point for the detailed elements of excellent work.
Misconceptions	All lessons	A misconception is where students have developed an incorrect schema. What we learn, and the way we frame our thinking, depends on what we already know and understand. Misconceptions must be rewired through deliberate re-thinking to ensure schemas are correct.	The most successful teachers spend more time in guided practice, more time asking questions, ore time checking for understanding and more time correcting errors and misconceptions. Rosenshine
Vocabulary	All lessons	Which words are needed for understanding? Which words need an explicit definition / etymology taught?	Building children's vocabularies opens doors to harder, more rewarding curriculums and lifelong learning. Alex Quigley, Closing the Vocabulary Gap.
CPA	Maths	The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources (e.g. fruit, Dienes blocks etc). When they are comfortable solving problems with physical aids, they are given problems with pictures – usually pictorial representations of the concrete objects they were using. Then they are asked to solve problems where they only have the abstract i.e. numbers or other symbols. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning.	CPA is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. ... It is an essential technique within the Singapore method of teaching maths for mastery.

Appendix 3 – Long Term Planning Template

Lilliput infant school – long term plan – Key learning in bold

Subject:

Overview:

Pupils will be learning to:



Themes within subject	Progression				
	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3

	N	R	1	2	3
Subject knowledge. <i>(Note that there is choice about what is covered in the NC, and when. This is one possibility)</i>					

Appendix 3 – Medium- and Short-Term Planning Template

Lilliput Infant School – Subject Planning 2021-2020

SUBJECT PLAN

Yellow boxes are copied from the year plan for the subject.

Green box is copied from key things for previous and future years on the subject coverage plan

Subject:

Half Term:

Topic:

Key Topic Objectives / essential learning. These are the only things assessed	Other topic objectives, including vocabulary in <i>italics</i>	Assessment: add names at end of teaching unit
		Exceeding: Working towards:

Previous learning that may need revision: <i>(only relevant key things from previous years)</i>	Future learning: relevant key things
YR – Y1 – Y2 –	<u>Y3</u> –

Lesson number	Lesson objectives – to be completed by subject leads.	Key vocabulary	Learning activities – to be completed by class teachers.	Challenge activity	Ways in for SEN
1	•				
2	•				
3	•				
4	•				
5	•				

Appendix 4 – EEF Special Educational Needs in Mainstream school – summary of recommendations

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

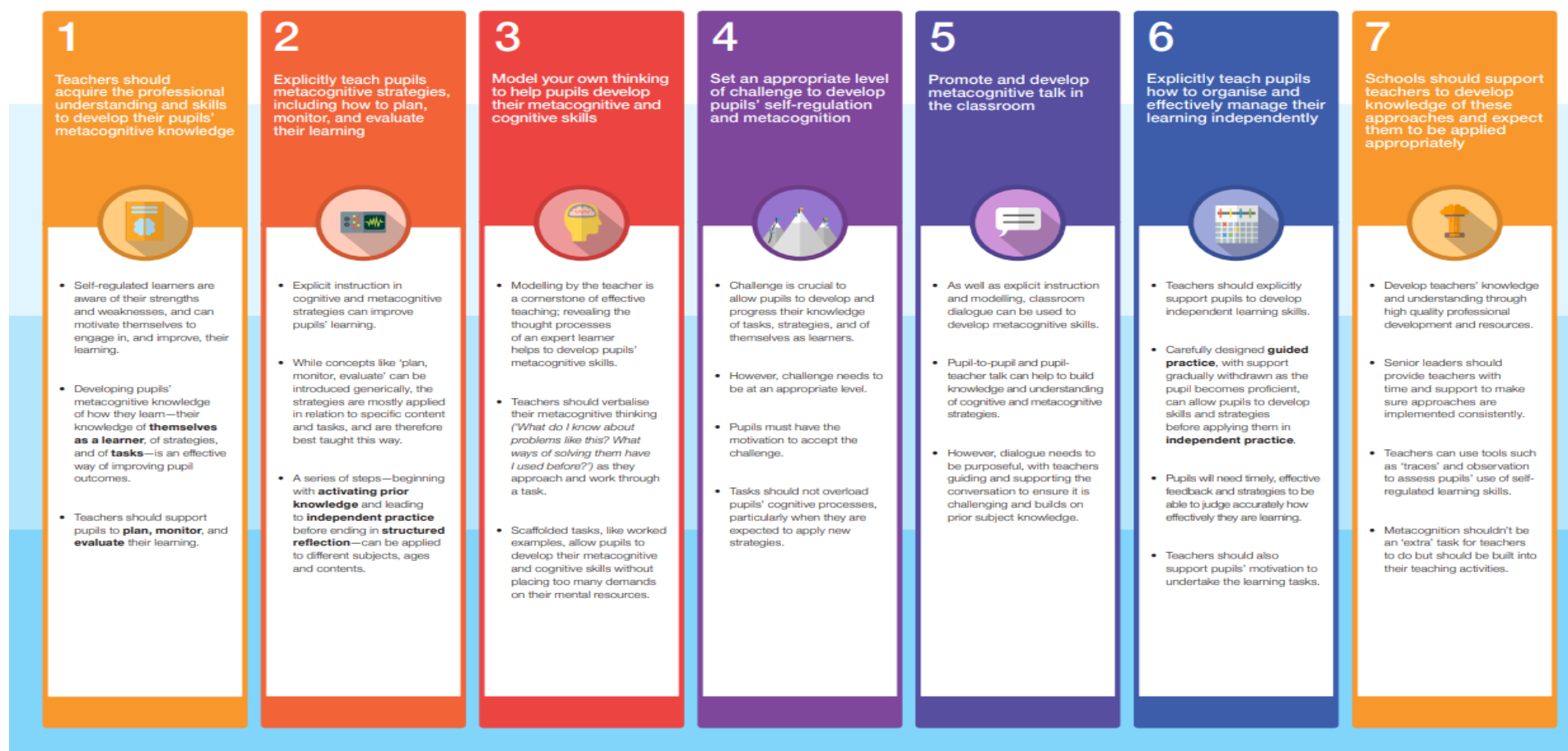
Work effectively with teaching assistants



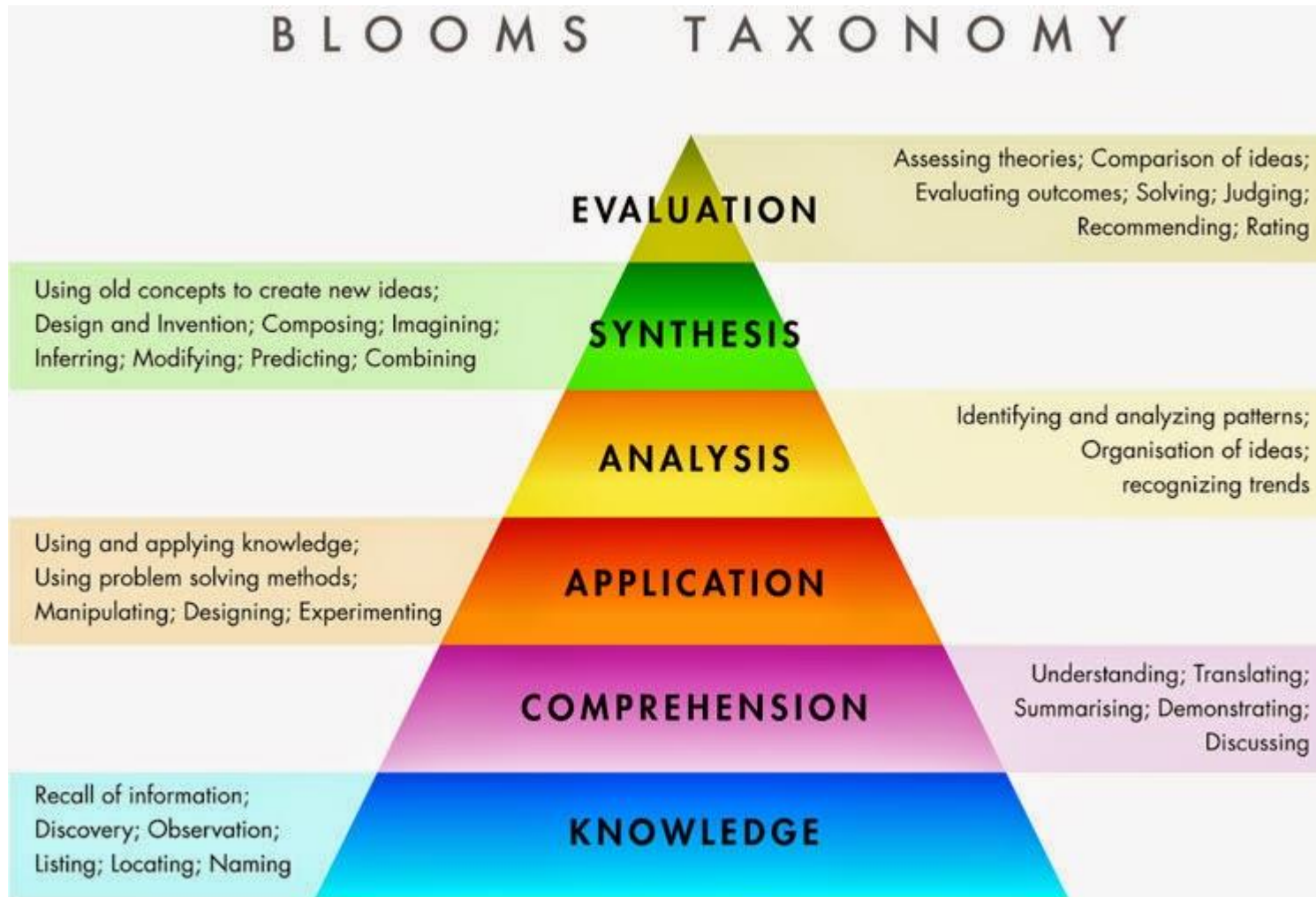
- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

Appendix 5 – EEF Metacognition and self-regulated learning – summary of recommendations

METACOGNITION AND SELF-REGULATED LEARNING Summary of recommendations

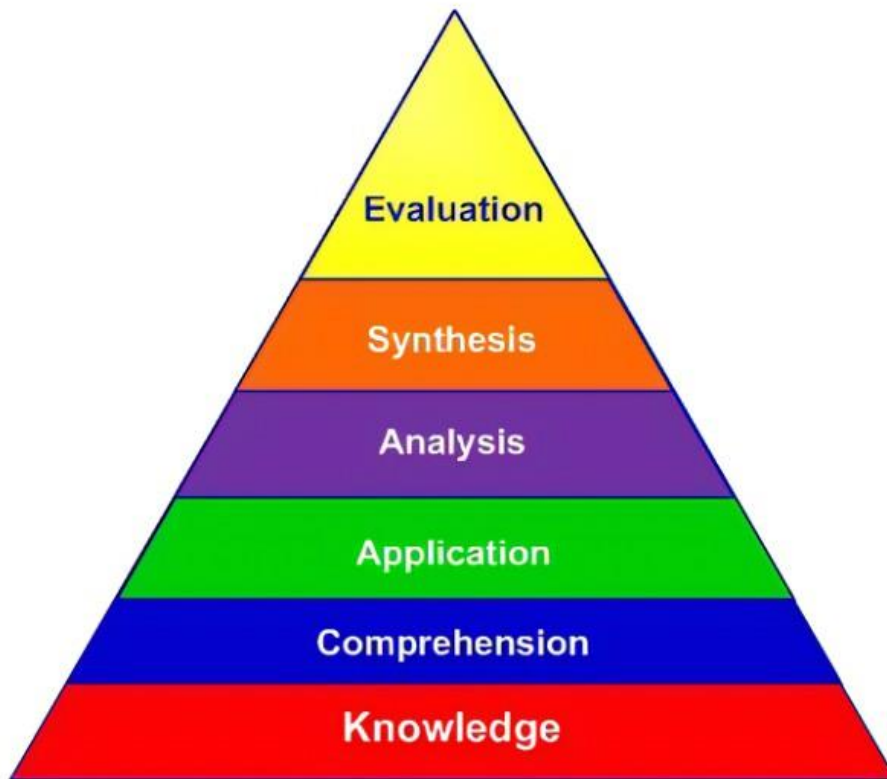


Appendix 6 – Blooms Taxonomy



Appendix 6a – Blooms Taxonomy - Revised

Blooms Taxonomy



Blooms Taxonomy - Revised

