



Spring 2023

Review: Spring 2025

At Valley End C of E Infant School, we believe that all children are born with potential and that every child is unique, with their own gifts and talents. We believe that there are no limits to learning and achievement. In order to be independent and motivated learners children need to be taught how to learn, be involved in their own learning and be increasingly aware of what they need to do to become better learners. We aim to equip our children with the skills, independence and values they need for lifelong learning and successful lives. We also encourage our children to develop enquiring minds, self-confidence and self-discipline and provide our children with a secure, safe, learning environment and the support to explore and grow as they learn. At Valley End Infant School we aim to teach and embed skills that the children then learn to apply and use within real life situations and problems

This Teaching and learning policy will:

- Provide a clear outline of shared intentions.
- Outline effective teaching and learning strategies.
- Outline how we create an effective learning environment and culture.
- Help us to achieve our aims and raise standards.
- Foster positive relationships including those of the wider community.
- Challenge our thinking and initiate debate.
- Encourage learning from one another.
- Highlight our values and beliefs.
- Indicate the different subject and learning areas that are taught at Valley End Infant School.

We believe that teaching and learning is most effective when: -

- The teacher, the teaching assistant, other supporting adults and pupils are clear and understand each lesson's learning objective and success criteria.
- The expectations of pupil achievement and behaviour are high.
- Strong values underpin the life of the school.
- Pupils receive effective marking and feedback.
- Questioning fosters a sense of deep learning and understanding.
- Teachers have excellent subject knowledge and can deliver that knowledge in an age-appropriate, well-crafted and creative way.
- Different learning styles and methods are catered for.
- A mastery approach is followed with scaffolded work provided for any SEND learners to ensure inclusion.
- The curriculum is broad, balanced and rich in creativity.
- Pupil's thoughts, ideas and misconceptions are used to shape the delivery of lessons.
- Lessons are investigative and foster a sense of curiosity, awe and wonder.
- Lessons include memorable, exciting and imaginative experiences.
- Lessons are challenging and allow the pupils to take risks within their learning.
- Cross curricular links are used to diversify teaching and learning across different subjects.
- Resources are used effectively to foster 'hands on' and 'visual' learning experiences.

- Other adults are used effectively within lessons and across the school.
- Pupils use and apply their skills across the curriculum.
- Teachers and other adults are committed to on-going professional development.
- Pupils understand what they need to do to complete tasks with a sense of pride and achievement.
- Pupils trust and respect their teacher and other adults in the classroom.
- Pupils are confident to express their own ideas, opinions and thoughts.
- Pupils can see the purpose of their learning and can make connections to other areas of the curriculum and real life.
- Pupils feel encouraged and confident within their learning.
- Pupils experience a strong sense of spiritual, moral, social and cultural aspects within lessons.
- Teachers and supporting adults model a positive attitude towards learning and acquiring new skills and knowledge.
- There is an effective partnership between the school and parents.
- Assessment and tracking of attainment and progress informs the planning of future learning opportunities.

Teaching and learning in early years

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Valley End, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2017).

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary.

Learning styles

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and development

Teachers and Teaching Assistants provide the curriculum in the reception classes of up to a class size of 30 children.

Teaching and learning in early years foundation stage (EYFS)

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are: -

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Planning and guided children's activities reflect the different ways that children learn. At Valley End we support children in using the three characteristics of effective teaching and learning. These are;

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching and learning in Years 1 and 2 (Key Stage 1).

Teaching and learning in years 1 and 2 is underpinned by the national curriculum. Our curriculum seeks to promote the academic, spiritual, moral, cultural, mental and physical

development of pupils at the school and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills. Teachers seek to teach these core skills and then allow children to embed and deepen their learning in order to apply and use their taught skills in everyday life situations and problems.

The national curriculum consists of core and foundation subjects that are taught throughout the week as single subjects or through cross curricular links. The core subjects are Maths, English and Science. At Valley End Infant School, we also have separate policies relating to the teaching and learning of English, Maths Science, Religious Education, Computing and Physical Education.

Mathematics

At Valley End Infant School, we aim to develop pupils' mathematical fluency, conceptual understanding and confidence. We aim to develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. We also teach pupils to apply their mathematics to both routine and non-routine problems, including breaking down problems into a series of simpler steps. There is also a separate maths policy.

English

At Valley End Infant School, we aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. We believe that fluency in the English language is an essential foundation for success in all subjects. There is also a separate English Policy.

Science

At Valley End Infant School our teaching of science provides a foundation for understanding the world. Pupils are taught age appropriate, essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils develop a sense of excitement and curiosity about natural phenomena. Pupils are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. There is also a separate Science Policy.

Art and design

At Valley End Infant School, we believe that art and design contributes to many areas of the school curriculum by encouraging children to be independent, think creatively, generate ideas and find their own solutions for a given task. It often involves working in pairs or small groups thus developing team work and pride in tasks achieved together. We aim to develop knowledge, understanding and an enjoyment of art and design. The planned curriculum for art and design at Valley End is structured with a focus on the progression of skills across the year groups. We aim to teach and develop specific skills in drawing, painting, print making, textiles and three-dimensional work. The children will be taught to plan, make and evaluate their work. They will learn to select and use a range of appropriate tools safely.

Computing

At Valley End Infant School, we believe that all children need to have very good computing skills if they are to succeed in the workplace. We aim to give them high quality learning experiences through access to a range of digital and electronic hardware.

Computing is delivered in a way that supports other learning areas as well as subject specific skills. Pupils are taught to not only use and manipulate existing programs and software, known as 'Digital Literacy,' but also to program and develop their own games and systems that allow children to understand the beginnings of computer science. At Valley Infant School, we also recognise the importance of teaching E-safety. This includes the age-appropriate teaching of keeping safe on the internet and how to use devices and software safely and securely.

Design and technology (DT)

At Valley End School, children are encouraged to think imaginatively and to solve problems creatively through a variety of practical design activities. Children learn to select tools and materials and to use them sensibly and safely. Specific knowledge and skills are taught and understanding developed through exploring and evaluating a range of existing products and in taking part in focused practical tasks including cooking. Our focus is not just on an end product, but the whole iterative process which encourages children to make decisions for themselves, develop their ideas and to be empowered to evaluate their design so they learn to create quality products.

Geography

At Valley End Infant School, children develop geographical enquiry skills, together with a knowledge and understanding of places and the people who live there, by studying locations close to home as well as further afield. They begin to understand patterns and processes (such as seasonal changes and how human and physical features affect places). Pupils also begin to develop an understanding of how environments change and how to sustain them. As well as using a wealth of resources in the classroom, children experience the wider world first hand on field trips.

History

At Valley End Infant School History is designed to stimulate children's curiosity about the way of life of people living in the past. Children learn about people's lives and lifestyles and they find out about significant people from the recent and more distant past.

The children have opportunities to visit museums and historical buildings, listen to visiting speakers, use books, videos, old documents, photographs and artefacts to deepen and enhance their interest and understanding. Children also have the opportunity to learn about the past through their own experiences when they take part in role play activities and special themed days. We enrich the curriculum with a visit from a Theatre Company, and a visit from a local Museum.

Music

At Valley End Infant School all children have the chance to enjoy, listen to, explore and appreciate a wide range of music. This includes music from a variety of cultures and times. They find different ways of making sounds with their voices and instruments, learning and developing skills which they then use to improvise and to create their own musical compositions. The children are encouraged to play a broad selection of percussion instruments, both following notation and writing their own graphic notation. Our music lessons are active and creative; the children evaluate their own work and come up with improvements, as well as learning how to critically evaluate the work of others. The children in Year 1 and Year 2 are taught to play the recorder as part of their weekly music lessons.

Physical Education (PE)

At Valley End we aim to help children to develop a positive attitude towards active and healthy lifestyles and provide enjoyable experiences that will encourage children to think in different ways to suit a wide variety of activities. Children learn how to plan, perform and evaluate

actions, ideas and performances and to improve their quality and effectiveness. Children are taught skills within gymnastics, dance and games.

Religious education (RE)

At Valley End Infant School we follow the Surrey Agreed Syllabus for teaching Religious Education (SACRE).

Please see the school's separate RE Policy.

Personal, social and health education (PSHE)

At Valley End Infant school PSHE is a key part of the daily life of the school and is promoted by the strong vision and underlying values that permeate all that we do together.

School staff model positive attitudes, behaviour and relationships, reflecting our vision and providing positive role models for the children. Much of our work in this subject is in response to issues and situations as they arise with individuals, classes and the whole. However, we also believe that PSHE should be taught as part of the curriculum through assemblies, weekly class lessons, visiting speakers and opportunities in other subject areas. The 'Life Bus' visits each year to enrich the PHSE Curriculum as do parents in the NHS, who visit to talk about hygiene and our responsibilities to do as much as we can to care for ourselves.

Relationships and health education (RHE)

Relationship and health education is discussed in the context of family life, loving and caring relationships and respect for others.

At Valley End C of E Infant School, we are a 'Caring, Christian Learning Community'.

Links to other policies:

Maths

English

Science

Physical education

Computing

RE

Health and safety

Assessment

Equalities

Special educational needs

Relationship and health education

Personal social and health education

Social moral spiritual cultural