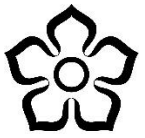



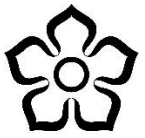


Uplands Infant & Nursery School



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Policy Title	Teaching and Learning Policy 2024-2025
Purpose	To ensure a consistent approach across the school for teaching and learning.
Review Date	This policy will be reviewed annually or earlier if considered necessary. Any amendments will be presented to the Governing Board for approval. Review Date – September 2025
Coordinator/s	Artee Odedra (Deputy Head Teacher)
Signed	Numera Ismail (Chair of Governors 



Teaching and Learning Policy 2024-2025

Uplands Infant School

At Uplands Infant School, we believe that the infant years are the fundamental foundations to achieving both educational and personal success for our children and that they thrive within the vibrant and nurturing yet challenging curriculum that we provide. Our key drivers, "Nurture, Empower and Flourish", permeates the ethos and practices throughout the school to ensure that each child flourishes and achieves to fulfil their potential.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

Aims of the policy:

- To ensure that all of our children experience a broad, balanced, knowledge and skills-based curriculum which is responsive to the context of our school and the needs of the children that we teach
- To equip children with the powerful knowledge, skills and personal characteristics required to become responsible, successful citizens
- To ensure consistency in high quality teaching and learning throughout the school
- To ensure a safe and professional working climate for our staff
- To secure good practice through effective research based CPD opportunities for all
- To facilitate effective monitoring to maintain high standards across the school

Our Curriculum Intent

We have designed our curriculum to support the needs of our children. This means that we understand the context of the lives of our children, the community in which they reside and use the curriculum to build upon this knowledge and offer new possibilities and opportunities. Knowledge is the power to success, our job is therefore to give every child the knowledge they need to be a success. By giving them knowledge, we arm children with the choices to prosper in all manners of life, whatever their life path may be.

Through cognitive research, we have designed the curriculum to aid long-term retention of different types of knowledge. Key concepts tie the subject topics that we teach together into meaningful learning which are returned to regularly in order to build their understanding and transfer that knowledge into their long-term memory. By the end of the key stage, children are therefore able to connect key ideas through each subject in order to inform understanding and deepen their knowledge as opposed to weak understanding through information exchange alone. We approach the subjects and the key concepts that need to be taught in accordance with the different types of knowledge required. For example, in science, the key concepts are to teach children how to think as a scientist which needs different types of knowledge to say, for example, thinking as a musician. This supports the formation of schema around the key concepts within a subject e.g. investigating and interpreting evidence in

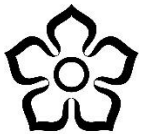
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history, rather than learning unrelated historical facts or topics. Each concept is built upon to ensure progression and repetition of learning. New ideas are the hardest for children to learn. Therefore, sufficient time is spent to ensure that the basics are secure and that we can sustain

mastery leading towards greater depth. We call these 'milestones' which is how we can show what our children have learned. This means that our programme of study will take place over 2 years to ensure children are in the advancing stages of understanding the key concepts across all subjects. This means our children will be Key Stage 2 ready.

Our Curriculum Implementation

Our curriculum is designed to ensure that children move forward with secure knowledge. Teaching of our subjects is interleaved and retrieval of previously learned content is frequent to aid long term retention. Key curriculum concepts are built upon across the key stages to ensure progression and are pushed through the topics that we teach ensuring intra-curricula links which allows children to build meaningful schema and move their learning from working into long term memory.

Our provision enables application and replication of the knowledge taught in different contexts, with pertinent cross curricula links, offering a more open ended approach to learning which challenges and empowers children to demonstrate their learning in imaginative and different ways. It also builds on previously taught knowledge, both day-to-day and across year groups. It supports the needs of the less knowledgeable children but challenges those more knowledgeable children. Support staff facilitates children's learning within a context which engages them and develops their problem solving skills, independence and attitudes towards learning.

Our Curriculum Impact

All of the school's activities demonstrate our uncompromising drive to maintain the highest levels of achievement for all pupils in order to maximise their life chances.

The school's frequent monitoring cycle ensures effective practice. Children's gaps in knowledge are identified through Assessment for Learning strategies and at summative assessment points throughout the year. AFL determines pre-teach or catch-up sessions planned by the class teacher. Immediate interventions are delivered where necessary. Rigorous pupil progress meetings take place every 10 weeks to analyse and inform next steps.

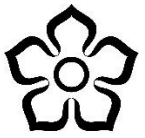
Links to other policies:

- Marking and Feedback Policy
- Assessment Policy
- Behaviour Policy

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Our Philosophy: How children learn best?

Much research and focus has been undertaken by the school to understand how children learn best. This has resulted in a refined understanding of what conditions are needed for

great learning. All the strategies which have been adapted are rooted in evidence-based research.

Learning is at least in part defined as a change in long-term memory. As Sweller et al (2011) has pointed out, **'if nothing in the long-term memory has been altered, nothing has been learned'**. It is, therefore, important that we use approaches in our classrooms which help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.

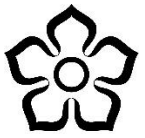
To do this we can draw on a growing evidence base from the 'learning sciences'. Learning sciences is a relatively new interdisciplinary field that seeks to apply understanding generated by cognitive science to classroom practice. This includes the work of John Hattie, John Sweller, Oliver Caviglioli and Barak Rosenshine.

At Uplands Infant School, our teaching and learning training and development sessions hinge on Rosenshine's 10 principals of instruction, helping teachers develop effective lessons for all pupils. We follow these to ensure pupils **'know more, do more, remember more'**. In 2012, Professor Barak Rosenshine created 10 principles of instruction to help teachers develop effective lessons. Please see Appendix 1 for a summary of Rosenshine's Principles in Action.

Teaching & Learning at Uplands Infant School

Quality First Teaching is fundamental to all teaching at Uplands. Our shared understanding is that teachers' secure subject and pedagogical knowledge and expert knowledge of the children within their class is used to ensure that:

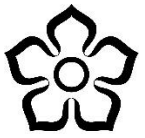
- Lessons are well-prepared to ensure that every child's needs are considered and that potential misconceptions are anticipated in advance. This preparation also helps to support effective behaviours for learning
- Differentiation is effective in supporting all children to achieve the learning objective
- Assessment for Learning is used to adapt teaching promptly to the needs of individuals
- Feedback is used effectively in line with our school policy
- New knowledge is introduced through a series of carefully considered small steps
- Questioning is used effectively to check understanding, challenge and extend
- Tasks are appropriate to the subject and intended outcomes
- High quality resources are used in all lessons. This includes working walls and displays
- Modelling is used effectively to make thought processes explicit
- Vocabulary is planned for and taught using the 'STAR' approach from Word Aware



- Every lesson contains frequent opportunities to retrieve, repeat and build on prior knowledge and this is made explicit to children
- All children are expected to participate to a high standard

What we expect to see at Uplands:

<p>Subject Knowledge and Assessment</p>	<ul style="list-style-type: none"> • Secure subject, pedagogical and pedagogical content knowledge of the subject, Threshold Concepts and Curriculum Drivers • Secure understanding of end of year and key stage objectives for all subjects for the relevant year group. • Prior learning is assessed systematically and accurately • Lessons fit into a sequence of teaching. Knowledge Categories and Threshold Concepts are interleaved and repeated: links are made explicit to children • Understanding is checked throughout lessons; changes to task are timely and appropriate and effective questioning is evident throughout. • Systems are in place to allow immediate feedback to children and time to proof read, edit, revise and amend immediately. • Children are confident and critical in assessing their own and others' work and know how to improve their work.
<p>Teaching</p>	<ul style="list-style-type: none"> • Content and level of work is appropriate to all children's needs. • New knowledge/skills/concepts are presented in a way which is appropriate to the subject and content • Tasks provide appropriate opportunities to practise/apply new knowledge and skills in order for them to become embedded in long-term memory • Expectations are consistently high including expectations for engagement. • Pace is appropriate to support engagement. • Intervention and support are appropriate and have notable impact • Expert use of questioning to: engage thinkers, extend ideas, share ideas/opinions and to probe and clarify understanding. Teachers encourage and responds well to children's questions. • Misconceptions are teased out and are used to re-shape tasks to support understanding. • Every opportunity is taken to develop knowledge and make links throughout the curriculum. • Adult support is effective. Excellent communication between staff is evident and TAs are deployed effectively to enhance/support learning. • Teaching consistently deepens pupils' knowledge and understanding and opportunities are consistently provided for children to use this knowledge within different contexts. • Effective use of resources including working walls and displays. • Children know what they need to do to succeed and are able to work independently and are further challenged when an adult is present. • Specific praise is evident. • Children have opportunities to work with a range of their peers.



	<ul style="list-style-type: none"> Groupings are flexible according to identified needs.
Personal Development	<ul style="list-style-type: none"> Classroom ethos places the school values in high priority and these are regularly and consistently referred to. The characteristics of effective learning are evident throughout the school Opportunities to develop SMSC within lessons through demonstrating motivation and the ability to reflect on their learning, behaving with integrity and embracing opportunities to work with others. Opportunities for creativity and imagination within learning. Opportunities to reflect on their experiences
Behaviour and Attitudes	<ul style="list-style-type: none"> Pupils attitudes to learning are exemplary. There is a very high level of engagement, courtesy, collaboration and co-operation evident. There is a systematic, consistently applied approach to behaviour management following the behaviour policy. The learning environment is calm, tidy and organised. Low level disruption is uncommon.
Teacher Presence	<ul style="list-style-type: none"> Effective use of voice Enthusiastic about what is being taught An excellent rapport with the children and is warm and friendly Demonstrates all of the values and behaviours of a professional teacher. Is reflective about own practice.

Inclusion

All our children receive Quality First English teaching in every lesson and have access to the full breadth of the curriculum. In addition, where identified children are considered to require targeted support to enable them to work towards age related expectations, specific intervention programmes are implemented. In collaboration with teachers and SLT, the SENCo identifies which intervention programmes will be used in the school (according to the school provision map). Team leaders and teachers plan programmes for Quality First teaching within class and monitor the progress of these children. Where gaps are identified, either the teacher or teaching assistant will support these children to close the gap in their learning.

Where children have been identified as needing additional support, they will be placed on the SEND register as 'SEND support' and outside agencies may be consulted. Children that have an Education, Health and Care Plan (EHCP) will have their needs met through specified outcomes outlined on their plan. Further information is available in our school's SEND Policy.

Higher attaining children are planned for using Quality First teaching and ensuring all children are challenged within the curriculum. The needs of children with English as an Additional Language are met through planning and support from the SENCo where appropriate. This includes a New to English programme which provides children with basic English language to enable them to communicate with their peers and understand basic classroom vocabulary.



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This is supported by the ALT
Equality Policy which we

follow.

In line with our school's inclusion statement, resources reflect the breadth of society with people of different racial, cultural and physical characteristics.

Professional Development

At Uplands, we want our staff to feel empowered with the subject, pedagogical and pedagogical content knowledge to teach all subjects to a high standard. Our comprehensive, responsive CPD programme for teachers and teaching assistants, linked directly to our School Improvement Plan, is key to this.

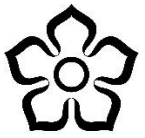
What this looks like at Uplands:

- All of our teaching teams have worked collaboratively with Senior Leaders and Curriculum Champions to develop well sequenced, progressive curriculum maps for each subject therefore all staff understand the content of each subject.
- In PPA, teachers plan collaboratively in year group teams supported by Team Leaders (and Curriculum Champions as appropriate) and this time is used to plan how they will deliver curriculum content in the most effective way for each subject, taking into account the needs and motivations of the children in their class.
- Staff meetings are purposeful and based on our SIP priorities and needs arising from the context of our cohorts, self-evaluation, ongoing monitoring etc. Meetings are shared in advance on our monitoring section on the school improvement planner.
- There is designated time within working hours for teachers and teaching assistants to discuss planning and provide feedback.
- Curriculum Champions are supported to monitor and evaluate the effectiveness of their subject and action plan accordingly.
- All performance management targets link directly to SIP priorities. Every member of staff receives the training and support required to meet their targets and effectively evaluate their own practice and progress towards them. They are also supported to pursue their own individual targets, identified in collaboration with their appraisal manager.
- New initiatives are research based and working parties implement them and evaluate their effectiveness before any changes are cascaded to the rest of the school. Members of staff taking part in working parties are encouraged to provide honest feedback during review meetings and seek advice and support.
- Curriculum Champions and Senior Leaders model lessons and work alongside staff to support high quality teaching.
- Coaching and mentoring is used to develop Senior Leaders and teaching staff.
- Peer observations are facilitated to ensure consistency
- Feedback from ongoing monitoring, learning walks, SIL reviews etc is discussed and targeted CPD is provided where appropriate. This may be at an individual, year group, key stage or whole school level.

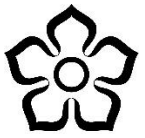
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- ECTs have a mentor who works alongside them on personalised targets which are identified in discussion with the ECT. Each ECT also has an induction tutor to provide further pastoral support.

Monitoring the Quality of Teaching at Uplands

We dedicate time to monitoring standards. This enables leaders at all levels, including governors, to establish whether the intended outcomes of teaching approaches are being achieved. Formal learning walks and observations are shared in our monitoring timetable. Following any form of monitoring, feedback is discussed with staff and subsequent actions are captured and followed up.

Monitoring of standards is carried out through a wide range of activities:

Children's Voice: Talking to children about their learning is an effective way of seeing what they have learned. Senior Leaders and Curriculum Champions regularly carry out such conversations. The conversations lead to actions that we can take to improve the quality of teaching and the effectiveness of the curriculum implementation.

Book Scrutiny: Looking at children's work is another key way we monitor the quality of teaching. If children are being taught effectively, then their work will demonstrate an increasing understanding of key concepts. Children will take pride in their work and will be able to use appropriate subject-specific vocabulary to explain their understanding.

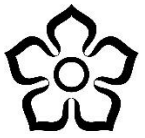
Learning Walks: There will be a specific focus for the learning walk and observers will look for consistency and effectiveness of practice.

Lesson Observation: When observing, there is a real benefit in focusing on the pupils' perspective: are they engaging successfully with what is being taught? We know that learning will not be seen in the short term so we look to see if the approaches and tasks are likely to lead to a change in children's long-term memory.

Some questions we consider:

- Are children engaging thoughtfully?
- Do they offer accurate explanations of the concept being taught?
- Do they understand what they need to do?
- Can they explain why they are doing what they are doing?
- Are they able to reflect on their work, learn from mistakes and offer suggestions for improvement?

Teachers and teaching assistants deserve and need effective feedback about their practice. After observing, we always ensure there is a reflective conversation between the observer and the teacher, with any agreed actions captured and followed up.



Assessment Data

Assessment data is another important indicator of the quality of teaching. Assessment for Learning is fundamental to our classroom practice and is used by all staff to plan for children's strengths and next steps and adapt teaching in the moment in response to observations. The effectiveness of AFL is carefully monitored using a range of strategies as described above and its impact is tracked through summative assessment. At Uplands, we assess the children at the end of each term and we identify any key groups who might be underperforming and unpick the reasons for this. These conversations, carried out with teachers in Pupil Progress meetings, then help to inform priorities in the term ahead. For writing, we use moderation at a school, Trust and LA level. The data produced from moderation tasks also enables us to provide targeted support where it is needed. Phonics is assessed regularly in line with ALS Phonics and this data is analysed by teachers and the English Lead to inform next steps. Other fluency checks for mathematics and reading are also used during the year to help teachers to unpick gaps in children's learning.

Foundation subjects are assessed formatively and at the end of each unit. Where gaps are identified, teachers take time to secure key vocabulary, knowledge and skills before moving on.

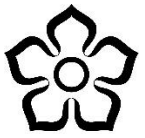
This policy was reviewed by Artee Odedra in November 2024

Next review: September 2025

Appendix 1: Rosenshine's Principles in Action

At Uplands Infant School, our teaching and learning training and development sessions hinge on Rosenshine's 10 principals of instruction, helping teachers develop effective lessons for all pupils. We follow these to ensure pupils '**know more, do more, remember more**'. In 2012, Professor Barak Rosenshine created 10 principles of instruction to help teachers develop effective lessons. Here is a summary of these principles.

What does this look like in the classroom?



Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review

1. Begin the lesson with a review of previous learning.

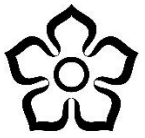
Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes. This will strengthen understanding and the connections between ideas.

2. Present new material in small steps.

Presenting new information in small, bite sized chunks increases the progress made by the pupils. Introducing too much at once will see progress rates fall as they can only process so much at one time. This reduction in cognitive load allows metacognition to take place (it allows them to think about how they are thinking about the task).

3. Ask a large number of questions (and to all pupils)

Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge pupils to think deeper into a subject. The greatest value of



questioning though is that they force pupils to practice retrieval, this strengthens and deepens their memory.

4. Provide models and worked examples.

Delivering new information to pupils by linking it to something or some process they are familiar with allows pupils to gain an understanding quicker, it also gives them deeper retention. This is especially true of more conceptual ideas.

5. Practise using the new material.

Practice makes perfect right? In teaching the preferred phrase is "practice makes progress." Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that the successful teachers allow more time for guidance, questioning and repetition of processes.

6. Check for understanding frequently and correct errors.

Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes or pupils understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need re-teaching.

7. Obtain a high success rate

Teaching for mastery ensures all students in a class are ready to move on to the next stage in the topic, thus preventing pupils from taking misunderstanding into their future learning. From his research, Rosenshine found that a class that the optimal success rate is an 80% understanding. This shows that not only have the students learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

8. Provide scaffolds for difficult tasks

When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian scaffolding. Providing pupils with a framework that more easily allows them to make progress. The scaffolds can then be gradually removed as their competency grows. Examples of scaffolds can include; checklist, cue cards or writing frames. Teachers can also anticipate commonly made errors and build tools into the scaffold tasks that reduce the chances of students making the same mistakes.

9. Independent Practice

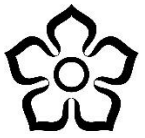
Following scaffolded tasks, pupils should be competent in the task and therefore can practice the task independently. This repetition of the task will promote a deeper fluency, Rosenshine calls this "overlearning".

10. Monthly and weekly reviews.



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An extension of the first principle, monthly and weekly review of previous learning aids recall of information and processes.



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Appendix 2: Expectations for Teaching & Learning at Uplands

English

In English, we use the 'read to write' approach where a key text is used as a vehicle to teach both reading and writing objectives. This text is rotated between fiction, non-fiction and poetry. In writing, teachers follow '**the teaching sequence for writing**' alongside shared and guided reading sessions. Through our teaching sequence, we have interweaved grammar and vocabulary to be explicitly taught within the context of the lesson. The units have been created to deepen children's understanding of audience, language and layout of texts. **Talk for writing** approaches are used within the teaching sequence. Reading strategies from the leadership of reading project are used across the school. The School uses **ALS Phonics** to teach systematic synthetic phonics across the school.

Maths

We have a mastery approach to teaching Mathematics.

This is underpinned by core principles:

- It assumes that everyone can learn and enjoy maths
- children will seek to make connections and reason mathematically
- Lesson sequence is coherent and facilitates progression over time
- Continuous professional development for teachers is accessible and they work collaboratively to refine and improve their teaching

In the classroom this is characterised by:

- Whole class interactive teaching
- back and forth interactions
- use of precise mathematical language to support children's reasoning and thinking
- Same day interventions
- Intelligent Practice
- Key number facts are learnt to automaticity to reduce cognitive overload and support children to focus on new learning

We use Power Maths as a tool to deliver our mathematics curriculum. This is a DFE approved scheme that is built on evidence based pedagogy. It is a whole school approach to mastery fully aligned with the National Curriculum. At the heart of Power Maths is a clearly structured teaching and learning process that enables every child to master each mathematical concept. A Power Maths lesson should begin with a problem for children to solve in collaboration with a partner, followed by discussion, guided questions all of which are undertaken using a 'ping pong' approach. Finally, the children practice and apply taught

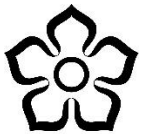
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knowledge in their practice books. The practice books provide a coherent structure, intelligent practice to support fluent recall and build conceptual understanding. Fluidity across the CPA (concrete, pictorial, abstract) approach supports a deeper understanding with explicit use of visuals and representations.

Each lesson includes the following parts shown below:

Power up: A 5-minute mental recall activity to help gain fluency in Mathematical facts.

Discover: pair work to explore a mathematical problem.

Share: This is an opportunity to share what we have found out and how the problem was solved. Did we all use the same strategy? Is there a more efficient strategy? What are the misconceptions? This is a chance explicitly demonstrate the key links between any visuals, manipulatives and representations used.

Think Together: An opportunity to have a go at more problems together

Foundation Subjects

A detailed, structured curriculum is mapped out from nursery to year 2. The long term planning documents for all subjects are based on the Early Years Foundation Stage (EYFS) and the National Curriculum. Within this, key knowledge and skills are identified for each unit of work. Teachers use this to create a sequence of lessons using the strategies above.

Educational Programmes used by the school are:

- Agreed Syllabus for Religious Education
- Jigsaw (PSHE)
- Be Real (Physical Education)
- Computing
- Music (Leicestershire Music Service)

Continuous Provision

Continuous Provision is our 'curriculum in action'. Alongside discreet teaching it supports the learning requirements of the EYFS, the National Curriculum and our school curriculum. It is an inclusive space, resourced to facilitate changes to long-term memory so that learning can be embedded. It encompasses the classroom and a shared indoor and outside learning environment where children have the opportunity to draw on any combination of discreetly taught knowledge and apply it within a meaningful context.

All classes ensure that the rules of engagement are made explicit to the children with all staff consistently applying sanctions for no adherence.

Every class teacher is responsible for the planning, resourcing and upkeep of Continuous Provision

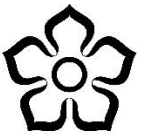
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Planning for Continuous
Provision is undertaken every

half term for both the indoor and outdoor spaces by the class teachers. This will detail clear learning outcomes and resources to facilitate the learning. Teachers will discuss these with support staff.

It may be necessary to amend the planning in the shorter term which will be discussed during weekly PPA sessions.

Homework Expectations

Home work will be set via Seesaw or taken home in reading book bags. Staff must ensure that children bring these bags to school daily. All activities will be designed to effectively reinforce and/or extend what is learned in school.

Nursery

Weekly

- A book to share with their parents

Termly

- Songs and nurse rhymes via seesaw
- High Frequency Word

Reception

Weekly

- A phonetically decodable reading book
- High Frequency Words based on teacher assessment

Half termly:

- Seasonal/ curriculum informed (practical) activity

Termly:

- A set of High Frequency Words

Year 1

- Reading (Phonetically decodable and PM Book)
- High Frequency Words: For both reading and spelling
- Maths based on learning that week

Year 2

Weekly

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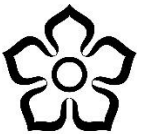


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• Reading
(Phonetically decodable)

and PM Book)

- High Frequency Words: For both reading and spelling
- Handwriting
- Maths based on learning that week



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