Turnfurlong Infant School
Teaching and Learning Policy 2026-27

INTRODUCTION

The curriculum at Turnfurlong Infant School aims to develop children's skills and knowledge from the Early Years Foundation Stage to the end of Key Stage 1. Each area of the curriculum is mapped to support development and progression.

Our intention is to make learning meaningful and engaging for the young children in our school. At the heart of our curriculum is a focus on developing children's language and literacy skills. We are a 'story telling school', using carefully chosen half-termly key texts in EYFS and Key Stage 1 to scaffold children's development in oracy and writing. This is supported by the use of 'drawing club' in Reception to develop children's ability to tell and express their own stories. To further develop language and vocabulary in context we also place particular emphasis on 'hands-on' experiences throughout the school year to enhance learning across the curriculum. These experiences include visitors to school, special activities such as curriculum focused workshops or the 'living eggs' chick hatching experience in Early Years, local educational visits on foot and visits further afield by coach.

Our school community is enhanced by its diversity and we are proud to be part of the wider, Aylesbury community. We therefore seek to find connections with our locality and our community where this enhances the curriculum. This enables the children to make connections between their learning and their wider life experiences. These experiences include visits to local places of worship, a Diwali dance day and parties for Christmas and Eid.

We believe that all pupils should be enabled to realise their potential by receiving a broad range of high quality, challenging and engaging learning experiences and opportunities across the curriculum.

The teaching and learning policy has been approved by the staff and governors of the school.

OBJECTIVES (Intent)

Children learn best when they are:

- actively involved in the learning process
- given opportunities to ask questions and express opinions
- given opportunities to apply their skills and knowledge (problem solving, exploring and investigating, engaged in open-ended creative activity)
- able to achieve success
- clear about what they are expected to do
- challenged, inspired and stimulated

- given the opportunity to work individually, in pairs, groups and as a whole class
- provided with opportunities to talk about and review their learning.

Through our teaching we aim to:
- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of the community
- help children grow into reliable, independent and positive citizens.

The school's objectives are to:
- ensure the school's teaching and learning policy is implemented consistently by all staff
- identify and remove barriers to learning
- ensure pupils have access to appropriately differentiated curriculum learning opportunities to match their ability
- ensure the classroom ethos and environment supports learning;
- ensure lessons are structured well, paced well and provide opportunities to extend and review learning
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of pupils' prior attainment
- ensure pupils receive feedback on how they can improve their learning.

EFFECTIVE TEACHING (Implementation)

Our overall curriculum plan details what is to be taught to each year group to ensure continuity and progression in children's learning. These objectives are taken from the National Curriculum Programmes of Study for Key Stage 1 and the document 'Birth to 5 Matters in the Early Years Foundation Stage'. The organisation and implementation of our curriculum enables children to make connections in their knowledge and develop and deepen their skills from the Early Years Foundation Stage to the end of Key Stage 1.

We base our teaching on our knowledge of the children's level of attainment and use this to plan for next steps in children's learning. In English, learning ladders enable teachers to accurately identify children's next steps and any 'gaps' in prior experience or understanding that need to be addressed. We use the scheme, Read Write Inc to teach systematic synthetic phonics and reading and from Reception onwards children's progress in reading is assessed every half term. In Key Stage 1, we use the scheme, Maths No Problem to teach maths and children's progress is assessed using the Insights online assessment programme.

We set next steps for all children in each academic year and we share these with children and their parents. We review and update the progress of each child on a termly basis.

In accordance with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, we strive to ensure that all tasks set are appropriate to each child's level of ability and that all children are able access the curriculum. Where children are identified as requiring additional support to access the curriculum and/or learning we implement a graduated, cyclical support process for Special Educational Needs and Disability (SEND). Progress against targets in individual SEND plans is reviewed by teachers with parents on a termly basis. This cyclical approach enables teachers and the school's Special Educational Needs Coordinator to regularly assess the impact of the support in place, adjusting this as necessary for a child to make progress.

Where support staff are working with children with additional needs they may be supporting an individual child or working with a targeted group of children. They may be involved in pre-teaching with a focus on vocabulary to support access and engagement, working with specialists from outside agencies, supporting with a health or medical need or running a targeted intervention to address a specific learning and development need.

Our topic based curriculum provides the opportunities for children to develop a range of skills and to deepen their learning by applying their knowledge in different contexts across the curriculum.

These include:

- discovering and making connections through hands-on experiences *(visits to places of educational interest across the curriculum, drama, science investigations)*
- open-ended creative activity *(art, design technology, drama, storytelling and role play, dance, music, ICT)*
- questioning and exploring, investigation, problem solving, researching, finding out *(oracy, mathematical problem solving, science investigations, history, geography, design and technology challenges, ICT)*
- comparing, evaluating, developing and improving *(mathematical problem solving, science investigations, history, geography, design and technology challenges, ICT)*

Effective teaching in the school is characterised by:

- well-structured, well-paced lessons
- pupil engagement with learning
- a classroom climate based on mutual respect and focused on learning
- assessment, recording and reporting of pupils' progress that informs planning and teaching
- clear learning objectives which are shared with and understood by pupils
- the teacher modelling and demonstrating expected learning outcomes
- high expectations
- good discipline and behaviour management
- the effective use of resources, which include ICT
- the effective use of teaching assistants
- pupils being encouraged to take greater responsibility for their own learning
- classroom displays being utilised to extend, support and enhance pupils' learning
- teachers having secure subject knowledge.

ASSESSMENT (Impact)

Assessment is an integral part of the teaching and learning process. It is an ongoing process, which takes account of pupils' different rates of learning development. All children are entitled to have their learning achievements and progression recognised. The school has a policy for feedback and marking. This policy is consistently followed by all staff.

All teachers observe, assess, reflect and review the achievements of each pupil on a regular basis. They make ongoing observations of pupils' learning in the classroom and regularly analyse pupils' work, in order to identify their learning needs and next steps. All teachers keep detailed assessment records on the pupils they teach. In Key Stage 1, attainment in English and Maths is recorded on the Sonar tracker database. The Assessment Coordinator uses Sonar tracker to analyse progress and attainment across a year group and for different groups of children during the school year. This supports leaders in having an ongoing strategic 'big picture' of progress and attainment in the school.

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Pupils are given regular constructive feedback on their learning and this helps them to know when they have mastered a skill, or how they can improve. The feedback and marking policy feeds into 'next steps' and addresses misconceptions. Pupils' learning achievements are recognised through teachers' verbal praise, having their work displayed in the classroom, the awarding of stickers and house points, and opportunities to celebrate pupils' learning achievements in school assemblies.

Moderation of assessment takes place in the school in year groups and across the whole school. We meet with other local schools throughout the year to ensure accuracy of assessment in all year groups in writing. All teachers undertook additional training with the Local Authority to further support effective assessment transition from Year 2 to 3.

ROLES AND RESPONSIBILITIES

The Headteacher and senior leadership team monitor and evaluate the quality of teaching and learning throughout the school within performance management procedures.

The senior leadership team support the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from pupils' underachievement.

Curriculum co-ordinators are responsible for overseeing the implementation of curriculum maps. This includes monitoring planning for their subject across the school, knowing how and what is taught in their subject, talking to children about learning in their curriculum subject, meeting with Governors and networking with colleagues from other schools in Aylesbury.

Year leaders are responsible for leading medium and short-term curriculum planning in their year groups, ensuring consistency across the year group. They have a strategic overview of the year group which includes knowing which children have SEND, where children are in receipt of Pupil Premium This may include liaising with curriculum co-ordinators, the SENDCo and senior leaders where appropriate to do so.

All teachers are responsible for the quality of teaching and learning within their classroom. This includes supporting and directing any teaching assistants working in their classroom.

Teaching assistants provide targeted additional learning support, which is delivered within the classroom, to extend learning and enhance curriculum access. They may also deliver a specific learning programme as part of a 'catch-up' learning intervention, to narrow an identified learning gap for specific pupils. They may be working closely with the SENDCo or other agencies to deliver this. The class teacher is responsible for the teaching, learning and progress of all children in their class.

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning
- monitor teaching strategies in the light of safeguarding and health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of school teaching and learning policies through the school self-review processes. These include reports from subject co-ordinators and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS AND CARERS

We believe that parents are children's first educators and have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sharing observations of children's learning and development on Evidence Me, our Early Years online learning journal (Nursery and Reception)
- holding parent/carer workshops to explain how the curriculum is delivered at school
- inviting parents and carers to attend 'involvement mornings' where parents and carers experience teaching and learning alongside their child in the classroom
- holding parent/carer workshops relating to statutory assessment
- sharing information about the curriculum with parents on the school website

- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with work at home through meetings held at school. We suggest, for example, regular shared reading with very young children, and support for older children with finding out about topics.
- providing education remotely as required e.g. whole school closure

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

- ensure that their child has the best attendance record possible
- 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 school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement
- support remote education as required

PROVISION AND RESOURCES

The school offers a continuum of teaching and learning provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class for more focused learning. Phonics and early reading is taught using the Read Write Inc scheme. Children are grouped for phonics and reading by ability across the school according to ongoing assessments.

Computing and technological resources are available in the computer room and in each classroom to support and extend pupils' learning. Each year group has access to a trolley of i-pads to support learning.

MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The quality of teaching and learning is evaluated using the following performance indicators:

- analysis of pupil progress and attainment data
- scrutiny of teacher planning
- lesson observations
- 'book looks'
- moderation of pupils' work from across the curriculum
- tracking of individual pupils, or cohorts of pupils
- discussions with pupils about their progress
- discussion with teachers about pupil progress
- evaluations from the impact of staff CPD and INSET on teaching and learning

- evaluation of the impact of additional resources, e.g. Teaching Assistants
- evidence from parental and pupil surveys/questionnaires
- success in meeting teaching and learning priorities on the school improvement plan
- reduction in the number of pupils excluded from school, or referred for additional learning support
- improved continuity and progression in pupils' learning, during key stage transition
- reports from external advisors
- evidence from the school's Ofsted Inspection report.

The evidence gathered from monitoring the impact of the teaching and learning policy engages all stakeholders in the process.

The Performance Indicators are:

1 Children are able to make connections to prior learning and experiences in their learning
2 Children are engaged, motivated and 'on task' in the classroom
3 The classroom organisation is effective and works smoothly
4 The quality of the work produced is of a high standard
5 The noise level is appropriate to the tasks being undertaken
6 Tasks are completed on time
7 Class groupings and organisation are managed to assist the learning outcomes of the lessons
8 Communication between adults in the classroom is supportive and effective – support staff know what is expected of them to support learning in a given lesson
9 Supply staff and support staff are able to work easily and comfortably within the environment
10 The pupils know their classroom and manage themselves independently within it