

Littlemoor Infant Academy



KS1 TEACHING & LEARNING POLICY (Including Assessment)

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	CAT	New Policy	July 2025	Was never approved and staff have not seen it.
2.0	DS, SL, MH	Editions to the policy.	November 2025	February 2026
3.0	DS	New policy	February 2026	February 2027

Introduction

To ensure a high-quality education for all children, it is essential that we carefully consider our approaches to teaching and learning, both in the classroom and beyond. Effective teaching requires the use of appropriate strategies that enable children of all abilities to develop knowledge, skills, and understanding progressively over time.

We believe that children learn most effectively through first-hand experiences, guided discovery, and investigation. However, these approaches must be purposeful and balanced with the direct teaching of essential skills and knowledge. For this reason, we recognise the importance of a consistent and well-structured approach to teaching and learning that incorporates a range of methods.

Aims

We aim to:

- Provide a welcoming, stimulating environment that supports and encourages learning
- Deliver well-planned and appropriately challenging lessons and activities
- Ensure that all lessons and activities have clear learning intentions and purposes
- Use a variety of teaching approaches and strategies to meet learning objectives and maintain children's interest and motivation
- Cater for the diverse abilities and interests of all children, enabling each child to reach their full potential
- Maintain high expectations for all learners
- Support children's progress through regular, constructive feedback and encouragement
- Use assessment effectively to inform future planning
- Place a strong emphasis on oracy so that children learn to communicate confidently and learn through talk
- Promote positive relationships across the school community
- Use time and resources efficiently and effectively
- Ensure equal opportunities for all children across every area of the curriculum

Approaches to Teaching and Learning

We use a topic-based, thematic approach to support cross-curricular learning within the National Curriculum. This approach helps children to make meaningful connections between subjects and supports long-term retention of learning.

Where meaningful links cannot be made, subjects are taught discretely to ensure clarity and depth of learning.

Planning the Curriculum

Subject leaders have created progression of skills and knowledge documents for each subject. Alongside this there is a subject overview, identified golden threads and a strong focus on key vocabulary. Subject leaders have identified where adaptations can be made to meet the needs of all children. The majority of children joining our school have poor speech and language skills. Therefore, we place a great emphasis on the teaching of oracy skills and this is implemented across our whole curriculum. Every subject reinforces teaching to talk and talking to learn.

Planning takes place at three stages based on all of the above:

- Long term planning - at the start of each academic year
- Medium term planning - half termly
- Short term planning - weekly

Long term planning

Topics/subjects are planned broadly over the year for each key stage.

At this stage we will take the following into account:

- Topic intros and finales and wider opportunities
- Schemes of work/progression of skills and knowledge allocated for coverage to each year group and subject including British Values
- A balance of subjects over the year
- The children's prior learning
- Preparation for the next stage of learning

Medium term planning

At this stage we will:

- Identify clear learning intentions and desired outcomes
- Use the National Curriculum and the Foundation Stage/Early Years guidance
- Set key questions and vocabulary
- Decide resources and activities
- Identify areas for assessment
- Identify adaptations
- Highlight wow moments and talking points
- Take into account children's prior learning
- Make links to our golden threads
- Identify enhanced learning opportunities

Short term planning

It is recognised that short term planning is for the teacher and as such can be in any format they wish. If they are using a scheme e.g. Pathways to Write, Mastering the Curriculum, there is no need to rewrite and planning can be used as it has been provided with annotations to support the teacher. At this stage, whichever short term planning format is used it will include the following:

- Adaptations for specific children
- Assessment notes
- Clear learning intentions
- Brief description of the lesson/activity
- Effective use of Teaching Assistants
- Note of prior learning
- Key questions and vocabulary
- Challenge
- Progression over the week

Published Schemes

Pathways to Write - English

Read Write Inc - Phonics

White Rose- Maths

Kapow – History, Geography, Science, Art and DT

Jigsaw- PHSE & RE

Music- Charanga and a bespoke curriculum

Quality Classroom Practice

Our staff will:

- Provide clear models and appropriate scaffolding to support learning where required
 - Use technology purposefully to enhance and enrich learning experiences
 - Make explicit links to prior learning to deepen understanding
 - Give clear, structured instructions, breaking learning into manageable steps
 - Focus on cognitive and metacognitive strategies to support retention and deepen learning
 - Incorporate appropriate adaptations and flexible grouping to meet the needs of all learners
 - Use assessment for learning effectively to identify next steps and support each child's progress
 - Ensure effective deployment of staff to maximise learning opportunities
 - Be well prepared by maintaining an organised classroom that meets agreed non-negotiables, with resources prepared in advance and readily accessible
 - Clearly identify learning intentions to provide direction and a strong sense of purpose
 - Build upon children's interests to increase engagement and motivation
 - Providing additional challenge for our most able learners
 - Planning a suitable programme of work to meet the needs of each individual child according to ability, aptitude and particular need
 - Ensuring that the acquisition of new knowledge is progressive and continuous, building on prior knowledge
 - Maintaining an up-to-date knowledge of the National Curriculum for Key Stages One and The Early Years Foundation Stage
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- Ensuring that pupils, who are learning English as an additional language, have their home language and background valued and recognised.
 - Maintaining well-ordered and tidy classrooms
 - Ensuring teaching strategies, deployment of resources and classroom organisation supports children irrespective of background and promotes inclusion
 - Developing own expertise and showing flexibility within their working patterns
 - Following the expectations for teaching and professional conduct as set out in the Teachers' Standards document.
 - Engaging parents/carers in their child's learning in a variety of ways including curriculum newsletters, Parents' Evenings and parental workshops.
 - Updating parents/carers on pupils' progress and producing a written report on their child's progress
 - Meeting the expectations set out our curriculum and behaviour policies.
 - Share the celebration of children's work/efforts e.g.
 - showing to the rest of the class
 - send child to another teacher/Headteacher
 - show work in assembly
 - Use display for a variety of purposes:
 - To celebrate children's work – this does not always mean the best work in the class. Ensure every child is given an equal opportunity to have work which shows his/her best effort on the walls.
 - To stimulate work in the classroom
 - To pose questions/invite an investigation
 - To provide information
 - To aesthetically improve the environment we provide for the children
 - Encourage children to reflect on and evaluate their own work, assess their performance, and identify ways to improve
 - Take opportunities to step back, observe, and gain an overview of learning across the class
 - Be flexible and willing to adapt or change approaches that are not effective, trying alternative strategies when needed

Assessment

At Littlemoor, our aim is for children to know more, remember and apply more. Our assessment provides valuable information to help children, parents and school leaders acknowledge, analyse and review achievements and progress in learning against the expected standards. Our curriculum is

planned with 'golden threads' to help pupils make connections between new learning and what has already been learned.

Formative Assessment is ongoing in every lesson every day using a variety of different strategies matched to children's age and stage such as:

- Mini whiteboards
- Retrieval grids
- Cold calling
- Quizzes
- Gap tasks

Summative assessment is carried out as detailed below with data collection and analysis at the beginning of the year, middle of the year and end of the year.

Phonics- RWI assessments are carried out half termly

Writing- Independent writes are carried out at the end of every Pathways to Write Unit and assessed against the criteria for this.

Key stage 1

Teachers complete spreadsheet grids to aid analysis and future planning

Maths- End of unit White Rose assessments and progress checkers

Times table tests

Year 2- SATs papers

Reading- RWI assessments are carried out half termly.

YARK assessments are carried out termly.

Year 2 SATs papers

Y1 and Y2 resits- phonics screening tests are carried out each half term.

Tricky word knowledge is assessed

Writing

Independent writes are carried out at the end of every Pathways to Write Unit and assessed against the criteria for this.

Teachers use these assessments to work out each child's attainment by best fit and plan for gaps in learning.

Science and the foundation subjects

Teachers assess Science and foundation subjects at the end of each unit of work. There is an assessment sheet for each subject to be completed in each year group and passed on to the next teacher to note coverage and those who have not met the NC statements and those that have exceeded NC statements.

Our Approach to assessing Foundation Subjects and Science

Teachers use their own professional judgements to make regular (*formative*) assessments and one of three *summative* judgements at the end of the year:

- Working below expectations

- Working at expectations
- Working above expectations

Examples of strategies to assess foundation subjects and Science are:

- On-going questioning
- Curiosity boxes
- BBQ boxes (Big Brain Questions)
- Prior learning stations
- Mini whiteboards
- Floor books
- Pupil voice conversations
- Golden threads mind maps

Parents support these general principles by:

- ensuring that children attend school regularly, punctually and in good health
- providing support for the good behaviour expected in school
- working with their child's teachers to maintain high standards of behaviour
- giving support with homework, reading and encouraging their children to take an active interest in home learning
- ensuring early contact with school to discuss matters which may affect a child's happiness, progress and behaviour
- attending Parents' Evenings to discuss their children's progress
- responding to letters and permissions in a timely manner

Quality First Teaching

At Littlemoor, we 'leave no stone unturned' in ensuring that each child reaches their full potential. One of the ways we do this is by ensuring that all our children receive Quality First Teaching. This means that our teaching uses high quality, inclusive methods and strategies that help all children to overcome barriers to their learning and provides opportunities for challenge and curiosity.

We have a 'tiered' approach to planning for the development of effective teaching so that there is a logical and well-sequenced plan to support and sustain the highest quality:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider Strategies

Professional development is focused on the development of the skills necessary for all teaching staff to deliver high quality teaching.

These skills are embedded, revisited and adapted where necessary, and include:

- developing an enabling environment including our classrooms being well organised and accessible with labelled resources to promote independence
- ensuring that *lesson design* has a clear structure where children are made aware of the learning goal at the start of the lesson
- staff planning together in key stages to ensure continuity of experience for the children and workload reduction for the staff
- learning which is sequenced in small steps supported by the use of concrete and pictorial resources building towards abstract concepts

- explicitly teaching new vocabulary – often with the aid of visuals and displays
- children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy
- children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
- making explicit links to prior and future learning to make connections across the curriculum - including future careers
- children work in flexible groups - mixed, pairs and individually and show their understanding in different ways
- children's effort and achievement in their work is celebrated using a range of age-appropriate strategies including 'Stars of the Week', 'Virtues' and Dojo's
- teachers ensure that learning is enjoyable (and therefore memorable) and that children are excited about what they are doing
- every teacher is a teacher of children with Special Educational Needs and Disabilities (SEND) and receives training to ensure they are using the appropriate techniques and resources to support any children with SEND
- use appropriate strategies such as 'scaffolding' and encouraging home language to support children with EAL
- staff carefully track each child's progress to ensure that they are able to achieve their full potential. Also tracking of parental engagement and personal development opportunities.
- staff meet regularly with parents and carers to discuss their children's progress and keep them up to date with what their children are learning
- SEN support plans, one-page profiles and provision maps detail the strengths and needs of children with SEND. Clear, specific and measurable targets are set to ensure

Adaptive Teaching

Adaptive teaching recognises that children are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

This approach seeks to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning and is an essential part of teaching. It means adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling which is likely to increase pupil success.

Teachers will adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. They will carefully balance input of new content so that pupils master important concepts.

We believe it is our duty to ensure that children have a deep understanding of subject knowledge and skills so that they are ready for their next stage of learning.

Teachers plan and deliver lessons that meet the needs of their classes using the format and strategies that best suit the purpose of the learning:

- connect with prior learning – for example, a quick card sort game / think pair share activity and the use of BBQ boxes (Big Brain Question)
- share the big picture and outcomes – explain the format of the lesson (what and how) and share the lesson goals.

All children must be clear about what they are learning and this should be recorded in child friendly language in any written work.

- explore and process the learning – pupils work independently, in pairs, in groups (with and without adult support) on tasks that allow them to practise the skills / process the knowledge in many ways (for example – drama, artwork, writing, digital learning)
- review and reflect – the children 'show what they know' – to what extent they have reached the success criteria and then think about what helped / hindered their progress/what they could do differently next time to improve.

Children are actively encouraged to participate in the assessment of their own learning and this is done in a variety of ways. In class we use a range of 'assessment for learning' strategies which are embedded throughout the learning cycle in each lesson. The following list highlights some of the techniques and strategies frequently used in lessons.

- Self and peer assessment – pupils read their own, and each other's work, and write a comment or complete a feedback sheet. They might evaluate a piece of music, PE sequence, drama presentation or art orally or using show of fingers / thumbs up to comment on the work of others – explaining what they liked (and why) and how it could be improved.

Developing Vocabulary

The development of a rich vocabulary is important in helping children develop both the ability to understand spoken and written language and acquire a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they understand and the words they use to communicate. There is a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding. Different 'tiers' of vocabulary are identified and this informs lesson planning and design.

When children write, a wider vocabulary gives children a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

New vocabulary is identified at the planning stage of all subjects. Our lesson design approach highlights the new vocabulary necessary in a lesson or series of lessons. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

Our approach to assessing the retention of knowledge within the foundation subjects (not Reading, Writing, Spelling Grammar and Punctuation or Mathematics).

At Littlemoor we use:

- On-going questioning to support teachers' assessment of learning within lessons and this is used to inform future teaching.
- Retrieval is built into all lessons. This is used to support the retention of knowledge as well as assess gaps in learning which can be addressed through reteaching.
- End of unit assessment quizzes are used to support teachers' summative assessments.
- Identified sticky knowledge is used for teachers to recap core knowledge and assess pupils' retrieval knowledge over time. BBQ (Big Brain Question) boxes are used by all teachers daily. These contain the sticky knowledge which has been taught to the children thus far and which need to be retained.
- Teachers evaluate summative assessments which helps to identify gaps in learning and next steps.
- Teachers use the unit Knowledge Organisers for each subject to reflect on the degree to which children have demonstrated and applied their knowledge, concepts, skills and vocabulary throughout the unit of study.
- Maths is taught in spilt sessions to ensure that pupils are moved on quickly, gaps to learning are identified so that further inputs can be given.

Inclusion

The principles outlined in this teaching, learning, and assessment policy apply to all pupils, including those with special educational needs and/or disabilities (SEND). Assessment will be used diagnostically to support the early and accurate identification of pupils' additional needs, as well as to determine appropriate support and intervention.

We will use a range of meaningful measures to assess all aspects of pupil progress, including communication, social development, physical development, resilience, and independence. High expectations will be maintained for all pupils; however, judgements will take into account both the effort pupils apply and the outcomes they achieve.

For pupils working below national expectations, assessment will focus on progress in relation to individual starting points and will consider this alongside the nature of each pupil's learning needs and difficulties.