

Teaching & Learning Policy

(EYFS)



Wheatley Hill Community Primary School

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Why?

“A caring, inclusive school at the heart of the local community. We believe that quality learning takes place both inside and outside the classroom.”

How?

The Wheatley Hill Way - We care for each other; we look after our learning environment and we always do the right thing.

Wheatley Hill Primary Teaching & Learning policy

At Wheatley Hill Primary, we believe that our Teaching & Learning approach should enable our pupils (regardless of SEND) to function meaningfully and as independently as possible in the community.

In order to become independent, we want our pupils to benefit from methods and styles of teaching that stimulate and development higher order thinking skills.

What we seek to do within the classroom is provide individualised, open-ended tasks with a focus on developing the ability to work independently, problem solve, discuss, collaborate and think imaginatively to foster the following “Creative Behaviours”:

- Questioning and challenging
- Identifying and solving problems
- Envisaging what might be “What If”
- Exploring ideas, keeping options open
- Reflecting critically on ideas, actions and outcomes
- Making connections and seeing relationships

Our School Departments

The infographic features a blue background with a white border. At the top left is the Wheatley Hill logo, a shield with 'W' and 'H' in a yellow circle, with the text 'Wheatley Hill' and 'A Caring, Inclusive School' below it. To the right is a large blue rounded rectangle containing the text 'Expedition Wheatley Hill' in white, with 'Our School Departments' in white on a darker blue bar below it. Below this are five departmental icons, each in a rounded rectangle with a dark blue base. From left to right: 1. 'Explorers' with a green boot icon, 'Little Adventures' tagline, and 'Early Years' label. 2. 'Pioneers' with a compass and globe icon, 'A Journey Ahead' tagline, and 'Year 1 & 2' label. 3. 'Pathfinders' with a yellow dashed path icon, 'Route To Success' tagline, and 'Year 3 & 4' label. 4. 'Trailblazers' with a mountain range icon, 'Expedition Leaders' tagline, and 'Year 5 & 6' label. 5. 'Climb' with a climbing rope icon, 'Reach Higher' tagline, and 'SEND' label.

Wheatley Hill
A Caring, Inclusive School

Expedition Wheatley Hill

Our School Departments

Department	Year Group
Explorers Little Adventures	Early Years
Pioneers A Journey Ahead	Year 1 & 2
Pathfinders Route To Success	Year 3 & 4
Trailblazers Expedition Leaders	Year 5 & 6
Climb Reach Higher	SEND

The Early Years Explorers

Wheatley Hill Primary is a caring and inclusive school, at the heart of the local community, where learning takes place inside and outside of the classroom. Wheatley Hill is a very successful mainstream primary school with a thriving early years department, caring for and educating children aged 2–5 years old. Wheatley Hill, welcomes children into learning and provides a high quality start to education, where children go on to develop a lifelong love of learning through play, exploration and quality interactions. This advancing provision is called '**The Explorers**'.



The Explorers educate over 80 children across three developmental phases. The Explorer classes operate with a focus on developing the prime and specific areas of learning, encouraging early language and providing learning opportunities that stimulate and challenge the children's thinking.

Our current Explorers set up:

Roseberry Class: Age two until the term after their third birthday.

Catbells Class: Nursery

Skiddaw Class: Reception

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Joining the Explorers

When children first join our Explorers, a series of steps are implemented to ensure children are fully supported

- Children and parents participate in a transition process to help children settle into school life.
- When children are joining our Two year old room or Nursery provision they will be contacted by the nursery teacher at the start of the half term before the child is due to start. This will consist of an initial phone call to make contact and confirm a place is still wanted. A letter acknowledging the place will then be sent to parents. This will also give details of a visit for both the parent and child to come to nursery. This visit will take place as close to the child's start date as possible. This will provide children with an opportunity to explore and settle into nursery whilst supported by a parent. The completion of school documentation will also be encouraged at this session.
- When children are joining Reception they will be contacted by our Reception teacher at the start of the summer term before the September they start school. This will be a letter confirming that the child has been offered a place and providing dates and times of a parents meeting and transition visits for the children. The parents meeting will take place at the beginning of June and parents will be provided with information about daily routine, staffing, curriculum, uniform, school start dates and given an updated copy of the reception handbook. If the child attends our nursery provision transition visits for the children will be done internally with timetabled contact once a week for three weeks. If the child attends a different setting the letter will contain details of three transition visits. The first visit will be for parents and children, the second and third visits will only be just for the children themselves.
- During this period the Early Years Teachers will also make contact with any previous education providers to ensure effective transition of information.
- Visits to other providers can be arranged at the discretion of the welcoming teacher especially if additional support is needed for SEND etc.
- In September, the children then start a short transition period usually consisting of three short days before joining us full time.
- Across all phases, children are placed into one of our family groups. A family group is made up of around ten mixed ability children and an experienced early year's practitioner. For the duration of the child's time in that phase, this group will be referred to as their family.
- The practitioner will create a safe and supportive environment where the children can grow and learn.
- In the Roseberry and Catbells class children will do most of their learning in these groups under the heading of Family Group Time. Please see page 17 for more details on what Family Group Time involves.
- Once the children reach Skiddaw class they begin and end the day in their family groups carrying out their welcome boards and ensuring all children are settled before transitioning onto the next part of their day.
- Each family group practitioner becomes the main point of contact for the parents and regular conversations about the children can be provided.
- Children then learn and develop within these secure family groups for the year ahead.
- Upon starting the Explorers, practitioners immediately begin to build up a picture of each child's current development. They do this by compiling first day observations, baseline focused activities, observations of children in their play and information provided by parents and other educational settings.
- Practitioners write, 'First Day' observations for all children. These must accurately record behaviours and characteristics displayed and to what level. They must reflect the experiences the child had

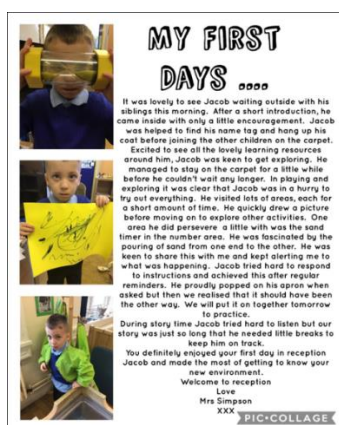
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during that time. They should comment on attachments, social skills, ability to function independently, any issues that arose and be positive. These observations must be written in line with the expectations detailed within our documentation policy.

- Baseline observations are conducted during the first four weeks of the term to ensure accurate starting points are established. We aim to collate a picture of each child on entry which can then be used to plan for future learning.
- Baseline observations will collate information gathered from observations, adult led tasks, provocations, information from parents and other settings.
- Family group leaders will discuss their baseline observations and conclusions with class teachers where starting points will be agreed, plotted onto development matters and future steps in learning discussed.
- Baseline data must be inputted onto the computer by the end of autumn half term.
- Wellbeing of children during this period should be paramount. Practitioners must offer emotional support to children as and when required and be mindful that children's wellbeing needs to be high for quality learning and development to take place. (The Leuven Scale).

Supporting wellbeing during transition

- Staff should support wellbeing by being responsive to the needs of each individual child.
- Practitioners should gather information from previous providers, parents and from observations. They should use this to generate opportunities to create common ground with the child. For example, ensuring provision reflects a child's special interest and may encourage them to be more confident and interact in what they feel is a safer way.
- Practitioners should spend time playing alongside children and interacting with them when they are given a cue to do this by the child. They should follow the child's lead and not over power the play in order to build trust with the child.
- Systems such as rewards, positive praise and 1.1 time should be used effectively depending on the needs of the child.
- Consistent use of daily routines, welcome boards and timetables will help the child to feel more secure.
- Where necessary individualised timetables should be generated and introduced as quickly as possible to aid the transition process.
- Practitioners should communicate regularly with parents during this time. It is important to know how the child is at home, acknowledge any improvements and to reassure the parents that everything possible is being done to help their child settle into school. In some cases it may be rewarding to send pictures home of the child when they are settled and enjoying their learning in order to offer further reassurance.



Sample First Days



Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start at the Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development further. Other guidance is provided at www.foundationstage.gov.uk. The EYF5 statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



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Room timetables

Once the children have successfully transitioned into their new environment and levels of wellbeing are high, children being to follow daily timetables tailored to the age and stages of development within that class. The timetable is devised to ensure children receive a balance of child initiated play and adult led learning that allows them to rapidly consolidate previous learning, practise and apply recently taught skills and embrace new learning in a calm and purposeful environment.

Our Early Years timetable have common threads running through them. These threads are designed to create familiarity and routine for the children whilst being constantly enhanced and developed to be appropriate for the current developmental stage of the children.


Examples of timetable for Two Year old provision:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00am-8.30am	Children arrive Breakfast then access CP	Children arrive Breakfast then access CP	Children arrive Breakfast then access CP	Children arrive Breakfast then access CP	Children arrive Breakfast then access CP
8.30am-8.45am	Story Time	Story Time	Story Time	Story Time	Story Time
8.45am-9.00am	Gross Movement Time	Gross Movement Time	Gross Movement Time	Gross Movement Time	Gross Movement Time
9.00am-9.05am	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in
12.30pm-12.35pm	Family Group Time	Family Group Time	Family Group Time	Family Group Time	Family Group Time
9.05am-9.25am 12.35pm-12.55pm	Story of the week	Fine Motor	Creative Activity	Maths Activity	Messy/Sensory Activity
9.25am-11.10am 12.55pm-2.40pm	Child initiated time/ Observations Outdoors Snack	Child initiated time/ Observations Outdoors Snack	Child initiated time/ Observations Outdoors Snack	Child initiated time/ Observations Outdoors Snack	Child initiated time/ Observations Outdoors Snack
11.15am-11.30am	Group Time	Group Time	Group Time	Group Time	Group Time
2.45pm-3.00pm	Number Songs	Physical/Movement	Creative Activity	Maths Activity	Sensory Activity
3.00pm-3.15pm	Gross Movement Time	Gross Movement Time	Gross Movement Time	Gross Movement Time	Gross Movement Time
3.15pm-3.30pm	Story Time	Story Time	Story Time	Story Time	Story Time
3.30pm-4.00pm	Tea Time the access CP	Tea Time the access CP	Tea Time the access CP	Tea Time the access CP	Tea Time the access CP

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Examples of timetable for Nursery provision:

15 Hours

 Explorers <small>with Adventure</small>	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am-9.00am 12.15pm-12.30pm	Children arrive Name Writing	Children arrive Name Writing	Children arrive Name Writing	Children arrive Name Writing	Children arrive Name Writing
9.00am-9.05am 12.30pm-12.35pm	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in
9.05am-9.30am 12.35pm-1.00pm	Family group (Topic based & curriculum led)	Family group (Topic based & curriculum led)	Family group (Topic based & curriculum led)	Family group (Topic based & curriculum led)	Big Play/ Soft Play (Toddlers) Tidy
9.30am-10.50am 1.00pm-2.20pm	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	Forest School (Wellie Wednesday)	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	
10.50-11.00	Tidy	Tidy	Tidy	Tidy	
11.00am-11.15am 2.30pm-2.45pm	Phonics	Phonics	Phonics	Phonics	
11.15am-11.30/11.45 2.45pm-3.00/3.15pm	Maths Introduce number of the week	Maths	Maths	Maths	Maths


Examples of timetable for Nursery provision:

30 Hours

 Explorers <small>with Adventure</small>	Monday	Tuesday	Wednesday	Thursday	Friday
12.15pm-12.30pm	Children return from lunch. Number formation	Children return from lunch. Number formation	Children return from lunch. Number formation	Children return from lunch. Number formation	Children return from lunch. Number formation
12.30pm-1.00pm	30 Hours Group Time Reading Activity	Welcome, Daily board, Check- in	30 Hours Group Time Shape Activity	30 Hours Group Time Number Activity	Big Play/ Soft Play Physical Movement Activities
1.00pm-2.20pm	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	Forest School (Wellie Wednesday)	Child initiated time/ observations Focus tasks with teacher (maths/ English) Outdoors Snack	
2.20pm-2.30pm	Tidy	Tidy	Tidy	Tidy	
2.30pm-2.45pm	Phonics	Phonics	Phonics	Phonics	
2.45pm-3.00pm/3.15pm	Maths Revisit number of the week	Maths	Maths	Maths	Maths

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Examples of timetable for Reception provision:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00– 9.10	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in	Welcome, Daily board, Check- in
9.10– 9.30	RWI	RWI	RWI	RWI	Pre-Teach for following week Introduction to new text, focus, topic.
9.30– 11.15	Group 1 – Classroom swap Group 3 – Outdoors Group 2 – B Area swap Group 4 – CP	Group 2 – Classroom swap Group 4 – Outdoors Group 1 – B Area swap Group 3 – CP	Group 3 – Classroom swap Group 1 – Outdoors Group 4 – B Area swap Group 2 – CP	Group 4 – Classroom swap Group 2 – Outdoors Group 3 – B Area swap Group 1 – CP	
11.15-12.15	L	U	N	C	H
12.20 – 12.50	Maths x 4 Groups	Maths x 4 Groups	Maths x 4 Groups	Maths x 4 Groups	Maths x 4 Groups
12.50 – 2.30	BL/AB - Forest School MP - CP Interventions- 1x adult	Bumble Bees - Outdoors Grasshoppers - CP Spiders- Skill (Topic skill – Group room)	Spiders- Outdoors Bumble Bees- CP Grasshoppers – Skill (Topic skill – Group room)	Grasshoppers - Outdoors Spiders- CP Bumble Bees- Skill (Topic skill – Group room) Interventions – 1x adult	BL/AB - Forest School MP – Reading 1:1 1x Staff PPA
12.45 – 2.40		Interventions – 1x adult	Interventions – 1x adult	Interventions – 1x adult	
2.40 – 3.00	Review of the day Story Home	Review of the day Story Home	Review of the day Story Home	Review of the day Story Home	Review of the day Story Home

Timetables are saved on staff shared area and should be updated when changes are made. Changes should be discussed with EYFS leader.

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Deliver Quality First Teaching

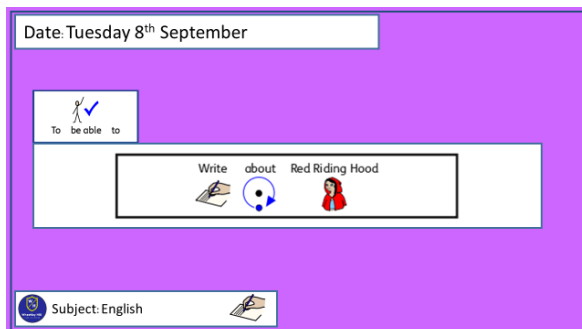
All lessons, across our school, should include the following key elements, to ensure high quality teaching and learning. New teachers to our school will receive training, to ensure they fully understand these elements, and to enable them to embed them in their everyday practice.

All lessons have...*Clear Learning Objective*

- Lessons have **ONE** clear learning objective.
- Learning objective is shared orally, and displayed at the start of each lesson using the school template to ensure consistency across classrooms.
- All complex language is explained and discussed or planned for during the lesson.
- Learning objectives are not muddled up with the context of the lesson.
- The learning objective, where appropriate is written or stuck into children's books/journals depending upon pupil needs.

For learning objectives to be shared effectively, teachers must:

- Use the sentence stem – *By the end of the lesson you will be able to...*
- Verbally, use '**so that**' to add context following you LO.
- Make the learning objective precise to the intended subject i.e. don't confuse subjects.
- Use child-friendly language, or clearly model and explain complex language – there is little point in sharing learning objectives if children don't understand what you mean.
- Refer to them at the start of the lesson, during the lesson and during the feedback session.
- Children must know exactly what they are going to learn, and what is expected of them, by the end of the lesson.
- A consistent approach to the introduction of LOs across school.



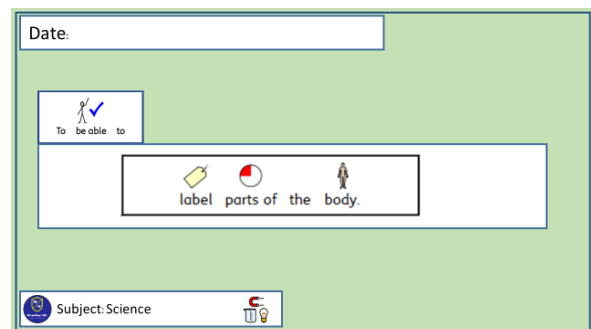
Date: Tuesday 8th September

To be able to

Write about Red Riding Hood

Subject: English

This template is for an English lesson. It features a purple background. At the top left, there is a date field containing 'Date: Tuesday 8th September'. Below this is a small box with a stick figure icon and a checkmark, labeled 'To be able to'. The main objective is written in a central box: 'Write about Red Riding Hood', with icons for a pencil, a speech bubble, and a character. At the bottom left, there is a subject label 'Subject: English' with a globe icon and a book icon.



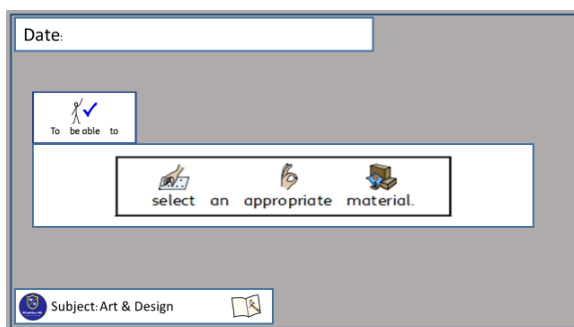
Date:

To be able to

label parts of the body.

Subject: Science

This template is for a Science lesson. It features a green background. At the top left, there is a date field containing 'Date:'. Below this is a small box with a stick figure icon and a checkmark, labeled 'To be able to'. The main objective is written in a central box: 'label parts of the body.', with icons for a label, a pie chart, and a person. At the bottom left, there is a subject label 'Subject: Science' with a globe icon and a microscope icon.



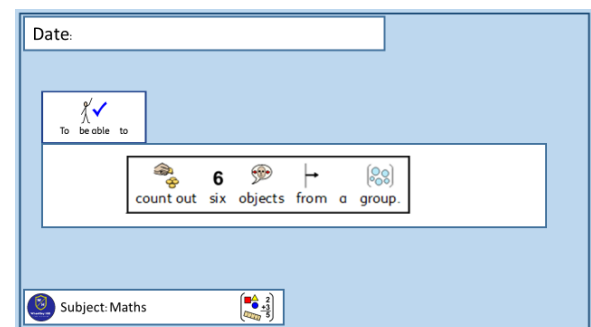
Date:

To be able to

select an appropriate material.

Subject: Art & Design

This template is for an Art & Design lesson. It features a grey background. At the top left, there is a date field containing 'Date:'. Below this is a small box with a stick figure icon and a checkmark, labeled 'To be able to'. The main objective is written in a central box: 'select an appropriate material.', with icons for a pencil, a hand, and a box of materials. At the bottom left, there is a subject label 'Subject: Art & Design' with a globe icon and a drawing icon.



Date:

To be able to

count out six objects from a group.

Subject: Maths

This template is for a Maths lesson. It features a blue background. At the top left, there is a date field containing 'Date:'. Below this is a small box with a stick figure icon and a checkmark, labeled 'To be able to'. The main objective is written in a central box: 'count out six objects from a group.', with icons for a group of objects, the number 6, a hand, and a group of people. At the bottom left, there is a subject label 'Subject: Maths' with a globe icon and a calculator icon.

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All lessons have... a **Work System**

- All pupils are clear about '**what work**' they need to complete – the Learning Objective.
- All pupils know '**how much work**' they need to complete.
- Pupils need to know when their work is '**finished**'.
- The pupils will know what to do '**next**' – check, challenge & choice.
- Work system is displayed for the children to follow, during the lesson.
- Children use the work system to track their progress towards the LO.
- Children are reminded of the work system during the lesson.
- To support teacher assessment, work systems will be stuck into pupil books for extended writing.

Examples of progression in work systems:

Date: Tuesday 8th September

What Work?	<div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 10px;"> Write about Red Riding Hood </div>
How Much Work?	<div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 10px;"> Write 3 Sentences </div>
My work is Finished when...	<div style="display: flex; justify-content: space-between; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Write on Line </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Capital Letters </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Full Stops </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Finger-Spaces </div> </div>
Next?	<div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Check </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Challenge </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Choice </div> </div>

Date: 14.10.2020

What Work?	<div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 10px;"> retell an event. </div>
How Much Work?	<div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 10px;"> write 2 sentences. </div>
My work is Finished when...	<div style="display: flex; justify-content: space-between; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Hold pencil correctly </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Write on Line </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Write letters </div> </div>
Next?	<div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Check </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Challenge </div> <div style="border: 1px solid black; padding: 2px; display: flex; align-items: center; gap: 5px;"> Choice </div> </div>

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All lessons have... an adaptive approach to support all learners

- In all lessons, children are challenged appropriately.
- Classes will be grouped into mixed ability family groups and taught in these groups throughout the year.
- Effective scaffolding should be used to support all children to achieve their learning objectives.
- Pupils will be supported through a range of learning styles (Visual, Audio, Kinaesthetic) as well as specialist SEND support systems such as colourful semantics, PECs, TEACCH where necessary.
- Through teaching in small groups children have access to a high level of adult support and development.
- Once the children are in reception, they will be streamed according to ability from the beginning of the spring term for phonics lessons.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged, during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods e.g. movement breaks, episodes of teaching (movement breaks can be as simple as a transition from carpet to tables).
- Opportunities for purposeful **talk** are regular features in all lessons. Talk should be a common thread through family group times, adult led tasks, continuous provision using strategies such as talking tubs and curiosity cabinets.
- Teachers regularly refer to the Three Rules of Good Listening – Sitting, Looking & Thinking. (Communication Trust)
- Interactive, hand on activities are built into lessons for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively, as a way to enhance learning including talking tubs, curiosity crates and floor-books.
- Children & staff help and encourage each other (We care for each other)
- All adults promote positivity and encourage participation throughout.
- Children explain their ideas using appropriate vocabulary which is supported and modelled into sentences by adults.
- Questioning strategies such as Accept, Build and Challenge are used to challenge thinking.
- Teachers intervene throughout the lesson to address misconceptions, alter scaffolding or set higher levels of challenge.

We believe it is important for pupils to engage in purposeful talk during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school, we believe that **Quality Purposeful Talking** is central to learning. In EYFS talk is essential to develop language, communication and speaking capacity. Opportunities for high quality talk with both adults and children are embedded across our timetables. Adult led sessions allow for exposure to high quality vocabulary, modelled in correct context. The consistency of family group teaching allows children to then practise and apply using this vocabulary or communicating in new ways in a safe and controlled environment. All lesson/group sessions include planned and unplanned opportunities to discuss, question,

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share opinions and extend thinking **Talking tubs and Mystery objects** are regular features in lessons. Staff then use **ABC** to develop pupil understanding or staff **BOUNCE** pupil's thoughts, questions and comments around the group for other pupil's to further refine ideas. Pupils are trained to use appropriate body language when talking to their group and pupils understand that their TALK is valued as much as their written work.

Talk is also an important feature of child initiated time. Children should be engaged in **purposeful talk** whilst **playing and exploring** in an environment which supports the development of key skills and concepts through play. Our children should be able to discuss, form and clarify their thinking through conversation with others, taking account of ideas and responding appropriately.

Learning is enhanced through... effective use of questioning

It is adults who often help pupils make sense of information (but not always). The frequency and nature of interactions between teacher and pupils is highly significant. Timetabled adult interactions are threaded throughout our timetables but it is often interactions during child initiated which prove most valuable. High quality adult interactions during play can help children make sense of the most difficult concepts. It is important during child initiated time that staff, engage with children and are not busy with other things. Well timed key questions, prompts and things to think about, such as 'I wonder what would happen' or 'Why is that happening?' are all key features of this.

During adult led sessions we develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you*'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'.
- Ensuring pupils fully understand the question.
- Staff then use **ABC** or **Bouncing** questions to further enhance understanding and clarify thinking.
- Classes use the Blooms Taxonomy tool to support pupils to generate their own questions.

All pupils receive regular and clear ...*feedback which enhances learning*

- We encourage active marking and instant individual, group or whole class feedback, this can be verbal or physical. Instant and precise feedback is proven to have a much greater impact on pupil learning than after lesson marking.
- Active marking & feedback takes place during lesson rather than waiting until the end of a session. This approach allows extensions or corrections to be set and actioned immediately removing the need for follow up tasks etc.
- When marking children's work, the main focus is on ensuring the learning objective through the use of the Work System has been met. Pupil work is highlighted, or commented on in line with the Marking Policy.
- Although some marking will take place after lessons, this delayed feedback should still be purposeful and precise to support future pupil learning.

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- In reception, every child has an individual target for Maths and Writing. These targets are displayed in the front of their books. These targets are focused on the development of basic skills and essential next steps.
 - Within each learning group we encourage pupils to feedback to others & reflect on what they have learned and what has helped them to learn. In EYFS this is done through Plan, Do, Review and encourages good characteristics of effective learning. This approach combined with knowledgeable practitioners allows children to organise, alter and develop their learning and gives adults an opportunity help organise, feedback and support learning.

Use prompts like:

- What worked well on your model?
- Did you come across any problems when building your model?
- If you had to make it again, would you change it?
- Could anyone suggest a way to do that?

Learning is enhanced through the ...*Effective use of additional adults*

- Each environment has approximately 3 early years practitioners. These members of staff range from teachers to apprentices. Staff are clearly directed by their teacher to support the children in their room. Experienced staff lead family groups and our apprentices support teaching and learning whilst learning from experienced role models.
- Early years practitioners are fully engaged with pupils on the carpet, at tables or in the environment during learning times. They support learning through observations, quality interactions, challenging thinking and facilitating learning experiences. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about ***who (or which group)*** they are supporting and ***why***.
- Daily Planning & Work Systems are shared in advance with teaching assistants. Where teaching assistants are planning for groups they will discuss this with their teachers prior to the day.
- They sit with the group they are working with, quietly engaging the pupils, encouraging learning ideas, skill development or facilitating talk. This can involve supporting the children to use practical resources to secure understanding or tackle misconceptions as they arise.
- When in provision practitioners must be focused on the children. This involves working with individual or groups of children following their own learning ideas, supporting thinking, challenging ideas and facilitating quality learning by responding to the needs of the children. For example, providing extra/additional resources or adding depth to learning with key questions or challenges. **They are not completing other jobs during this time. Children learn through high quality interactions and this time is dedicated to that.**
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Early Year Practitioners provide feedback verbal or written when appropriate and plan next step for children's learning.

Learning is enhanced through the use of... *Positive Behaviour Management*

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. When working with very young children they need to be supported to learn and develop appropriate behaviour depending on their interactions, varying social situations and cause of conflicts. Children must be supported in a positive way to develop an understanding of right and wrong and applying their developing social awareness to each new situation. The five steps to conflict resolution (High Scope)

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are used to help support children in solving minor disagreements between each other and around sharing equipment. Children are helped to recognise and acknowledge feelings, as well as achieve a shared resolution through making positive choices.

When behaviours cannot be resolved using this approach EYFS classrooms use a traffic light approach to behaviour management. For further details please refer to our Positive Behaviour Management Policy.

6 Steps To conflict Resolution

1. Approach calmly, stopping any hurtful actions

Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

2. Acknowledge children's feelings

Say something simple such as "You look really upset"; let children know you need to hold any object in question.

3. Gather information

Ask "What's the problem?" Do not ask "why" questions.

4. Restate the problem

"So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

5. Ask for ideas for solutions and choose one together

Encourage children to think of a solution, but offer options if the children are unable to at first.

6. Be prepared to give follow up support

Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.



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Wheatley Hill Primary – Our Model of Excellent Teaching & Learning

Basic Life Skills

Focus on developing resilience; independence and the ability to manage risk.

Language Acquisition

Focus on Developing Language, Vocabulary and communication.

Self Regulation

Focus on self help strategies, meta-cognition and emotional intelligence.

Feedback

Focus on effective feedback that is specific, accurate and clear. Challenge pupils through feedback.

Amaze!

A Wow Experience – trip, visit or visual

Discuss It!

Who, What, When, Where, Why, How, What if?

Model It!

The Task – Planning, implementation & improvement

Support It!

Scaffolding – Mind Maps, Writing Frames, Plans
Remove – Gradually Remove Support

Perform It!

Complete Task Independently

Wheatley Hill Primary Teaching & Learning policy

Teaching & Learning at Wheatley Hill Primary – Ready to Teach

A Typical Two's and Nursery Session

8:30 – 8.45 – Prior to Pupil arrival - Classrooms are ready!

- ALL workspaces are clear.
- Teacher work/ files put away.
- Continuous provision is ready for use (if applicable).
- Support Staff are briefed.
- All morning photocopying complete & resources prepared.
- Welcome boards and daily timetables are ready for use.

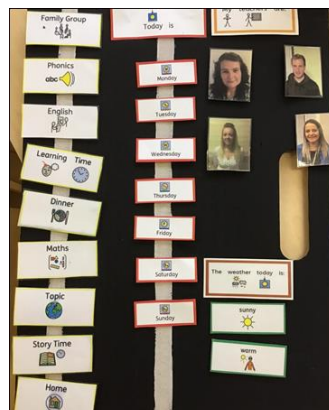
8:45 – 9:00 – Morning Meet and Greet (done regardless of what time the child arrives)

- A member of staff meets and greets the child at the designated entrance. This staff member should be rotated amongst the class team so the children are used to being greeted by different adults.
- Children hang their coats up and take off their name tag, ready to take into the classroom.
- Children use their name tag to self-register in the classroom
- Children are encouraged to sit with their family group on the carpet.
- Children will immediately access their first task of the day, initially writing their name and leading to writing common exception words over time.

9.00-9.010 – Welcome Board

- This session focus' on the use of 'talk'
- Staff, welcome each child individually and invite them to share how they are feeling today.
- During this session the children are encouraged to 'talk' about what day it is, what the weather is like, who is here today etc. Staff, talk the children through their day using the class visual timetable to support.
- This is an opportunity to model high quality talk for the children and an opportunity to introduce a wider range of vocabulary for things they encounter every day. For example when discussing the weather, vocabulary such as foggy, misty, bright and frosty would be introduced to the children. This will allow them to eventually describe weather they have experienced appropriately. (Science – Seasonal Change, Nursery)
- Welcome Boards must include: weather, days of the week, staff in the room, daily timetable.

Sample Welcome Board



Wheatley Hill Primary Teaching & Learning policy

9:05 – 9.30 Family Group Time

- *In Roseberry and Catbells class the children should access five family group times per week.*
- *The length of these should increase over time, as the children mature.*
- Talk should be a feature of all family group times.
- The content of group time can be based on an assigned skill for your year group, a curriculum covering topic or learning led by the children's interests and planned to meet curriculum requirements as specified in subject progression documents and in line with the EYFS long term plan.
- Planning for these sessions must cover objectives detailed in the subject progression documents for each area of learning. Family group times are planned by practitioners under the supervision of each class teacher. Planning is discussed at each teams weekly planning meeting and reference to the correct objectives made.
- Several areas of learning should be covered within one week, with a weekly English and Maths focus and also a session focusing on new learning. Learning objectives should be taken from the PS level breakdown of Bsquared available in the EYFS curriculum document.
- Staff should be able to discuss what is happening in their group and how this links to their curriculum.
- Family group's content should be captured in the group floorbooks.

9.30 – 10.50 – Child Initiated Time

- Purposeful play is an essential part of how children learn at WHPS.
- Rooms should be organised and maintained with high quality continuous provision (see page 26). This allows the children to practise and apply, new and taught skills at their own pace. The environment should support learning across the curriculum and ensure open ended learning opportunities to meet the needs of every child.
- Provision should be carefully planned for in order to develop age appropriate, learning and skills as detailed in the WHPS progression documents. Continuous provision elements are carefully chosen to enable children to learn and apply a variety of skills from across all subject progression documents and should remain the same all year. Provocations and enhancements should be added throughout the year but must be linked to objectives and curriculum coverage from across subject progression documents.
- During this time, children should be practising and applying skills. They should be trying out ideas and concepts in a safe and secure environment. They should be developing characteristics of effective learning. They should be developing new skills.
- Provision should be developed regularly with enhancements or provocations aimed at challenging thinking, providing opportunities to develop ideas and skills, as well as consolidate taught knowledge. These could be generated from the children's interests, areas of intervention, current events or objectives from WHPS progression documents.
- Purposeful talk and noise should be encouraged within each setting.
- Staff should be actively engaged with the children during this time.
- 'In the moment response' to the learning of our children is essential to fuel their curiosity.

10.50- 11.00 – Tidy Up Time

- This time is also a teaching and learning opportunity for our children.
- Children will need to be taught how to tidy up.

Wheatley Hill Primary Teaching & Learning policy

- A familiar song should be used to ensure all children are aware of what time it is.
- All provision areas should be carefully organised to make tidy up sessions accessible for all.
- Our areas should have match back labels, photographs, typed labels.
- The amount of provision expected for the children to tidy should be built up and placed out over time.
- Adults should support children during this time.

11.00 – 11.15 – Phonics

- Phonics at WHPS is led by Read, Write, Inc.
- Developing early aspects of language such as environmental sounds, alliteration, rhyme amongst others, should be a key feature of each session.
- Children should be encouraged to hear sounds in words on a constant basis, modelled competently by staff.
- Children should be exposed to a vast amount of high quality stories and the effective use of story book language.

11.15 – 11.30 – Maths

- Developing early aspects of number such as number language, early counting, and shape should be a feature of each session.
- Opportunities to use language in the correct context should be regularly provided.
- Children should be exposed to using equipment to support counting skills.
- Maths opportunities should be threaded through continuous provision. Opportunities should be provided for the children to practise and apply during child initiated time what is taught in this session.

11.30 – 11.45 – Transitions

- Children should continue to be engaged in maths teaching and learning until it is time for their transition.
- Children transitioning to lunch, should establish effective routines to do this with minimal disruption to the remaining children.
- Adults should 'check in' with children before they are collected by their adult.
- Messages regarding the children should be carefully passed to the collecting adult.

*Time are approximate and may need to be altered depending on timetabled gym times / outdoor times and also the age and stage of the children.

Wheatley Hill Primary Teaching & Learning policy

Teaching & Learning at Wheatley Hill Primary – Ready to Teach

A Typical Reception Day

8:30 – 8.45 – Prior to Pupil arrival - Classrooms are ready!

- ALL workspaces are clear.
- Teacher work/ files put away.
- Continuous provision is ready for use (if applicable).
- Support Staff are briefed.
- All morning photocopying complete & resources prepared.
- Welcome boards and daily timetables are ready for use.

8:45 – 9:00 – Morning Meet and Greet (done regardless of what time the child arrives).

- A member of staff meets and greets the child at the designated entrance. This staff member should be rotated amongst the class team so the children are used to being greeted by different adults.
- Children hang their coats up and take off their name tag, ready to take into the classroom.
- Children use their name tag to self-register in the classroom
- Children are encouraged to sit with their family group on the carpet.
- Children will immediately access their first task of the day, initially writing their name and leading to writing common exception words over time.

9.00-9.10 – Family Group Welcome Boards

- This session focus' on the use of 'talk'
- Staff, welcome each child individually and invite them to share how they are feeling today.
- During this session the children are encouraged to 'talk' about what day it is, what the weather is like, who is here today etc. Staff, talk the children through their day using the class visual timetable to support.
- This is an opportunity to model high quality talk for the children and an opportunity to introduce a wider range of vocabulary for things they encounter every day. For example when discussing the weather, vocabulary such as drizzle, gloomy, blustery and downpour would be introduced to the children. This will allow them to eventually describe weather they have experienced appropriately. (Science – Seasonal Change, Reception)
- Welcome Boards must include: weather, days of the week, staff in the room, daily timetable.

Sample Welcome Board



Wheatley Hill Primary Teaching & Learning policy

9.10 – 9.30 – Phonics

- Children will be taught in three groups.
- Adults must facilitate effective and timely transitions into and from groups.
- Resources are ready in advance of the session.
- All groups follow the RWI approach to phonics teaching.
- Children will be streamed from the start of the Spring Term.

9.30-11.10 – English and Child Initiated Time

- Four days per week the children will rotate between English teaching, child initiated time and outdoors.
- Teaching groups vary in size depending on the ability of the children and their attainment predictions for the end of the school year.
- Every child should experience two written English sessions. Two practical English sessions, two outdoor sessions and two CP sessions across the week.

English

- Children will access four English teaching sessions per week. Two of these will be practical, mainly word level sessions which will take place in the CP room group area and two of these sessions will have written elements recorded in English books. These lessons will take place in the classroom.
- All children should access quality first teach.
- Resources should be prepared in advanced.
- Children should be encouraged to write with other children at the same time.
- There should be a clear objective shared with the children for each of these sessions.
- Objectives should be taken from the English WHPS progression documents.
- Sessions should be based on key texts, exploring curriculum content as directed in the long term plan and supporting the development of early reading, writing and formation.
- Work systems should be shared with the children where developmentally appropriate to ensure everyone knows what work and how much.
- When children are not ready for work systems objectives should be shared and used within the focused teach.
- Continuous provision connected to these areas should be provided to support and enhance learning during this time.
- Books should be marked in line with the schools marking policy.

Child Initiated Time

9.30 – 10.50 – Child Initiated Time (2 Groups, swapping)

- Purposeful play is an essential part of how children learn at WHPS.
- Rooms should be organised and maintained with high quality continuous provision (see page 26). This allows the children to practise and apply, new and taught skills at their own pace. The environment should support learning across the curriculum and ensure open ended learning opportunities to meet the needs of every child.
- Provision should be carefully planned for in order to develop age appropriate, learning and skills as detailed in the WHPS progression documents. Continuous provision elements are carefully chosen to enable children to learn and apply a variety of skills from across all subject progression documents and should remain the same all year. Provocations and enhancements

Wheatley Hill Primary Teaching & Learning policy

should be added throughout the year but must be linked to objectives and curriculum coverage from across subject progression documents.

- During this time, children should be practising and applying skills. They should be trying out ideas and concepts in a safe and secure environment. They should be developing characteristics of effective learning. They should be developing new skills.
- Provision should be developed regularly with enhancements or provocations aimed at challenging thinking, providing opportunities to develop ideas and skills, as well as consolidate taught knowledge. These could be generated from the children's interests, areas of intervention, current events or objectives from WHPS progression documents.
- Purposeful talk and noise should be encouraged within each setting.
- Staff should be actively engaged with the children during this time.
- 'In the moment response' to the learning of our children is essential to fuel their curiosity.

11.10- 11.15 – Tidy Up Time

- This time is also a teaching and learning opportunity for our children.
- Children will need to be taught how to tidy up.
- A familiar song should be used to ensure all children are aware of what time it is.
- All provision areas should be carefully organised to make tidy up sessions accessible for all.
- Our areas should have match back labels, photographs, typed labels.
- The amount of provision expected for the children to tidy should be built up and placed out over time.
- Adults should support children during this time.

12.20 – 12.50 – Maths

- Children will access three Maths teaching sessions per week.
- All children should access quality first teach.
- Resources should be prepared in advanced.
- There should be a clear objective shared with the children for each of these sessions.
- Sessions should be based on a CPA approach.
- Children will be given maths books at the start of the Spring term with the emphasis being on practical learning prior to this.
- Continuous provision connected to these areas should be provided to support and enhance learning during this time.

12.50 – 2.40 – Child Initiated Time

- The children will rotate through a three day cycle.
- Child initiated principles already explained will apply to both the indoor and outdoor sessions.
- During the skill based session either a family group session will happen or an adult led activity will be delivered. Ideally this will later be transferred into continuous provision.
- Observations of learning should take place both indoors and outdoors during this time.

1.00pm – 2.15 – Interventions

- Four days per week, there are interventions taking place for the children in order to ensure they progress rapidly in their learning.
- Interventions include 1:1 reading, flash cards, CVC words, basic number activities.

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- Adults rotate around interventions daily.
- Objectives for interventions should focus on next steps for the children and key basic skills.

2.40 – 3.00 – Family Group, Review of the Day

- Opportunity for shared reading & class novel.
- Ensure classrooms are tidy.
- Complete home school diaries.
- Circle Time, Speaking and Listening
- All children happy as they leave!

The Right Start – Key Considerations to get the off to the best start!

At Wheatley Hill Primary, we talk a lot about ensuring children are “Ready to Learn”. Now is the time to look at what we must expect from ourselves to enable us to get the most out of our pupils. We must be “Ready to Teach” and if we focus on that then more pupils will be “Ready to Learn”.

Consideration 1 - Prior to Children’s Arrival

This is about getting your school day off to the right start. Prior to the children entering your classroom from 8:45am you need to be prepared and organised. For your morning session, all photocopying, resource prep and set ups should be completed before children start to enter your room.

Preparations for your morning sessions can be completed in the morning or the evening prior. If you wish to prepare lessons, conduct photocopying, make resources or set up task boxes then we recommend you consider your arrival times at work to ensure you have enough time in order to be ready for pupil arrivals at 8:45am. If preparing on the previous evening, so you don’t have a busy morning or you have childcare arrangements, then you must still arrive in school in good time. Most staff in school contractually start work at 8:30am; however, this means you are in class working and not entering the school and heading for a coffee or a catch up with colleagues. School is open until 6pm on an evening so we welcome staff to socialise with peers as frequently as possible outside of your classroom working duties.

In school, we will be focusing on precision in all aspects of our teaching. We expect our staff to consider this in all aspects of their duties in school –

- What is the purpose of...?
- Am I clear in what I expect? Do the children know? Do my colleagues know?
- Can I squeeze any more learning out of this task, activity, moment i.e. practicing x tables while lining up, using phonics cards while entering the school from play time.
- These thoughts do not just apply to your classroom – transitions, lining up etc. are all reflections of the classroom practice.

When we consider precision in our morning set up, we must consider:

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- Is my classroom tidy – pupil desks, continuous provision areas, staff work spaces, work tops, big tables, floor spaces? If not, why not?
- Are pupil resources available – enough pens, pencils, rubbers etc?
- Are resources ready for all aspects of the morning?
- Are your areas set up – provocations, continuous provision, break out spaces? You must be prepared to support our most vulnerable learners.
- Are all my tasks organised so that I am free to interact with children and support learning.

Consideration 2 – Morning meet and greet – This is the first face – face interaction with pupils for yourself and your classroom team. We do not know what has happened to our pupils before they have arrived in our care – we cannot presume that all of our children will be *Ready to Learn* the moment that they step through the door. Your first interactions with pupils of the day could be the moment that makes a child feel safe and ready to engage or a poor first interaction could be the tipping point that sends a pupil into a downward spiral for the rest of the day.

We will greet our pupils when they enter our school. A sincere welcome and acknowledgement of the pupils can be enough to get your day off to a good start. However, you must also be aware that children can read your body language & tone – if you aren't sincere then maybe you're not "*Ready to Teach*". We expect staff to develop professional, caring & compassionate relationships with pupils – there is nothing worse than children thinking staff don't "like" them – many of our children struggle in their personal lives to find consistent, caring relationships so we must provide this – our pupils trust is hard to gain at times – but always easy to lose!

This time is also vital for building and maintaining effective relationships with parents. They need to see and trust your interactions with their children. It is important that we build supportive and warm relationships with our parents. An adult from each class will be available to answer questions or queries during this time. It is always a good idea to share positive comments and thoughts with parents, about their children.

At this point, the pupils have started to enter the classroom and they should have followed the clearly established system you have in place to ensure coats and bags are stored accordingly. To ensure the children follow the system and care about their possessions, do you check the cloak area? Do you monitor this space? What do you do about coats on the floor?

As the children begin to filter into class and you greet them, we need to consider your classroom routines at this point. Will the children find their resources on their desks ready? If not, what decisions have you made? What do the pupils do with book bags? Any letters? It's all about consistency – the same routines happen everyday.

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Consideration 3–Family Group Time – Consideration needs to be given to what the purpose of this is. The family group system ensures that every child will have a secure base/person from which the child can explore the world and a safe place to return to when they feel overwhelmed by the environment. Establishing family groups which run throughout our timetables and maintain those social bubbles, ensure our children feel safe and ready to embrace learning. This as an approach is effective but leads us to ask what exactly Family Group time is?

Principles behind the group must always be applied

- Consistent group of children.
- Consistent familiar adult.
- Open and valued communication between adults and children
- Providing security and encouragement to the members of the group.

Content of designated Family group time

- High quality talk – opportunities to both talk and to be listened to. Children must have what they say acknowledged and validated. Everyone’s contribution must be valued, no matter how small.
- Family group times allow for a wide range of learning to occur across the prime and specific areas. Adults must be clear about what they are teaching during these sessions with objectives taken from WHPS progression documents feeding into the correct topics detailed in the long term plan.
- Learning Objectives should be shared with children during these sessions.
- Content should be varied covering a broad and balanced curriculum, linked to curriculum documents and development matters. Specific skills and wider concepts can all be taught in these sessions.
- Talking tubs, curiosity crates, child led interests and stories should be used a stimulus
- Teaching strategies should allow for all learning styles and the high quality knowledge from the family group leader of how those children learn should inform the choices made around this.
- High quality interactions and open ended questioning should be a key feature of these sessions.
- Floorbooks should reflect the progression of learning within each family group.

Consideration 4 - Phonics - Children in EYFS will use the Read, Write Inc phonics program. Direct phonics teaching will take place during each morning.

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High quality RWI sessions require a range of resources in order to achieve the greatest pupil outcomes including word cards, Fred Frogs and magnetic letters etc. All resources for RWI sessions must be pre-prepared before the session starts so valuable time is not lost during sessions.

RWI is a prescriptive approach to the teaching of phonics and early reading. This approach must be followed and not deviated from as this could create gaps in pupil understanding when they transition groups. The quality of phonics teaching will be monitored by the English Lead.

Children in nursery and the two year old provision will carry out daily phonics lessons focusing on the Phase 1 aspects learning. They will work towards high quality awareness in children of alliteration, rhyme, rhythm and sounds in words. Alongside this, they will enjoy fostering a love of books, through exposure to high quality texts reinforcing the teaching of rhyme, sound and the power of the written word. In nursery, children will begin learning single letter sounds. They will practise and apply this knowledge in play based situations.

Consideration 5 – Child-initiated Time

Children in EYFS have child initiated time built into their daily timetables. Uninterrupted time has been provided for children to follow their own interests, explore the high quality environment and practice and apply the wealth of new skills they will be learning. When children are playing they are learning.

Effective child initiated time can only be achieved by developing a high quality environment. The environment must be carefully planned for, linked to curriculum coverage, next steps and children's interests.

Adults must be free to interact and support children during this time. Careful observations of learning should inform the adults when it is appropriate and most valuable to join in with children's learning. Interactions must be of a high quality and add to the learning experience of the children, not change it. Adults must avoid the temptation to change the children's learning in order to make it valuable to them, rather than supporting and extending the direction the child is moving in.

During this time adults should be playing with and supporting children, carrying out long or short observations and facilitating learning experiences by responding to wow moments by immediately enhancing environments, providing resources or challenging thinking. They must not be doing classroom jobs, on ipads (unless capturing learning) or getting other things done while the children are learning.

Consideration 6 - Our Early Years Classroom Environment (Continuous Provision)

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. In early years our learning spaces are

Wheatley Hill Primary Teaching & Learning policy

designed to allow the environments to become the children's third teacher. Our rooms are thoughtfully designed and arranged in a way that engages and allows children to learn independently and beyond the direction of a teacher. The layout of our environments promotes relationships, communication, collaboration, and exploration through play. Resources used are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play.

All classes across EYFS should have:

1. The following areas;
 - Reading
 - Mark Making
 - Maths
 - Large and Small Construction
 - Studio
 - Cookery / Tools
 - Role Play
 - Sand/Water
 - Outdoor provision which enhances the indoor provision

Some areas can be rotated on a half termly basis in line with curriculum requirements and children's current interests.

Planning for these areas is just as important as for formal learning. Planning documents will be completed for these areas in weekly planning meetings using the WHPS progression documents. They will reflect the current topic, children's interests and current events. Weekly provocations and enhancements should be accompanied by learning objectives from the WHPS curriculum progression document.

2. All areas should be created using some basic principles to ensure continuity across environments, effective communication and clear direction for children.
 - Natural and real life resources should be the basis of all EYFS areas. PLASTIC should be kept to a bare minimum.
 - Resources should be carefully chosen to allow children to play and explore, practice and apply skills, as well as challenge ideas and thinking.
 - All areas should have a range of match back labels, photographs and written labels to support independent use. Without these things areas are not finished.
3. **RWI Reading System** – Classrooms will have a reading area, where their RWI books will be available for pupils to access. This area will be organised, well presented and promote the love of reading.
4. **Reading for Pleasure /Reading Area** – Classrooms will also have a range of books that children can choose to read for pleasure during child initiated time. These books should be carefully chosen to support topic learning, promote children's interests, allow for revision of familiar texts or promote new learning. These should be supported by props to support storytelling, recall of familiar stories and resources to create new stories. Additional items could also include puppets, role play characters and

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story sacks. Adults should be able to explain why books and resources have been chosen and how they promote learning. Other classroom areas should also be enhanced with curriculum specific books and could include artefacts, which pupils can use to answer questions or follow interests.

5. **A Studio Area** - Classrooms will have a studio. This area will be equipped with a wide range of resources, activities and provocations for children to access. Working in these areas will involve both adult led and independent learning across the curriculum. The studio will be planned to allow for independent use during child initiated time with accessible resources and with established routines for use. This area can be enhanced to focus on children's interests, curriculum objectives or essential skills.
6. **A communication friendly classroom** - Calm colours and a strong emphasis on natural materials and elements – the reason for this is because many of our children can become over sensitive to bright colours so a calming environment is more suitable to learning. We value natural materials and plants because these are “real” and we encourage children to celebrate and protect our natural world. Classrooms will have a space, where pupils and adults can talk with peers, reflect on learning or support their behaviour regulation.
7. **Drop In Sensory Area**– Each classroom will have a sensory area to support the needs of the children and also to support the transition of children with SEND from the Base. This drop in desk will be set up with a match back photo card, zones of regulation and will be equipped with generic sensory toys. Children may also bring specific motivators from their Base. All ‘Drop Ins’ will be pre-arranged between the mainstream and Base staff. Each mainstream teacher will also be equipped with a pupil profile for those children that may ‘Drop In’ to ensure clear communication & support can be established.
8. **A Wide Range of Accessible Maths Resources** – In order to support our practical maths approaches, each class will effectively manage, care for and deploy a wide range of maths resources i.e. numicon, place value counters. These resources will be well presented and appealing to use.
9. **High Quality Pupil Resources** – This refers to ensuring that there are always enough pens, pencils and rulers for children. This also includes ensuring you have enough whiteboards, scissors, glue sticks etc. to enable teaching in your classroom to operate smoothly. There is also an expectation that these resources are well managed, stored carefully and clear pride is taken in ownership of these i.e. defaced and damaged.
10. **Classroom IPADS & ICT** – Classrooms will be allocated IPADS and laptops, which will be signed out by classroom teachers. Classroom staff will be held accountable for the IPADS they sign out and must ensure they are well managed, effectively used and looked after. Each department in school will be issued an IPAD storage and charging station. Where IPADS are considered to be at risk of damage, they will be removed from classrooms.
11. **Visual Timetable** – Classrooms will be issued with consistent symbols to utilise in classroom visual timetables. These will operate vertically with the first item being at the top.
12. **Floorbooks** – Family group floorbooks will be on display and accessible to visitors and pupils, where appropriate.

Resources

Classroom resources should be well organised and clearly labelled, in line with our symbols policy. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills. We will aim to keep our classrooms tidy and clutter free. **We will model organisational skills to children** – we do understand that on occasion classrooms can be untidy for a

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variety of reasons. Our classrooms are the children's environments therefore can all teacher files, resources and paperwork be kept in trays and cupboards. Any school data considered special category data is to be locked away when not in use.



Consideration 7 – Capturing Learning

- Learning will be captured throughout all learning experiences.
- Adults should capture learning in a variety of ways: First Days, Short Observations, Long Observations, Learning Stories, Recorded work in books and through discussions and talk.
- All departments will record one long observation per child per term.
- Captured moments should be recorded on a frequent basis with a combination of typed and hand written notes.

Sample Long Observations

September 2020

Tiny, Happy, People





As soon as you entered the classroom you headed for the mark making area. You independently selected paper, coloured pencils and a writing pencil before sitting down to draw. You sat and focused on your drawings and I could clearly see several recognisable figures forming on your paper. You then chose a selection of coloured pencils and began colouring each figure in a different colour. I enquired about the colours you were using and you confidently told me which ones were green, pink, orange and blue. You also went onto to tell me that the pink was broken and you would just have to use the little end. Your fine motor control was wonderful in holding the tiny point but was there not another pink pencil that you could have used? Once the colouring was complete you wrote your name beautifully on it. As we talked about your picture you told me who they were. "That's me, that one. My brother Aaron, my mam, my dad, Oscar, Logan and a cake. I made it, that's the steam coming and the candles. That's my name their, nearly done it, just the faces to do." You went straight back to drawing and added your finishing touches. When the drawing was all done we worked together to write down the names of the people in the picture. You independently wrote Liam, Aaron, Mam and dad. You needed my help to write Oscar and Logan. We talked about each sound individually. You were very quick to recognise and write sounds that appeared in the words you could write independently but were unsure of what the others looked like, you were keen to write them down once I showed you what they looked like.




A super mornings work Liam, Well done.

Reflections...

I was struck by Liam's independence today. He planned his own learning, chose his own resources and showed amazing focus for such a young man. He had a good pencil grip and made solid lines, using these to enclose space and form recognisable marks. He could write some familiar words independently and was happy to try out new marks with support. He identified a range of different colours and created a narrative to support his drawings.

PIC-COLLAGES

My Name is Samuel

Samuel caught my eye from across the classroom today. He was clearly concentrating on something very important and I couldn't wait to see what it was. At first, I could see what appeared to be two sets of letters on two different cork boards. When I asked Samuel what he was up to he explained to me that he was making a man, he had separated the letters in order to have some for his head and some for his body. He continued to add letters in a range of different places. He told me that, "This is a big arm, this is his other arm. This one is long and this one is short." Samuel carefully placed all the letters, revealing a perfectly positioned face. As we looked at it he added, "He needs some hair". Samuel began searching through the jar of letters to find some suitable hair when he came across one particular magnet. I was impressed when he announced, "Mrs Simpson I have found a question one". You definitely had Samuel, what a super find. Putting it back in the jar, he continued to select all red magnets for his characters hair carefully placing them in a line. Rubbing his fingers through the magnets, he selected two magnets and allowed them to connect together. He announced that, "The magnet on the back magnets them together." Swiftly moving on, he turned his attention back to his design. He pointed to the stomach area and told me that, "These are his food in his tummy. Look at the food, it's all soggy." When I asked why, he confirmed with a chuckle that it was because he had eaten it. Samuel then changed the direction of the conversation again by showing me some letters he found in the jar. "We learned these, that's m, s, a, d". Acknowledging that we had, I rearranged the letters and asked Samuel if he could read the word for me. Samuel sounded out and read 'am' followed by 'mad' then clarified for me what it meant. "That's like angry, when you get mad, you get angry."

Reflection

Wow Samuel, where do I start? You showed lovely creative and critical thinking today. You made a plan of how to make your man and stuck to it. You articulated what you were doing making it easy for me to follow your learning. You had a good understanding of shape and space including long and short. You commented on the body and what it does, as well as having it in the correct position. You proved you have picked up our phonics work beautifully and I am so proud of you.

PIC-COLLAGES

See Capturing Learning document for more information.

Consideration 8 - Outdoor Education and Forest School at Wheatley Hill

Children will participate in regular outdoor learning opportunities and will be in the forest school area or outdoor classroom for these periods. Safety for the children during these sessions lies with the group leader. All risk assessments must be carried out and thought of prior to sessions. If the group leader feels that something is unsafe they must stop it immediately not come in and ask permission to stop it. This also applies to the weather, staff must judge appropriateness of extreme heat and cold conditions prior to and during sessions. All weather warnings should be taken account of.

It is expected that all members of staff attending outdoor education will capture learning through observations, captured moments and learning stories – a pic collage will not be acceptable. Staff attending outdoor ed will have the time upon returning to school until 4:30pm to work in their observational write ups etc. Family groups should reflect this learning in their floor books.

Outdoor clothing must be looked after and stored appropriately.

Displays

We want class teachers, classroom staff and children to take ownership of their classrooms and display spaces. Please use your displays as you see fit but follow these guidelines.

- Use display boards for staples only – don't staple anything else.
- Think about the purpose of your display i.e. celebration of work, informative to support learning

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or to track a learning journey.

- Work being celebrated should show the children working to their very best ability. All children's work is to be celebrated not selected children only – every child in the school will have at least one quality piece of work on the wall at some point throughout the year (Inside or outside the classroom).
- If producing display for informative reasons, please think careful about what information you want the children to access and why – please do not simply print large quantities from twinkle – these resources look very generic and should only be used if necessary.

Resources

Classroom resources should be well organised and clearly labelled, in line with our symbols policy. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills. We will aim to keep our classrooms tidy and clutter free. **We will model organisational skills to children** – we do understand that on occasion classrooms can be untidy for a variety of reasons. Our classrooms are the children's environments therefore can all teacher files, resources and paperwork be kept in trays and cupboards. Any school data considered special category data is to be locked away when not in use.



Workbooks

Here at Wheatley Hill Primary, our aim is to capture pupil learning in a way that showcases pupil progression and achievements but also recognises the need to minimise staff marking, paperwork and the need to manage workbooks for every subject. We expect our pupil books to be excellent, well

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presented and a clear focus on pupil learning & progression. We are capturing learning not gathering evidence.

Workbook	Year Group	Notes
English Writing Book	Reception	Focus on clear pupil progression
Maths Book	Reception	Focus on clear pupil progression From Spring term
Reading Record	Reception	
Journals	Nursery Two's	To capture learning from: Family Group, English, Maths, Curriculum learning, Child Initiated time and Outdoor Ed.
Floorbooks	All	
Learning Story of Classroom topics		S&L focus, talking tubs, mind maps, the learning journey.
Practical Learning (Working Scientifically, Outdoor Ed, Enrichment)		Learning Observations, Captured moments, photographs

Planning & Assessment

Here at Wheatley Hill Primary, our aim is to capture pupil learning in a way that showcases pupil progression and achievements. We are capturing learning not gathering evidence.

**All progression documents can be found on the shared area*

Planning

As we plan & deliver our curriculum, we will highlight our curriculum progression document to keep track of what we have taught our pupils. We will only highlight this sheet once we make a professional judgement that the objectives were taught effectively and our marking / teacher observations showed that pupils were successful in the task. This would be implemented by putting a "dot" next to the objectives you are planning to deliver then highlighting them off following your marking & teacher assessment processes. This will then identify lesson objectives that need to be re-visited / consolidated.

Whilst planning using our progression documents, SEND teachers will also use the outcomes and targets from the children's individual SEND support plans and EHCP's to inform their planning and design appropriate work tasks and activities to meet the learners needs and work towards their outcomes.

EYFS will formally assess all children four times a year. Baseline assessment, autumn, spring and summer. Each term will be highlighted on a different colour to show progression across the year group.

Baseline – pink

Autumn – Yellow

Spring – Blue

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Summer – Green

<u>Assessment</u>	<u>Notes</u>	<u>Frequency</u>
Development Matters Progression Sheets	<ul style="list-style-type: none"> Highlighted on an ongoing basis. 	Baseline – pink Autumn – Yellow Spring – Blue Summer – Green
English - Phonics	<ul style="list-style-type: none"> Use RWI Phonics Assessment Process. Children to be grouped into abilities at start of spring term. Teachers need to use ongoing teacher assessment to accelerate pupil book colours and groups when needed – don't wait 8 weeks if a colour is too easy. 	<ul style="list-style-type: none"> Every 6-8 weeks by class teacher. Results submitted to LD.
English – Reading	<ul style="list-style-type: none"> Ongoing –Assessment Bsquared – Development in age brackets. Progression documents need to be highlighted with what has been taught so far then reflected onto school tracking sheets. Highlight in the appropriate colour to show pupil progression. Every child will have their own assessment sheet that will reflect their current level of learning and previous attainment. 	<ul style="list-style-type: none"> Although an ongoing working document, these should be updated at least every term, dates as above. Progress Data to be submitted termly to subject leaders for moderation before submitting to senior staff.
English - Writing		
Maths		
SEND	<ul style="list-style-type: none"> Update SEND support plans Update SEND assessment sheets Assessment tracking sheets 	<ul style="list-style-type: none"> Formally each term and shared with parents Termly and handed to SENDco and leading teacher of SEND for moderation As planning for sessions. Formally each term.

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**Assessment documents are saved on the shared area*

Mainstream planning will be displayed on the big planning board each Thursday evening for the following week. Or as soon thereafter due to PPA.

Base teachers can then sign up base children to specific mainstream where appropriate. This must be done by Friday evening in order for the mainstream teachers to be prepared for the base children 'dropping in'

A member of room support will take the children to the mainstream classroom where they will transition through the sensory, calm space. Base staff must complete the **pen portrait** and give this to the mainstream teacher before the child drops in. The child will bring their transition passport with their photo and name label to place at the drop in desk once they are in the mainstream classroom.