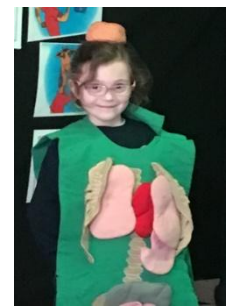




West Byfleet Infant School  
 We Belong We Inspire We Succeed

# Learning and Teaching

## Policy



Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

We play a significant part in a lifelong learning process which develops knowledge, social skills, problem solving and a sense of moral values.

Teaching and Learning in EYFS begins with developing a passion and curiosity for learning. We promote exploration through play to embed the foundations of skills and explore positive learning behaviours. This leads to confident, independent and happy children.

As children progress into Key Stage 1 we build on these foundations with a curriculum that allows growth, application of skills, risk taking and challenges them to be the best learner they can be.

Member of staff responsible	Headteacher
Date Policy Produced	Summer 2025
Policy agreed	Summer 2025
Next review date	Summer 2026
Other Related Policies	Curriculum Subject Policies, Behaviour Policy
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

## Policy Aims

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin our curriculum design, teaching and learning in our school.
- Promote consistency of approach and expectations as well as continuity and progression in order to improve the quality of teaching and learning.
- Recognise, acknowledge and implement the most effective classroom practices in order to further children's learning intellectually, socially, emotionally and physically.

This policy takes account of:

- The nature of our school community and the context in which teaching and learning takes place.
- The collective experience and expertise of both teaching and support staff.
- Educational research, knowledge and understanding about children and education.
- Reflects the requirements of the National Curriculum, which we have chosen to follow.
- Reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of practice 2014 and the Equality Act 2010.
- Reflects and acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation stage statutory framework.

## **Roles and Responsibilities**

### The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Challenge the school to ensure that we are meeting the DFE requirements of providing a broad and balanced curriculum.
- Ensure that provision is made for all pupils with different needs, including children with Special Educational needs.
- Ensure the school implements the relevant statutory assessment arrangements.

### The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- Manage requests to withdraw children from curriculum subjects, where appropriate
- Ensure the school's procedures for assessment meet all legal requirements
- Advise the governing board on whole-school targets in order to make informed decisions
- Ensure provision is in place for pupils with different abilities and needs, including children with SEN

## **Guiding Principles**

At West Byfleet Infant School we believe:

### **Children learn best when they:**

Are active and interested in their learning	Are challenged and engaged in their learning	Take responsibility for their learning	Have opportunities to take risks	Have time and opportunity to explore, reflect and question
Independently access readily available resources	Have opportunities to talk and share ideas	Understand and use the 'Learning Zoo and Characteristics of Effective Lear	Make links and connections in their learning	Have a sense of 'belonging' and feel safe and confident in their learning environment
Enjoy and thrive in their learning	Understand the 'why' and 'so what' in learning concepts	Apply their learning in real life situations are able to apply to real life contexts/scenarios	To get 'in the moment' personalised specific feedback that leads to success	Are curious and inquisitive in their exploration of learning

### **When parents:**

Read for enjoyment and support progress and interest	Take an active interest	Ask questions about their learning	Engage and partner with school life	Have routines and boundaries
Understand learning milestones	Ask professionals for support with curriculum learning	Have a positive relationship with the school based on mutual respect and trust	Help their child to be organised and prepared for the school day	Allow them to practice independence skills
Engage with school platforms and community events	Meet their child's basic needs – clothes/food/nurture/ready to learn			

### **Teachers teach most effectively when they:**

Feel valued in the school community.	Develop positive relationships with the children in their class.	Involve the children in understanding the characteristics of effective learning and the learning zoo		Have high, consistent expectations.
Feel supported to take risks	Have excellent subject knowledge and understanding of how children learn	Develop effective relationships with parents	Establish and maintain a positive and purposeful, working environment	Model and scaffold the learning effectively
Effective styles, strategies and skills are appropriate to the learning	Provide constructive feedback with the children about their learning	Provide opportunities for stretch and challenge in every lesson	Use adaptive teaching to meet the needs of individual pupils	Work collaboratively as part of an effective team
Are reflective when planning and evaluating together	Have a CPD programme that is personalised to meet the ends of our school	Have an expert team of additional adults to support	Have access to outside agencies	Have a clear understanding of an individual's learning journey from starting points

## **Whole School Intent**

At West Byfleet Infant school, we have designed our curriculum with pupils' learning at the centre.

- We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.
- Our curriculum is knowledge focused and we want children to 'know more and remember more'.
- We encourage children to develop their knowledge and interests by exploring and explaining their understanding to develop successful discussion and effective communication.
- We have created a positive learning environment whereby children are confident and intrinsically motivated to take risks and challenge themselves.

Through a combination of learning approaches, we aim to ensure pupils enjoy learning and feel prepared the next stage of their education and the world around them.

- For every child to develop a sense of belonging in their community, developing strong relationships, celebrating diversity and encouraging respect
- Develop children to be emotionally resilient, confident learners in a world that is constantly changing and to be able to thrive in that world
- We offer a wide variety of activities and experiences to build resilience, confidence and self-esteem.
- We recognise that pupils should be challenged by learning from mistakes, feeling inspired to develop ideas and ask questions and celebrate successes.

## **Implementation**

Our carefully crafted curriculum balances the National expectations and an all encompassing range of experiences allowing our children to fulfil their potential and celebrate achievements promoting success in all aspects.

- Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs by using a reflective plan-do-review cycle of improvement.
- Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.
- The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links.
- Inviting classroom environments stimulate and engage quality thinking and reasoning.
- Explicit daily, weekly and medium-term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning.

## **Impact**

Our senior leadership, middle leadership and core subject leadership team carefully review learning, evaluate pupil voice, provide individual feedback to move practice forward, celebrate positives and highlight areas of development.

- Our whole school team strengthen our vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.
- We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum and the retention of knowledge through focused projects over time - we aim for children to 'know more and remember more' throughout their learning journey.
- Class teachers facilitate the development of characteristics of an effective learner in order for pupils to be independent, resilient and self-motivated to always improve and have high aspirations.
- As a diverse and multi-cultural school community, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment.

Our teaching and learning curriculum design is underpinned by our whole school vision.

We **belong**, we **inspire**, we **succeed**



We belong: We aspire for all children to feel a sense of **belonging** by providing a happy, safe and caring environment where children flourish.



We inspire: Our child-centered and creative curriculum **inspires** all children to take risks, ask questions and challenge their thinking.



We succeed: Our children will **succeed** on their learning journey and we aim for all individuals to build the Foundations of lifelong learners and always have a high expectation to achieve.

These three elements are entwined to form one holistic approach.



We belong

We belong: We aspire for all children to feel a sense of **belonging** by providing a happy, safe and caring environment where children flourish.

Here at West Byfleet Infant School the '**belong**' part of our vision is interwoven into the curriculum through:

### School Values

Our Values demonstrate and underpin our vision for all children, staff and parents to work in partnership to develop the 'whole child'. The focus on 'WE HAVE...' allows us all to focus and demonstrate these values in all we do at school and in the community.

Our definitions below support our children to articulate the meaning and be able to show and model these values in their lives.

We concentrate on a value every half-term and follow the rainbow colours in order to model

'WE HAVE...'



<b>WONDER</b> To think and be curious about the world around us, asking questions to find answers
<b>EQUALITY</b> To treat everyone fairly and be respectful of our differences
<b>HONESTY</b> To be truthful in what we say and do, so people can rely on us because we have integrity
<b>AMBITION</b> To have determination and desire to reach your goals and aspire to be the best you can be
<b>VISION</b> To plan wisely and think creatively to reach a decision
<b>EMPATHY</b> To understand and care about how someone else is feeling and be responsible for our actions

School values are taught specifically through assembly, part of the PSHE curriculum and are identified and referred to as part of the school behaviour and well-being policy. These themes are also identified through Key texts that are used to enhance our curriculum.

### Spiritual, Moral, Social and Cultural

We support the children's SMSC development through all areas of the curriculum.

- Spiritual development is promoted through RE, collective worship, school trips and inviting people into the school that inspire awe and wonder.
- Moral development is promoted through PSHE, class discussion and the 'Bigger picture' questions. It is embedded through our clear behaviour policy which is promoted consistently through all aspects of school. Adults model British Values - fairness, integrity and respect for all pupils; and children learn the importance of recognising and respecting different cultures represented by pupils and staff in our school and community.
- Social development is promoted through our curriculum approach of Enquiry based learning, our teaching approaches as well as through a wide range of collaborative learning experiences, community events and pupil voice groups such as the school council, reading champions and eco team.
- Cultural development is promoted through positive sharing and celebrating of the attitudes, values and traditions of diverse cultures through the curriculum. Through assemblies, school social events, visitors to the school and cultural days that reflect the diverse culture of the school community. Participating in local and community events, recognising and celebrating national events such as Remembrance Day and by sharing experiences relevant to their life.



We inspire

Here at West Byfleet Infant School the '**we inspire**' part of our vision is embedded into our teaching and learning approach through:

### Curriculum Design and Approach

Our curriculum is underpinned by theory relating to Enquiry based learning approach. The Enquiry based learning approach enables children to:

- Develop their thinking, questioning, research and communication skills.
- Collaborate.
- Solve problems, create solutions and tackle real-life questions and issues.
- Make connections through exploration and high-level questioning.
- Engage in experimental learning.
- Develop a deeper understanding of the content.
- Take ownership of their own learning and sense of reward, not just from the final product but from the process itself.
- Develop skills for life.

At West Byfleet Infant School we use the 'Cornerstones Curriculum' to support in our delivery of our enquiry based learning approach.



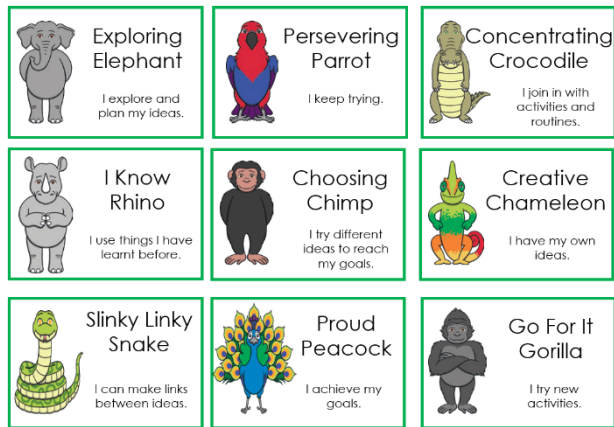
The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the National Curriculum.

The curriculum is delivered through imaginative learning projects that are based on skills and knowledge.

Each project begins with a memorable experience and is divided into four key stages.

<p><b>Let's Think!</b></p>	<p>During the 'Let's Think' stage children will:</p> <ul style="list-style-type: none"> <li>• Have a memorable first-hand experience</li> <li>• Have a WOW experience</li> <li>• Begin initial research and set enquiry questions</li> <li>• Share and recall previous knowledge, skills and understanding</li> <li>• Make observations</li> <li>• Develop spoken language- subject specific</li> <li>• Take part in sensory experiences</li> </ul>
<p><b>Let's Learn!</b></p>	<p>During the 'Let's Learn' stage children will:</p> <ul style="list-style-type: none"> <li>• Dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum.</li> <li>• Practice newfound skills</li> <li>• Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum</li> <li>• Research their own questions and those posed by others</li> <li>• Follow new pathways of enquiry based on their own interests</li> </ul>
<p><b>Let's Explore!</b></p>	<p>During the 'Let's Explore' stage children will:</p> <ul style="list-style-type: none"> <li>• Apply previous skills, knowledge and understanding in real life contexts</li> <li>• Be challenged with real or imagined problems and situations to solve using knowledge and skills from previous stages</li> <li>• Be inspired with imaginative and creative opportunities</li> <li>• Have time to revisit skills, knowledge and understanding, not grasped during the develop stage</li> <li>• Have the opportunity to take on different roles</li> </ul>
<p><b>Let's show what we know!</b></p>	<p>During the 'Let's show what we know' stage children will:</p> <ul style="list-style-type: none"> <li>• Become performers, experts, informers</li> <li>• Share their achievements with others in many different ways</li> <li>• Evaluate finished products and processes</li> <li>• Tie learning back to the beginning</li> <li>• Celebrate</li> </ul>

## Learning Zoo



Characteristics of effective teaching and learning focus on the process of learning, the thinking that is applied and attitudes displayed to be an active learner. During each lesson one or several characteristics become a focus when displayed by children during learning. The type of Behaviour needed to be an active learner is modelled and guided by the adults in the classroom.

We call this 'The Learning Zoo'.

Supporting children in developing an understanding how to learn is an essential part of supporting them to become lifelong learners.



We Succeed

Here at West Byfleet Infant School the '**we succeed**' part of our vision is weaved into the curriculum through:

### Marking and feedback Policy

Success criteria relating to skills and knowledge are shared at the beginning of every lesson and every unit of work, so our children are clear on the specific skills / knowledge they need to apply to be successful. Children are encouraged to reflect and review their own work against this criteria. These are differentiated and scaffolded to meet the individual needs of each child.

### Celebrating successes at every step

In each lesson we celebrate the learning behaviours reflected in each lesson- supporting children to celebrate the process behind the outcome.

## Curriculum



### **Little Wandle**

At West Byfleet Infant School, we teach Phonics every day in EYFS and KS1 using Little Wandle Letter and Sounds (revised). This is a complete systematic synthetic phonics programme, which is a method of teaching reading and writing, where words are broken up into their smallest units of sounds or 'phonemes'. As the children become more confident, we teach them how to put sounds together to blend for reading and how to segment sounds to write words. By following a whole school approach, we are able to establish a progressive and consistent phonics programme allowing for success and progress. We aim to foster a love of books for all children, so that they become readers for life. We use phonetically decodable texts to develop children's reading skills. To teach reading, we use books from Little Wandle Letters and Sounds; these books link directly to the phonics level that the children are currently on.



### White Rose Maths

We teach Maths following the guidance around small steps of progression in The White Rose Maths Hub scheme, an approach developed by the National Centre for Excellence in Teaching Mathematics. **Fluency, Reasoning and Problem Solving** are at the heart of the White Rose approach. It uses the **Concrete, Pictorial, Abstract (CPA)** approach to support children's learning and progression. By embedding this approach we are allowing pupils to spend enough time to fully explore a concept, reinforcing it with practice, before moving onto the next one. All ideas are built on previous knowledge and pupils have ample opportunity to develop relationships between topics. Ensuring staff use a common and precise mathematical vocabulary is crucial to ensuring children have clarity on the concepts they learn.



### Real PE

West Byfleet Infant School is proud to be a real legacy school and is striving to create a new ambition for every child. Our intent is that every child is at the centre of their learning, by having opportunities to grow as individuals, learners and part of a team. By ensuring that our PE lessons are centred around the child, they allow the development of fundamental movement skills and positive learning behaviours to enable children to be successful in the classroom and in later life. We promote the ability to develop the children's personal, social, cognitive, creative skills, health and fitness and have the opportunity to apply their physical skills through the use of the learning cogs. Our approach focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach to teaching and learning in PE. This approach intrinsically motivates every child to take risks, challenge themselves and know that the sky is the limit for what they can achieve.