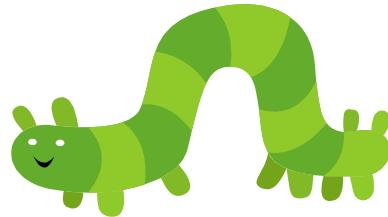




and



Abbots Farm Preschool

Teaching and Learning Policy

May 2025
Review March 2028

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Statement of intent

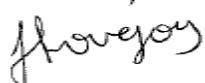
Every child has the right to the best possible education. We aim to ensure that all children, regardless of ability, SEND, EAL or disadvantaged, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

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

It aims to:

- To provide a clear statement of our principles and practices of teaching and learning at Abbots Farm Infant School and Abbots Farm Preschool.
- To represent our agreed view of how we support and encourage learning.
- A consistent framework to enable teachers and teaching assistants to be confident in developing their own practice to help children learn.
- To show the emphasis we put on the school as a learning environment – for children, teachers, support staff, parents and other stakeholders.

Signed by:



Headteacher

Date: 6/5/25



Chair of
governors

Date: 6/5/25

1. Principles:

- Our policy is to enable children to have a growth mind-set and become independent, confident, lifelong learners.
- We want our children to feel confident to try, be willing to challenge themselves and know that it's ok to make mistakes and learn from them to enable them to develop resilience.
- We want our children to develop and extend their thinking skills to work co-operatively with a variety of others via group work and talk partners – to be able to communicate, share ideas, to explain and reason in a supportive way.
- We want our children to be confident in working independently to be able to approach different challenges in a positive way.
- We want our children to know that they can get better at learning by understanding how they learn best.
- We want our children to develop self-esteem and a sense of achievement by praising their progress, perseverance and work ethos at every opportunity.
- We know that children learn in different ways and therefore we will teach using a variety of styles and resources matched to the needs of the children.
- We strongly believe that our children have an entitlement to outstanding teaching.
- We expect our staff to know the specific needs of children in their class and provide opportunities to stretch and challenge all in whole class and continuous provision activities.
- We believe that each child has an entitlement to learn which should have regard to gender, culture, social background and ability or disability to ensure equality of opportunity.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2024) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2024) Optional key stage 1 teacher assessment guidance
- STA (2025) Phonics screening check: assessment and reporting arrangements (ARA)
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Assessment framework: Reception Baseline Assessment'
- DfE (2024) 'Reporting to parents at the end of key stages 1 and 2'

2.2 This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behaviour and Relationships Policy
- And all specific curriculum policies

3. Roles and Responsibilities

3.1 The **governing body** is responsible for:

- Ensuring reports are provided by the headteacher
- Ensuring the curriculum governors meet termly with subject teams. In the Autumn term this is to discuss the action plan. In the Spring term this is to support with a monitoring

activity and in the Summer term this is to review the action plan and discuss priorities for the next year.

Monitoring activities may includes:

- Participating in learning walks
- Viewing samples of children's work
- Talking to children about their learning
- Talking to teachers about their teaching
- Reporting their findings to the entire governing body through their visit reports

3.2 The **SLT** is responsible for:

- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Establishing and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular teams.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment.
- Forging constructive relationships beyond the school, working in partnership with parents and the local community.
- Creating a coaching timetable for the year and supporting coaching when necessary.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.

3.3 **Subject Teams** are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Planning deep dives and carrying out coaching in line with the annual coaching plan. From this reporting on findings and sharing them with the governing body.
- Taking accountability for the progress of children in their given subjects by monitoring assessment.
- Reporting on the effectiveness of the curriculum to the SLT and the governing body.
- Providing professional advice to their link governor.

3.4 **Teaching staff** are responsible for:

- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Having proper and professional regard for the ethos, policies and practices of the school.
- Demonstrating consistently high standards of personal and professional conduct.
- Having a firm understanding of child development and age-appropriate needs.
- Supporting and promoting children's early education and development.
- Planning and delivering valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.

- Identifying the needs, interests and stages of development of individual children.
- Using formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
- Working cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
- Liaising closely with parents to help them promote their child's health, wellbeing, learning and development.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3.5 Children are responsible for:

- Being prepared to learn.
- Being attentive, joining in with learning opportunities, asking questions and making choices in their own learning.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

4. Learning

- Learning is about knowledge, understanding, skills and attitudes.
- All school curriculum areas have policies, which should be referred to.
- The school ensures that National Curriculum and Early Years Foundation Stage Curriculum requirements are fulfilled. We have developed our own Early Years Curriculum which meets the needs of our children and is based on the seven educational programmes of study.
- Throughout the school we embrace the characteristics of effective learners as set out in the Early Years Statutory Framework.
- Our chosen Phonics scheme is Phonic Bug.
- We have developed our own mental maths scheme to promote daily rapid recall and supports retention.
- The school uses the Warwickshire Agreed Syllabus for RE
- To promote PSHE and RSE we use Jigsaw and Taking Care
- For PE we follow Get Set 4 PE.
- For our music we curriculum we follow Kapow.

5. Learning Tasks and Styles

- We consistently use formative assessment strategies across the school.
- We use 'Talk for Learning' strategies such as talk partners, rainbow groups, a carousel etc. These strategies are mapped out and time is dedicated to teach these learning strategies.
- We ensure that children have experience of working in a variety of groups – ability groups, mixed ability groups, age groups, talk partners, triads, whole class, small groups and one to one.
- We provide children with opportunities to make independent choices. This is enhanced through continuous provision.
- We provide a good range of effective and high quality resources in each curriculum area which are regularly audited and updated.
- We offer different levels of challenge wherever possible by task, support, resources or outcome.
- TA support benefits all children. This includes support for children with SEND needs which doesn't hinder their independence.
- Children have access to outdoor learning activities all day every day through continuous

- provision.
- We enhance learning opportunities by using the outdoor environment, our local area, visits and visitors.
- We have flexible timetables to allow for longer and shorter tasks and for the children to guide the learning.

6. Planning

- We plan to ensure coverage of the EYFS and NC requirements and to ensure continuity, pace and progression from Preschool to Year 2.
- We plan in a number of stages:
 - **Long term planning:** Using our Early Years Curriculum, the National Curriculum programmes of study and End of Year expectations for each year group to ensure coverage of the key objectives in each curriculum area in each year group
 - **Long term overview of Continuous provision:** For each area of continuous provision resources linked to topics, experiences offered including sensory experiences, enhancements and recording opportunities are mapped out over the year to ensure progression in each year group and across the school.
 - **Medium term planning:** Included on these is a topic overview, the area of the curriculum taught each week as a whole class input, unit of schemes followed, learning intentions linked to PoS, key vocabulary, what is a direct teach and what is in CP.
 - **Short term planning:** this is done weekly during PPA as a team and adapted as needed – taken directly from medium term plans or the long term overview for continuous provision – includes clear adaptations, learning intentions and success criteria, resources, adult support and role, grouping arrangements and assessment opportunities. Teachers plan and evaluate with their year group partner and as needed with the relevant Subject Teams.

7. Assessment and Progress

- Progress in Preschool and Reception is tracked using the statements from our Early Years Curriculum that have been identified on our medium term planning for that term.
- The Foundation Stage Profile is used in Reception and all children undertake a baseline assessment within 6 weeks of starting school.
- Tracking progress in learning against national expectations is ongoing and children are assessed termly against the expectations for their year group in all subject areas. In EYFS children are assessed as being “on track” or “not on track” termly against the learning intention taught. In KS1 a Venn Diagram system is used for all foundation subjects once the unit has been complete.
- Teachers report to Headteacher and SLT termly on the progress made by individual children for core subjects and tracking ensures that individuals or groups who are not making the required progress are identified early and support strategies are put into place. Subject Teams are responsible for checking progress in their subjects.
- Teachers report to SENCO half termly on the progress made by individual children receiving

additional support and also against their IEP targets ensuring the required progress has been made and further support is in place if needed.

- Assessment and feedback guidelines give clear expectations about the most effective ways to give children feedback and set the standard for marking diagnostically in order to further the children's learning (see Marking and Feedback Policy).

8. Teaching

- Learning intentions are identified for each task. These are shared with the children during the activity.
- Success criteria are shared or generated with children during the lesson so that they understand what they need to do to show their learning and achievement of the targets.
- Through the use of Talk for Learning strategies children are encouraged to explore and question their own and each other's understanding building on what they already know. This approach develops child-centred learning and encourages independence and collaboration.
- We encourage all children to "have a go" and have a clearly developed ethos of working hard and not giving up – the children are taught that persevering with something that is difficult will make them a better learner.
- Learning activities are differentiated by task, support, resources, time or outcome in order to meet the needs of all children while still providing challenge and success.
- Teacher's use the physical environment imaginatively and flexibly to provide the best opportunities for learning – e.g. small groups in the quiet area, use of outside space.
- We allow children to practise pre-taught skills and to explore and discover new learning through carefully planned continuous provision activities.
- Teachers have high expectations of children's learning and seek to provide stimulating, enjoyable, well-paced experiences to motivate and inspire children.
- Monitoring of teaching and learning is rigorous through coaching and happens on a half termly cycle. This involves coaching with planning, pupils work and in lessons. Feedback and coaching points are always devised with individuals and then followed up in a specified time scale. General findings and areas for development are shared with all staff.

9. Grouping Children

- We recognise that different grouping arrangements are appropriate for different tasks and children. Grouping is intended to meet the learning needs of children and still be flexible. As a result children work in different groups in their class according to the learning intentions of the task. Groupings could be ability or mixed ability based, friendship based, interest based or randomly generated.
- An adult will sometimes work with groups or individual children within the classroom to provide them with opportunities to catch up, pre-learn or extend their learning
- Some children identified as having a specific need are withdrawn from the class either

as individuals or in small groups at certain times to work with a school adult or specialist services. This is co-ordinated between SENCO and class teacher and parents are kept informed.

10. Use of Teaching and Preschool Assistants

- Teaching and Preschool Assistants at Abbots Farm Infant School and Abbots Farm Preschool are seen as a valued and skilled part of the teaching team. They have good access to training and development opportunities and a wide range of CPD is taken up.
- They are well informed about the learning that goes on in class on a day to day basis because the teachers give them clear and detailed plans to follow and they are involved in the planning and preparation process.
- Teachers and TAs share information about assessment and individual children's needs.
- Support staff in class work with all the children – they will be asked to support different groups or individuals as is appropriate to the learning intention.
- Support staff in classes are aware of the range of different abilities within the class and the expectations and targets that each group/ individual is working on.
- Support staff have access to IEPs and intervention plans of SEND children within the class to help them achieve their IEP targets
- TAs deliver specialist programmes when needed and this may involve withdrawing some children from class as specified on the class provision plan. They contribute to reviewing IEPs and giving feedback and information to SENCO and outside agencies, class teacher and parents.
- All parent helpers and volunteers in school have guidelines to read and adhere to and undergo an induction before starting to help in class. The teachers ensure that they plan suitable activities for each volunteer, building on their strengths and interests in order to get the best out of them.

11. The Learning Environment

- The school recognises that the physical and emotional environment play an important role in supporting, enabling and extending children's learning and development.
- A safe and stimulating environment will be provided. One that values active learning, exploration and play, and one where children feel free to create, make links and develop critical thinking skills.
- Learning environments within the school will be well-organised and suitable for group, individual and whole-class learning, with interactive displays and easily accessible resources utilised to encourage independence.
- At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

- Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:
 - Role Play Area
 - Creative Area
 - Enquiry Area
 - Maths Area
 - Reading Area
 - Graphics Area
 - Workshop Area
 - Construction Area
 - Small World Area
- Staff support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.
- Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.
- The school values the importance of positive relationships. To support this, staff are responsible for:
 - Knowing and understanding the families, cultures and what they bring (also known as cultural capital).
 - Ensuring they interact and empathise with children.
 - Supporting children's emotions.
 - Ensuring children feel valued and confident to try new things.
- The expectations of behaviour are consistent throughout the different learning areas and children are supported to regulate their emotions through co-regulation and the knowledge of their adults.

12. Learning Resources

- Each class has a core base of resources.
- Labelling of resources in classrooms is consistent across the school and designed to allow the children to be as independent as possible within the classroom. We use **in-print** to provide text and either a symbol or a photograph depending on the needs of the children.
- All year groups are provided with an annual budget. Staff identify the needs for the coming year and purchase resources accordingly. Staff give consideration to consumables needed and replacement of resources.
- Subject and area leaders may be asked to provide a wish list for their subject.
- A resources budget is set based upon the priorities identified in the Learning Improvement Plan (LIP).
- Some resources are stored centrally (e.g. music, maths, science, ICT) and are audited annually

by the subject co-ordinator, stored and catalogued related to the topics in each year group for ease of access.

- The library and hall are timetabled to ensure each class has equal access.
- All classes have a Clevertouch screen and networked computers connected to printer facilities. Each class has an allocation of five iPads. The school has a bank of Chromebooks which are available to borrow to use in class.

13. Parental Engagement

- The school firmly believes that the school cannot function without the enduring support of parents and that children benefit from a strong partnership between staff and parents. To capitalise on children's school and home experiences, the school is committed to working closely with parents and creating an ongoing dialogue.
- The school asks that parents support the school by:
 - Ensuring that their child regularly attends school, giving reasons for any absences.
 - Informing the school of any concerns or problems which may affect their child.
 - Actively engaging in the school community.
 - Meeting with the teachers where possible
 - Enabling their child to be as appropriately dressed as possible with regard to the School Uniform Policy – parents should talk to their child's class teacher if this is a problem so that the school can support this.
 - Enabling their child's knowledge and understanding through sharing the ideas sent from school.
 - Encouraging their child's development and progress.
- The school will support parents by:
 - Sharing all school policies and procedures as required, including the school's privacy notice.
 - Committing to the wellbeing of all families and children.
 - Informing them how the school works with children and what teaching and learning is provided.
 - The daily routine and the activities offered in each year group and how parents can support their child's learning at home.
 - Explaining how support for children with additional needs is provided.
 - Providing details of the school lunch menus including how the school caters for allergies and dietary preferences.
 - Providing staffing details, including the name of adults who regularly support their child and an explanation of this role.
 - Providing contact details for parents to contact in an emergency such as email addresses, school telephone number and Class Dojo messaging facility.
- The school provides support, advice and workshops for parents, with the aim of developing a two-way understanding so that the school can use children's home cultures and backgrounds to enrich and underpin teaching. In preschool parents are invited to regular shared learning experiences. The school also provides parents in reception with the opportunity to join children in fortnightly family phonics sessions. In KS1 parents are invited to a half termly workshop.

- Parents and carers are invited to half termly coffee afternoons with the Senior Leadership team. External agencies may also drop into these to offer advice and support.
- Parents are kept up-to-date through the use of conversations, Class Dojo, the school website, newsletters, notice boards. The school understands the importance of talking with parents, but asks that appointments are made whenever possible.
- Parents are invited to parents' evenings in October and February and there is an opportunity for parents to discuss their child's written report at the end of the year; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

14. Inclusion

- All children are valued as individuals, irrespective of any protected characteristics, in line with the Equality Act 2010. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of their protected characteristics.
- The curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND will be monitored and managed by the school SENCO.

15. Monitoring and Review

- This policy will be reviewed every 3 years by the **Headteacher, Deputy Head and Governing Body**.
- The Headteacher's Termly Report to the Governing Body will contain updates and analysis regarding teaching and learning at the school.
- The next scheduled review date for this policy is March 2028.