

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



TEACHING AND LEARNING POLICY

Governors' Committee Responsible:	Outcomes and Data
Policy Originator:	Sally Beardsley
Date policy written:	April 2025
Date approved by Governors:	
Next review date	Summer 2027

CONTENTS

Aims	2
Our guiding principles	2
Roles and responsibilities	3
Cognitive load theory and memory processes	6
Spiral and knowledge based curriculum	7
Planning and preparation	9
Organisation of learning	10
Learning environment	11
Teaching strategies	11
Differentiation	13
Home learning	13
Marking and feedback	14
Assessment, recording and reporting	14
Monitoring and evaluation	15
Links with other policies	15

AIMS

At William Lilley Infant and Nursery School we are committed to high quality teaching and learning to raise standards of achievement for all children. We aim to create a positive, effective and fun learning environment that supports individuals' to thrive. Our high expectations are evident throughout the school to support children to achieve their potential. Academic success is equally balanced with the cultural capital and skills needed to become a healthy, happy, well-rounded and successful citizen for the future.

This policy summarises expectations and common working practices, reflects approaches and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

GUIDING PRINCIPLES

Learning is the purpose of the whole school and is a shared commitment. At William Lilley Infant and Nursery School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Our school vision and values underpin all aspects of teaching and learning at William Lilley.

“We are a **nurturing, inspirational family** who are **determined to succeed.**”

We *nurture* the whole child by...

- understanding their individuality.
- encouraging positive relationships.
- providing a supportive community with clear rules and boundaries to ensure children feel safe and happy.

We create *inspirational* learning experiences by...

- providing fun, exciting and challenging opportunities for growth and development.
- ensuring children are enthusiastic, have a desire to learn and a thirst for knowledge.
- engaging families in their child's learning journey.

We are a whole school *family* who...

- care for and support each other to succeed.
- are kind, supportive and respectful.
- promote positive partnerships and exciting opportunities for the whole family.

We encourage *determination* by...

- motivating individuals to build on their strengths.
- creating confident, resilient learners who are not afraid to make mistakes.
- developing a love of learning for all.

We will achieve *success* together by...

- celebrating individuality and recognising our personal qualities.
- understanding that children learn best when they are happy and confident.
- working together to help our children to be the best they can be.

We recognise that pupils learn best when all of the aspects within our vision statement are met. These underpin teaching and learning, but are also combined with the following specific teaching and learning principles where we ensure children:

- Can see the relevance of what they are doing;
- Know what outcome is intended;
- Can link what they are doing to other experiences;
- Understand the task;
- Have the physical space and the tools needed;
- Have access to the necessary materials;
- Are not disrupted or distracted by others;
- Can work with others or on their own, depending on the task;
- Are guided, taught or helped in appropriate ways at appropriate times;
- Can practice what they are learning;
- Can apply the learning in both familiar and new contexts;
- Can persevere when learning is hard;
- Can manage their emotions if things are not going well.

ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is reflected within the home-school agreement that we ask parents and pupils to sign upon entry to school.

All members of the school community should work towards the school's aims by adhering to the school vision and values and:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- Assess pupils to recognise their individual strengths and support children to address any gaps in their learning;
- Provide opportunities for pupils to recap on their learning, building on previous learning in order to ensure learning is secure for all;
- Address individual needs through working with the child, collaboration with other members of the school community and parents/carers;
- Actively engage parents/carers in their child's learning through newsletters, open day events, parents evenings, class dojo communication, school website and home learning;
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice;
- Meet the expectations set out in all relevant policies and the staff handbook i.e., relational policy, marking and feedback policy and curriculum policies.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs;
- Support pupils to overcome barriers in their learning and address gaps in learning;
- Support teaching and learning with flexibility and resourcefulness;
- Use agreed assessment for learning strategies;
- Use effective marking and feedback as required;
- Engage in providing inspiring lessons and learning opportunities;
- Feedback observations of pupils to teachers;
- Ask questions to make sure they've understood expectations for learning;
- Identify and use resources to support learning;
- Have high expectations and celebrate achievement;
- Demonstrate and model themselves as learners;
- Meet the expectations set out in all relevant policies and the staff handbook i.e., behaviour policy, marking and feedback policy and curriculum policies;

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills;
- Ensure lessons are sequenced in a way that allows pupils to make good progress from their starting points;
- Gather information about the effectiveness of their curriculum and progress of different cohorts and groups of pupils;

- Ensure their curriculum is effectively tailored to meet the needs of the children within school;
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning;
- Drive improvement in their subject, working with teachers to identify any challenges;
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence;
- Improve on weaknesses identified in their monitoring activities;
- Create and share clear intentions for their subject;
- Encourage teachers to share ideas, resources and good practice;
- Meet the expectations set out in all relevant policies i.e., relational policy, marking and feedback policy and curriculum policies.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all;
- Celebrate achievement and have high expectations for everyone;
- Hold staff and pupils to account for their teaching and learning;
- Plan and evaluate strategies to secure high-quality teaching and learning across the school;
- Manage resources to support high-quality teaching and learning;
- Provide support and guidance to other staff through coaching and mentoring;
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge;
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate;
- Address underachievement and intervene promptly;
- Meet the expectations set out in all relevant policies i.e., behaviour policy, marking and feedback policy and curriculum policies.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others;
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn by keeping the PROUD rules;
- Be curious, ambitious, engaged and confident learners;
- Put maximum effort and focus into their work;
- Complete home learning activities as required;
- Meet the expectations set out in relevant policies i.e., relational policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner;
- Make sure their child is ready and able to learn every day;
- Support good attendance;
- Provide resources as required to support learning;
- Support and give importance to home learning;
- Provide support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour;

- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allow their child to become increasingly independent as they progress throughout the school;
- Actively support the Home-School Agreement.

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning;
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment;
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation;
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

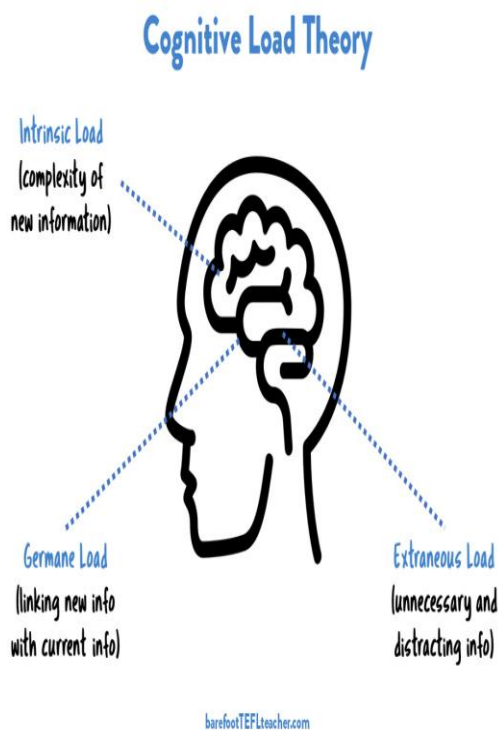
3.8 Community

The community is invited to:

- Contribute to activities, such as assemblies, specialist outings, clubs, etc.;
- Present themselves as positive role models to be emulated;
- Organise activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Support school events;
- Volunteer and help in the classroom;

COGNITIVE LOAD THEORY AND MEMORY PROCESSES

At William Lilley we recognise that working memory can only process an certain amount of information in any given time. This is referred to as 'cognitive load'. Our curriculum has been designed to ensure this is of paramount consideration in supporting children's knowledge and retention. Therefore the three aspects of cognitive load theory are embedded into our curriculum planning and delivery.

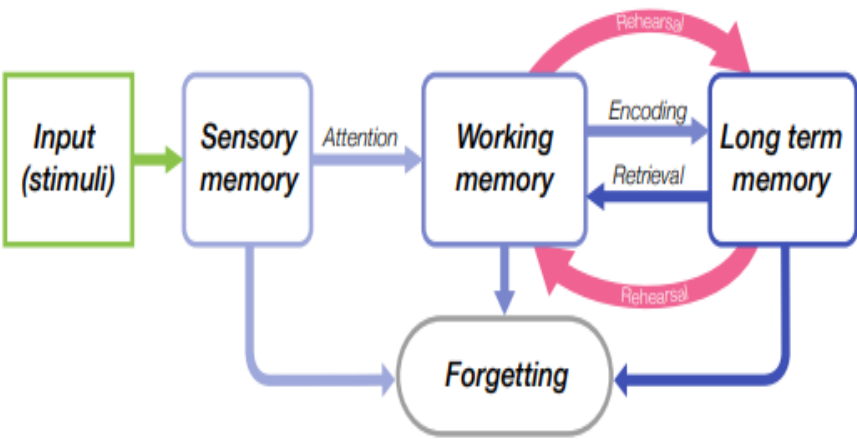


Intrinsic Load – The level of challenge or difficulty inherent in the information or task. This is carefully considered within planning and we support children by assessing pupils, knowing their abilities and differentiating activities to ensure the level of challenge or difficulty is appropriate for the class, group or individual need.

Extraneous Load - The level of challenge or difficulty contained in the presentation of the information or task, or by environmental factors. In order to manage this effectively, we are mindful of learning environments and have a 'less is more' philosophy within our classrooms. Information and learning is presented through a range of strategies which consider extraneous load so that they key knowledge is presented in a way which is effective for the learners.

Germane Load - The amount of working memory being used when asked to process information or a task. At William Lilley, we use a range of strategies to link new knowledge with previous knowledge, these strategies are used repeatedly to support knowledge retention. We also support working memory by using a of strategies and systems to help with daily tasks, transitions and routines in order to prevent working memory overload.

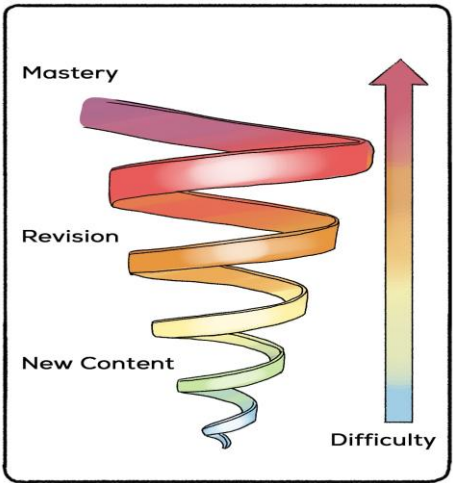
In order to implement strategies to support Cognitive load, at William Lilley our curriculum considers how to support pupils’ retention of learning. Our curriculum has been designed to ensure there are many opportunities rehearsal, practice and revisiting in order to allow new learning to pass into long term memory. This is presented through the diagram below:



We have a range of techniques, strategies and procedures which we use in our curriculum planning and delivery which consider cognitive load theory and memory processes. The long term curriculum plans promote the rehearsal and revisiting of knowledge through a carefully designed ‘spiral’ curriculum. Further classroom strategies are highlighted within the ‘teaching strategies’ section of this policy.

SPIRAL KNOWLEDGE BASED CURRICULUM

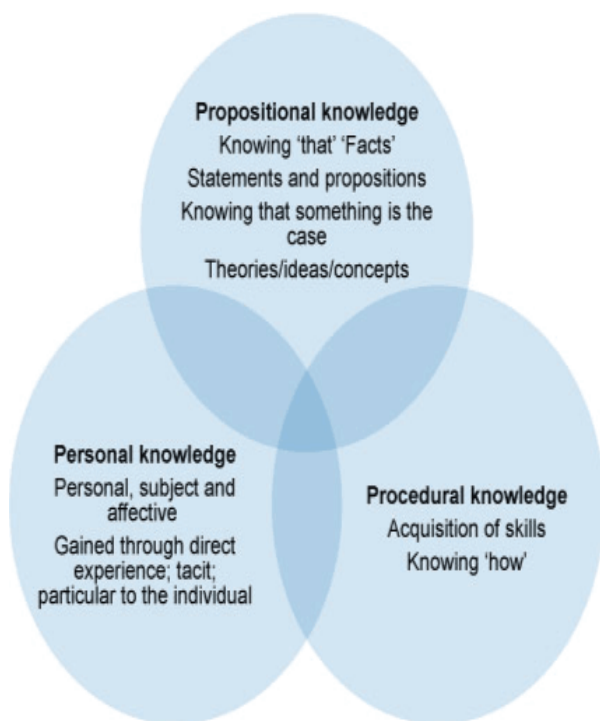
Our curriculum has been carefully designed to revisit learning and build on knowledge and concepts over time. This is called a ‘spiral curriculum’ which supports pupils to know more and remember more. At William Lilley, our spiral curriculum introduces new key knowledge, understanding and skills in different contexts. It allows opportunity for this to be revisited with increased difficulty and challenge over time through their topics as shown in the diagram below:



Core knowledge is presented in a variety of ways. We offer a rich array of content, stories and examples which help children to give meaning to the core knowledge (this is known as hinderland knowledge). This can be explained through an example of how the curriculum supports pupils to gain an understanding of place within our Geography curriculum:

	Nursery	Reception	Year 1	Year 2
Core knowledge	Knows that there are other places in the world that may be different to where we live.	Knows that there are different countries in the UK and we live in England.	Know that there are some similarities and differences between where they live and other countries	Know that there are geographic similarities and differences between the UK and a non-European country.
Contextual (hinderland) knowledge	<ul style="list-style-type: none"> • Selection of stories from around the world • Cultural celebrations and experiences • Seaside experience • Learning about their house and who lives in their home • Learn about 'Stapleford' and engaging with local community • In 'rhyme time', learning about how places in the world may be different • Learning about different jobs in 'traditional tales' • Exploring the seaside through seaside experience and pirate day 	<ul style="list-style-type: none"> • Local area visit including features of buildings in the locality • Learning about different cultures and beliefs and how locations vary in 'Cultural explorers' topic • Finding out about Stapleford and the people in in who help us in 'real life superheroes' topic • Stories from around the world • Cultural celebrations • Know about peoples' jobs in the local community in 'traditional tales' • Learning about the seaside through a seaside experience and about local coastal town in 'before I was born, we're off on a journey' 	<ul style="list-style-type: none"> • Learning about own location and Nottinghamshire • Learning about London • Different stories from around the world • Family box (differentiated) • Major Oak • Engagement with the local community including visits to Library and religious buildings 	<ul style="list-style-type: none"> • Exploring different cold landscapes in 'Winter wonderland' • Learning about islands and explorers current and in the past in 'Land Ahoy' • Learning about UK and UK features through 'Best of British' • Exploring the work of Anthony Gormley and his work in different locations around the UK • Rainforest comparison topic when learning in 'Rumble in the jungle' • Exploring different physical features and the impact of humans on different locations in 'Active planet' • Learning about pollution and the impact of this on animals in different locations • Human features which have shaped an area in 'Our future'

At William Lilley, we understand that learning is a change to long-term memory, and everything in long-term memory is knowledge. Knowledge can be categorised in several ways, with the most common involving three key types:



Procedural knowledge – this is '*knowing how*' and will give pupils the processes and steps to perform tasks. This knowledge helps pupils to achieve fluency which helps pupils to carry out tasks accurately over time. For example, decoding a word by applying phonic rules is procedural knowledge. We achieve this through repetition of activity within a strong routine and structure.

Semantic knowledge – this is '*knowing that*' and involves learning facts and understanding how they relate to other facts. For example, knowing what the feeling 'happy' means and building on this to include 'joyful'. We achieve this by teaching a spiral curriculum, with a strong focus on vocabulary which supports children to build schemas which are clusters of related information.

Episodic knowledge – this is '*learning from experience*' and is the events and activities where pupils gain procedural and semantic knowledge. We provide a range of fun, hands-on experiences which pupils remember well to support their knowledge acquisition.

Our curriculum considers two important parts of semantic and procedural knowledge which are highlighted in our long term and medium term plans and work together to support pupils know more and remember more:

Substantive knowledge – this is the content that pupils need to know. For example, in art this is knowing the primary colours.

Disciplinary knowledge – these are the methods, concepts that help pupils think, question and build knowledge. For example, in art this is the understanding of how to mix primary colours to make secondary colours.

This policy is based on the principles that staff at William Lilley effectively teach pupils to build their substantive and disciplinary knowledge over time, therefore making progress.

PLANNING AND PREPARATION

Our curriculum has been carefully considered to include gaps in learning and specific needs of children within the William Lilley community and from this 'Personalised Learning Needs' were compiled. These form the basis of our Curriculum at William Lilley alongside the National curriculum and year group essential knowledge and skills. These also guarantee a direct link to our school vision statement. These were combined to create seven 'Curriculum Drivers'.

In order to make sure that these are embedded across our curriculum, curriculum leader roles were revised to link directly to the seven Curriculum drivers; ensuring effective monitoring and development within each subject. The seven curriculum drivers and overarching aims for each driver are as follows;

Wider world pioneers - Exploring through first hand experiences of the outdoors and wider world

Communication Heroes - Effectively communicating with others

Wellbeing Guides - Supporting the 'whole child'

Community Leaders - Ensuring our parents and local community are fully engaged with William Lilley

Uniqueness Champions - Celebrating individuality and promoting tolerance and acceptance

Learning Philosophers - Promoting positive learning behaviours

Forward Thinkers - Following our interests and preparing ourselves for a successful future

The seven curriculum drivers have been carefully selected to provide an ambitious and challenging curriculum for all, allowing all pupils, especially disadvantaged and SEND to gain/learn the knowledge and skills to succeed in life, beyond William Lilley.

Long term planning

Planning is underpinned by concepts within the spiral curriculum whilst also making reference to our curriculum drivers. Long-term plans have been carefully designed to ensure effective progression of substantive and disciplinary knowledge supporting pupils to progress. Key vocabulary is also identified within our long term plans; enabling pupils to build their understanding over time and allowing them to be able to communicate their knowledge effectively.

In the Early Years Foundation Stage (nursery and reception), long-term plans identify coverage over a year. Careful consideration is given to the progression within each term as identified within the EYFS progression documentation. Planning in EYFS is built upon the principles of staff working together to assess, deliver and review. Play and formal aspects of learning are carefully balanced within the continuous and enhanced provision. Further details on teaching and learning within EYFS are identified within the EYFS policy.

In Key Stage One (year one and year two), children are taught within mixed year one/year two classes. Teaching and learning strategies are carefully adapted to meet the needs of the cohort and include elements of whole class teaching as well as year group specific teaching. Long-term plans are set out over a two-year cycle and ensures full coverage of

all aspects of each national curriculum area each year. Consideration has been given to those aspects which require further reinforcement and repetition in order to support children to effectively develop their knowledge.

Long term plans for each curriculum area can be seen on our Website; in which each curriculum intent, implementation and impact is explained. www.williamlilley.notts.sch.uk/ourcurriculum

Medium term planning

Staff work in their phase teams to create medium term plans using the long term planning and progression documents. Medium term plans make direct reference to the curriculum drivers, with opportunities to address all of these each half term. Medium term plans should include the knowledge, skills and vocabulary progression alongside teaching strategies and learning opportunities.

Short term planning

Staff work within their year group teams to create short term planning. This takes into account the medium term planning and is flexible to take into account the emerging needs of individual and cohorts of pupils.

As a school, we use a variety of schemes of work, which are identified within the individual curriculum intent and implementation progression documents.

All planning documents are saved within our shared teacher intranet (SharePoint) for staff reference and information.

ORGANISATION OF LEARNING

At William Lilley Infant and Nursery School, learning is organised in variety of ways. Careful consideration is given to the organisation of learning for differing subjects, activities and learning opportunities. Opportunities will be made for:

- Whole class teaching
- Year group teaching
- Streamed, differentiated group teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.)
- One to one teaching and tutoring
- Collaborative learning in pairs or groups
- Independent learning
- Child-initiated learning
- Mixed age collaborative learning

All areas of the learning environment will be planned for including, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Play forms a vital part of learning at William Lilley Infant and Nursery School. Play underpins learning and there is a clear progression in play and critical thinking across the school. In nursery, children are encouraged to begin their journey of independence in accessing and independently selecting activities and resources. Children are taught in small group sessions and staff interactions support the next steps in children's play. In reception, children make more complex choices in their play; choosing from components and explaining their reasons for their choices. As they progress through the reception year, challenges are introduced which enable children to apply their skills independently to a challenge. This progresses into year one and beyond where the challenges continue and progress into more formal challenges and playful learning opportunities within a whole class context.

LEARNING ENVIRONMENT

The learning environment is key to supporting teaching and learning. At William Lilley Infant and Nursery school, there are a range of differing learning environments that are utilised throughout the school day. These include:

The classroom

The classroom will be organised to facilitate learning and the development of independence. In EYFS, the learning environment includes the indoor and extensive outdoor environment. These areas have been carefully developed to include continuous provision with activities and opportunities for children to independently initiate their learning alongside regular enhancements made. In KS1, the classroom environment continues to be developed to support optimum learning and independence. This includes:

- resources carefully selected for relevant learning opportunities and curriculum learning
- book corners will be progressive, relevant, engaging, comfortable and attractive
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays and working walls which promote independence

Additional learning environments

There are a range of additional learning environments that support the organisation and variety of learning opportunities for pupils. More information on the learning environments can be seen on the website <https://www.williamlilley.notts.sch.uk/ourlearningenvironments> These include:

- Outdoor 'Forest' area – utilised for outdoor learning such as den building, Science and collaborative activities
- Outdoor 'Gardening' area – to support Science and learning about the world around them
- Playground and field – to support PE, PSED and outdoor curriculum work
- The treehouse – a small withdrawal space for individual work, group work, SEND and relaxation
- Sensory room – utilised for sensory stories, specialist sensory work, SEND and small group or 1:1 interventions
- Nest – Child-initiated challenge area for year 1, used to support transition and creative thinking as well as additional classroom environment
- Rainforest – utilised for group work, individual intervention and parent learning and engagement opportunities
- Hall – for PE, assemblies, collaborative work and group work

Excellence is celebrated in displays across the school. Sustained effort is encouraged to enhance standards. Pupils are encouraged to believe that any exhibited work should represent their highest standards of personal achievement. Each child has the opportunity to receive a 'PROUD' certificate within a special assembly and many other achievements are celebrated throughout activities and displays as identified within the school relational policy.

TEACHING STRATEGIES

We use a variety of teaching strategies which consider cognitive load theory and memory progresses. Staff refer to the EEF cognitive science approaches to support their planning and teaching strategies. Further details can be found at <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom>

A range of these teaching strategies are shown below (this is not an exhaustive list). There is an expectation that these are used by staff when teaching at William Lilley Infant and Nursery.

Cognitive science theory	Examples of teaching strategies used
Spaced learning	<ul style="list-style-type: none"> Long term curriculum design into short term planning Flashcards building up knowledge over time Targeted, repetitive learning increasing in challenge over time ie, Phonics RWI sessions
Retrieval Practice	<ul style="list-style-type: none"> Floorbooks used weekly within specific Floorbook session and within curriculum lessons which make reference to previous learning and opportunities to reinforce concepts, knowledge and principles The 'William Lilley learning web' displays in each class in which key aspects of knowledge are built up over a term and referred back to on a regular basis Knowledge organisers for each term which highlight key knowledge being taught. These are shared with the children and their families 'Fluency in 5' quick fire practice for different concepts and ideas Lesson introductions which highlight subject specific understanding, links to previous learning and reference to new concepts, knowledge and ideas Reference to whole school curriculum progression display
Managing cognitive load	<ul style="list-style-type: none"> 'Less is more' learning environment with no clutter and calm displays Strong routines shown through visual timetables Repetitive activities, tasks and routine such as 'Talk to your partner', '1,2,3' transitional actions, use of music, actions/bell/music for stopping and listening etc
Dual Coding	<ul style="list-style-type: none"> Use of real-life objects alongside vocabulary Use of images to support new concepts and ideas Images to support with thinking and cognition ie, thinking symbol
Embodied learning	<ul style="list-style-type: none"> First hand, practical experiences Drama Communication strategies such as walk and talk and talking groups Physical movement linked to learning eg, Talk for Writing actions

Teaching staff and teaching assistants have access to further strategies identified within the 'William Lilley improving teaching' document that is utilised to support the improvement of teaching and learning, through the identification of strategies for each area of teaching and learning.

Metacognition, Self-regulation and Growth Mindset

Metacognition strategies underpin teaching and learning at William Lilley Infant and Nursery school. Children are taught to talk about, reflect and review their learning. 'Steps to success' are utilised to support the development of a growth mindset within this.



Teachers refer to the 'steps to success'; a series of ten steps in which children evaluate their own learning. These help to give children the vocabulary and tools to express their understanding of their own learning and progress. Children self-evaluate their learning within lessons against the steps to success as well as staff using these to help children model their own thinking and evaluate their progress and learning.

Teaching includes the following metacognitive strategies:

- Activating prior knowledge
- Explicit strategy instruction.
- Modelling of learned strategy.
- Memorisation of learned strategy.
- Guided practice.
- Independent practice.
- Structured reflection.

DIFFERENTIATION

Children enter school at different stages of development. Staff carefully consider each child's cognitive load when planning for learning. Children learn in different ways, at different rates of progress with different intrinsic, extraneous and germane load. Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account, staff take an individualized approach to learning, working hard to diminish barriers that children may face. We differentiate learning to cater to the needs of all of our pupils including vulnerable groups such as SEND, EAL, disadvantaged pupils alongside supporting the needs of those who are more able. More details can be found in the SEND, Equality, Gifted, and talented policy.

Specify the strategies you will use to do this include:

- Using support staff effectively to provide extra support
- Working with our SEND co-ordinator (SENDCo), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing additional resource support
- Adjusting activity, task or outcome according to individual needs
- Providing additional small group or individual pre-teaching, post-teaching or individual tutoring support

HOME LEARNING

Home learning and homework, will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All homework will be made available through regular homework sheets sent home as well as termly homework challenges. In reception, year one and year two this is sent home every Friday and collected every Wednesday. There is an end-of-year homework celebration each term.

Home learning and homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Reading forms an integral part of any homework and home learning activities. Please see Homework policy for more details.

MARKING AND FEEDBACK

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

At William Lilley Infant and Nursery school, we believe that children should be provided with specific, constructive feedback, focusing on success and improvement needs against learning intentions. This is important as it enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do.

We predominantly use verbal feedback at the point of teaching, but this is also supported by our marking which is often carried out with the child. Further details can be seen within our Feedback and marking policy.

ASSESSMENT, RECORDING AND REPORTING

Regular assessments are made of pupils in order to establish the level of attainment and to inform future planning. Formative assessment is used throughout teaching and learning to guide the progress of individual pupils and enable staff to understand each child's cognitive load. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of Key Stage One (i.e. in Years 2) through the use of non-statutory assessment tasks and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- Observations of pupils and their learning
- group discussions
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil questioning and discussion
- Formal tests
- Review of work completed

All assessments are utilised to inform future planning and next steps.

Assessments and achievements are monitored by the senior leadership team, referring to each child's progress and development in termly pupil progress meetings.

Reporting to parents is completed twice a year through consultations and through the end-of-year report. Results of individual pupils' assessments are made available to the parents concerned at the end of the year and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government where appropriate.

Further details on our assessment procedures can be seen within our assessment policy.

MONITORING AND EVALUATION

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, phase leaders and curriculum leaders monitor and evaluate the impact of teaching on pupils' learning. This is set out in the annual monitoring timetable and includes activities such as:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Pupil interviews and discussions
- Planning scrutinies
- Book scrutinies

LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Relational policy
- Curriculum policies
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Gifted and Talented policy
- Home-school agreement
- Homework policy
- Home learning policy
- Marking and Feedback policy
- Assessment policy
- Equality information and objectives
- Staff handbook procedures