



### Teaching, Learning & Curriculum Policy

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## Kettering Park Infant Academy

At Kettering Park Infant Academy we are committed to building firm foundations to ensure the highest provision for all our children. We create a secure, stimulating and exciting learning environment, which values and celebrates diversity, effort and achievement in all its forms.

Kettering Park Infant Academy is a place where achievement is expected and is celebrated; a place where all members of the school community care about each other and are kind to each other; a place where behaviour is good and where success of all kinds is noticed so we can take pride in all the work we are doing. We aim to build the skills, knowledge and positive attitudes necessary to help all our pupils become responsible, respectful and tolerant citizens of the future. We have high expectations of everyone in our school, we work hard to make the best possible progress but we have a great deal of fun and laughter as well. We strive to inspire all children to develop a love of learning through our creative curriculum, so they make good progress and attain their very best; becoming confident and successful individuals in our changing world.

The positive support of our parents and the wider community is very important to us all and we maintain an open and welcoming environment where we can work in partnership for the benefit of our pupils.

Our core values underpin our KPIA learning behaviours throughout the school.

We share the joint mission statement with InMAT of 'Children First'.

Our vision encompasses this further through: (KPIA)

**We are.....**

Kind

Proud

Independent

Achieving

We believe that by following the InMAT and [KPIA values](#) we can encourage the children to become confident and able to discuss their feelings and actions.

Inclusion – [Together](#)

Integrity – [Honesty](#)

Initiative – [Independence](#)

Inspiring – [Believe](#)

Involvement – [Teamwork](#)

Our children are encouraged and supported to use these values throughout their learning and social interactions every day.

## **The Curriculum**

Throughout EYFS and Key Stage 1 we believe our children learn best when they are encouraged to use their imagination and apply their learning to engaging contexts. The curriculum provides lots of learning challenges throughout the academic year that require pupils to solve problems, apply themselves creatively and curiously, reflect and refine their learning and express their knowledge and understanding effectively.

In the Early Years Foundation Stage we use the Development Matters Curriculum Guidance to provide the basis for determining learning expectations and ensuring that the acquisition of knowledge and skills is a progressive, well planned process. Our teaching and learning focuses heavily on developing children's speaking and listening, early phonics and reading. Through the use of high quality texts, planned drama opportunities, play and hook experiences, we endeavour to immerse the children fully in their learning and build on their vocabulary. This in turn giving them the skills to progress within the whole curriculum.

By using the National Curriculum we have carefully planned out the different topics for each year group in KS1. Our curriculum is built on developing and building on prior knowledge and what the children need to learn next. We are working hard to develop our curriculum further in order to ensure the progression of knowledge and to ensure that this links in with the KS2 curriculum at our sister junior school.

### **English at EYFS and KS1**

In the Early Years Foundation Stage Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 Reading and Writing skills are delivered through the specific area of English and enhanced in cross - curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics and grammar so that children learn what they need to know in a systematic way. Lessons are enhanced by incorporating elements from schemes such as: Drama for Writing, Drama for Reading, Pie Corbett's 'Talk for Writing' and Jane Considine's 'The Write Stuff.'. The use of role play and drama within our English lessons enables the children to be active and engaged learners. Our teaching is planned from the EYFS Development Matters curriculum guidance and the National Curriculum programmes of study and includes a variety of different genres. We plan English sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Additional time in the week is set aside for independent and guided reading and writing.

We make it clear to children the qualities, knowledge and success criteria we are looking for in their work so children are clear and able to challenge their own learning. Each child is given a reading record for staff and parents to record the book title etc., to make comments in and to give next steps to help the child make progress with their reading. In each classroom there is a wide range of non-fiction and fiction books from a range of publishers, in each book band that children can choose from. We encourage children to read as regularly as possible with an adult at home. Every week each child has the opportunity to be read to, and listened to read by an adult. Each half-term there are various topic-based lead texts that the children will be exposed to, alongside a variety of stories that will be read to the children daily. We also use phonics books and phonics activities within the teaching of reading and writing.

Reading is the most important skill that children must master during their time at school. Reading opens up the doors to the whole world. Our primary goal is to make sure that every child learns to read. We ask our parents to support the school with this by: listening to their child read every night, talking to them about books, sharing and reading stories to their children.

The pupils will start their writing journey with us in EYFS where they will take part in mark making and fine motor activities. As they progress through the school, they will use their phonetic knowledge to link sounds to their mark making and progress on to writing effectively for a range of purposes and reasons. They will be equipped with the skills and knowledge to adapt their vocabulary and style as appropriate.

At Kettering Park Infant Academy, we are passionate about the vital role systematic phonics plays in enabling our children to become confident readers and spellers. To teach Phonics, we follow the 'Read Write Inc' programme, which is a fast paced, structured programme designed to ensure every child learns to read quickly. We begin teaching phonics as soon as children start school and then continue until they have worked their way through the whole phonics scheme. Assessment takes place every 6-8 weeks, to ensure that children are placed in the correct group for their reading ability. This also allows us to quickly identify any children who need further support. If this arises, we provide one-to-one tutoring for the child in accordance with the Read, Write, Inc scheme, to help them make rapid progress and once again be at the level of their group. Groups are taught by either teachers or teaching assistants who have received Read Write Inc (RWI) phonics training. Groups are kept as small as possible, ensuring that the teaching the children receive is tailored to their needs. The length of each daily phonic session varies between 300 minutes to 45 minutes, depending on the reading ability of the group.

## **Maths**

At Kettering Park Infant Academy, our aim is to develop curious, active and creative mathematicians who thrive on investigating and exploring mathematical concepts and ideas, whilst developing a deep understanding and love of the subject. To enable this we promote the use of the concrete, pictorial and abstract (CPA) model of maths. The children have the opportunity to use a range of different resources (including Numicon and Base 10) to support them when solving calculations and problems. We believe that this will help develop procedural and conceptual fluency, problem solving and reasoning that children can apply to a range of areas for maths in the future. To embed this learning we have implemented Power Maths for KS1 and a mastery approach in EYFS.

Our aim is to provide rich opportunities for children to learn and love maths, ensuring that they will be making connections between their knowledge and the real world.

**Curriculum Mapping and Planning:**

Across Early Years Foundation Stage and Key Stage One a variety of curriculum mapping templates and planning documents exist to ensure coverage and continuity (these are available on the website). These can be found on the school website, over the year they are being developed to ensure that the National Curriculum is being covered and plans are adapted to meet the needs and interests of the children. Curriculum leaders will monitor this throughout the year and lead training sessions to update staff on any updates throughout the year.

Any children who have an EHCP (Education and Health Care Plan) are given access to the same broad and balanced curriculum as their peers within a mainstream setting. Some children may also be given access to learning within a smaller environment called The Rainbow Room. Here, the children access learning activities in line with their peers within the classroom, but also to take part in individualised activities to aid progress towards their EHCP targets. Children in Year 1 and 2 work within their classroom working alongside their peers as well as individualised targets as set out in their ECHP.

## Parental Support

- Acceptance that engagement has dipped dramatically over time and that through learning support and volunteers this will be addressed in school
- Target (through gaps analysis) groups of vulnerable learners and put in specific targeted workshops / meetings for those parents / families
- Strong awareness for expected levels to be communicated to parents / families at key points in the year
- Continued strong links to Family Learning opportunities via the Family Support Worker
- Welcoming sessions where parents / families can access learning in the classroom alongside their children at drop in style reading / maths / writing sessions
- Continued welcoming of volunteer readers to bridge the gaps in families where parents do not listen to their children read or share books with them daily
- Weekly celebration assemblies are held where parents/carers are invited to share the children's success

## Social and Emotional Needs

- Continued strong practices already embedded on a day to day basis, where families have access to fulltime Family Support Workers
- Early identification of social and emotional needs with early help strategies in place quickly, for children and other family members
- Vulnerability mapping across all year groups that is communicated to all staff for raised awareness of children's changing needs
- Targeted interventions in place swiftly for children who need higher levels of support, through school (Talk time, Protective Behaviours) or with outside agency support (mental health support, counselling, sensory play)
- Zones of Regulation station in all classes for children to learn to identify their emotions and have time to regulate in order to be able to successfully learn in each session.

## Health

- Strong links to pre-school for transfer of records and chasing outstanding paperwork as a high priority for admin staff
- Early identification of support levels needed
- Timely referrals to appropriate support service, with communication to key members of staff being prioritised
- Swift engagement of outside agency support (School Nurse Team, Occupational Therapy, SALT)
- Robust timetabling of staff to support as necessary and communicate with other members of staff and parents / families.

# Appendix A

## Teaching, Learning and Curriculum Non-Negotiables and Expectations:

*It is the expectation that across all year groups that all staff and volunteers engaged in learning with our children, will follow the non-negotiables set out below. This ensures a high level of expectation challenge and professional conduct at all times.*

### Environment

Our school environment is used to celebrate the key priority areas for development, with examples of high quality children's learning on display throughout the year. All our classrooms and additional learning spaces will have access to 'working wall' areas for English and maths so that children can add to, refine and make independent choices about their learning. This helps our children to also understand and emphasise the processes involved in building on learning capacity.

- Classrooms and other learning spaces in school will be tidy and safe.
- All classes will provide opportunities for children to take on responsibilities / tasks which contribute to the overall functioning of their classrooms.
- Classrooms will be a safe, happy and engaging environment where the children are focused on the task at hand.
- Children to have access to a wide range of resources within the classrooms so that our children have the independence to make informed choices about what equipment is best for them to support their learning needs at any given time.

## Appendix B

*To be read alongside our Positive Relationships and Behaviour Policy.*

### Behaviour and Expectations

- All adults will follow the behaviour policy and hold high expectations of the children in following the school rules and routines at all times.
- Behaviour is everyone's responsibility and therefore staff will deal with any situation even if the children concerned are not in their class.
- High levels of expectation will be upheld by all staff to ensure children use neat handwriting in all pieces of writing.
- All staff will ensure that children's books are well presented.
- It is expected that all staff set a swift pace within their lessons to engage learners.
- All lessons will start promptly as staff will ensure time keeping is of high priority.
- Staff will always be in class during learning time.
- Staff will read stories to their children every day.
- All children's work will be marked regularly in line with marking policy and will provide opportunities to develop learning further and provide next steps to children.
- All children will be given regular opportunities to correct their learning by using purple pens.
- Any mistakes will be crossed through with 1 line and not rubbed out.
- Learning will be moderated across each year group on a half termly basis e.g. using proformas across the Trust to ensure consistency.
- All staff should deal with situations that arise in a firm but fair manner, without the need to raise their voice (or shout).
- Talk partners are used effectively to enable children to practise and rehearse before speaking out loud as well as sharing ideas with their peers.
- Planning will be created as a year group and saved in a central location in order for easy access and for adaptations to be made for individual classes if needed.
- A visual timetable will be clearly displayed in each classroom.
- Children will be expected to finish learning during the directed time or with their own class teacher at a time that is suitable.
- All teaching staff will be in their classrooms / learning spaces before the children enter the school in the morning.
- Children and staff to wear appropriate clothing for PE lessons.

### Impact of Good and Outstanding Teaching and Learning:

Early Years Foundation Stage and Key Stage One anchor the foundation of learning behaviours building on positive reinforcement to enable children to become independent and engaged learners asking for help if they are needed and using the classroom environment to support their learning.

We encourage our pupils to be responsible for their own learning behaviours and promote this through our school ethos, vision and values as stated above. Across our school, the expectation will be that all our learners will make at least expected progress in lessons with positive attitudes towards learning behaviours that allow for extended challenge and exploration into greater depth.

## Appendix C

Linking learning behaviours together, and through the delivery of high quality teaching and learning:

- Provided with the skills and initiative to build on their own learning capacity so that they feel confident to take risks with their learning
- Able to apply skills, knowledge and attitudes to different contexts for different purposes
- Encouraged in their learning by a process of scaffolding to enable opportunities to make informed choices about their learning
- Encouraged to develop a curious approach to learning by asking and responding to questions that help them make connections to their immediate, local, wider and international surroundings so that they can become active citizens within society
- Given the skills to establish their own approach to embedding social, physical and mindful well-being so that they can support their own development as they grow
- Guided towards developing effective communication skills to enable them to make connections with others
- Active, busy and enthusiastic learners who develop increased independence towards learning

To enable us to maximise the potentials of all our children we endeavour to see each of the following elements of good and outstanding teaching as part of every lesson:

- Children are made accountable for their own learning and are taught to record and respond appropriately
- Assessment is an integral part of the lesson with a clear impact on learning
- There are opportunities to promote communication through an investigative approach to learning
- There are opportunities to generate and respond to questions, with time for reflection
- Children are fully engaged in the assessment of their own learning, with progress checks ensuring that they are moving forwards
- There is a range of stimuli that is linked to own interests and context supporting the learning
- Resources are shaped to class needs
- Topics are adapted to children's interests and adapted to meet the children's needs and interests.
- Teaching is linked to assessment and observation of engagement
- There is flexibility to facilitate different learning opportunities according to the needs and interests of the children
- There are opportunities to deepen children's thinking skills
- Knowledge, skills and attitudes are being developed consistently
- It is agreed at year group planning meetings what the knowledge, skills and objectives will be so that the stimuli can be different in classes to meet individual needs
- During all lessons progress checks will address what is being learnt and how children need to develop their learning further
- High levels of expectation are set during learning and this is demonstrated to the children
- IEPs (Individual Education Plans) are put in place for those children who are learning below Age Related Expectations and are created by the class teacher in consultation with the SENCo. These are shared with parents and parents are invited to review the progress made towards targets three times a year. Class teachers will monitor the progress which children make and will adapt them accordingly. The SENCO will monitor the IEPs and will support class teachers where need.

	Kettering Park Infant Academy Curriculum Map 2021 – 2022											
	Kind			Proud			Independent			Achieving		
	Autumn Term 1			Autumn Term 2			Spring Term 1 and 2					
EYFS	Sharing and Caring			Where can we go?			Term 1: Footsteps in the Forest Term 2: Spring to Life					
Year 1	I spy			Polar Express			Fire! Fire!					
Foundation Subjects	Geography	History	Art	Music	History	D and T	Music	Art	Music	History		
Year 2	Healthy Me/Fitness First			Discovering Detectives			Dungeons and Dragons					
Foundation Subjects	History	Art	D and T	Music	Music	Geography	Art	Geography	Art	D and T	History	Music

	Kettering Park Infant Academy Curriculum Map 2021 – 2022											
	Kind			Proud			Independent			Achieving		
	Summer Term 1						Summer Term 2					
EYFS	Term 1: Once upon a Time						Term 2: Ocean Adventures					
Year 1	Jurassic Jaws						I do love to be by the seaside					
Foundation Subjects	Geography		D and T		Music		Geography		D and T		Music	
Year 2	Ready, Steady, Sow!						Jungle Fever					
Foundation Subjects	History	Geography	Music	Art	Music	Geography	D and T					

## Science

	Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
EYFS (UTW)	Exploring materials	Where do we live? Intro to other places around the world Seasonal change- Autumn/Winter	animals/plants/life cycles Seasonal change-Spring Learning about different environments	Making observations of plants/testing materials	Learning about animals/environments Seasonal change- Summer Investigations
Year 1	Animals, Including Humans	Everyday Materials	Plants Plants: Working Scientifically	Animals, Including Humans	Seasonal Change
Year 2	Animals, Including Humans Animals, Including Humans: Working Scientifically	Everyday Materials Everyday Materials: Working Scientifically	Living Things and Their Habitats Living Things and Their Habitats: Working Scientifically	Plants Plants: Working Scientifically	Living Things and Their Habitats Living Things and Their Habitats: Working Scientifically

## Computing

	Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2	
EYFS	Opportunities for children to develop their computing skills are planned for during cont. provision					
Year 1	We are treasure hunters	We are TV chefs	We are digital artists	We are publishers	We are rhythmic	We are detectives
Year 2	We are astronauts	We are games testers	We are photographers	We are safe researchers	We are animators	We are zoologists

## Religious Education

	Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
EYFS	Special People	Christmas	Celebrations/ Easter	Story Time	Special Places
Year 1	The Creation Story	The Christmas Story	Jesus as a friend and Easter-Palm Sunday	Shabbat	Chanukah
Year 2	What did Jesus teach?	Christmas-Jesus as a gift from God	Judaism-Passover		

## Physical Education

	Autumn Term 1	Autumn Term 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
EYFS	Introduction to P.E: Unit 2 - Everyday Life	Fundamentals: Unit 2 - Places and Spaces	Gymnastics: Unit 2 - Traditional Tales Dance: Unit 2 – Places	Ball Skills: Unit 2 - The weather	Games: Unit 2 - Around the world
Year 1	Team Building	Fundamentals	Gymnastics Dance	Ball Skills	Athletics
Year 2	Team Building	Fundamentals	Gymnastics Dance	Ball Skills	Athletics

## PSHE

	Autumn Term 1	Autumn Term 2	Spring Term 1 and 2		Summer Term 1	Summer Term 2
EYFS	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



# InMAT

## The InMAT Non-negotiables for Great Teaching



1

### High Expectations

Have extremely high expectations for each and every child in your class.

2

### Clear Objectives and Sense of Purpose

Have a really clear focus to each lesson so that you teach and understand the steps needed to reach the success criteria for each child.

3

### Understand How Children Learn

Use a variety of strategies for effective engagement and progress.

4

### Well Planned but Flexible

Adapt your lessons as they progress – don't be afraid to change the plan if it is not meeting the needs of each child in your class.

5

### Positive Attitude and Passion

You will need to have a sense of humour and welcome change.

6

### Emotional Support

Get to know your parents and children; building relationships enables you to give emotional support when needed. Always listen to your children and their families.

7

### Take Risks

Don't be afraid to try new things, be innovative – never stop learning, welcome change.

8

### Praise

Always use praise in class. Never demoralise a child. Make learning fun.

9

### Assessment for Learning – Reflective

Always be reflective.  
What did the children learn?  
Who struggled today?  
What do I need to do tomorrow to support all children?

10

### Never Stop Learning

Research your subjects and develop your teaching knowledge.



InMAT

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