



**KETTERING PARK**  
INFANT ACADEMY

**Teaching, Learning & Curriculum Policy**

Document Title	Teaching, Learning & Curriculum Policy
Approved by:	Local Academy Committee
Approval Date:	September 2023
Review Frequency:	Annually
Review Date:	September 2024

## 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 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**

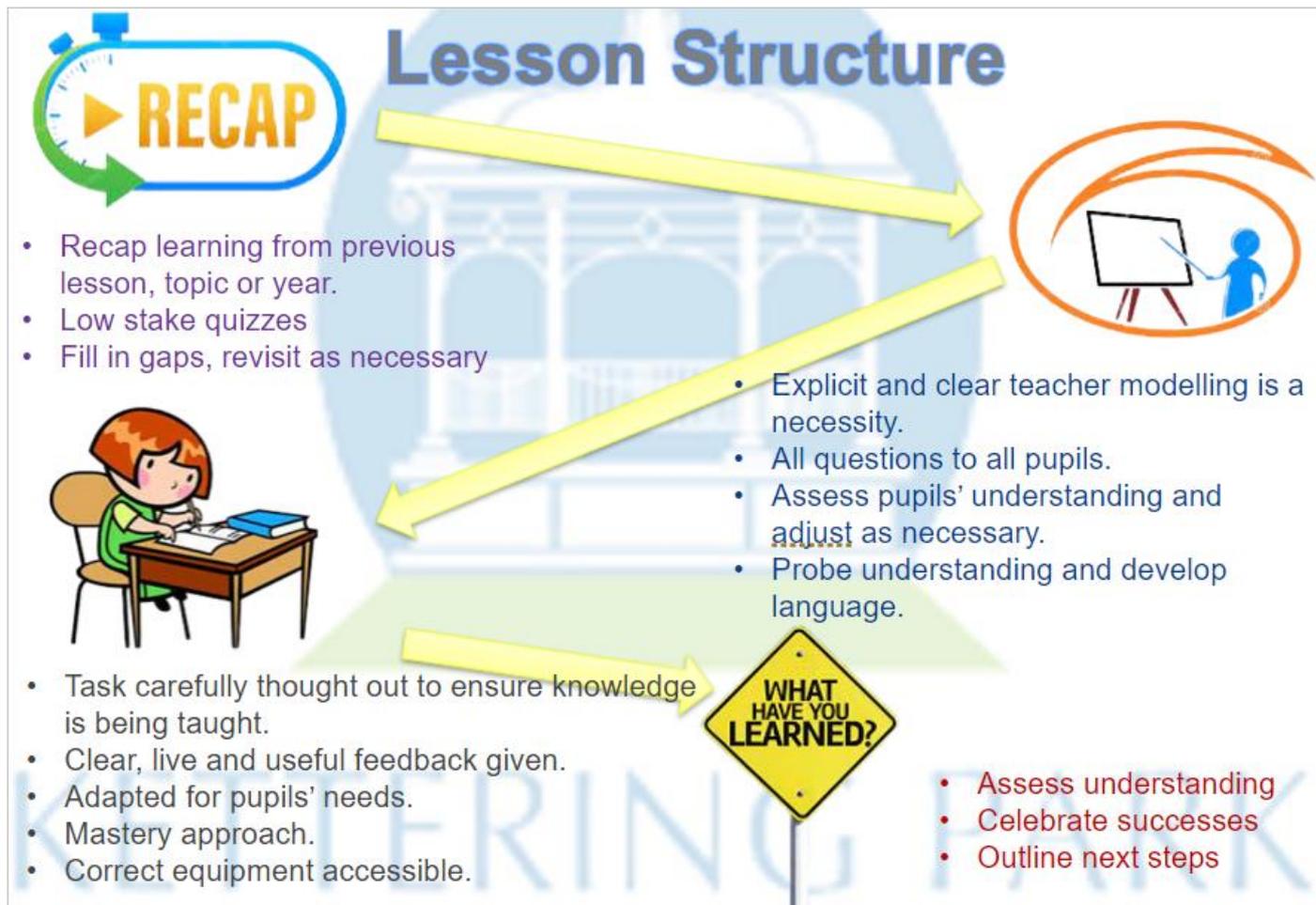
Our children are encouraged and supported to use these values throughout their learning and social interactions every day.

## The Curriculum

We have high expectations of the pupils and of ourselves. We aim to develop good citizens and prepare our pupils for later life and allow them to contribute to and collaborate with the wider community.

At Kettering Park Infant Academy we have a curriculum that is rooted in the school vision and matches the ambition of the National Curriculum. It has been designed to engage pupils while also maintaining high expectations.

*Our lesson structure:*



Each lesson will follow this structure to ensure that we are embedding the knowledge that we are giving to the pupils. This also allows teachers to pitch the lesson accurately and make adaptive adjustments as necessary. **Each lesson** will start with either a pre-teach or recap of knowledge for that subject (retrieval)– not necessarily that topic. This will allow for recall of key knowledge. The knowledge could be from the year group or previous year groups.

Example of how retrieval will be evidenced in books or floor books:

<u>Last week</u>	<u>Last term</u>	<u>Last year</u>
Draw a picture of something people might have done at the seaside in the past?	<p>What was Neil Armstrong job?</p> <p>Neil Armstrong was an...</p> <hr/>	<p>Who is the King of England? (<u>circle</u> one)</p> <p>King Robert</p> <p>King James</p> <p>King Charles</p>

Each individual subject has its own front sheet. This informs teachers of the information necessary to teach that subject consistently with the rest of the school. This must be followed.

Example of a front sheet that we have for all curriculum areas:



## Writing at Kettering Park Infant Academy

### Our Intent

At Kettering Park Infant Academy, we believe that writing is a key, both inside and out of education and we encourage all children to develop a love of writing. Teaching children to write for a range of purposes and audiences is important, and we aim to provide children with a range of engaging hooks to capture their imagination! We focus on building children's vocabulary and provide children with ambitious vocabulary every writing session for children to use within their talk and their writing. EYFS use a character 'Grandma Fantastic' within their lessons to build their vocabulary knowledge and to inspire the children to use more ambitious vocabulary.

We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Our intentions in writing are for children to:

- Write for a purpose.
- See themselves as real writers.
- Take ownership of their writing.
- See writing as an interesting and enjoyable process.
- Utilise a wide and ambitious vocabulary.
- Acquire the ability to organise and plan their written work.
- Write neatly and legibly, inviting the reader in.

### How do we do this?

• Writing at Kettering Park Infant Academy is based around Jane Considine's 'The Write Stuff'. Each writing unit is based around an engaging stimulus. Individual lessons are broken into 3 learning sections:

1. Initiate section – a stimulus to capture the children's imagination and set up a sentence.
2. Model section – the teacher close models a sentence that outlines clear writing features and techniques.
3. Enable section – the children write their sentences, influenced by the model and are encouraged to use their phonic skills to write their own sentences.

- This model can be repeated within the lesson to achieve multiple objectives or outcomes.
- There must be opportunities within each unit that allow pupils to write at length. Other writing opportunities are provided for children, still using the symbols from The Write Stuff.
- The symbols and terminology will be taken from Jane Considine's 'FANTASTIC, GRAMMARISTIC, BOOMTASTICS'
- Jane Considine Units can be used if appropriate or they can be altered to suit purpose whilst still following the knowledge overview. Sentences from the planning are adapted to ensure all children are able to achieve every lesson, while still challenging and setting high expectations for each piece of writing.
- There must be opportunities within each unit that allows pupils to write at length. As a minimum, each unit will contain 2 flash writes and an independent write. One flash write will include previous focusses/lenses based on a relevant plot point and one based on a differing stimulus e.g picture – these lessons will still follow the initiate, model, enable approach.
- Children will complete an independent write after each unit and writing will be assessed half termly.
- Quality texts will be used to enhance writing. Texts do not have to match 'topic', they can stand alone.
- Children will cover a variety of genres so that they learn to write in different styles.
- Writing will be assessed against Jane Considine's POW assessment sheets and assessed 6 times a year. These will be used to form judgements.
- Teachers can assess any piece of work over the term and add to the POW sheet when necessary, as long as the assessed aspect was independent. Each unit will include independent writing tasks.
- Handwriting is a basic skill that influences the quality of work throughout the curriculum. We use Letter join for our handwriting throughout the school.
- English is to be taught every day.
- EYFS will cover a plot point over two days, building up to covering a plot point daily in KS1.

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 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.

The Early Years Foundation Stage curriculum at Kettering Park Infant Academy has been planned to enable the children develop a broad range of knowledge and skills. We place a high emphasis on the importance of purposeful play, high quality adult interactions and repetition in developing and deepening learning. We deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Statutory Framework 2023. We use the Development Matters Curriculum Guidance to provide the basis for determining learning expectations and ensuring that the acquisition of knowledge 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.

### **Planning:**

Lessons will be planned well to ensure good short-, medium- and long-term progress. At KPIA, we use PowerPoints as a planning format for each lesson. Staff adapt planning from schemes in place in order to ensure quality first teaching. All planning must be stored on Teams to allow leaders and other staff to access it.

**Please see the website for all our curriculum maps for each curriculum area.**

### **Pedagogy for learning**

At KPIA, we teach using the Principles of Instruction from Rosenshine within all lessons. This helps our staff teach effective and engaging lessons for all pupils. We use the Walkthrus by Tom Sherrington that exemplify Rosenshine's principles, to further support and enhance our teaching and learning.

Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead



introduced by OLI CAV Oliver Caviglioli @olcav

REVIEWING MATERIAL

**1 Daily review**



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

**10 Weekly and monthly review**



QUESTIONING

**3 Ask questions**



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

**6 Check for student understanding**



SEQUENCING CONCEPTS & MODELLING

**2 Present new material using small steps**



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.  
Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

**4 Provide models**



**8 Provide scaffolds for difficult tasks**



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

**5 Guide student practice**



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.  
High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

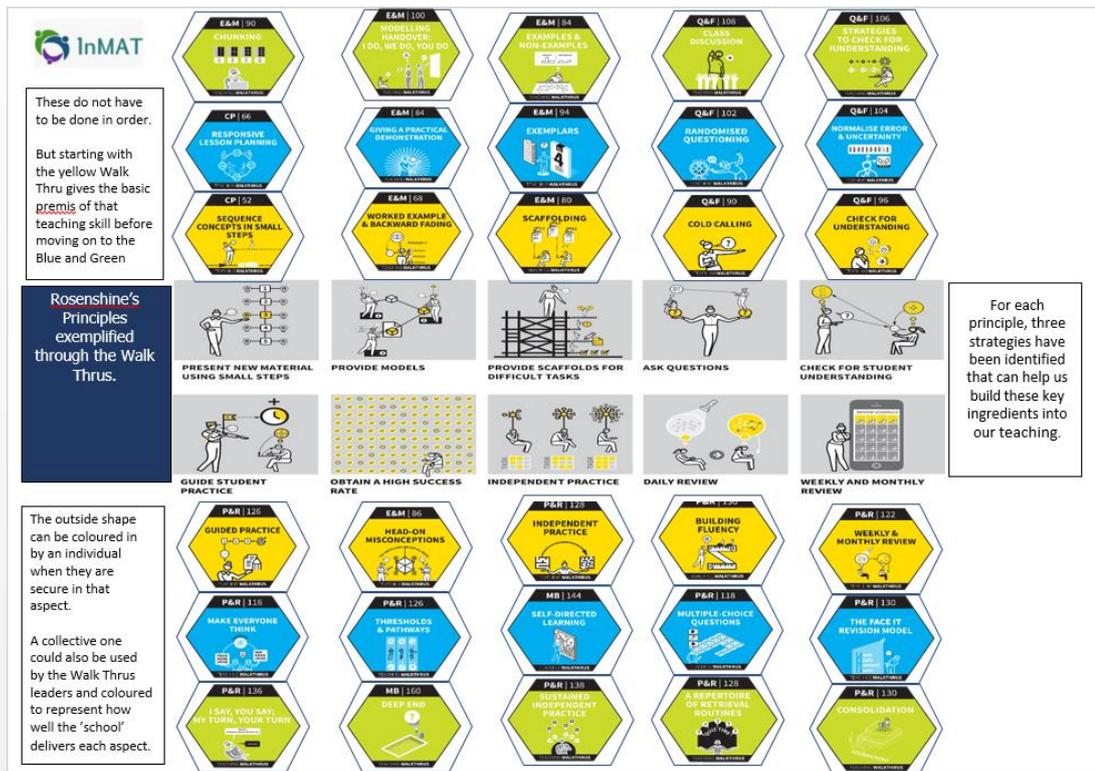
**7 Obtain a high success rate**



**9 Independent practice**



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"



## Home learning and parental support

EYFS: Ditty sheet or RWI book to go home every week. Maths Whizz, Numbots.

KS1: Ditty sheet or RWI book to go home every week. Maths Whizz, TTRS.

Throughout the year as part of our enrichment opportunities, we provide workshops where parents / families can access learning in the classroom alongside their children at drop in style reading / maths / writing sessions.

## Behaviour and Expectations (please read alongside the Positive Relationships and Behaviour Policy)

Behaviour is everyone's responsibility and therefore staff will deal with any situation even if the children concerned are not in their class.

Behaviour is managed consistently throughout the school with the policy being adhered to.

## Feedback and marking

Following our marking policy, the below is in place throughout the school

All children's work should have a tick and/or initials to acknowledge it has been marked.		
<b>Purple Pen Work</b>	should provide children with direction for editing, correcting their work and feedback from marking.	PPW
<b>Next Steps</b>	should direct children to a target that they should try to work on in their next piece of work.	└┘

<b>Verbal Feedback</b>	can be used to identify when verbal feedback has been given to a child's work.	VF
<b>Support</b>	can be used to show when child has required help or support from an adult.	S

For further guidance, see marking and feedback policy.

### Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. PiXL assessments are used for Reading, Maths and SPAG. POW sheets are used to assess writing. RWI assessments are carried out 6 times a year.

### 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.

Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly data review meetings
- Gathering input from pupil voice
- Planning scrutinies
- Staff/Team meeting

