



ROTHERHITHE SCHOOL

TEACHING & LEARNING POLICY

Date of issue	October 23	Date of next review	October 25
Head Teacher	Galiema Amien-Cloete (Executive Head) Lisa Christiansen (Head of School)		
Representative of the Governing Body	Liam Wardley		

Copies of this plan are held by:

NAME	DESIGNATION
Maxine Walters	PA to the Executive Head Teacher

CONTENTS

Aims and Purpose	2
Key elements of teaching & learning for Years 1-6	3-7
Overview of the teaching of Reading and Writing	8-9
Overview of the teaching of Maths	9-11
Assessment	11-14
Key prompts for planning & delivering a lesson	14
Teaching & Learning in the Early Years Foundation Stage	15-18

AIMS AND PURPOSES

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place daily.

Rotherhithe is an inclusive school. Across our school the expectation is that all pupils are provided with high quality inclusive learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

We recognise the valuable contribution to learning that our teaching assistants make and expect their engagement with children to be of a high standard; questioning that develops reasoning skills, support that promotes independence and active learners.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are key to raising standards in teaching and learning.

We Learn:

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

William Glasser

TEACHING APPROACH

We believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills, so we apply it to all of our pupils in an individually tailored way.

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following “creative behaviours”:

- questioning and challenging
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions, and outcomes
- making connections and seeing relationships

We teach children discreet subjects and use a variety of high-quality resources to support teaching and learning such as Developing Experts for Science, Maths Mastery, Southwark Music and RE syllabus and Kapow Art, DT and Geography.

We use problem solving and open-ended tasks, drama and role play to help children see “the whole picture”. We have had particular success with the use of drama in English lesson to stimulate their imaginations and provide experiences for writing across all genres. They are helped to recognise relationships and patterns in their learning and they gain a deeper understanding of their learning and different cultural experiences and the unique contribution each of these provides.

KEY ELEMENTS AND PRINCIPLES OF TEACHING AND LEARNING ACROSS OUR SCHOOL – A PRACTICAL GUIDE

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

ALL LESSONS HAVE.....CLEAR LEARNING OBJECTIVES

- Learning objectives are shared orally and visually.
- All Learning objectives are shared in child friendly language.
- Learning objectives are clearly defined at the outset of the lesson
- Learning objectives are written or stuck into children’s books.

FOR LEARNING OBJECTIVES TO BE SHARED EFFECTIVELY, TEACHERS MUST:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make Learning objectives specific
- Use child-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.
- Be visible and referred to at the start of the lesson, during the lesson and during the plenary
- Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.
- Have clear success criteria which are referred to during the learning

ALL LESSONS ARE ADAPTED TO ENABLE ALL PUPILS TO ACCESS LEARNING

- All learners are challenged appropriately.
- Electronic flipcharts show clear differentiation.
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic)
- Teaching caters for the additional needs of children. This may include providing additional materials/ resources / support or an adapted activity.
- Pre and post teaching opportunities are used to promote the learning of children with additional needs.

ALL PUPILS ARE ... ACTIVELY ENGAGED IN LEARNING AND WORK

CO-OPERATIVELY

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts and auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.

Grouping arrangements are ... generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.

WE BELIEVE IT IS IMPORTANT FOR PUPILS TO TALK DURING LESSONS

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. A key part of this process is through the teaching of subject specific vocabulary, the use of star words in learning and in supporting children in speaking in full sentences.

At our school we believe that **talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking “**Think/Pair/Share**”, “**Talk to your partner**” (TTYP) and whole class discussions are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their Talk is valued as much as their written work.

LEARNING IS ENHANCED THROUGH... EFFECTIVE USE OF QUESTIONING

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing wait time- (3-5 seconds); pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as ‘*In two minutes I am going to ask you....*’
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with ‘*We think that...*’
- Ensuring pupils fully understand the question.

ALL PUPILS RECEIVE REGULAR AND CLEAR... FEEDBACK WHICH ENHANCES LEARNING

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- When marking children’s work, the main focus is on meeting the learning objective, success criteria and/or targets.
- Marking identifies next step prompts.
- Pupils are given regular time to address issues raised in marking.

LEARNING IS ENHANCED THROUGH... TECHNOLOGY

Technology such as interactive whiteboards and ipads are used to enhance learning where ever possible.

LEARNING IS ENHANCED THROUGH USE OF... EFFECTIVE BEHAVIOUR MANAGEMENT

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

LEARNING IS ENHANCED THROUGH THE... EFFECTIVE USE OF ADDITIONAL ADULTS

- Additional adults are clearly directed to support learning.
- Teaching assistants/volunteers are fully engaged with pupils on the carpet and tables during lesson times actively moving learning on and providing challenge for all.
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see marking policy.

LEARNING IS ENHANCED THROUGH... THE EFFECTIVE USE OF A PLENARY AND MINI PLENARIES

Their purpose is to:

- Review what has been learned
- Reflect on how it has been learned
- Add challenge
- Prepare children for new learning

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

The purpose is to encourage pupils to reflect on what they have learned and what has helped them to learn, using prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

INTERVENTIONS

Precision interventions organised for children with additional needs are linked to class based learning and their impact is regularly reviewed.

LEARNING IS ENHANCED THROUGH... A GREAT CLASSROOM ENVIRONMENT

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All displays across the school should reflect the learning that is happening through working walls, published learning and learning prompts.

WELL LABELLED AND NEATLY ORGANISED RESOURCES

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

OVERVIEW OF MARKING AT ROTHERHITHE PRIMARY SCHOOL

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – verbal, written, formal and informal- and may be given on a group basis as well as an individual one – see marking policy.

OVERVIEW OF TEACHING OF READING AND WRITING AT ROTHERHITHE PRIMARY SCHOOL

At Rotherhithe we follow the 'Dramatic Progress in Literacy' (DPiL) English units. A core English text is the base for each unit of work. The curriculum is sequentially planned and cumulative ensuring that learning is revisited and embedded. Links are made to other subjects to ensure a cross curricular approach and application of English skills are used in all lessons we teach. Vocabulary development is a key focus for the school and is introduced at the start of all lessons – these are called Star words and children are encouraged to use and apply the newly learned vocabulary. Discrete SPAG and handwriting lessons are taught following the DPiL programme.

In EYFS and KS1, phonics is taught using the Read Write Inc programme and children are provided with decodable books to read. On a 6 weekly basis children's phonic knowledge is assessed and children are grouped according to their attainment and teaching is adapted accordingly.

Year 1 follow a carousel model for teaching reading (outside of their daily phonics lessons), with children in groups rotating through a variety reading activities throughout the week. A whole class reading approach is used to teach reading from year 2 to 6. Vocabulary is a huge focus in our reading lessons and teachers endeavour to embed and revisit new vocabulary throughout the week, with a focus on the etymology of words and how they fit within word families. We believe that for children to become accomplished readers, a love of reading needs to be established. We seek to do this through weekly

reading for pleasure sessions, daily story time, celebrating authors in class, termly visits to Canada Water library and lunchtime book clubs.

The amount of time specifically given to the teaching of English varies across the school.

NURSERY

Phase one phonics taught from Autumn 1. A sound a week Read Write Inc (RWI)* Set 1 sounds (minutes daily) during the Spring and Summer terms, embedded in a rich daily diet of songs, rhymes, raps, poetry and story both oral and read. This aims to develop children's phonological awareness in preparation for phonics teaching. Mark making opportunities and reading opportunities are offered daily and guided writing activities are offered when appropriate. To develop vocabulary and comprehension skills children participate in a shared text. Adults do a book walkthrough and use Blanks Questioning to develop understanding.

RECEPTION

- RWI sessions daily
- Continuation of songs, poetry, rhymes and raps and story throughout the reception year
- Weekly focused writing sessions
- Literacy lessons are based on one core text ranging from one to two weeks
- Non-fiction texts available linked to current Science units
- Writing opportunities are provided in all areas of the learning environment
- Handwriting sessions delivered in small groups
- Strengthening activities developed through a range of activities
- Daily Book Club runs during the lunch period

YEAR 1

- Daily half-hour RWI sessions a week
- Four to five writing sessions a week
- Handwriting to be taught at least 3 times a week ensuring correct letter formation and orientation.
- Carousel guided reading approach is taught five times per week with a reading for pleasure activity built into the group activities.

YEAR 2

- Daily half-hour long RWI sessions a week or alternative spelling/handwriting lessons for those who have exited RWI
- Four-hour long writing sessions a week
- Four shared reading sessions a week no shorter than half an hour a session
- 'Read for pleasure' sessions run weekly in order to develop stamina and promote a love of reading
- DPiL spelling programme to be taught 3 times a week for at least 15 minutes a session.
- Handwriting to be taught at least 3 times a week introducing cursive script and following the agreed handwriting patter.

- Grammar and punctuation are taught based on assessment for learning and linked to the writing unit where possible.

YEAR 3-6

- Four hour long English sessions a week.
- Four shared reading sessions a week no shorter than 30 minutes a session for years 4 and 5
- Year 6 deliver four hour shared reading sessions.
- ‘Read for pleasure’ sessions run weekly in order to develop stamina and promote a love of reading
- Handwriting to be taught at least 3 times a week using the continual cursive script and the agreed handwriting patter.
- DPiL spelling programme to be taught 3 times a week for at least 15 minutes a session.
- Grammar and punctuation are taught based on assessment for learning and linked to the writing unit where possible.
- Children in most of need of support will access interventions to boost their progress in either fluency or comprehension.

Fluency	Comprehension
RWI phonic sessions for those children who have not yet exited the programme	Focus on a particular NC reading domain.
Read, Write Inc Fresh Start programme	Targeting general comprehension through rich discussion of text.
1:1 reading for fluency	Same day intervention for a changeable group of children to address a gap identified following whole-class teaching.
Small guided reading groups	

**Read Write Inc (a phonics teaching scheme)*

OVERVIEW OF THE TEACHING OF MATHEMATICS AT ROTHERHITHE PRIMARY SCHOOL

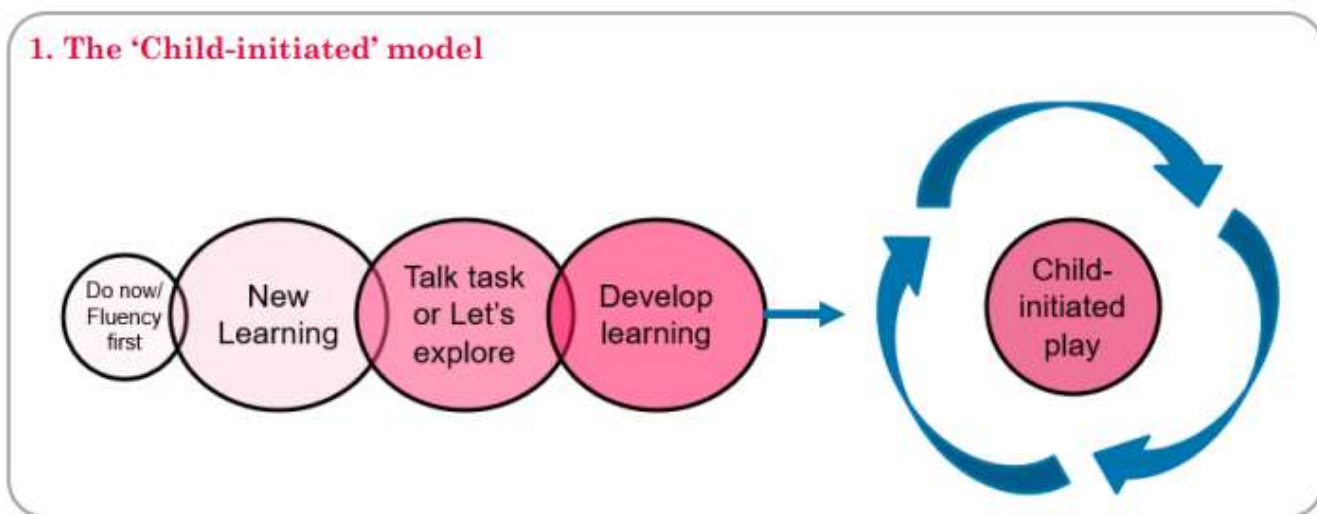
At Rotherhithe we aim to:

1. Develop a positive attitude towards Mathematics as an engaging, relevant and exciting subject.
2. Develop resilience and a growth mind-set key for problem solving.
3. Develop language and communication so that children can articulate and express their ideas using correct mathematical vocabulary.
4. Develop mathematical understanding through systematic direct teaching of appropriate learning objectives in a cumulative curriculum.
5. Develop conceptual understanding using the concrete-pictorial- abstract approach which represents ideas in multiple ways.
6. Develop mathematical thinking and problem solving through exploration and high order questioning.
7. Develop fluency through quick recall of number facts and teaching a range of **efficient** mental and written calculation strategies for all four operations

Children receive 5 hours of Maths teaching per week. Children participate in hour long Maths lessons and three/four Maths Meetings per week lasting 10-15 minutes.

EARLY YEARS

In the EYFS maths is taught in Reception as a daily whole class lesson. Maths Mastery units are taught across the year and teachers adapt the lessons to fit the themes and needs of the class. Adult initiated maths challenges are linked to the maths carpet sessions with opportunities for children to practice and apply new concepts and skills. Maths meetings are delivered every morning and follow the Maths Meeting overview from MM. NCETM scheme of work followed sessions delivered daily. Maths opportunities are provided for across all areas of the learning environment.

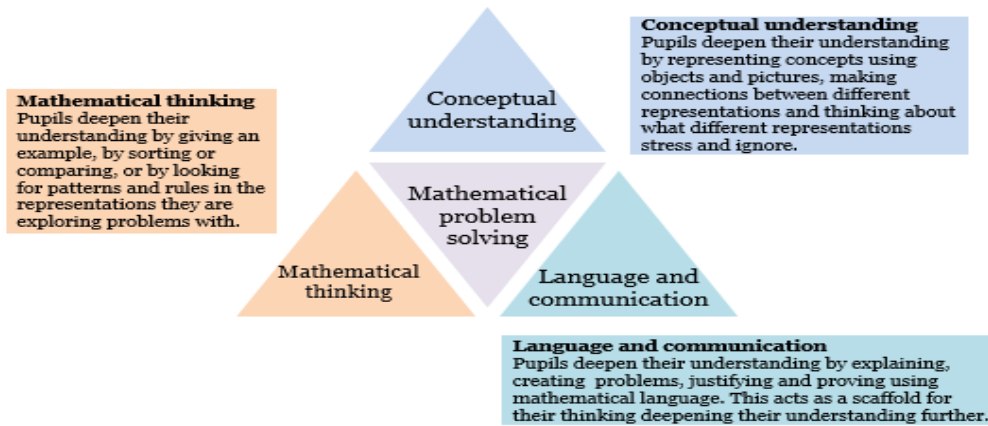


KS1 and KS2



We follow *Mathematics Mastery* plans and *Mathematics Mastery's Progression in Calculations* calculation policy. The program is based around three principles: that conceptual understanding is key, that children must be able to speak in full sentences and use correct mathematical vocabulary and that they can learn to think like mathematicians. Mathematics Mastery uses problem solving as a way to promote these principles.

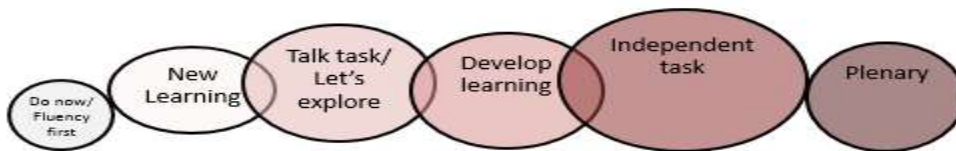
Key Principles



Lesson Structure

Lessons incorporate a daily talk task using carefully structured sentences to support the development of reasoning. Known facts are chanted during transitions to support fluency in number facts.

Lesson Structure – Six parts



Adaptation

The majority of children in a class move through the programme of study at broadly the same pace and are exposed to the same questions during lessons. Children in all classes sit in mixed ability pairings to allow collaborative learning, exposure to different opinions about the same work and regular opportunities for discussion of answers to support pupils' reasoning skills and check and deepen their understanding. Learners are supported by the structure of the lesson, their peers and additional adults as well as scaffolds provided by teachers. Children are extended as a result of higher order questioning where conjectures and generalisations are required. It is expected that all pupils will experience challenge in a lesson through exposure to rich problem solving tasks and pattern spotting, rather than acceleration to new content.

Depth Symbols

All children are expected to reach a depth task following the Mathematic Mastery symbols differentiated through scaffolding in the majority of lessons.

Same Day Intervention

A small number of pupils (maximum of 6 per day) receive additional support (by the class teacher where possible) following the lesson. This ensures no child falls behind because of a lack of conceptual understanding. If more children require support, then the lesson is retaught the following day using variation to focus on the areas of misconception.

Keep Up Intervention

Children who enter our school at different points in the year may have gaps in mathematical understanding. Support staff use *Mathematics Mastery* 5 minute keep-up intervention materials to develop pupils' number sense. After assessment, targeted children receive 1-1 daily 'number' support.

Ready to Progress

We use Mathematics Mastery Ready to progress materials to support pupils acquire the pre-requisite knowledge needed to access content within a new unit.

Assessment

Formative assessment forms a crucial part of every lesson and is built-in to lesson design. Classroom activities are well structured and involve conceptual and procedural variations and intelligent practise. Teachers assess pupils reasoning and explanation skills as well as their discussion and critiquing of answers. Summative assessment, following the assessment timetable, enables teachers to monitor and track pupil's progress.

Teachers use Mathematics Mastery diagnostic pre and post-tests to assess and review planning and next steps.

ASSESSMENT

The aim of assessment and record keeping is to allow class teachers to track the progress and attainment of the children in their class so as to provide an education that is both achievable and challenging. Accurate assessment and record keeping will then be used by the subsequent teacher to build on the success and address the concerns from the previous year. This also allows parents, carers and other stakeholders to be kept informed as to the progress and attainment of children.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable individual pupils to make progress in their learning;
- Be underpinned by confidence that every child can improve;
- Involve both teacher and pupils reviewing and reflecting upon assessment information;
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- Enable teachers to plan more effectively;
- Provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- Enable parents to be involved in their child's progress;

- Teachers use *Target Tracker* to assess and track progress and attainment and identify gaps in learning.

THE PRINCIPLES THAT UNDERPIN ASSESSMENT AT ROTHERHITHE PRIMARY SCHOOL ARE:

Assessment is at the heart of teaching and learning.

- Assessment used diagnostically provides next steps to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgments are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgments are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning.
- Parents in supporting children with their learning.
- Teachers in planning teaching and learning.

The children will be formally assessed at 3 points in the year:

- Autumn Term 2

- Spring Term 4
- Summer Term 6

TESTS

The school uses NTS Reading & Maths tests and KS2 SATs papers in year 6. These tests do not define the assessment process and are not central to our assessing of the children.

The current standards of attainment are recorded through the online Target Tracker system as a summative assessment record of attainment. Each assessment week is followed up with Pupil Progress Meetings. At the end of the year, teachers will discuss progress and attainment with the next class teacher.

Through rigorous and continuous assessment and tracking, the children continue to work towards the standard of 'Age Related Expectation'

Statutory Assessments

Reception Baseline Assessment are completed withing the first six weeks of school

Years 6 will complete SATs tests in May each year.

Year 1 and some year 2 children complete a phonics screening check in June.

Year 4 complete an online multiplication screening check in June

SATs results will be analysed against predicted targets by the class teacher and the Senior Leadership Team (SLT). Papers will be scrutinised to identify areas for further development.

KEY EXPECTATIONS FOR PLANNING

A weekly overview in maths and writing is completed detailing the end of unit outcomes, the daily lesson objectives and the learning outcomes for each day. Reading is planned for on a weekly basis and the key vocabulary, domain focus and objectives are indicated. A unit overview is completed for all other subjects, this details the end of unit outcomes, the individual lesson objectives and the learning outcomes for each lesson. It is expected that teachers will put the majority of time in the preparation of the electronic flipchart for the lessons that they are delivered. Is expected that the flipcharts will demonstrate a clear sequence of learning to drive progress over time. The flipcharts will include:

- A learning objective for each lesson
- Success criteria for all writing opportunities
- Key vocabulary (also known as star words)
- Key questions for each lesson
- Evidence of challenge for all for each lesson
- Clear activities for each lesson
- A plenary for each lesson
- Opportunities for editing
- Cross curricular learning opportunities where appropriate

KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON

Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class e.g. what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?

TEACHING AND LEARNING IN THE EARLY YEAR'S FOUNDATION STAGE

At Rotherhithe primary school we provide one nursery class and two reception classes in the school.

All of the principles stated in the schools teaching and learning policy applies to the early years foundation stage and we recognise that learning begins at birth and continues throughout life. We

acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

HOW TO ACHIEVE THESE AIMS:

A focus on the prime areas

Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

The importance of play:

At Rotherhithe we acknowledge the central role of play in the education of the young child. (refer to play policy).

Assessment

All classes in the EYFS follow the: observe, assess and plan cycle - daily, weekly and half termly.

Every child has an individual learning journey on Tapestry and hand written long observations are done every term. All children have a writing book which has their writing target displayed inside. Progress towards this target and next steps are recorded in this writing book.

Learning journeys on tapestry include:

1. Short Observations
2. Pieces of work and photographs and videos
3. Comments from children and families
4. Read Write Inc home learning videos are shared for parents
5. General information about events and notices

They form an essential evidence base for planning children's next steps and sharing learning with families.

Planning:

Planning takes place long term, mid termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests preferred ways of working, and identified schematic behaviour.

Evaluation:

Monitoring and evaluation form the basis of informed planning. End of day evaluations take place every day.

The important role of all adults:

We recognise the importance of the role that all early years' educators play in the care and education of our youngest children.

These roles include:

- Building relationships. Getting to know all of our children and families
- Key working small groups of children for Nursery
- Observing children to identify their wellbeing and involvement, their needs , strengths , schemas and interests
- Planning for next steps in learning
 - Supporting and extending child initiated activity
 - Engaging children in focussed activity
 - Maintaining a stimulating, welcoming safe and challenging learning environment
 - Working as a team to ensure that all children reach their full potential

THE LEARNING ENVIRONMENT:

At Rotherhithe we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All rooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably adapted activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time for nursery children over three such as shared story. Where possible these times happen at the end of a session of free flow play. In the reception classes, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, and story and shared writing, along with any topics that are of particular interest to children.

OUTDOOR PROVISION

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

Children attend weekly sessions of Forest School in Southwark Park.