Agreed: October 2026
Next Review: October 2027

Teaching and Learning

Chandler's Ford Infant School



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Rationale

Teaching and Learning is at the heart of our school life. It is underpinned by our core values of: CARE. Care for ourselves, our learning and our world, through; Creative thinking, Aiming high, Resilient learners, Enthusiastic attitudes. At Chandler's Ford Infant School, we believe that every child should have access to a broad and engaging curriculum which enables them to develop into capable learners. Learning is something which should be enjoyed by our whole school community. Learning is not restricted to the classroom and happens throughout the whole school day as well as beyond the school walls, involving other members of the community.

Aims

- To develop a passion for learning.
- To encourage independence, collaboration and resilience.
- To learn through relevant and first-hand experiences by providing a wide range of memorable educational experiences.
- To provide a caring, secure and challenging environment where all children are included and all thrive both educationally and emotionally.
- To promote understanding, respect and tolerance towards others.
- To understand the difference between right and wrong so they can make positive contributions to our society.
- To promote inclusivity in all areas of their lives.
- To develop a growth mindset 'can do' attitude in all children.
- To provide instructional learning where children can build on knowledge and skills, retrieving from long term memory, as they progress through the school.
- To value effective partnerships with parents and the wider community.
- To provide children with the tools they need to be responsible citizens in our ever-changing world, for example, knowledge of Eco issues and how to navigate the online world.

Key Stage 1

Curriculum in Key Stage 1:

All children receive their entitlement to a full curriculum which follows the National Curriculum. Subjects are taught discretely, but there can be themes and topics which overlap and interlink at times. Each morning should consist of a series of lessons based on Maths, English and phonics. Children also undertake a daily taught lesson of handwriting. Science is taught discretely as well as being integrated within RHE.

Our Foundation subjects are taught discretely and children record their thoughts in subject-specific exercise books and Floor Books.

Religious Education is taught in blocks. Parents have the right to withdraw their children from Religious Education. Where this is the case, teachers will provide additional work for the children to do within school.

Our school has a strong ethos of inclusion where we maintain the attitude of 'everyone belongs here' and 'equity of opportunities for all'. To this end, all children take part in all subjects and teachers make use of scaffolding techniques in order to ensure that all children access the full curriculum.

In Year 1 the children have access to resources and activities that enhance their learning experience during shorter child-initiated play sessions (Sparkle Time), but with a focus on 'rainbow jobs' to complete, which are set independent learning tasks used to embed previous taught knowledge and skills.

Early Years

Learning in Early Years is done through a combination of discrete teaching and child-initiated play. Each learning journey has a theme and the children have access to resources and activities that enhance their learning experience during their child-initiated play (Sparkle Time). Adults are facilitators during Sparkle Time and guide and extend the children's learning in order to help them progress and meet their next steps. The seven areas of the EYFS Curriculum are carefully planned for within each of these learning journeys.

Phonics is taught daily through the Supersonic Phonics Friends scheme and in addition to this, we build in multiple opportunities for regular reading, fine motor practise, and handwriting lessons. Maths and English are taught discreetly and followed up through enhanced provision opportunities during Sparkle Time. This allows the children to practise and embed their skills. Additional adult-led group work takes place to support and extend children. Tasks are differentiated by design, scaffold and outcome to support all children in their development.

Our Core Values in Learning

As part of presenting the children with the knowledge and skills they need to develop in each subject area, we also teach them to use the life-long tools they will need to become proactive, inquisitive learners. We do this through the use of our CARE characters.
We build in opportunities for the children to recognise these characteristics in themselves and their peers.



Creative Hedgehog: Creative Thinking Hedgehog demonstrates creativity in their thinking; by having their own ideas and trying them out. Creative Thinking Hedgehog solves problems in different ways often using their imagination.



Aim High Owl: Aim High Owl encourages children to challenge themselves, pushing their learning to new heights! Aim High Owl is successful by reflecting and evaluating on their own learning and making improvements.



Resilient Squirrel: Resilient Squirrel encourages themselves and others to keep on trying, and to persevere until they succeed! They do not let mistakes or misunderstanding prevent them from trying again.



Enthusiastic Rabbit: Enthusiastic Rabbit is always on the go and trying new things. Enthusiastic rabbit encourages everyone to be "Active learners" and participate fully, whatever the activity. Enthusiastic Rabbit is always joining in; even if they don't know the answer or are not familiar with the task or the skill.

Children who display these characteristics in their learning are rewarded in line with our positive behaviour policy. The CARE values might be encouraged through inclusion on the Learning Tickets or through discussion with the child.

Our Learning Journeys in Key Stage 1
Learning Journeys are planned, usually, on a half-termly cycle. Each Learning Journey begins with a hook day in order to enthuse and inspire children about the learning ahead. We also finish the learning journey by planning an outcome day, which may include activities such as presenting to parents/other classes, creating a book, writing to an important person, or an educational visit.
While planning Learning Journeys, teachers consider the cultural capital that children bring with them and include opportunities to extend their experiences through rich and meaningful visits or visitors. Each Learning Journey includes at least one opportunity to reach out to our wider community, both within and beyond the school gates.

Learning Environment:
The learning environment plays a crucial role in all teaching and learning opportunities. It should be stimulating and well organised. We use our outdoors and indoors to provide key learning experiences for the children. Classroom displays are a vital part of children's learning and should be meaningful, manageable and motivating. We promote two kinds of displays: Working Walls and Celebration displays. Working Walls should be purposeful, reflect current learning, be used and understood by the children. The purpose of Celebration displays is to celebrate and show off children's work and school projects.
Each classroom has Working Walls for Maths, English, phonics, spelling, handwriting and science.

Themed days:
- Throughout the year we enrich the curriculum with various themed opportunities. These can include, amongst others:
- Art week where we study one key artist.
- Cross-cultural week where we develop the children's knowledge and promote respect for cultures beyond their own.
- Science, Friendship week, e-safety day, maths day, Book week. We tie in to national events where possible.
- We participate in the annual Bird Watch event and children are given a time slot to bird watch on our school grounds.
- We are part of the Modeshift Star programme and encourage our families to think about how their journeys to school can be more active. We have annual events such as: Biker breakfast, Bike repair shop etc. We also enjoy the Hampshire wide Walk to School week and Scoot from the Boot
- Each Foundation subject has a whole school day or week dedicated to immersing the children in that subject.

Recording:
We recognise that formal recording may be a key part of children's learning. Children might record their learning through speaking, writing, pictures, video, photos and this recording may be individual or collaborative. Individual recording happens in subject specific books. Children are issued with subject books in year 1 and these travel through Key Stage 1 with them before going home to be celebrated at the end of year 2. We aim to minimise the use of recording structures and template and instead encourage children to find their own way of recording their learning. We recognise that teaching of recording is important as it is a key skill for life. Floor books are used by teachers to model learning. These are used to help children to retrieve previous knowledge and skills, and build on their learning from day to day, week to week, topic to topic and year to year.

Assessment for Learning
Assessment for learning is on-going and our teachers continually assess pupils' understanding within lessons through a range of strategies including; questioning, self and peer assessment, learning conversations and setting of next steps. Feedback, both oral and written, is given to learners during lessons and through the marking of books. It provides clear next steps for children as outlined in our Marking and Feedback policy. It is essential that children are given time to respond to Feedback.
Key assessment foci are planned around our foundation stage curriculum intents to enable our children to build on their learning year on year.

Phonics
Phonics sessions are taught through the scheme Supersonic Phonic Friends. Children are taught through whole class phonic lessons. Ongoing assessments are undertaken on which sounds children know, and can blend with, and then further 'scoop and stretch' sessions are planned in the form of either 'catch-up' or 'pre-teach'. These groups usually take place in the afternoons. Children who do not achieve the National Standard for the phonics screening check in Year 1 are given daily intervention to support them to achieve this by the end of the key stage.

Planning and delivery of lessons
Subjects are taught discretely and we recognise the importance of specific learning objectives which are clearly imparted to the children at the beginning of each lesson.
The visible learning for each lesson needs to give children the opportunity to build on previous learning (Golden Thread). We feel children are best place to do this when they are given opportunities to retrieve at the beginning of lessons and reflect at the end lessons.

Subject leads plan each learning journey on our consistent planning format.
Each lesson and topic follows the cycle of RETPAR:
Retrieve, Explore, Teach, Practise, Apply and Reflect.

Retrieve: recalling knowledge, skills, episodes from long term memory – link to the Golden Thread

Explore: What does the new learning mean to learners? (making links)

Teach: I do – modelling,

Practise: we do – guided practise, my turn your turn

Apply: you do – independent practise through a range of contexts

Reflect: A moment of reflection to celebrate what new learning has happened

Good Teaching and Learning at Chandlers Ford Infant School



A positive learning climate sets the scene for learning



Retrieve:
What knowledge, skills, episodes am I retrieving from long term memory – how does it link to the Golden Thread?



Explore:
What are we learning – how does it link to prior learning?

- Clear objective



Teach: (I do)

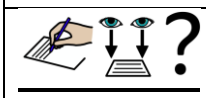
- Small steps of learning
- Live modelling
- Worked examples





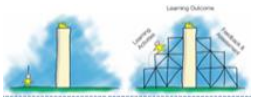
Practise: (we do)

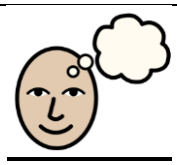
- Guided practise
- My turn your turn
- Dual coding (picture cues)
- Check for understanding – effective questioning



Apply: (you do)

- Independent practise through a range of contexts
- Scaffold
- Give feedback
- Address misconceptions





Reflect:
A moment of reflection to celebrate what new learning has happened

Subject leads are responsible for ensuring that teachers understand how learning builds over time for the children.

Monitoring and Evaluation

The core subjects of English, Maths and Science are monitored by SLT and core subject leads according to our monitoring schedule. This then feeds in to our School Development plan. Monitoring is also undertaken by governors 3 x per year through learning walks. The Foundation subjects are monitored by subject leads against their intent statements and reports are issued to governors.