

West Bridgford Infant School



Learning & Teaching Policy

Developed by	James Willis (EHT)
Date of Latest Review	Feb 2026
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LA Policy	No
On Website	Yes
Governors Committee allocated to	Strategic
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The Intent of our Curriculum at WBIS

Our curriculum is designed to meet the needs of children at WBIS and is driven by our school motto: 'Champion Ourselves, Champion Others, Champion our School and Community, Champion the Wider World.'

It is based initially on the Early Years Statutory Framework, enhanced by Development Matters in the Early Years; the National Curriculum; The Nottinghamshire Agreed Syllabus for RE; Relationships Education, Relationships Education, Relationships & Sex Education (RSE) & Health Education Statutory Guidance.



We have a knowledge based curriculum that is sequential and enables our children to build on prior knowledge and make connections.

This is further enhanced by our **WBIS Champions** which underpin our vision and further meet the specific needs of our children equipping them with key skills for learning and life.



Building on prior knowledge – developing schema

Our approaches support the development of a mental structure (schema) to help children organise knowledge and understand how things work. They can then make connections to other things they know, believe, or have experienced. Our children then have the foundations for new learning and are able to apply learning in different contexts.



How we deliver our curriculum

- Children are taught new knowledge through short whole class teaching sessions. The teacher models new learning and the thought process involved (metacognition), then children are guided to apply this.
- This is followed by small, teacher led guided groups where children apply their learning and the teacher addresses misconceptions and offers support or challenge.
- Alongside the guided groups we have an Independent Learning Provision tasks approach right through school. Children engage in tasks, linked to the current topic focus, that require them to apply, practise or embed learning.

Supporting Working Memory/Reducing Cognitive Load

We also know that our working memory, the capacity to hold new information in our head, is limited (between three and seven bits of information.) Embedding key knowledge such as number facts so they are automatic, frees up the working memory for new learning. As our children are at an early stage of their learning journey, we use a range of strategies to reduce the burden on their working memory and the number of tasks the brain is working on at one time (cognitive load). We do this by providing a wide range of resources such as phoneme charts, concrete maths apparatus, examples of what good work should like etc.

Our Teaching and Learning Principles

Purposeful lesson design

- All lessons, sequences of learning and outcomes have clear purpose and this is shared with the children.
- Learning is relevant and meaningful to our children and their community.
- Lessons are designed to build on children's prior knowledge and are carefully sequenced.
- Teachers provide regular opportunity for practice and retrieval to ensure children retain key knowledge.

High Expectations

- Teachers are enthusiastic and adaptable to change; they demonstrate the same high standards they expect from the children they teach.
- Teachers consistently expect pupils to be the best they can be.
- Clear boundaries are in place and staff are consistent in their approach to behaviour and learning.

Adapting to meet the needs of all children

- Learning is planned, resourced and delivered skillfully to ensure every child is fully participating and achieving.
- High quality questions provoke and extend children's thinking.
- Work will be challenging enough for children to engage in healthy struggle.
- Teachers facilitate independence by providing appropriate models and scaffolds.

Subject and Pedagogical Knowledge

- Teachers demonstrate strong subject knowledge about each area of the curriculum; they research key content knowledge when necessary.
- Strong subject and pedagogical knowledge allows teachers to identify and address misconceptions.
- Teachers have the confidence and skill to adapt learning 'in the moment' to ensure all children make progress.
- Teachers use skillful modelling strategies to share their own thoughts in order to help children understand.

Creating a positive learning environment

- Staff build strong relationships with the children they teach and ensure they are ready to learn.
- The learning environment promotes independence and supports children to collaborate successfully.
- Staff take opportunities to celebrate children's achievements.
- Displays and high-quality resources supports children's learning.

See EYFS Policy

Independent Learning Provision Tasks Approach in KS1

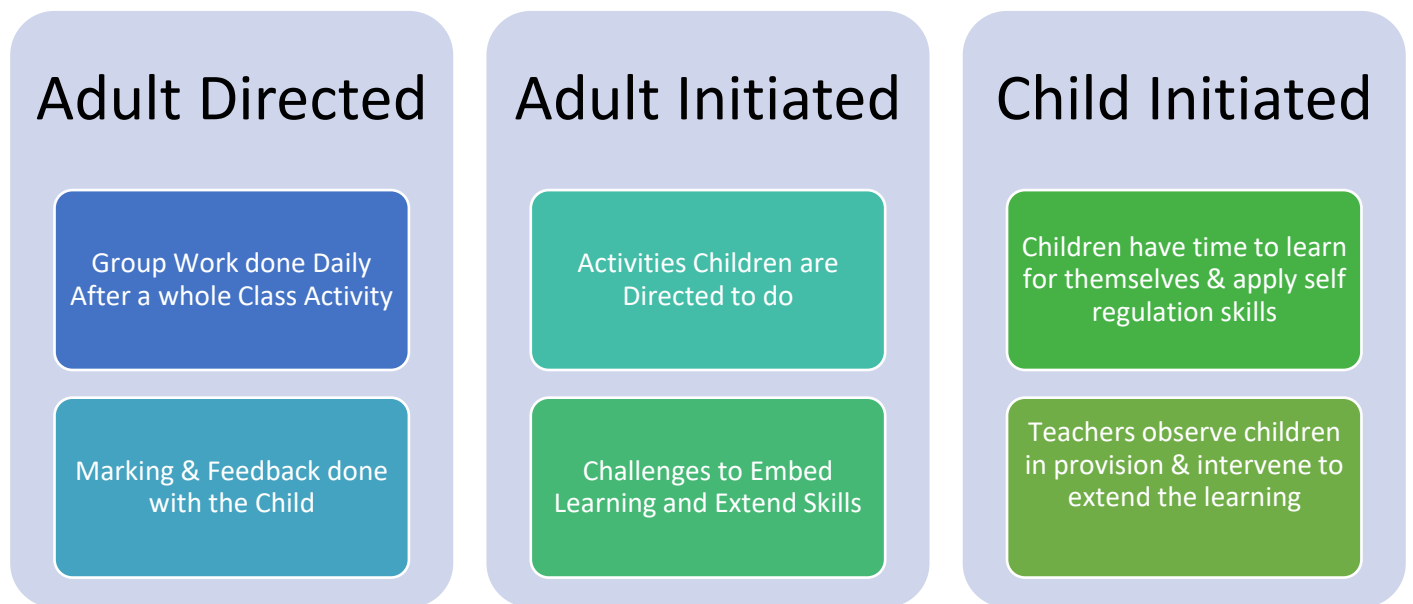
At WBIS we have an Independent Learning Provision tasks approach to learning in KS1 which supports transition from EYFS, builds on effective approaches to learning in Early Years and sits alongside high-quality whole class/direct teaching.

The rationale for this approach is based on the needs of children at our school as identified in our Self Evaluation (SEF) this includes:

- Developing independence
- Developing decision making & self-organisation skills
- Developing perseverance & resilience to challenge & experiencing failure
- Developing interpersonal skills & self-regulation
- Problem solving & creative & critical thinking
- Responding to practical, hands on, active learning tasks
- Needing to over rehearse/practise skills
- Developing language

Independent Learning Provision tasks support our children by:

- presenting learning opportunities that are purposeful, meaningful and thought provoking for our children and not decontextualized from day-to-day experiences they encounter away from school. It is flexible responds to children's current needs.
- Enabling practitioners to:
 - work with a focused group
 - give immediate developmental feedback
 - quickly address misconceptions
 - give immediate improvement tasks or challenges
- Providing 'independent learning' tasks in provision where children practise, embed & apply learning in different contexts & across the curriculum.
- Providing tasks that further develop core skills such as fine motor.



Classroom environments

At WBIS we see the learning environment as a critical component of effective conditions for learning. We have whole school expectations for learning environments as set out in our Environment Checklist. (See appendix)

In addition, in KS1 the layout of our classroom environments support our Independent Learning Provision approach.

Each classroom in KS1 has the following areas.

- Writing
- Maths
- Reading
- Art & Design
- Enquiry
- Construction
- Small World/Role Play

Independent Learning Provision Tasks

- Provision activities are planned by year group teams during weekly planning time.
- Activities/tasks are planned to build on prior learning.
- The activities/tasks will be designed to allow children to demonstrate retention of knowledge, practice and embed knowledge or skills or apply knowledge in new contexts.
- The activities/tasks provide rich opportunities for children to develop key skills and qualities such as perseverance and team work as set out in our WBIS Champion Characters and motto.
- The activities/tasks offer opportunities to develop higher order thinking skills such as synthesis & creativity.
- Each class will have a system for outlining the task to be completed and for checking that each child has completed any MUST do tasks.
- Teachers use observations of children working in provision alongside completed tasks as a key Assessment for Learning (AfL) tool.
- The information is used alongside Teacher assessment from class inputs and guided groups to inform planning & focused interventions.

Floor Books

We use floor books to:

- Celebrate learning
- Capture learning, attainment and progress
- Document our amazing broad and ambitious curriculum especially where it will not be recorded in books
- Activate of prior knowledge at the start of next topic in sequence or from previous year
- Recap on learning & check knowledge retention at a time distant to the direct teaching

Behaviour for Learning

At WBIS behaviour for learning relates to all aspects of school life as children are learning and acquiring knowledge and skills throughout the whole school day not just in academic lessons.

- Behaviour to fully accesses and benefit from academic learning & meet individual potential.
- Behaviour in preparation for life as exemplified by our WBIS Champions, such as manners.

Our school rules underpin our expectations.



Learning Environments

We believe that the learning environment plays a critical role in supporting learners and creating conditions for effective learning.



Please see our environment checklist that sets out our expectations in the appendix.

See also the following policies/guidance documents:

- Maths Calculation
- English
- Individual Subjects
- Feedback

		Comments
Safeguarding/ Health & Safety		
Classroom is tidy & free from clutter		
There is space to move around safely		
Red Card is in place on wall by door		
First Aid kit in place on hook		
Cloakrooms/shared areas are tidy & free from hazards		
Epipens on hook by door if req.		
Book bag storage is tidy and easy to access		
Water bottle storage is tidy and easy to access		
General/Displays		
Classroom door labelled with number & teacher names		
Safety glass can be seen through		
School rules are clearly displayed		
School champion behaviour chart displayed		
Champion Characters posters displayed		
Displays celebrate children's achievements		
Displays include key questions, vocabulary, prompts and scaffolds to support children's talking and thinking about learning		
Working walls are used to model and used by the children		
Classroom Layout		
Layout of classroom is flexible and supports whole class & small group teaching & provision		
Computing – PC's/Laptops in KS1 classrooms		
Resources		
Well organised & accessible to children		
Clearly labelled with image and symbol to allow independent access to resources.		
All resources are well made, of a high quality, engaging & fit for purpose.		
Scaffolds & Prompts		
Alphabet displayed & used as teaching tool		
High frequency words which can be seen/used by all displayed (As appropriate)		
Phoneme chart displayed (as appropriate stage)		
Number line &/or 100 square		
Letter formation chart (start dots and direction arrows)		
Number formation chart (start dots and direction arrows)		
Provision Areas (May not be all at once/may rotate)		
All areas labelled, clearly identified, well resourced & engaging		
Reading – inviting, cosy and high-quality book stock		
Construction – clear area, books/pictures to stimulate, extension tasks such as draw & label		
Writing – variety of tools & stimulus		
Maths – changed over time, challenges		
Art & Design/Creative		
Sand/Water (FS2 & where appropriate)		
Role Play – age appropriate, differentiated in Y1 (2) Reading/writing/language development tasks incorporated.		
Fine Motor (FS2 & KS1 if req.)		
Equalities		
Visual timetable is displayed		
Diversity in all its forms visibly celebrated		
Dyslexia/autism/sensory friendly classroom		
All children can access the classroom environment/ adaptations in place where required		