



Charlton Kings Infants' School

Curriculum and Teaching & Learning Policy 2020

Written by the Senior Leadership Team

Governor Committee Responsible:	Provision	Governor Lead:	Chair of Provision committee
Status	Non Statutory	Review Cycle	Annual
Last Review	May 2020	Next Review Date	May 2021

Designation	Name	Date	Signature
Chair of Provision	James Atack	05.05.20	Signed virtually at meeting
Headteacher	Katie James	05.05.20	Signed virtually at meeting

Contents:

Page 1: Curriculum overview

Page 2: Teaching and Learning

Teaching and Learning:

Our aims:

At CKIS we want all children to be excited and inquisitive learners who establish a lifelong 'love of learning'.

Feedback:

We understand that with children in Early Years and KS1 high quality feedback is the most effective way of supporting children to build upon their prior learning. As children move through the school we support them to develop their self and peer assessment skills to help them become independent learners. Verbal feedback, both from teachers and peers is planned for and given the time required to be effective.

Scaffolding learning:

Our school fully supports the principle that young children learn through play, and through well-planned structured opportunities that are relevant, engaging and promote deep level thinking and learning. Teaching through both a rich continuous provision, paired work, small group and whole class learning opportunities skilfully builds upon the experiences of the child and promotes their next steps as a learner. Teachers and Teaching Partners competently provide a balance of structured cross curricula learning activities and child initiated opportunities through high quality indoor and outdoor learning environments. In this way we aim to ensure that children are actively involved in their learning and deepen their knowledge, skills and understanding becoming masters of their learning as:

- Problem solvers
- Resilient learners
- Collaborative thinkers
- Inspired questioners

Reflect:

AT CKIS we value the importance of getting to know our children and families well so that we can ensure planning and provision reflect children's own experiences, as well as providing new experiences and opportunities. We take time to understand our children's interests and fascinations and assess the security of their knowledge, skills and understanding in order that we scaffold learning opportunities that will inspire and challenge every child. Effective teaching reflects the commitment and determination of all staff to ensure that every child in our school succeeds. It requires methods that engage children in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what children already know through effective observation, assessment and a highly effective transition process that enables us to evaluate and communicate how well each child is achieving. It presupposes subject expertise that allows teachers and Teaching Partners to challenge children at the highest level through effective questioning and provision of scaffolded learning opportunities that are:

- Exciting
- Relevant
- Meaningful
- Cross curricula