



Infant Teaching, Learning and Assessment Policy 2025-26

Infant Teaching, Learning & Assessment Policy

All our policies are written to reflect, support and develop our ethos statement

“A community that cares about excellence, wonder and learning for life”

We provide a safe and exciting space where:

There is community

- 🌱 There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- 🌱 There is a sense of belonging

There is care

- 🌱 Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
- 🌱 We understand our actions and nurture respect for each other and the environment

There is excellence

- 🌱 There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
- 🌱 There is enrichment and high expectations beyond the curriculum

There is wonder

- 🌱 Every experience is more memorable than the last
- 🌱 Learning powers are nurtured and grow and grow
- 🌱 The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- 🌱 There is an unstinting dedication to diversity and equality
- 🌱 There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- 🌱 Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

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INTENT

What is the aim of the Honeywell Infant School curriculum?

At Honeywell Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

How do we plan?

The content of our curriculum is determined by Foundation Stage Guidance in the Early Years and the National Curriculum in key stage one. The delivery of the curriculum has been designed and created by the school leaders and teachers with the guidance of subject and pedagogical experts. The balance of focussing on both *what* is taught and *how* it is taught means that all children acquire a depth of knowledge, a range of technical skills and develop behaviours such as independence, creativity and empathy.

How do we want the children to feel?

Considering children's emotional response to their learning is a key element of planning our curriculum. It is imperative that, during a lesson, children feel motivated, purposeful and engaged. By the end of a lesson, children should be clear on what they have learnt and be proud that they have improved and have risen to a challenge, either individually or as part of a team. Because children are active participants, rather than passive observers, the goal is for them to understand that their contributions to the lesson shape the path the learning takes towards the planned outcome.

IMPLEMENTATION

What is the Honeywell Infant School Lesson Model

Our guiding principle for teaching is that children are given simple and clear ways of playing with challenging ideas in depth; their experience of learning should be one of guided discovery. Whilst the skills and knowledge of a lesson are clear and the small steps in learning are specified, the children should have opportunities to apply their new knowledge and skills in diverse and individually unique ways.

It is a 'coherence' not 'compliance' model which affords teachers an element of professional autonomy and importantly gives them the flexibility to respond to the needs, strengths and lived experiences of their class.

The structure of the lesson develops in small steps from the 'comfortable' i.e. what the children already know, to the 'challenging' i.e. the application of new skills and knowledge in an engaging activity. Model lessons include the stages of reveal, wallow, expert and capture. The teacher is active and engages with the children throughout all stages of the Lesson Model i.e. there are no moments where the teacher is active and the children are passive or vice versa.

Reveal

- The lesson starts at a point that all children can understand. The teacher ensures that everyone is at the same point before introducing the lesson's 'learning nugget'.
- The 'learning nugget' is clear and given to the children. It is introduced in a context which is relevant and relatable so that it falls on receptive ears.
- The teacher and class explore the new learning together. The teacher uses interactive strategies to explore concepts and model skills specifically needed for the lesson.
- The teacher models the lesson's activity and involves the children so they are ready to engage with the activity.
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Wallow and Expert

- The children are challenged to complete the lesson's activity 'independently' using the strategies modelled during the reveal.
- The teacher interacts with the children throughout providing personalised learning 1:1, in small groups or with the whole class.
- The teacher acts as the best role model in the room in terms of knowledge, skills and attitude to completing the task.
- There are visual, tactile or spatial reminders in the class of the key knowledge or skills required for success.

During this stage children have the opportunity to embed their learning by:

- having a 'job' to do or challenge/quest to complete
- proving something
- explaining something
- arguing a case
- building or planning something
- rehearsing sentences and key vocabulary
- using talk to organise their thoughts
- justifying their own thoughts and opinions
- having choices to make

Capture

- The outcomes of the lesson, the 'work', captures that lesson's learning.
- There are some certainties in terms of content and skills used for the captured piece, but there is room for surprises and diverse outcomes as a result of the children's autonomy and independence.

Why do we use this lesson model?

We implement our teaching in this way as it:

- maximises the number of children who learn
- develops knowledge, skills, behaviours for learning
- includes children with barriers to learning
- gives children autonomy / a voice / input and choices
- gives children an emotional connection to their learning
- gives children a reason / motivation for learning
- gives children a sense of achievement
- achieves excellent outcomes and depth of knowledge and understanding
- provides job satisfaction for teachers

How is formative assessment (for learning) provided?

As the teacher guides the class through their learning journey, they give children regular feedback on their work which relates either to the learning nugget or to an individual's personal learning target. They use questioning and clear feedback so that each child knows how they can complete or improve their work. The structure of the lesson model ensures that teachers can provide feedback at the point of learning and do not have to find additional time to do so later.

How are SEN children included?

The nature of the Lesson Model means that, with the exception of children with profound barriers to learning, there is no need for unnecessary differentiation leading to divisive or hierarchical groupings of children. The teacher ensures that all children have the foundational skills or knowledge before introducing new learning. The teacher adapts the support they provide e.g. questioning, providing further examples, use of resources etc. so that all children can understand and can engage with the learning.

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The small, scaffolded steps in learning ensures the teacher can quickly identify and address gaps in knowledge. The presenting of information in a relatable and relevant context and the exploration of new learning through play means that all children feel they can access and engage with the learning.

How are more able children challenged?

The structure of the Lesson Model means that children are able to utilise skills and knowledge they have acquired outside of school. The teacher is able to adapt their teaching to include additional skills or knowledge. The premise of providing children with 'simple ways to play with challenging ideas' means that many of our lessons already go well beyond the requirements of the National Curriculum. Ensuring that each lesson develops skills, as well as knowledge, means there is no glass ceiling on a child's outcomes and ensures that all children can flourish. Planning identifies the specific knowledge more able children will be able to understand. It also looks at the behaviours such 'hypothesising', 'proving', 'connecting' that more able children display.

IMPACT

Formative Assessment

The impact of our teaching and learning is assessed formatively by the teacher at the point of teaching/learning depending on individual children's acquisition of new skills and knowledge. The teacher uses questioning and scrutiny of the child's work to provide feedback, challenge and support to individual children, groups of children or for the whole class.

The children are open and receptive to feedback as a result of our promotion of a 'Growth mindset', use of praising improvements against a child's personal best and by creating an environment of trust between the children and the staff.

Summative Assessment

The impact of our teaching and learning is assessed summatively by the teacher at the end of each lesson, at the end of a 'unit' of work, at the end of the term and at the end of the year. Outcomes are shared with parents and carers through informal discussions throughout the year, and formally at Parents Evenings and at the end of the year in the school report.

Summative judgements made in reading, writing and maths are used in termly Pupil Progress meetings in order to track a child's progress in relation to their end of year target. Additional or adapted provision is planned for children who are not on track to reach their target.

Outcomes

The year-end summative data is used by Subject Leaders and Senior Leaders. Where information is available, Honeywell data is compared to

- Our previous year's data
- Out targets
- The data of other Wandsworth schools
- The data of other schools nationally

The data of children eligible for PPG, children with SEN and the data of sizeable groups e.g. gender & EAL is compared to that of all children.

Trips and Visitors

Teaching and learning is enriched through the use of trips and visitors. We ensure that all tasks and activities that the children do are safe. All trips undertaken outside the school premises undergo a risk assessment. Parents are informed regarding any trip and their permission is obtained.

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Homework

Homework is used to consolidate learning carried out in school. In the Early Years, learning is shared with the parents/carers on a weekly basis and suggested activities are provided.

Formal homework begins in Key Stage One. In January of Year One, the children receive a homework folder in which they complete weekly activities.

Roles and responsibilities

All members of staff:

- Establish good working relationships with all children in the class;
- Treat the children with kindness and respect;
- Treat the children fairly and give them equal opportunity to take part in class activities;
- Follow the school policy with regard to discipline and classroom management.

All Teachers:

- Are expected to implement teaching using the Lesson Model;
- Demonstrate new skills and learning behaviours and well as imparting new knowledge;
- Guide the children on a learning journey;
- Carry out effective Assessment for Learning by providing the children with feedback, support and challenge throughout the lesson;
- Use the marking code;
- Make summative assessments throughout the year to make an overall judgement about learning which will be given on the end of year report.

Support staff

- Provide additional support for targeted children as identified by the teacher;
- Use the skills, knowledge and behaviour demonstrated by the teacher in order to support an individual child or group of children.

Subject Leaders & Senior Leaders

- Support teaching and learning by attending planning meetings;
- Provide CPD on teaching and learning;
- Monitor and evaluate teaching and learning by carrying out lesson observations, work scrutinies, pupil voice interviews and by analysing data;
- Drive forward school improvement by identifying areas of strength and areas for develop as a result of the monitoring and evaluation work;
- Use performance management as a method for supporting staff and holding them to account.

Governors

- Determine, support, monitor and review the school policies on teaching and learning;
- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

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Pupils

- The children are guided by our school values of curiosity, kindness and respect.

Parents and Carers

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding workshops to explain our school strategies for teaching English and maths;
- Sending information to parents at the start of each half term in which we outline the learning in all subjects;
- Holding progress meetings where we report to parents regarding their child's progress and share targets that their child is working on;
- Explaining to parents how they can support their child with homework;
- Inviting parents to come into school to support within the class, to work on projects such as reading partners and to join in the celebrations of the children's achievements by attending whole school and class productions and open days.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside school that are likely to affect their child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.