

South Farnborough Infant School

Living and Learning in Harmony



Teaching and Learning Policy

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1. School vision statement

At South Farnborough Infant School, we pride ourselves on fostering a nurturing and stimulating environment where every child can flourish. Central to our educational philosophy is our bespoke **Harmony Curriculum**, which integrates real-world learning about our planet into the daily school experience. This curriculum is rooted in **Nature's 7 Principles of Harmony**, which guide our teaching and learning practices.

- **Wellbeing** - 'Healthy, happy learners'
- **Diversity** - 'All different but all the same'
- **Oneness** - 'Realising that we are one'
- **Adaptation** - 'Mirroring nature's perfect designs'
- **Geometry** - 'Order and pattern, in and around us'
 - **Interdependence** - 'Needing one another'
- **Circles and Cycles** - 'Yesterday, today and forever'

These principles help shape our school mission of *Living and Learning in Harmony*. Our school vision is to cultivate a lifelong love of learning, building confident, responsible, creative, and independent individuals. We strive to provide a strong social and academic curriculum to support every child's development.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

2. Implementation

The curriculum

Harmony

At the heart of the school's distinctive curriculum lies its **Harmony Principles** – a set of guiding values that serve as the moral and ethical compass, ensuring that education extends beyond textbooks to shape well-rounded, thoughtful individuals.

Each topic begins with a "**Big Question**" that is carefully crafted to be thought-provoking and directly linked to the Harmony Principles. For instance, a science unit on the natural world might transform from "What

do plants need to grow?" into "How do living things depend on each other for harmony?" or a history topic might ask, "How do different cultures create harmony?"

This deliberate approach encourages deeper thinking and encourages children to make connections between their learning and its relevance to their own lives, their community, and in many cases, the wider world.

At the end of each topic classes will **creatively showcase their learning** to peers and parents with a **Harmony related masterpiece, exhibition or performance.**

Foundation Subjects

Our curriculum for foundation subjects such as History, Geography, Art, and Religious Education is designed to be both interconnected and thorough. Where possible, these subjects will naturally link to the class's overarching topic, creating a cohesive learning experience. However, when a direct link isn't appropriate or beneficial, subjects will be taught discretely to ensure full and appropriate coverage of specific skills and knowledge.

All planning in these areas is meticulously guided by our subject progression of skills maps. These maps are crucial tools that ensure a logical development of skills and knowledge as children advance through the school, building on prior learning and preparing them for future challenges.

Each new unit in these subjects kicks off with a Harmony "Big Question." This innovative starting point serves a dual purpose: it helps our teachers ascertain what children already know, and crucially, it allows us to identify any gaps or misconceptions early on. The very first lesson of each unit is also dedicated to sharing and discussing key vocabulary relevant to the topic. This vital vocabulary is then prominently displayed on topic sheets and recorded in children's books for History, Geography, Art, and RE.

Assessment within Foundation Subjects

For all subjects, teachers use specific class subject assessment sheets, evaluating children's progress against agreed skills for that subject unit.

Should a child not meet the expected unit skills, targeted interventions are swiftly put in place to close the gap. These interventions are personalised and can range from dedicated vocabulary support to re-teaching key knowledge. For children who are consistently working towards expected levels in more than one area, the class teacher will closely monitor their progress and keep parents fully informed. A consistent lack of progress over time will then be followed up with the school's SENCO to ensure comprehensive support.

Mathematics

In Mathematics we follow the Power Maths scheme of work, adapting it where necessary to meet the needs of pupils. From Reception through to Year 2, our distinctive Maths mantra – Say it, Make it

Draw it, Write it, Explain it – underpins every lesson, promoting deep understanding and a multi-faceted approach to problem-solving. This is also supported by a "Maths working wall" in each classroom, which links to the current unit to aid learning.

In Key Stage 1, children record their work directly in Power Maths textbooks, with their workings out documented in jotters. For any child requiring additional support in mathematics, targeted interventions are led by Mrs A Maynard in KS1 and support staff in Year R.

Phonics and English

Literacy is fundamental to all learning, and we place a strong emphasis on developing confident readers and writers. Our phonics follows the Little Wandle scheme, ensuring a systematic approach to early reading. Phonics interventions, crucial for securing foundational reading skills, are led by Mrs Beckford in KS1 and support staff in Year R.

For English, we utilise the robust HIAS model, which we have further adapted and enhanced through the careful selection of high-quality "text drivers." These engaging texts inspire our children's reading comprehension, creative writing, and grammatical understanding. Work in English is recorded in English books for Key Stage 1, while our Reception children are provided opportunities to document their progress in their special "pink books" via Book Club each week.

SCHEMES OF WORK

To ensure we have a robust, sequenced curriculum across the school we invest in schemes of work for some subjects, as listed below:

- Phonics – Little Wandle Letters and Sounds Revised
- Maths – Power Maths and White Rose
- Computing – Teach Computing National Centre for Computing Education NCCE (barefoot resources)
- PE – Get Set P.E.
- PSHE – SCARF
- Art – Access Art
- Music – Sing Up

Teachers are expected to adapt and research all subjects which are mapped onto the subject progression map. Teachers need to check progression maps to ensure they are teaching content in the correct order. All other subjects have been researched in order to create progression grids.

Planning

All teachers use the appropriate National Curriculum Programmes of Study. This ensures appropriate coverage over the course of the year and maintains progression and continuity throughout the school. Teachers use the curriculum balance (see Appendix 1) as a guide to create a weekly timetable which ensures that the recommended timings for Maths, English, and P.E. are adhered to each week. An up-to-date timetable is to be given to the Headteacher.

Teachers create plans within their year group, overseen by the year group leader. Each year group completes half termly plans for their class topic (saved in Teacher Pool - Planning) prior to the beginning of

that half term. In KS1 Computing, begins with a launch and find out what children already know and identify gaps in learning. In Art, children have a sketch book to record and develop their art skills and knowledge overtime.

The information on the half termly plans includes: learning objectives, activities, resources, differentiation and any cross-curricular links to English/Maths.

Foundation subjects may be taught discretely. As part of our ongoing assessment, at the end of the topic, children will be assessed on key skills from the agreed Golden Threads (saved in Teacher Pool – Planning – End of Topic Assessment). Children who do not achieve the key skills will receive an intervention to close the gap.

Yearly overviews are produced for Maths and English. Teachers write weekly plans for Maths and English. A weekly plan details the specific events and lessons for each week with reference to activities on the half termly topic plan. Completed plans are stored appropriately in a central folder on the network under 'Planning' under the relevant year and class in order to be accessed in the event of absence for a cover teacher. Plans must be completed ready for the start of the week and kept up to date with any changes or evaluations if necessary.

Scaffolding / Adaptive teaching

In order to achieve the school's aims that all children reach ambitious end points, planning and teaching is scaffolded and adapted to ensure all children can access the curriculum. Lessons have support and challenge available for all children as necessary and provision is made for children who require it.

All children should usually have the chance to access the different levels of learning- access and achievement for all. We encourage self-reflective learners who can identify achievements on their learning journey and next steps.

Agreed teaching non – negotiables

- Use of IWBs to model
- Pre-teaching vocabulary (the first lesson of every unit will begin with a vocabulary lesson and the big Harmony question will be shared and discussed)
- Lesson introductions must recall prior learning, be interactive, make reference to working walls where possible, limited teacher talk and last no longer than 20 minutes
- Sharing of learning intention 'We are learning...'
- Effective deployment of support staff e.g. sharing planning in advance of the lesson, actively supporting focus children, SEN packs for 1:1s
- Talk partners – partners will be swapped at least once per half term
- Questioning to assess, support and challenge (a combination of hands up, lollipop sticks etc)
- Active learning - talk partners, white boards, voting etc
- School behaviour policy is enforced and adhered to
- Support and challenge within each lesson
- Adaptive teaching e.g. targeted, tailored support both within lessons and as pre/post teaching. Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc). Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey.
- SEN provision based on needs / Learning Plans
- Where possible marking should be live. Children should not line up to have their work marked instead teachers and support staff should circulate the room to mark and support

Presentation

Children should show they take pride in their work by ensuring that all pieces of work are presented neatly. Each piece of work needs the **short date and a title at the top of the page**. This should not take the children long to write as we want them to have as much time as possible to do their work.

RECEPTION FEEDBACK

Ongoing assessment is an integral part of the learning and development process. Staff will continuously observe children to gain a better understanding of their level of achievement, interests and learning styles, and then shape learning experiences for each child reflecting on those observations. Staff will meet weekly to discuss findings and plan for children's interests and those identified as being off track.




Reception Learning Journey wall planner showcases the learning that will take place across the year, including the key enquiry questions and is updated with the children's outcomes.

KS1 FEEDBACK

Children will receive verbal feedback throughout lessons. If a child independently achieves the learning objective, two ticks will be recorded next to the objective and one tick to indicate if the child received support. A target will be indicated with T symbol and children should be given an opportunity to address their target prior to the next lesson taking place.

Maths Marking Code and Expectations:

The following code is to be stuck into the beginning of each new Power Maths book in both Year One and Year Two.

Math marking code at SFIS	
I	Child has worked independently
S-	Started with support but able to finish independently.
S	Supported through most of the task but showed levels of understanding.
<i>*Please indicate next to the short date</i>	
T	Teacher led group.
LSA	Learning support assistant led group.
Green pen	Something that is correct.
Pink pen	Something that needs to be corrected and/or extended to show better understanding. Number reversals modelled correctly.
	I used a mental strategy to solve it.
	I used a manipulative to solve it (counter/base 10).
	I used a number line to solve it.
<p>All work should be dated with a short date. If a piece of work is not completed, a simple explanation should be written, e.g. practical session to support better understanding. Scaffold evidence should be stuck into the first page of a lesson as evidence of how work was adapted. All correct answers are to be marked in green. All number reversals/mistakes are to be marked in pink and acknowledged in the book. Where possible, children should respond to marking or an adult should scribe the response of the child. The strategy codes are most likely to be used in year 2 but an adult could indicate these in a year one child's piece of work. It is to enable children to show their working out if they haven't done so in the book. The expectation is that these would be used 'as and when' is appropriate.</p>	

Each piece of work needs to be dated, and it should be indicated if the child has worked independently or with support. If a teacher works with a group this should be written as 'T S or S-' next to the date and if a learning support assistant has supported the work, then this should be written as 'LSA S or S-'. On some occasions, a piece of work may be started independently and through live marking, elements of the task may require some support. S or S- should be written next to the question that was supported.

Answers that are correct will be marked in green. Due to the nature of Power Maths and the change in question types, all answers that are correct should be marked in green.

Answers that are incorrect will be marked in pink with a dot next to the answer. This applies to number reversals as well. Teachers may opt to provide a scaffold to show how to correctly work out an answer, this should also be marked in pink.

Where possible, children should indicate which method they have used to solve, if this is not obvious through a 'draw it' approach. A mental strategy will be marked with a thought bubble, a simple square will

show that a manipulative has been used, and a line will show that a physical number line was used. This will be mostly evident in year two books but can be introduced to year one as and when ready. Teachers will train children to use this method at the end of a lesson, if there is no evidence of working out.

Due to adaptation within the class, some scaffold may be required for new or challenging concepts in maths. If this is the case, the page that the rest of the class are accessing should still be dated and either:

- Photographic or written evidence is printed and stuck in.
- A simple text is written to explain that this piece of work was adapted.

SEN children who are not accessing the National Curriculum at Year Two level will have their work recorded in a separate yellow jotter to build up a picture of their progress.

In Reception, teachers follow our CPA (concrete, practical, abstract) approach to Maths. They discuss the language of 'Say it, Make it' and later in the year, when children are ready, 'Draw it'. The Reception teachers use the Tapestry journal to record evidence to show how children are progressing in maths and through live feedback, support children to move on to next steps, which are noted through Tapestry.

English Marking and Feedback

Each piece of work needs to be dated, and the learning objective should be written. It should be indicated if the child has worked independently or with support. If a teacher works with a group this should be written as 'T S or S-' next to the date and if a learning support assistant has supported the work, then this should be written as 'LSA S or S-'. On some occasions, a piece of work may be started independently and through live marking, elements of the task may require some support. S or S- should be written next to the part that was supported.

Teachers will use live marking and feedback to move children's learning on, and this should be accessible and understood by young children. Pink and green highlighters will be used to represent 'pink for think' and 'green for good'. This will provide children with a clear visual as to what has gone well and what needs to be fixed. This should be used for all pieces of work during live marking. Green marking should be representative of the lessons learning objective and success criteria.

Children should have access to 'must have' strips as a visual prompt and reminder of regular writing expectations. Teachers should use prompts to reinforce 'must have' expectations during the lesson- this will provide a clear and visual expectation for children in the moment.

It is important to signpost children's writing errors throughout the learning journey so that misconceptions are picked up on and corrected before the final write. It is essential that early writing behaviours are taught through each class input. For example: modelling where children should start their writing. This can be sign posted in their book with a simple dot. Purple polishing pens should be used by children in Year 2 to make corrections and edit their work at the end of each learning journey (final write) from the Autumn term.

Due to adaptation within the class and a range of learning opportunities, some scaffolds and tasks may be presented differently. These will be represented using either;

- Photographic or written evidence is printed and stuck in.
- A simple text is written to explain that this piece of work was adapted.
- QR codes stuck in books of drama recordings

Home School link / Home Learning

As a staff we are agreed that home learning is important and in its own right can encourage skills and attitudes hard to foster within school. It is essential that there is consistency across the school and that the home learning timetable is adhered to by every teacher and every year group.

All children will receive a reading book each week that matches the child's phonic level. All children will receive a reading diary for parents to record comments at least three times a week and in school an adult to read with weekly. In addition to this, children in KS1 will receive spellings.

In the spring and summer term, children in Year 2 will receive English and Maths homework linked to their current learning. This is designed to help children to prepare for the transition to junior school.

Tapestry

All Reception parents will have access to a Tapestry account which will celebrate their child's achievements within school and areas of development. During a half term, every child should have at least one achievement / WOW moment recorded on Tapestry for Literacy, Maths and one other area of learning. Post should only record achievements or special events.

Displays and Performances

Excellence is celebrated in display and performance where:

- Each child is given an opportunity to have work of a high standard displayed at some time in the school year.
- Sustained effort including drafting and editing is encouraged to enhance standards.
- Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards and work towards our school value of 'Personal Best'.
- Learning intentions and/or focus should be displayed, and wherever possible, should contain interactive elements.
- School events such as assemblies and Harmony masterpieces are seen as opportunities for all pupils to demonstrate their personal best.

3. Staff responsibilities

Governors to:

- Contribute to new school policies when presented.
 - Be familiar with teaching and learning that takes place within the subject area, through arranged visits to classes.
 - To have a knowledge / oversight of the curriculum / and the quality of teaching and learning for all groups
 - Contribute to and monitor progress of the School Improvement Plan.

SLT to:

- Have an overview of strengths, areas of development to identify next steps
- Ensure an annual timetable of monitoring and observation is completed of classroom organisation, teaching plans, lessons and children's work in all subject areas.
- Set targets to further develop teachers' skills in these areas and ensure consistency and continuity across the whole school.
- Establish links with the local community to provide opportunities for the development of the whole child and prepare pupils for the responsibilities and experiences of adult life.
- Delegate responsibilities and budgets to subject coordinators and ensure staff attend the appropriate training to be familiar with current practice in their subject area.
- Coordinate production of the School Improvement Plan and ensure success criteria are achieved.

Subject Leaders to:

- Have an overview of strengths, areas of development to identify next steps etc within subject area

- Take the lead in policy development of their subject and monitor coverage and planning at an appropriate level in medium term planning, to ensure progression and continuity in their subject throughout the school.
- Support colleagues in the development of detailed plans and in the assessment and record keeping.
- Monitor progress in their subjects through observations, monitoring of children's work, monitoring of the half termly end of topic assessments, collecting work samples etc
- Take responsibility for the purchase and organisation of central resources for their subjects using an allocated budget.
- Keep up-to-date with developments in their subject through reading and attending relevant training.
- Produce and implement an annual Action Plan to achieve objectives in the School Improvement Plan.

Class Teacher to:

- High quality inclusive teaching, adaptive teaching, delivering the curriculum
- Provide a challenging, stimulating and differentiated programme of study, designed to enable all children to reach the highest standards of personal achievement.
- Maximise teaching and learning time by keeping a steady pace, increasing opportunities for children to discuss and reflect and eradicating time wasting task such as writing the learning objective.
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude.
- Ensure that learning is progressive and continuous.
- Provide support staff with relevant plans and guidance for lessons in which they are supporting.
- Maintain an up to date knowledge of the National Curriculum.
- Have a positive attitude to change and the development of their own expertise.
- Work collaboratively with a shared philosophy and commonality of practice, as set in school policies.
- Inform parents promptly of any concerns.

Support Staff to:

- Liaise closely with class teachers to support their work with the children in the classroom, reading relevant teaching plans.
- Report to the teacher of work completed by children whilst supporting individuals or groups.
- Help create a purposeful learning environment which celebrates / support children's learning by displaying children's work.
- Attend any necessary training, which would enhance the support given to children.

4. Equal opportunities

We should ensure that the specified aims are implemented for all children regardless of race, religion, gender, language, ability and disability. We will do this by:

- Adapting teachers' planning and learning to meet the needs of all .
- Pupils with special needs are provided additional support by the Learning Support Teacher and a Learning Support Assistant.
- Children with English as an Additional Language are supported, assessed and where required referred to EMTAS to access specialist support.
- Our focus is on narrowing the achievement gap between different groups of pupils, as well as raising standards overall.
- Ensuring that all children have equal access to the curriculum and resources.

- Where possible, using the children's interests and experiences as a starting point for classroom work.
- Producing displays that reflect the work of both genders, all abilities and cultural and ethnic groups.
- Providing experiences and resources reflecting the wide range of cultures within the school.

Appendix 1 - Weekly Timetable – subject allocation

Subject	Time allocated for weekly teaching
English (daily)	5 hours
Phonics	20 minutes per day
Year 2 Spelling / spelling test / scheme	30 minutes per week
Handwriting	50 minutes
Maths (daily)	5 hours
Science	1 hour 45 minutes
Computing	1 hour
PSHE	30 - 60 minutes
Music	30 - 45 minutes
Singing	30 minutes
Art	1 hour
DT	1 hour
RE	1 hour
Geography	1 hour
History	1 hour
PE	2 hours

These times may vary slightly from week to week but as an average, this is what we aim to teach. Please see draft timetable template saved in Teacher Pool – Year Start.