



Thames View Infants School Self Evaluation

Curriculum Description

Many Parents ask about how we organise and structure our school and the below information helps describe our ethos for learning at Thames View Infants and our “signature pedagogy”.

- From September 2010, the school's Nursery offers two 3 hour sessions per day. **Within the Nursery**, children start the day with an initial 15 minute child-directed session, during which self-registration takes place. A 30 minute teaching segment follows and children are taught in 2 groups, each led by a Key Worker (Class Teacher and Nursery Nurse). The teaching session follows that adapted from a LA initiative, entitled “Improving the Foundation Stage”; which places high emphasis on oracy - developed through quality texts, role-play, singing, multi-sensory exploration, outside-play and small world toys. Afterwards, children choose from a range of selected activities, chosen to support learning goals prescribed from within the EYFS and the IFS project. These take the form of structured and sometimes teacher-directed tasks, provided within an all-weather free-flow environment, supported by 1 NNEB Nursery Nurse, and 3 full-time Teaching Assistants and NNEB students (with high 1:7 permanent staff:pupil ratios). ICT is embedded throughout the Nursery Provision, where there is also a high emphasis on child-initiated learning too. Year 2 pupils visit on a daily basis to coach nursery children with ICT learning. Children, identified with additional oracy-based difficulties, receive extra inclusive intensive support.
- **Reception classes** follow an intensive termly provision map, combining the EYFS and lessons heavily adapted from the LA “Improving the Foundation Stage” curriculum. Children ‘browse book boxes’ with reading buddies upon entry into school each morning. After morning registration, the Reception day is punctuated with several segments of direct whole-class teaching, supported by consolidatory teacher-intensive and teacher-directed activities. This very discrete yet highly focussed teaching is enriched by a child-centred EYFS provision, in which child initiated-learning forms an essential component within this all-weather free-flow provision. The EYFS leader sculpts planning based on the EYFS curriculum and a clear understanding of pupils’ attainment within the current year group. This planning is then adapted by the class teachers to meet the needs of classes and individuals in light of their own formative assessments. Numeracy is taught based on the Abacus Maths/Hamilton scheme of work, which has also been heavily adapted to embrace the EYFS/IFS pedagogy, with additional emphasis on interactive teaching, oracy, WCIT technologies and practical activities. ‘Letters and Sounds’ forms the back bone of the teaching of literacy, which is similarly adapted according to this ethos. From within Term 2, daily guided reading, writing and maths teaching within ability groups supports this provision further. Each class is supported by 2 full-time TAs, per class, voluntary parent helpers and CACHE Level 2 students. Reception children have their own assemblies and a separate lunchtime in their own playground, which is based on free flow principles. ICT, either as a tool to enhance direct teaching or as a vehicle to enrich and consolidate the provision, is embedded throughout Reception. Children, at an early stage of English acquisition, are withdrawn each day for intensive support.
- The **Key Stage One** Curriculum is structured according to subjects and is delivered largely using a ‘whole class interactive style of teaching’, which places a high emphasis on episodic teaching, teacher exposition and pupil modelling & demonstration. The accompanying pedagogy is based upon the teacher using these components and the skilled use of differentiated questioning, to enable as many children as possible to make progress during the teaching segment of the lesson. Children mostly sit in a form of a horse-shoe for teaching, with clear-sightlines of each other. The consolidation segment of lessons includes children completing differentiated activities, one of which (where appropriate) will incorporate an ICT-based alternative (embedding skills from the ICT scheme of work). Lessons start with a ‘pacey’ introduction and end with a plenary. Sometimes children work outside of the classroom, working collaboratively on laptops. Each class has 2 full-time Teaching Assistants. During morning registration, children change their reading books and undertake partnered reading with a buddy. Core subjects largely take place in the morning. The curriculum places a high emphasis on developing literacy, oracy and enabling children to use ICT as a tool to consolidate learning alongside more conventional methods. “Talk4learning” has a high profile during lessons and teachers are skilled at their use of offering focused-feedback and high-quality marking to help further the learning of individuals and groups of children. A culture of personalised learning is embedded and more experienced teachers are coached to adapt learning to enable children to work both independently and collaboratively out of class within supervised areas, undertaking personalised and child-initiated learning, which transcends across lessons, based on individuals’ strengths and areas of interest. PSHE circle time is timetabled and so is a ‘Golden Time’ behaviour award, during the last 45 minutes of Friday afternoon. Children have a morning break and an hour for lunch, followed by a daily assembly. Mainly during the afternoon, children are withdrawn for different support groups, including Reading Recovery, EAL & SLCN Support, ELS support, ‘Reading and Spelling Workshop’ Catch-up, Level 3 Literacy/Maths, Fine/Gross, Nurture and Behaviour groups etc. The whole of the KS1 curriculum was originally written by the Headteacher and is largely based on original QCA schemes of work, the Local Authority produced English Scheme of Work and Abacus/Hamilton Maths. Each year it has been heavily modified as “talk4learning” has become more embedded and attainment has risen. Following the EYFS model described above, the Headteacher coaches the KS1 Co-leaders on a weekly basis to lead planning meetings, at which, individual lessons are then adapted by the class teachers to meet the needs of classes and individuals in light of their own formative assessments.



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- Throughout the School, the teaching of Reading has a high profile. Reading is taught systematically throughout school in daily high quality whole class lessons. Within this, synthetic phonics are rigorously, yet responsively, taught. Lessons are structured essentially around the progression offered within the "Letters and Sounds" scheme of work, which is modified to include the systematic teaching of sight vocabulary (and 'tricky words'), as well as reading strategies/decoding skills and inference over time. Within Year 2 Reading and Spelling Workshop Lessons, these skills are embedded further, but with a greater emphasis on applying spelling strategies; lessons also extend children's learning at sentence and text level. Support mechanisms effectively and responsively target children who require additional support. Throughout school, a daily guided read takes place during the consolidation element of this lesson. Within a pro-reading culture and literacy-rich learning environment, each class undertakes partnered reading during morning registration. Each child knows which "book band" they are reading from, their target to reach the next "book band" and year-group end-of-year expectations. Parents are nurtured into this learning journey and offered personalised support. Volunteer parental helpers also support with reading in school and are inducted in this process; where appropriate, they cross-reference the process with pupils in their home language to reinforce understanding. From 2012, additional Guided Reading has taken place in foundation subjects within KS1 too.
- Each half-term, for 3 days a week, a different group of Year 8 students from a local comprehensive attend school to undertake collaborative work with pupils - helping them to use ICT to support their learning.
- All planning within the school exists electronically. Throughout the school, all classes are equipped with 'Whole Class Interactive Teaching Technologies' and a mini-suite of (up to 6 PCs). Within Key Stage One, additional wireless PCs enable all children to have access to a PC where required; this is complimented in Year 2 by all children owning "lend2buy" Netbooks which are ferried each day between home and school.
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