



Tadpole Farm
CE Primary Academy

Approach to KS1



Introduction

At Tadpole Farm CE Primary Academy we aim to provide the children with an extensive range of diverse learning opportunities enabling them to become confident and independent learners. Through this we believe they will build solid foundations for their learning and continue to reach their full potential as they progress through their school years.

In September 2014, Tadpole Farm CE Primary Academy opened a 52 place Nursery and a 60 place Reception setting.

The following year, in September 2015, Tadpole Farm CE Primary Academy opened the permanent school building based in the heart of the new Tadpole Garden Village development. The school has a 52 place Nursery, 60 place Reception Class, two 30 place Year 1 classes and two 30 place Year 2 classes.

Key Stage One at Tadpole Farm CE Primary Academy

In Key Stage One we follow the key objectives of the National Curriculum with an enquiry based approach that is a combination of adult led and independent learning.

Our children learn all subjects- covering Maths, English, Science, RE, History, Geography, PE, Music, Art and DT and Computing. They learn through whole class teaching, small group teaching, individual teaching and experiential learning that allows the children to explore and develop their own ideas.

We teach the children as a whole cohort so they are able to travel freely between our four learning spaces (two classrooms, learning corridor and outside area). All children have access to Maths areas, Writing areas, a Creative area, a Construction area, a Small world area and an ICT hub. These areas contain resources that are available to children at all times and will support them in their learning. In addition to this continuous provision we enhance the classrooms with resources that link to our current topics. The children use this enhanced provision to furnish and extend their current knowledge.

Each child has a learning passport with six coloured squares. Each square relates to an area of the National Curriculum, e.g. red is English. At the beginning of the week the class teachers introduce the children to six challenges that they are expected to complete by the end of the week. The child has ownership of their own learning and can choose when to tackle each challenge. The challenges are used by the teachers as methods of elicitation (finding out what the children already know), consolidation (enabling the children to apply and build on the skills they have learnt) and assessment (finding whether the skills are fully embedded). The challenges may be differentiated through teacher questioning, expectation or chilli choice. (The children can choose whether to tackle a one, two or three chilli challenge, and teachers may suggest that they have a go at the harder or easier one depending on child's achievement.)

English:

At Tadpole Farm, we teach English to the whole class every day; then the class teacher will lead an intensive learning session with a small group while the rest of the class are involved in a carousel of activities that support the whole class teaching. By the end of the week all children will have completed all the carousel tasks. In our teaching sessions, we cover all aspects of English from poetry reciting, to fact finding and the small group learning session usually links to the whole class teaching. In addition, we introduce one or two English challenges, each week, that will reflect either previous learning or learning yet to come. One challenge is open-ended, which means the children can achieve it in a manner that is most appropriate to their preferred learning style. For example, 'Tell me the story'; the child may choose to act it, say it, record it or write it. The other (starred) challenge may be less open ended and designed to extend the learning for those children who need stretching.

- Writing

We aim for the children to complete at least three pieces of writing a week, some adult supported and others independent. Some writing is likely to be in another subject in addition to English because it is vital that the children are able to transfer the skills they learn in English to other areas. In Key Stage One we begin to develop the children's handwriting skills and improve their letter formation. They are taught in whole class and small groups and then practise their handwriting at least twice a week.

- Reading

In Key Stage One the children participate in guided reading sessions every morning. We operate on a carousel basis with the children participating in a different activity each day. So, each week, your child will: read in a group with a teacher, discussing the book to ensure understanding; read independently; practise their new phonic sounds and letter formation in a handwriting group; be a key word detective, searching for specific words in their book and finding their meaning in a dictionary; working in their group to ask each other comprehension questions about their book.

The children have the opportunity to change their own reading books every morning whether they have read at home or at school. We aim to listen to individual readers at least once a week.

We teach discrete phonics sessions every day where the children are streamed across the year group and will learn the sounds and techniques that provide the tools for early reading and writing.

Maths:

In Key Stage One, we teach Maths to the children everyday through whole class teaching; then some children will have intensive small group teaching led by an adult while the rest of the class are involved in a carousel of activities that support the whole class teaching. By the end of the week all children will have completed all the carousel tasks. At Tadpole Farm we cover all aspects of Maths such as number, geometry and measurement. In our whole class teaching we usually cover one topic over the week and our small group teaching builds on and extends the skills taught during this period. The children have one or two maths challenges to complete over the week and this usually consolidates and builds on learning from the previous week or is used as an assessment tool to inform future planning. In addition to this, we aim for the challenges to be based around

problem solving so that the children can apply the skills that they have been taught . An example of this is, ‘The answer is 20, what is the question?’ Some children might use their number bond knowledge to record addition number sentences, whilst others might choose to record subtraction or multiplication number sentences. Other challenges might be less open-ended because (as we all know) maths is sometimes just about getting the right answer! In addition to this, we aim for the children to always have the opportunity to engage in maths through our enhanced provision. Examples of this range from using money to pay for correct items in the role play, measuring the height of their plants outside and using 3D shapes to build in the construction area.

Science

Our aim at Tadpole Farm is to offer children opportunities to develop their scientific knowledge through investigation of real experiences. The children learn to identify and sort different materials by using their senses and testing them in varying situations; can they float, are they waterproof, how can you describe them? These materials are part of the continuous provision so are available to the children all year round enabling them to continue their exploration long after we have taught the topic. Our learning is often cross curricular, so when learning about animals we write riddles, fact files and poems whilst reading a variety of animal stories. We have visitors, bug hunts, tadpoles and worms as the children learn how to look after different creatures, what they eat and their habitats. When learning about plants and how they grow, we plant bulbs and seeds, nurturing the plants so we are able to appreciate the end product. Keeping plant diaries means that the children closely observe the stages of growth that the plant goes through and helps consolidate their learning about plant structure. Of course the children particularly enjoy eating their own potatoes and rhubarb that they have grown!

RE

As a Church of England School we have chosen to follow the Swindon syllabus to teach RE. Our approach to RE is the same as it is for all other subjects and the children are provided with opportunities to explore faiths through a variety of activities. We focus on the symbols, buildings, sacred texts and stories from differing faiths, their similarities and differences and how they are relevant to the children in our school. We teach RE through drama, storytelling, art and music aiming to create a spiritual learning environment.

Outdoor Learning:

We aim to give children a rich learning environment including the outdoors as much as possible. Exploring the environment is a vital part of the learning process, outdoor learning gives children the freedom to explore and communicate in different ways to the classroom environment. Outdoor learning allows children to express themselves and their ideas freely on a larger scale. We aim for our outside areas to enrich the children’s time at school and become an extension of the classroom. Throughout the year the children have the chance to be involved with Forest School, learning how to explore, value and respect the environment in which we live.

Parent Partnership:

You, as the primary carers of your children, play the most important part in their education. We are keen to develop our relationship with you and involve you in everything that happens at school, so that we are able to support each other in helping your child reach their full potential. We are aware that your child continues to

learn at home as well as at school so we would like you to share that learning with us and encourage your child to bring that learning into school.

We expect you to support your child's learning by providing an appropriate home learning environment and giving them time to access learning provided by us. Your child will have a reading book that they need to share with you at least three times a week, and will have keywords to learn. Each term we will offer a 'Pick and Mix' sheet which has topical home learning activities that support the learning at school. We would like you to support your child in participating in some of these activities which they will 'show and tell' to the rest of the class.

We will offer many opportunities for you to be involved with the school including parents evenings, fundraising and after school events. We also provide an invitation for you to join us in the classroom to support learning by listening to readers, joining in with activities and sharing your own skills or knowledge. Parents helpers play an important role in the progress of all children.