



Enquiry Led Learning Policy

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This policy should be read in conjunction with the following policies:

- Joydens Wood Infant School Curriculum
- Art and Design Scheme of Work
- Computing Scheme of Work
- Handwriting Scheme of Work
- Maths Scheme of Work
- Outdoor Learning Scheme of Work
- PE Scheme of Work
- PSHE Scheme of Work
- RE Scheme of Work
- Spelling Shed Scheme of Work
- EYFS and Year 1 Policy
- SEND Policy
- Marking Policy
- Development Matters (2021): Non-statutory curriculum guidance for the early years foundation stage
- Teaching Learning and Assessment Policy
- Display Policy

Intent

Statement of Intent

At Joydens Wood, our curriculum is designed to enable children to develop independence by leading their own learning. Children develop their expertise in a range of subjects through a carefully planned curriculum which includes a planned Scheme of Work and Knowledge. The curriculum design ensures that children develop strong fluency and confidence in the foundation in Literacy and Maths as well as thinking critically and making links through a cross-curricular approach. Our school enables children to be masters in their learning, through an Enquiry based approach where children can work collaboratively, pose questions, select and interpret sources, collate information and interpret what they have found.

Enquiry Led learning begins with a 'big question' which cannot be answered in one go or simply. Children will investigate, research, explore and create linked to the topic or question. Enquiry led is a progressive model that intertwines through EYFS and KS1 through our foundation subjects, as we intend children to lead their own learning through and think critically, making links. We are proud of our curriculum design as it is ambitious and diverse, enabling all children regardless of their background and barriers to have the right opportunities to flourish in their learning.

Implementation: Teaching and Learning

Curriculum Planning

Enquiry Led learning is taught in a cross-curricular way and Teachers are responsible for ensuring that their classes are planned for appropriately. Planning is based on knowledge rich experiences, underpinned by a carefully considered and progressively planned set of skills. The Joydens Wood Curriculum outlines what topics and skills should be taught by the end of Autumn, Spring and Summer for each year group. Enquiry Led learning should be evident in each year groups Medium Terms plans, identifying key questions and skills being covered. This should then be incorporated into weekly planning, highlighting the vocabulary, skills, and SEN/PP support.

See appendix 1.

See appendix 2.

Enquiry Led learning should be planned in line with the Early Years Framework, including the three characteristics of learning including, thinking critically, playing and exploring and active learning. Teachers should plan activities/tasks based around these to ensure that children have the opportunity to engage in these characteristics.

Teachers should plan carefully for their environments to ensure they are resourced, imaginative and engaging for children. The classroom environment should be included in planning to enhance the learning experience for children.

Enquiry Led learning should be planned in a cross-curricular approach where all foundation subjects can be intertwined into a 'big question' however, when this is not possible teachers should plan for discrete lessons to be taught following the same enquiry led approach.

In EYFS teachers plan for Enquiry Led learning through a child-initiated model. Teachers plan for children's interests intertwined through the whole school topic/skills. Teachers should plan for their environment to include enhancements which encourage children to think critically, play and explore and learning in an active way. In Year 1 teachers plan for their progressive model of Enquiry Led Learning. Teachers should plan for 50% of the provision which is directly related to the whole school curriculum including hotspots, which are the childrens 'big questions' and 50% of the provision which is child-led, similarly to EYFS. In Year 2 teachers should plan for the whole school curriculum to be intertwined in a cross-curricular approach, broken down into a key question and key activities that will support children to answer that question.

Home Learning Expectations:

Due to COVID-19 in 2020 Joydens Wood Infant School have ensured that children can access an age appropriate curriculum both at home and at school using the Mathletics online platform.

Following the implementation of this, teachers should plan and record 1 video per week explaining overview of the learning for each week. Teachers should model to parents the strategies used within school and provide

ideas for activities for children to practise those skills at home. Alongside this, teachers should set 3 activities per week, as a minimum, related to the topic which is being taught.

In the event of a local lockdown or school closure, teachers should continue to plan from the Mathematics Curriculum and film daily videos instead of weekly (when children are in school) on what would have been taught. This should then be uploaded to class dojo alongside a daily Mathematics activity related to the topic being taught.

Teaching

At Joydens Wood Infant School, we have an active, cross-curricular, and hands-on approach to Enquiry Led learning. We encourage children to be inquisitive and to take responsibility for their own learning through the exploration of resources, activities and 'big questions'. We ensure that the children are developing the skills to be able to work collaboratively, pose questions, select and interpret sources, collate information and interpret what they have found.

In both EYFS and KS1 teachers should teach the outlined skills on our Joydens Wood Curriculum ensuring that skills are transferred into knowledge through carefully planned activities, wow moments and new experiences. Teachers should ensure that their teaching is based around the three characteristics of effective learning to keep children engaged and excited about their learning. Teachers should ensure that they share skills simply and clearly so that children can learn more and remember more over time.

In Year 2, Enquiry Led learning should be taught weekly with a flexible approach to the number of lessons based on skills being taught and concepts being covered. In Year 2, 'big questions' may last a week, fortnight or longer. Teachers should plan for a pre-topic check and post-topic check through thought bubbles.

EYFS and Year 1 will be exposed to Enquiry Led learning daily through the provision. During CIP and Group times in EYFS and Year 1, activities and skills should be evident and linked to outcomes in the National Curriculum and Development Matters, based in the Joydens Wood Curriculum.

Tiered vocabulary should be evident in all classrooms and children should be able to use and apply the Science vocabulary relevant to the topic they are focusing on. Teachers should model and plan for these.

All classrooms should include key texts within their reading nook that enhances the school's curriculum.

EYFS and KS1 and Learning Requirements

In Year 2, Enquiry Led learning should be taught weekly with a flexible approach to the number of lessons based on skills being taught and concepts being covered. In Year 2, 'big questions' may last a week, fortnight or longer.

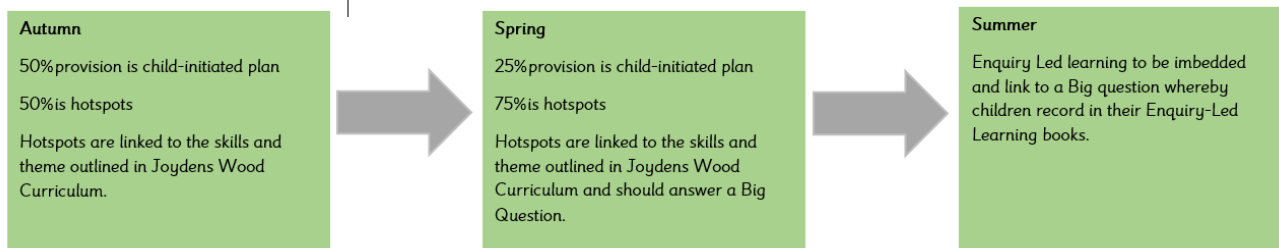
EYFS and Year 1 will be exposed to Enquiry Led learning daily through the provision. During CIP and Group times in EYFS and Year 1, activities and skills should be evident and linked to outcomes in the National Curriculum and Development Matters, based on the Joydens Wood Curriculum.

Vocabulary should be evident in all classrooms and children should be able to use and apply the relevant to the topic they are focusing on.

In Year 1 there is a progressive model to how Enquiry Led is being taught to ensure a smooth transition between EYFS and Year 1 and Year 2 to Year 2.

Enquiry Led Progression in Year 1

This progressive model outlines a proposed model of the transition from child-initiated play to enquiry led learning in Year 1. This model is flexible and can be adapted to dependent of the cohort.



Early reading is a vital component in our curriculum. All teachers should plan for 'big questions' and cross curricular approaches that are underpinned by key texts outlined on the Power of Reading. Children should have access to a range of fiction and non-fiction texts to enhance their wider curriculum vocabulary and their knowledge.

Resources

Within the school there is a wide range of resources to support the teaching and learning of the wider curriculum in Enquiry Led learning and CIP across the school. These are stored in the Curriculum cupboards and garage on the playground and are labelled for easy access.

All staff are responsible for keeping the cupboard tidy and ensuring they return resources once they have finished using them. There are also exciting resources for our outside learning environment, which are stored in our shed outside.

EYFS and Year 1 provisions have valuable resources for the children to choose and explore. These resources should be kept stocked and accessible for all learners.

Every classroom should display key topic vocabulary, which will aid learning during lessons. Within EYFS and Year 1, Enquiry Led learning displays should be evident throughout all areas, displaying key vocabulary, questions and children's learning and pupil voice.

Assessment

Planning

- Medium term planning should be taken directly from the Scheme of Work and Whole School Curriculum. Teachers should ensure that the skills are being covered across the term.
- Teachers should take into consideration previous misconceptions to inform their planning for the next topic.

See appendix 3.

- Teachers should use the pre-topic check and post topic check to monitor the children's progress and knowledge in key specific areas.

Marking

- Green and pink highlighter should be used to mark correct answers and incorrect answers.
- If there is pink highlighter, children should be given additional time to go back and correct their answers in a purple pen.
- If children have completed all their work and their next step, they should be given pink next step questions to move their learning on or the use of an idea for a depth card to extend their learning appropriately.
- When a high level of support has been provided this should be outlined on the work including a TA assisted/T assisted stamp.
- When feedback has been given to a child, this should be outlined with the use of 'VF' written next to the piece of work or question.

Formative

- Teachers carry out assessment for learning via the pupils' responses within their lessons and within any cross curricular opportunities that arise.

- Both verbal and age appropriate written feedback should be evident in the books to allow children to make progress.
- Teachers should also make professional judgements based on their children's attainment throughout the course of the term.

Summative

- Children in EYFS will be assessed against the Early Learning Goals by the end of the year, their progress and attainment is tracked from their starting point throughout the year.
- Teachers should use the Joydens Wood Curriculum, to assess whether a child is working towards, working at, working above and this should take place every half term.
- At the end of KS1 children will sit their SATs tests which assist the final teacher assessment.

Moderation

- Teachers should participate in moderation across year groups to share good practice as well as monitor progress. KS1 to moderate the children's Foundation books, EYFS to monitor portfolios to ensure children are being challenged appropriately as well as tracking their next steps.

Recording

In EYFS, Enquiry Led should be evident on children's Class Dojo portfolios through adult led observations. Teachers and staff should ensure they follow the EYFS policy and record observations including what was observed, what the adult did and an appropriate next step.

In Year 1, Enquiry Led learning should be evident within topic books and on Class Dojo through adult led observations, where a cross-curricular approach has been used. Teachers and staff should ensure they follow the EYFS policy and record observations including what was observed, what the adult did and an appropriate next step.

In Year 2, Science learning should be evident within our topic books and, when appropriate, on children's Dojo portfolios, embedding our cross-curricular approach.

Book Expectations

Children should have a green lined book for Enquiry Led learning which should be recorded in appropriately. If activities are practical these should be recorded via children's dojo portfolios or on the class story page.

All independent tasks/activities in books should have a child friendly LO and date.

Pink Pen questions should be used to further extend children's learning when they are fully secure within that unit of work.

Cross Curriculum Links



Enquiry led learning is based around a cross curricular approach where children can make links between topics and skills.

Vulnerable Learners

The curriculum has been designed to ensure that all learners are able to access teaching and learning. The curriculum is carefully differentiated to suit the needs for all children within the school. Our school ensures that children's 'barriers to learning' are carefully considered and understood by teachers to ensure that these are taken into consideration in the planning and delivering of lessons.

- SEND and EAL pupils: resources and support should be planned to suit the needs of individual children. Children are encouraged to participate within the classroom setting however; teachers must plan suitable aids to ensure the child is accessing the curriculum. Personalised plans outline the key strategies used to support SEND children which teachers should be consistently implementing during their Maths lessons.
- Disadvantaged pupils: children that have external circumstances that affect their development. The school are expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL. Teachers should post weekly dojo posts outlining what has been covered so far that week in Child Initiated Play and Enquiry Led Learning to ensure that disadvantaged pupils and parents can remain up to date.
- In Year Admissions and Persistent absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills/games. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. Teachers should ensure that they are allowing time for interventions for persistent absentees. Teachers should post weekly dojo posts outlining what has been covered so far that week in Child Initiated Play and Enquiry Led Learning to ensure that persistent absentee pupils and parents can remain up to date.

Impact

The Role of Subject Leader

The role of the subject leader is to:

- To monitor the implementation of the Whole School Curriculum and Wider Curriculum.
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil learning in that subject area
- Provide efficient resources for that subject
- An understanding of developments within the subject both locally and nationally
- To monitor the planning, teaching and learning of the Whole School Curriculum within the school
- Work collaboratively with all other subject leaders

Subject Leader to monitor teachers when working through the Joydens Wood Curriculum and Schemes of Work.

Enquiry Led learning will be monitored by the Whole School Curriculum Leader.

Monitoring will take place across the school in the focus terms identified in our curriculum. This will include learning walks and meetings with year group teams to discuss planning or give feedback and undertake moderations of planning (weekly and medium term plans). Writing books, Class Dojo and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

The Whole School Curriculum leader will keep their leadership log up to date to show what developments, responsibility and impact they have had. The curriculum will be kept under review and evaluated regularly.

The Whole School Curriculum Leader will audit the effectiveness and use of the resources, by observing how the children and teachers use them during lessons, observing whether the children are using them for the right purpose and know why they are using them and whether the resources that are available are suitable for the needs of our children and supporting the teaching of a broad curriculum.

Progression and the impact of the Joydens Wood Curriculum are measured through a child's ability to explain their understanding of key concepts using a wide range of vocabulary. This can be measured in different ways through teacher judgement, pupil voice, book looks, planning scrutiny and learning walks.

Attainment and progress can be measured across the school using our SIMS system and this data will be analysed to provide key groups of children to support further and investigate.

Continued Professional Development

The Whole School Curriculum Leader will keep up to date with any changes to each of the above mentioned subjects and will continue to develop their own CPD.

The subject leader will also carry out their own development through reading (journals, articles, books) and collaboration with other schools through visits and relevant courses.

Appendix:

Appendix 1: Joydens Wood Curriculum 2022-2023

Appendix 2: JWIS MTP Format EYFS, JWIS MTP Format Year 1, JWIS MTP Format Year 2.

Appendix 3: JWIS STP Format EYFS, JWIS STP Format Year 1, JWIS STP Format Year 2.