

Teaching & Learning

Our School Offer

The levels of support and provision offered at Castle Hill Infants School

Teaching and learning:

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Teaching approaches for a variety of learning styles (i.e. visual, auditory and kinaesthetic) All classes have a full time Teaching Assistant All teaching is differentiated into five groupings of ability in each class Visual timetables are used throughout the day In the reception classes learning is a mixture of child initiated, adult initiative and adult led The direction of teaching and learning is discussed and reflected upon regularly with the children Children are involved in their target setting The codes for marking work are regularly shared with the children enabling them to reflect on their achievement of the task and when appropriate to reply to 'Next Step' tasks 	<ul style="list-style-type: none"> Children with specific visual, auditory or kinaesthetic needs are identified on the planning Children are enabled to share their learning, building their own understanding and helping a peer Children complete a One Page Profile, with input from home and the teacher to identify their strengths and needs (See SEND School documents for further details) Targeted support is given to children for whom English is an additional language Children who do not show a good rate of progress in their learning are identified every week and half term Weekly referrals are made to the Intervention Manager who teaches specific learning gaps Half termly referrals are made to the SENCO who plans Intervention Programmes of study Interventions are given to children, by trained Teaching Assistants, who need to make an improved rate of progress Children's achievement is monitored regularly by trained Teaching Assistant and assessed termly by the SENCO – 'Assess, Plan, Do, Review' 	<ul style="list-style-type: none"> Resources are individualised according to physical, visual and auditory need Individual visual timetables are used Individual workstations are used to support children's independent learning skills Workstations follow the TEACCH approach