



Uffington Church of England Primary School
























# Teaching, Learning and Assessment Policy

**Approved by:** The Governing Body

**Last reviewed on:** March 2025

**Next review due by:** March 2027

Uffington Church of England Primary School aims to provide a safe, caring, secure and positive learning environment for all its pupils and all members of the school community. Respect, courtesy, effort and enjoyment form the foundations of our ethos, leading to well grounded, happy, considerate and successful learners. We ask all of the school community to try hard and aim high in all they do.

VALUES	 <b>THANKFULNESS</b>	 <b>KINDNESS</b>	 <b>FORGIVENESS</b>	 <b>FAIRNESS</b>
	 <b>FRIENDSHIP</b>	 <b>TRUST</b>	 <b>HOPE</b>	 <b>INCLUSION</b>
INTENT	<p>At Uffington CE Primary School, our curriculum strives for excellence where children can fulfil their potential in a safe, nurturing and challenging environment. From a child's first day, we aim to create an atmosphere in which they are keen to learn and eager to progress. We give the children new opportunities for discovery, while retaining a base in traditional learning and rewarding hard work.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> - develop a rich and deep subject knowledge</li> <li>• <b>Skills</b> - secure basic skills in reading, writing and maths</li> <li>• <b>Nurture</b> - be supported to grow and develop independence and resilience through a variety of contexts and enriching experiences</li> <li>• <b>Curiosity</b> - be curious learners who fully engage in learning and develop a lifelong thirst for knowledge</li> <li>• <b>Ambition</b> – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain</li> <li>• <b>Diversity</b> - gain an understanding of fundamental British Values and use these to inform their own moral code</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">       </div>			
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Problem Solving</li> <li>4. Creativity</li> <li>5. Staying Positive</li> <li>6. Aiming High</li> <li>7. Leadership</li> <li>8. Teamwork</li> </ol> <div style="display: flex; align-items: center; justify-content: space-around;">         </div> 			

## Aims and objectives










We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- deliver the quality first teaching supported by the 9 Principles of High-Quality Teaching
- meet the needs of all learners
- ensure consistency across the school and age/ability appropriate progression in classroom provision
- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others
- teach children to take a pride in their work and the work of others
- show respect for all cultures and in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens.

We have identified the foundations and fundamental elements of excellent teaching and learning. They are not a single way of teaching or a prescription of specific techniques. The principles are intended to be a way to develop a consistent understanding of excellence in teaching and learning.

## The 9 Principles of High-Quality Inclusive Teaching

<p><b>Principle 1: Behaviour and Relationships</b></p>  <p>High standards of behaviour and positive relationships mean all pupils feel valued and safe and can learn in a calm and orderly environment.</p>	<p><b>Principle 2: High Expectations</b></p>  <p>High expectations and high levels of challenge help all pupils to achieve their full potential.</p>	<p><b>Principle 3: Explaining and Modelling</b></p>  <p>Clear explanations and models ensure pupils learn new knowledge and skills effectively, including how to be successful.</p>
<p><b>Principle 4: Practice and Rehearsal</b></p>  <p>Practice and rehearsal help to cement new knowledge and skills into the long-term memory and allow pupils to complete tasks independently.</p>	<p><b>Principle 5: Questioning</b></p>  <p>Questioning is essential to identify prior knowledge, assess learning, adapt teaching, and consolidate and extend learning.</p>	<p><b>Principle 6: Adaptive &amp; Responsive Teaching</b></p>  <p>Adaptive and responsive teaching meets the needs of all pupils, including pupils with SEND, and ensures teachers respond to pupil learning.</p>
<p><b>Principle 7: Effective Feedback</b></p>  <p>Effective feedback is crucial to pupil progress, cementing learning and avoiding misconceptions.</p>	<p><b>Principle 8: Retrieval and Review</b></p>  <p>Review, including spaced practice, retrieval practice and revisiting, strengthens long-term memory and retention.</p>	<p><b>Principle 9: Teacher Knowledge</b></p>  <p>Teacher knowledge underpins all elements of effective teaching and learning.</p>

Further information and detail relating to the above Principles can be found in UCEPS All Staff Documents>9 Principles of Teaching and Learning

### Role of the Headteacher and the Leadership Team

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development promotes good quality teaching

## Behaviour and Relationships

In line with the 9 Principles of High-Quality Inclusive Teaching, we believe that positive behaviour and relationships mean all pupils feel valued and safe and can learn in a calm, orderly environment.

1. Expectations and routines should be explicitly taught and applied consistently by all staff
2. Classroom management should be positive and preventative
3. Praise should be specific and linked to behaviour or effort
4. Strategies for attention and motivation are crucial
5. Unwanted behaviour should be dealt with in the least invasive way possible following the school behaviour policy
6. Teachers should role model positive, respectful behaviour
7. Positive relationships can be built over time
8. Pupils should reflect on and manage their behaviour



The senior leadership team will support staff in responding to behaviour incidents. If a serious incident occurs, where possible, remove the disruptive child from the classroom (if they will leave willingly) and refer to a member of SLT.

However, if removing the child requires force or would cause harm to the child, other pupils or staff, then the rest of the class should leave the room and reconvene in a suitable area.

## High-Quality Inclusive Teaching

In order to raise the quality of learning, a variety of learning opportunities will be provided for our children using:

### A wide range of approaches to teaching:

There will be a good balance of individual, group and whole-class teaching. Teachers will carefully choose the style of teaching which is the most effective and groups will differ in composition and/or size for various activities. Learners of all abilities will be targeted appropriately through questioning, support provided and tasks set. The class teacher will maintain overall responsibility when children are being supported by Teaching Assistants (TAs) however, TAs will be held to account over progress made by children during supported sessions. Teachers will ensure that work is related to real-life situations that are relevant to the children where possible. When introducing a new unit, teachers will make clear the purpose and relevance for learning, aiming to use real-life examples. In foundation subjects, like History and Geography, children will be encouraged to apply and embed the skills acquired during Literacy lessons. Children will be involved in what they want to learn. All year groups will aim to have a termly visit or visitor related to a foundation subject.

### High Expectations

High expectations and high levels of challenge help all pupils to achieve their full potential.

1. All pupils should be expected & supported to access challenging content
2. All pupils should be expected & supported to develop complex skills
3. All pupils should be supported to access appropriately complex texts
4. All pupils should be expected to think hard and be fully engaged
5. All pupils should be expected & supported to produce high quality work
6. All pupils should be expected to produce high quality responses to questions



### Explaining and Modelling

Clear explanations and models ensure pupils learn new knowledge and skills effectively, including how to be successful.

1. Explanations should be linked to prior knowledge
2. Explanations should build on prior knowledge
3. Explanations should be chunked, clear and concise
4. Explanations should include examples and non-examples



5. Explanations should include questioning
6. Explanations should include graphics (where appropriate)
7. Complex skills should be modelled, including thinking
8. Worked examples should be used to break down tasks
9. Explicit teaching of vocabulary, reading & writing

### Practice and Rehearsal

Practice helps to cement new knowledge and skills into the long-term memory and allow pupils to complete tasks independently.

1. All pupils should rehearse / practise new content
2. Guidance & scaffolding should be provided for initial practice
3. Over time, guidance should be gradually reduced
4. Independent practice should be used to secure learning
5. Practice should require students to think hard about the most important content
6. Once knowledge is secure, interleave practice
7. Once knowledge is secure, set problem-solving tasks
8. Feedback should be provided
9. Space practice out over time



### Questioning

Questioning is essential to identify prior knowledge, assess learning, adapt teaching, and consolidate and extend learning.

1. Questions should be planned
2. Questioning should assess the learning of all pupils
3. All pupils should be involved and think about the answers
4. Pupils should be given adequate thinking time
5. Paired discussions should be used for rehearsal
6. Questioning should be used to inform future instruction
7. Use a range of factual, probing & higher-level questions
8. Expect excellent responses to questions
9. Use questions over self-reporting



### Adaptive Teaching

Adaptive teaching meets the needs of all pupils, including pupils with SEND, and ensures teachers respond to pupil learning.

1. Adaptive teaching - Teachers should plan to meet the needs and overcome the learning barriers of all pupils.
2. Responsive teaching - Teachers should respond to pupil learning within lessons and in future lessons.
3. We must ensure that Teaching Assistants are deployed most effectively.
4. Scaffolding should be used to ensure all learners can access the same learning.
5. Technology can be utilised to adapt teaching
6. Use flexible groupings



### Effective Feedback

Effective feedback is crucial to pupil progress, cementing learning and avoiding misconceptions.

1. Feedback should be timely

2. Feedback should improve performance and learning
3. Feedback should be actionable and acted on by pupils
4. Feedback should be specific
5. Verbal feedback should be used effectively
6. Written feedback should be used effectively
7. Feedback should not cause excessive workload
8. Peer and self-feedback should be utilised



For further detail see the Presentation, Marking and Feedback Policy.

### Retrieval and Review

Review, including spaced practice, retrieval practice and revisiting, strengthens long-term memory and retention. At Uffington Church of England Primary School we refer to these activities as 'Rocket Recaps'.

1. New learning should be revisited to prevent forgetting, including spaced practice and retrieval practice
2. Reviews should concentrate on the most important aspects of a topic
3. Each topic should be revisited multiple times, using a variety of approaches.
4. Any revisiting should be low stakes
5. Metacognition: Pupils should be taught how to learn effectively



### Assessment for Learning (AfL)

AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for learning is a powerful means of helping teachers and practitioners to tailor their teaching to get the best improvement for each child. Key elements include:

- learning objectives clearly identified and shared with pupils and reviewed at the end of a lesson;
- evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning and discussions with pupils;
- various question types given
- identification of next steps for learning and discussion with children;
- marking for learning – comments indicating on what pupils need to do next;
- involving pupils in peer and self-assessment;
- time for reflection and discussion of learning strategies;
- 'talking learning' on a regular basis;

### Paired and group work:

At times, children will be paired in class to encourage talk partners, to carry out peer assessment and in order to edit and up-level work done. Group work will be carried out with varying degrees of guidance from an adult (and sometimes with no support too). Such group and paired activities will promote pupils' social skills and acceptance of one another's opinions and ideas. They will learn to take turns and provide suggestions for improvement.



### **Classrooms with a comfortable and vibrant atmosphere**

Furniture will be set out in a way that adheres to health and safety rules. Children will be able to move around easily, and the layout of the classroom will provide opportunities for all styles of learning and approaches to teaching. Classrooms will have a carpet area for main teaching sessions (according to the age of pupils) and a Reading wall and/or area either, inside or outside of the classroom. Bookshelves and other surfaces will be kept neat

and uncluttered. Children will be trained to take pride in their classrooms, show responsibility and consideration for school equipment and the belongings of all members of the class. All equipment must be returned to its rightful place and children's belongings will be stored in lockers or kept in labelled trays.

#### Phonics (EYFS & KS1)

Each classroom will display the following:

- Focus tricky words
- Focus phoneme/grapheme of the week
- Age related grapheme chart as appropriate

#### English working wall

The display will be an on-going development across each unit:

Required content:

- Vocabulary related to unit
- Text maps / plan
- Modelled writing
- Copy of reference text
- Grammar examples related to unit
- Anything else that the teacher feels is appropriate

All English content on display in the classroom would be positioned on and around this display board. Children's work and successes will be displayed in and outside of the classroom.

#### Reading working wall/ Area:

- Books tidy and appropriately organised and displayed
- Reading for pleasure book cover displayed (as well as in box outside classroom)
- Children's recommendations of authors and books
- Anything else the teacher feels is appropriate

#### Maths working wall

The display will be an on-going development across each unit.

Required content:

- Maths vocabulary
- Learning prompts – worked examples by teacher and pupils
- Anything else the teacher feels is appropriate

#### Foundation subjects display

Each classroom will have a display relating to the current areas of study which includes children's work, relevant vocabulary and scaffold where appropriate.

All classroom displays will have a balance of children's work alongside teaching prompts.

Displays in corridors will involve work that has been created by children.

#### Science display

Each classroom will have a display relating to the current science topic which must include relevant vocabulary to be covered with definitions and visuals and the relevant knowledge organiser.

#### Clear communication between home and school:

Half-termly updates will be communicated through curriculum newsletters that provide parents with the necessary information. Parents' evenings will be conducted in the Autumn and Spring terms, when parents/guardians will be informed of targets, attainment levels, the progress made and general attitude towards learning. Attendance data will also be shared with parents, reflecting the school's drive to maintain attendance at least to the national average. Weduc will be used to share photos of pupils engaged in learning and updates.

## Homework

Homework in a variety of forms is to be issued by all teachers from Reception to year 6.

- In reception homework takes the form of sharing and reading books.
- In Y1 homework takes the form of daily reading, phonics and handwriting and maths home learning activities.
- In Y2 – Y6, homework takes the form of daily reading, spellings, learning times table facts and termly optional foundation subject project. Teachers may choose to provide additional work that supports and reinforces in-class learning as appropriate

## Assessment Recording

Recording will identify a successful link between planning and learning outcomes.

(ARE = Age Related Expectations)

- Individual pupil ARE steps for Reading, Writing and mathematics are recorded on the school's bespoke system –Insight, at regular points throughout the academic year.
- Individual records are developed through entries made on the Age Related Standards grids (for writing), teachers' mark books, PiXL scores and assessment folders.
- Teachers keep Reading Records for each of the groups of children.

## Making Judgements

When making judgements, staff should consider the **ARE grids (writing)**, any **assessment data**, any **other evidence** and **their professional judgement**.

Judgements must be entered onto Insight in accordance with the schedule issued at the start of each academic year.

## Assessing Writing – Guidance - Age Related Expectations Grids (Y1 – Y6)

ARE grids are glued into the back of English (Writing) books. All ARE grids must be **trimmed to fit** and open out neatly in books. If a pupil is given a **new book** during the year, the existing ARE grid must be **photocopied**, trimmed and glued into the back of the new book. Year 2 and Year 6 use the TAF statements.

- **At the time of marking** the pupil's work, the teacher enters a tick on the ARE sheet if independent application of a particular statement is evidenced.
- Once a skill has been ticked, the teacher must continue to monitor and address the skill as necessary to ensure the continued application by the pupil.

In order for children to write effectively they need to be taught and supported to write. However, there needs to be a balanced opportunity to write for different ranges and purposes. There should be evidence of a variety of supported and independent writing from pupils.

## Success criteria

Success criteria can be used as a support for writing providing it is generated by the children. Teacher produced success criteria is a useful writing tool to use at the start of a unit, but good practice would be to then model and encourage pupils to be able to devise their own.

Children should be encouraged to edit their writing as part of the independent writing process and for their writing to indicate if it was a supported piece or independent.

## Writing is likely to be independent if it:

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation



- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas

**Writing is not independent if it has been:**

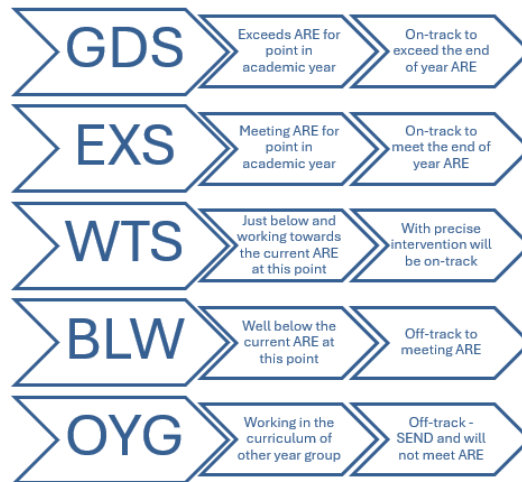
- modelled or heavily supported
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text (2017 teacher assessment, STA)

**NB.** The Standards and Testing agency say writing is **not** independent if “edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated.” (2017 teacher assessment, STA)

**Use of summative assessments to support teaching and assessment**

**Assessment Criteria**

An overview of the assessment descriptions is shown below.



Explanation	Assessment Code Entered
Specific SEND that places out of year group	OYG
More than 2 terms behind ARE	BLW
Term behind expected ARE and intervention target children	WTS
At ARE	EXS
Working at breadth and depth across learning – deeper ARE	GDS

If a pupil is **working in a year group below their own**, the teacher **must be aware of any gaps** and ensure that these are covered via **adaptations and interventions**.

A pupil who is **working at the expected standard**, in a year group at the **end of a year**, will automatically begin to be assessed against the next year group ARE statements in the following September.

**Reporting**

We inform parents about what and how their children are learning by:

- Holding curriculum evenings annually to explain our school strategies for teaching the National Curriculum.

- Sending home annual reports to parents in which we explain the progress made by each individual and indicate how they could improve further.
- Holding parent evenings (two per annum) which provide an opportunity to discuss progress children are making. This is supported by a termly information report provided to parents in the Autumn and Spring term, which updates parents on their child's attainment and effort in the core subject areas of reading, writing and maths. We also hold an open afternoon/evening in the summer term where parents can come in and discuss the annual report and meet the next class teacher.

### Support for teachers:

Teacher knowledge underpins all elements of effective teaching and learning and includes an understanding of the following:

1. Subject knowledge
2. Curriculum knowledge
3. Common misconceptions
4. Understanding of how we learn
5. Evidence-informed pedagogy
6. Systematic synthetic phonics and appropriate teaching strategies for early maths
7. Knowledge of pupils
8. Child development
9. Knowledge of how to meet pupils' individual needs



Professional development will be arranged in order to meet the needs of teachers and those in relation to the school's development plan. These will be met in-house and/or externally. Time will be used productively to target areas of development and, where necessary, paired work with colleagues will take place to raise standards in teaching.

### Planning

All staff can use the planning format that they feel works best for them. There is a template for staff, if they wish to use it.

There are detailed long, medium and individual lessons plans available for most subjects. Teachers are expected to adapt these to meet the needs of their class.

Every lesson will have a clear knowledge and skills-based learning objective (LO) (e.g. To/I can use paragraphs to organise my writing) except when pupils are completing an unaided assessment. In this instance, the LO may be broader (e.g. To/I can write a character description).

Any Success Criteria used will be 'process' based (steps that help the child achieve the LO) rather than 'outcome' based (statements of what the child will be able to do when the LO has been met), the children will help to generate this as they get older. Each lesson will demonstrate continuous assessment taking place: use of whiteboards, informal checks, questions, discussions with pupils, oral responses, etc. In response to the continuous assessment during lessons, pupil groupings should be flexible with pupils moving between groups as necessary to maximise learning within lessons.

AfL and marking will inform planning and next steps for children as part of the plan, deliver and assess cycle. These will be shared either orally or in writing (refer to Presentation, Feedback and Marking Policy). Planning will identify focus children, clear differentiation and effective deployment of adult support. Our policy reflects the over-riding principle of engaging pupils with their learning and taking responsibility for their own learning by responding to teacher feedback with their purple pens.

### Effective deployment of support staff:

Classroom support allocation is based on a clear understanding of pupils' needs and progress. This is reviewed regularly by the class teacher.

The class teacher should ensure the support staff in the classroom are appropriately involved in supporting learning and understand the roles they are expected to fulfil. This includes being well briefed prior to any involvement in teaching. Teachers should involve support staff in the planning of lessons where possible. Access to weekly planning should be available to support staff at all times.

Support staff are used to actively promote learning and to keep pupils on task. Adult support is shared appropriately between groups. Support staff should not routinely support lower attaining and SEN pupils. Additional adults are well used and managed to promote the learning of specific knowledge and skills and to keep pupils on task.

Support staff can deliver interventions as directed by the class teacher.

### PPA

All teaching staff will receive the required amount of time for Planning, Preparation and Assessment - PPA. PPA cover will be provided by existing teaching staff which will ensure reliability and consistently high quality teaching for all children. Agreed methods of planning, recording and reporting will be in place so that teachers are able to maximise their PPA time.

### Effective work-life balance

The quantity and duration of staff meetings will be monitored across the year. Effective use of IT will be in place in order to reduce teachers' workload. INSET sessions will be relevant, useful and creative. The number and duration of observations that take place during the year will be linked to appraisal targets, which support and improve teaching and learning. Events put into the school diary will be timed carefully to ensure teachers are able to function to the best of their ability.

### Communication

Communication is vital in the smooth running of the school.

As much information as possible will be added to the school electronic calendar and the dry wipe board in the staff room.

Information will also be sent via TEAMS and by email (a copy will be printed and added to the staff room notice board where applicable).

### Resources:

Staff will use a wide range of resources to support teaching and learning, which will inevitably contribute to meaningful learning experiences.

Classrooms are equipped with an Interactive Smartboard, overhead visualiser and iPad.

### Shared areas:

- The library - fiction and non-fiction books are colour coded and stamped.
- Guided reading books are stored in each classroom.
- Phonics - Kept in baskets in Reception and Year 1 classrooms.
- Adjoining space between KS1/LKS2 - Art/DT/ resources are here.
- Upstairs is a walk-in storage room hosting Maths, Science, Music and other topic resources.
- PE equipment - Located in the sheds by the school field.
- Small group spaces - used for interventions and/or focussed learning.

Subject leaders and Teachers ensure classrooms and shared areas are stocked with all necessary resources. Teachers must teach children how to use equipment and resources correctly and safely. If you need a resource that

is not in school, please complete an order form and return it to the office. No purchases should be made without permissions as this may not be reimbursed.

### Literacy

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching' (NC)

At Uffington Church of England Primary School, the key areas for learning are, reading (including phonics), writing (including spelling, handwriting, and composition) and spoken language.

### Reading

Word reading and comprehension are key areas to develop readers. Reading occurs in many different ways in teaching and learning. There should be opportunities to read fiction, poems and non-fiction:

- Individual reading, reading with an adult, partner, group, across classrooms
- Reading within topic lessons
- Hearing stories and telling stories
- Guided reading
- Shared reading

Phonics is taught in the Foundation stage, KS1 and continues into KS2 until secure.

### Writing

Children are given a range of opportunities to develop writing skills by exploring different types of writing e.g. letters, poems, stories and reports etc. Handwriting and spelling is promoted alongside writing.

### Spoken language

The spoken language underpins the development of reading and writing. Therefore, children should hear a variety of language to support the learning of vocabulary and grammar. The development of spoken language is promoted through opportunities to use speaking and listening e.g. talk partners and role play/drama activities.

### Maths

Numeracy lessons should occur daily in all year groups. In KS1 teachers need to develop the confidence and mental fluency of pupils with whole numbers, counting and place value. In KS2 teachers should ensure that efficient standard written methods are taught for adding, subtracting, multiplying and dividing while continuing to develop mental fluency.

Over the year numeracy lessons should be a mixture of short fluency practice, reasoning mini-lessons, direct modelling of skills and practice, challenges that require reasoning and representation, practical problems and games.

The regular practice of times table facts needs to be built into planning from year 2 to year 6.

Talk partners should be used regularly in numeracy lessons to explain and justify.

Working walls should display key vocabulary and supports to enable independent working in maths lessons.

A large 0 to 100 number line should be on display in each classroom from year 1 upwards. Classroom resources of dienes, place value cards, dice, bead strings, number lines, unifix cubes should be clearly labelled and available for children to use independently in numeracy lessons. Shared maths resources should always be returned to the central storage area, in the cupboard in the DT room, after use.

### The Foundation Stage

The youngest pupils follow the Early Years Foundation Stage curriculum.

The Foundation Stage curriculum underpins all future learning and encompasses the following areas of learning:

#### Prime Areas

- **Communication and Language;** Listening, Attention and Understanding, and Speaking.
- **Personal, Social and Emotional Development;** Self-regulation, Managing Self and Building Relationships.
- **Physical Development;** Gross and fine motor

### Specific Areas

- **English;** Comprehension, Word Reading and Writing.
- **Maths;** Numbers and Number Patterns.
- **Understanding the World;** Past and Present, People, Culture and Communities, The Natural World.
- **Expressive Arts and Design;** Creating with Materials and Being Imaginative and Expressive.

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school life.

Effective learning involves the promotion and development of children's needs and abilities. This is achieved through a wide variety of learning experiences and most importantly structured play and language activities. The aim is for 'quality' of work and learning in a safe, stimulating and positive environment.

Staff in EYFS provide opportunities for children to be engaged in both adult-led and child-initiated activities. The learning environment is planned so that it provides a structure for children to explore, experiment, plan and make decisions, enabling them to progress.

Observations of the children inform staff of the activities that interest them. Learning interactions are then planned and carried out through a range of activities, in order that all children are motivated to learn and develop.

### Foundation Subjects

In History, learning is developed from the recent past for the younger pupils through to ancient history for older KS2 pupils; similarly, in Geography, younger pupils learn about the local environment and this is developed outward so that by the end of Year 6 our pupils have a well-developed knowledge of the world and the impact of humans on the environment. Again, in both these subject areas the development of questioning skills is paramount, allowing pupils to take their learning forward. Regular visits and visitors enhance the learning of pupils in these areas.

Art, DT (Kapow) and Computing skills (Teach Computing scheme) are developed across the school in a similar way with the learning and skills taught in each year group building on the previous one.

IT facilities are also used to enhance homework through research skills, spelling and mathematics programmes and challenges which can be accessed from home via the school website.

We work hard to develop physical awareness and the health of our pupils through a comprehensive programme of PE and sports. In PE the children are given many opportunities to develop their physical skills as they progress through the school. This is achieved through a variety of movement lessons in dance, games, gymnastic activities, outdoor games and swimming. The school enters local and county competitions.

### Science

In science, learning is progressive; it is developed and built upon as the children move through the school. Wherever possible and relevant, science learning is linked to the class Topic. However, the school recognises the importance of breadth of learning so science, on occasion, will be taught as a discrete subject. Staff aim to teach the children the skills, knowledge and understanding they need to question and understand concepts that occur in the world around them and equip them with the motivation to seek explanations for these. Children learn the skills required for scientific enquiry and they will begin to appreciate the way science will affect their future on a personal, national, and global level. The school makes use of the Kapow Science scheme.

### RE

Teaching and learning in RE is based on an enquiry approach which ensures active engagement of pupils in exploration, reflection and expression thus making learning personalised and effective. We believe that teachers do not just transmit knowledge but enable pupils to be active, thoughtful, reflective and expressive in their handling of questions about beliefs, religion, spirituality and values. The key skills that we teach in RE are the ability to identify questions; plan and carry out enquiries; present and explain findings; empathise and reflect; and finally, evaluate.

## **Music**

The school has a number of pupils learning instruments individually and all our pupils learn a musical instrument during KS2, having weekly tuition with professionals culminating in an end of term concert allowing them to demonstrate their well-honed skills and accomplishments. The pupils also sing on a regular basis.

## **PSHE**

Personal Social and Emotional Development (PSED) is taught in the Foundation Stage and Personal, Social, Health Education and Citizenship (PSHE) in Key Stage 1 and 2. We encourage the children to respect others, develop good relationships with other members of the school and the wider community. We support a positive disposition to learning and for the children to become healthy independent and responsible members of society.

- We teach children to be aware of the rules of safety and to actively help to shape general school rules. Praise is given for demonstrating these rules in action.
- With growing self-confidence and self-esteem children also learning to appreciate what it means to be positive members of a diverse multicultural society.
- We use a range of teaching and learning styles including circle time, practical activities which promote citizenship, special events and assemblies, we invite speakers such as health workers and police to talk about their role in creating a positive and supportive local community.

## **SRE (Sex and Relationship Education)**

Sex and Relationship Education develops lifelong learning about physical, moral and emotional development. This will include understanding the importance of; marriage for family life, stable and loving relationships, respect, care and love. The programme of work is tailored to the age, physical and emotional maturity of the children in the classes. As they begin to develop into young adults, they face the changes of puberty. Our oldest children will receive information about how this may affect them personally in the future.

## **Drug Education**

Drug education focuses on prevention. This is due to primary aged children being exposed to mixed messages particularly around medicines, alcohol and tobacco. The work we do equips the children with knowledge and skills, allowing them to develop attitudes about all these substances from an early age.

## **SEND / EAL**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice 2015 in providing for children with special needs.

The SEN Code of Practice 2015 can be found via this link -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **SEND identification**

Identification of pupils with additional needs should be recorded on a SEN identification form. This should include strategies that have already been tried and how the pupil is being supported. This form should be handed to the SENDCo and a copy should be kept in the class file.

Termly Inclusion meetings with teachers are an opportunity to discuss any pupils who may require extra support and also to review pupils who have been identified previously.

## **English as an Additional Language (EAL)**

Parents are asked to inform the school of any language needs their child may have on entry to school. Additionally, the Inclusion leader will liaise with class teachers to identify and assess pupils' language acquisition and attainment.