



Curriculum Policy

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Ratified:				

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1. INTRODUCTION:

Woodloes Primary School is committed to achieving the highest possible outcomes for all pupils; this policy details our vision to create a curriculum which makes learning exciting and enjoyable and challenges every pupil to reach their full potential as learners. In conjunction with this, we aim to create a safe and secure learning environment, one in which every child is happy, confident, self-motivated and valued.

This policy has been drawn up by the Curriculum and Assessment lead, shared and discussed with all staff, and has the full agreement of the Governing Body.

2. CURRICULUM INTENT:

At Woodloes Primary School, we are committed to providing a broad and balanced, innovative and dynamic based curriculum in which all subjects are valued. Through engagement with this, our pupils will be provided with a wealth and breadth of knowledge and skills which will enable them to flourish and reach their full potential academically, physically, socially and artistically.

Whilst our curriculum encompasses the formal requirements of the National Curriculum and Early Years Foundation Stage (EYFS) Statutory Framework, our vision is to deliver an inspiring and challenging curriculum which will create an environment where questioning, academic risk-taking, deeper thinking and the freedom to learn from mistakes are encouraged. In an ever-shifting global cultural climate, Woodloes Primary aims to ensure that the curriculum is current, reflective, engaging and localised to the pupils it serves, whilst promoting the values of democracy, tolerance, mutual respect and individual liberty, and the Community Academies Trust (CAT) vision for Ensuring Excellence (see appendix 1).

We are committed to valuing diversity, tackling discrimination, promoting equality and fostering strong relationships. Through the deliverance of our curriculum, we aim for all of our pupils to be inspired by the contributions and accomplishments made by others, and to have a sense of belonging within the school and wider community.

Content:

At Woodloes Primary School, there is a whole school strategic approach to the planning, teaching and assessment of the curriculum. This is to ensure that pupils receive a year group specific dynamic, reflective, broad and balanced curriculum that takes account of the The Statutory Framework for the Early Years Foundation Stage and the Primary National Curriculum 2014.

- The 2021 Statutory Framework for the Early Years Foundation Stage is used to inform the curriculum content and identifies the standards for learning, development and care for children from birth to 5 in Pre-School and Reception.
- The National Curriculum is used to plan, teach and assess pupils from Years 1 to 6 in all subjects.

Aims and Objectives:

The aims and objectives of our school curriculum are to:

- Deliver a coherently planned and sequenced curriculum leading to a cumulative acquisition of knowledge and skills to support future learning and employment.
- Provide a rich and stimulating environment, one which is organised, secure, structured and purposeful.
- Develop the all-round potential of the children through the vehicle of a dynamic, rich, broad and balanced curriculum, one which is responsive and reflective to the learners.
- Support pupils' spiritual, moral, social, cultural and emotional development.
- Provide for pupils' physical and academic development, as well as their understanding linked to a healthy lifestyle.
- Develop an awareness and understanding of different cultures, religions, race and ways of life.
- Promote a positive thirst and attitude towards learning.
- Provide opportunities for pupils to use and apply their skills in different areas of the curriculum and identify real-life applications of these.
- Use new and emerging technologies, the learning environment, local area, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- Extend the curriculum through visits, visitors, forest school sessions and a residential trip.
- Provide extra-curricular opportunities for children to develop their interests.
- Provide pupils with a voice to ensure a relevant and enjoyable curriculum.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and scaffolding.
- Enable all pupils to make the best possible progress and to achieve the highest possible academic, social and emotional attainment.

3. CURRICULUM IMPLEMENTATION:

Organisation and Planning:

Class teachers and PPA providers plan and deliver one curriculum for all (following the content of The Statutory Framework for the Early Years Foundation Stage and the Primary National Curriculum 2014), providing opportunities for pupils to work through new content as a whole group with targeted 'scaffolded' learning provided as required to enable all pupils to make progress through the curriculum.

There is a clear progression of subject specific skills for each subject through EYFS, KS1 and KS2 to ensure that pupils can study in depth and master the key components of learning. The curriculum provision is enhanced through the use of the Kapow, Discovery RE, 3D PSHE, Bug Club, Jolly Phonics, Phonics Bug and Primary PE schemes.

EYFS

Within the Early Years Foundation Stage, the child led curriculum planning focuses on the seven areas and development that are equally important and inter-connected. Three of these areas (the prime areas) are identified as being important in igniting curiosity and enthusiasm for learning, and to build children's capacity to learn and form relationships.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Daily whole class Phonics sessions are planned and delivered using Jolly Phonics (a multi-sensory phonics scheme) and the 3D PSHE and Kapow Schemes of learning are used to plan and deliver foundation subject areas. The EYFS maths curriculum follows 'The Ark Maths Mastery Programme' which includes 'depth before breadth' and scheduled recall maths meetings enable recall of prior mathematical knowledge.

Key Stage 1 and Key Stage 2

In Year 1 – Year 6, there is a half-termly driver project with an associated high-quality English text which is used to inspire the writing curriculum and year group trips and visits. Linked to the English curriculum, as well as daily writing sessions, year group timetables also include daily Phonics (KS1 and targeted groups of KS2 children) or GPS (KS2) sessions (planned and delivered using the Jolly Phonics and No-Nonsense schemes), Guided Reading sessions (following the Bug Club Guided (KS1) and Bug Club Comprehension (KS2) scheme), and regular opportunities for independent reading.

In Year 1 (carrying on from their learning in the EYFS), the maths curriculum follows 'The Ark Maths Mastery Programme' which includes 'depth before breadth'. In Years 2 to 6, the Maths curriculum design follows a mastery approach titled '6-part Maths lesson'. This is aligned with White Rose Maths, and each lesson starts with a prior learning activity to provide the pupils with the opportunity to practise any previous learning that they will need to use and apply during the maths session. Scheduled recall maths meetings in Key Stage 1 and 2 (along with those in the EYFS), enable pupils' regular opportunities to recall prior mathematical knowledge.

Science sessions are planned and delivered to enable all pupils to apply their scientific understanding to rationalise and explain new phenomena, whilst developing a sense of excitement and curiosity. There is a clear skills and knowledge progression throughout the pupils' journey throughout the primary school to maximise their learning and to enable them to develop a thorough understanding of the key scientific knowledge and concepts covered.

Half termly investigations also provide pupils with the opportunity to use and apply their prior and current scientific knowledge and vocabulary.

The Kapow scheme of learning is used to plan and deliver foundation subject areas including: Geography, History, Design and Technology, Art and Design, Computing and On-Line Safety, Music and French (KS2). This scheme provides engaging, knowledge-rich sessions, whilst ensuring full coverage of the content of the National Curriculum, and a progression of skills and knowledge for the pupils (both throughout the year, as well as throughout the school).

Members of school staff, PPA providers and the Onside Coaching team plan and deliver in-school Physical Education sessions using the Primary PE Scheme to support the process and to ensure full coverage of the National Curriculum. Swimming sessions (for Year 4, 5 and 6 pupils) are planned and delivered by Warwick St Nicholas Park Leisure Centre trained swimming instructors. There is a clear progression of skills and knowledge, built on year by year and sequenced appropriately to maximise learning for all children.

The Discovery RE Scheme is used to plan and teach RE sessions and within all of the sessions taught, there are no presumptions made as to the backgrounds, beliefs and values of the school community; these are valued equally. Each academic year, Christianity is studied (including annual units linked to Christmas and Easter) alongside one other principal religion. The contents of the Christianity sessions, as well as those exploring the principal religions, follow a progression of skills and subject knowledge.

Teaching and Learning:

Pupils are generally taught in their own classes, but some subject areas may be taught in blocks; thus, allowing creativity and flexibility within the curriculum and the opportunity for pupils to develop sustained pieces of work.

At Woodloes Primary School, we believe that quality first teaching, which results in cumulative and effective learning, is imperative in the delivery of the curriculum and ensure that:

- Staff have high expectations of themselves and of all of the children.
- Staff members impart knowledge accurately and with enthusiasm.
- The prior learning, attainment and experiences of the pupils are used to ensure the ongoing development of skills, knowledge and vocabulary in all subject areas.
- An effective use of questioning, modelling and explaining enhances and develops the learning outcome for pupils.
- All tasks set are linked to the ability of the pupils.
- Assessment for learning (AfL) is used to maximise the learning progress of all pupils.
- Pupils are treated fairly and with respect and given equal opportunities to participate in activities.
- All adults within the classroom setting secure maximum impact on the learning of the pupils.
- Lessons are correctly resourced and the adult delivering them has the required subject specific knowledge.

Parental Engagement:

We recognise that parents/carers play a fundamental role in helping their child to learn and value their contribution linked to this. To enable them to contribute to their child's school learning, we communicate the curriculum, learning and attainment with them via a range of strategies including:

- Holding year group specific curriculum evenings at the start of each academic year.
- Communicating year group information, including long-term plans and curriculum knowledge and skills, via the school website.
- Inviting EYFS parents/carers into school to engage with their child during stay and play sessions
- Inviting KS1 and KS2 parents/carers termly into school during the school day to work alongside their child in a core subject session (enabling them to experience their child's learning and understand how to help them at home).
- Inviting parents/carers to attend achievement assemblies.
- Inviting parents/carers to attend a year group curriculum assembly.
- Holding after school parent/carer evenings and open evenings.
- Providing an end of spring term termly report and an end of year report.

Extra-Curricular Activities and Trips:

We are committed to developing the whole child. Therefore, we extend the curriculum by offering a variety of extra-curricular activities including: football, judo, dance, OnSide Coaching, choir and music lessons. These clubs and activities are led by members of the Woodloes team, as well as by external agencies.

Within the academic year, year group specific trips are planned to enhance the curriculum provision. In addition to this, during the upper phase of Key Stage 2, pupils are given the opportunity to participate in an off-site residential visit to develop their social interactions, independence, self-reliance, confidence and skills for the future. This residential visit is intended to inspire a love of learning as well as developing collaboration and a high level of independence.

Equal Opportunities:

We believe that it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to high quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment.

In some circumstances, a parent/carer might request that their child is removed from a specific area of learning. In these cases, the parent/carer is invited to discuss this with the class teacher, and possible withdrawal from the session is considered (for example linked to the RSE aspect of the curriculum in Year 6). If withdrawal is agreed, alternative appropriate provision is provided by the class teacher.

Inclusion:

All members of staff have high expectation for the pupils in their care and use ongoing assessments to ensure that all pupils are able to access the curriculum and achieve.

Lessons are planned so that pupils with SEN and/or disabilities can access the EYFS and National Curriculum subject areas, wherever possible, ensuring that there are no barriers to their achievement. However, if a pupil finds it difficult to access the curriculum due to their individual needs, they may have access to a personalised curriculum after consultation with the SENCo and other relevant agencies. The Hive is also an in-school nurture base which is used to support the deliverance of the SEMH curriculum for targeted pupils.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to enable EAL pupils to participate in all subject areas.

4. CURRICULUM IMPACT:

Monitoring and Evaluation:

Each area of the curriculum has an identified Subject Lead whose role it is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Identify and lead CPD to increase subject knowledge;
- Monitor pupil attainment and progress in that subject area;
- Provide efficient resource management for the subject;
- Keep up to date with new initiatives;
- Liaise with link governors and monitor teaching and learning strategies;
- Provide a subject specific action plan;
- Report on attainment and progress within their subject area.

As well as ongoing subject specific monitoring, each Subject Lead takes part in a deep dive (annually for core subject areas and bi-annually for foundation subject areas) with the Curriculum and Assessment Subject Lead enabling them to make a judgement linked to the position of their subject area and inform their action plan. Evidence used to inform these judgements include a subject leader interview, learning walks and lesson visits, teacher questionnaires, pupil interviews, planning trawls and a data discussion. Judgements made during the deep dive process are shared with the Governors, members of the SLT and CAT.

To provide quality assurance, all subject leads are members of a faculty team (each with its own faculty team leader) which also facilitates collaboration, builds confidence, supports workload and provides quality assurance. The faculty team leaders report to the Curriculum and Assessment Lead.

Assessment and Reporting:

At Woodloes Primary School, assessment (including AfL) linked to different subject areas of the curriculum is regarded as an integral part of teaching and learning and is a continuous process. These assessments take place at three connected levels: short, medium and long term and are used to inform teaching in a continuous cycle of planning, teaching and assessment and to inform judgements linked to the impact of the curriculum.

Progress and attainment linked to the EYFS and National Curriculum is recorded termly on the school's assessment tracker (OTrack) and shared with parents/carers in an end of spring term, as well as an end of year report (along with the results from any statutory testing).

The Assessment and Curriculum Lead, along with Subject Leaders, monitors and tracks attainment and progress and uses this to inform actions on subject specific action plans.

The overall monitoring of the impact of the curriculum provision is the shared responsibility of the SLT, SMT, Subject Leaders and members of the SSC. Ongoing monitoring, including lesson visits, subject specific governor meetings, pupil voice, data discussions and learning walks, ensures that all pupils at Woodloes Primary School have access to a 'broad and balanced, innovative and dynamic based curriculum in which all subjects are valued'.

5. OTHER RELEVANT POLICIES/DOCUMENTS:

- All subject specific policies
- The Learning and Teaching Policy
- Equal opportunities Policy
- SEND and Inclusion Policy
- The Early Years Policy
- The Marking and Feedback Policy



APPENDIX

THE SCHOOL PLAN ENSURING EXCELLENCE

SEPTEMBER 2017



INTRODUCTION:

This document is one of 2 key documents that describe the “way we do things around here”:

1. **Ensuring Excellence** – a description of school expectations linked to how we put our ‘non-negotiable’ values into practice to *a consistently* outstanding level lesson-to-lesson, day-to-day.
2. **The Learning Improvement Plan** – This describes our priorities encompassing the vision for the school and *our* aspirations for innovative development work in the months and years to come. The priorities have been informed by findings from our Evaluative work, OFSTED outcomes and the Performance Management Framework.

Our Values & Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, *expectations and standards* that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are *empowered* to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – Personal ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

Achievement – Social (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well-being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identify how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our school is among the best in the country.

Ensuring Excellence – Values into Practice

To ensure our values are a reality for the young people in our care we all agree we will ensure the following:

<p>PRECISION</p> <p><i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i></p>	<p>CONSISTENCY</p> <p><i>Every period, every day</i></p>	<p>This will be a success if...</p>
<p>The Power of Education – instilling a 'crucial sense of possibility'</p>	<ul style="list-style-type: none"> • Know every child well and use specific information to understand that every child is special. Understand their abilities and plan individualised next steps with great skill. Find time for 1 to 1 each day. • Identify how and why children learn and intervene with a relentless focus on achieving potential and removing glass ceilings. Aim high. • In planning, effectively differentiate lessons that motivate, engage and absolutely guarantee children enjoy their learning experience all children, • Ensuring that skilfully differentiated activities ensure that • In lessons, hook children's interest and complete attention by presenting them with provoking and exciting 'theme launches' and lesson starters. • Use 'first hand experiences'. Share 'where our journey ends' giving a sense of what is possible. Make the 'impossible possible' and 'investigate often'. • Be positive. Demonstrate passion and enthusiasm for the curriculum and bring it alive by regularly inviting in the community and enriching the curriculum with inspiring visits linked to the theme and cultural activities. • Develop 'immersion days' in which deepen and enriches their learning. • Shape the curriculum and home learning by asking children 'what they know and what else do they want to know. • Deepen knowledge skills and understanding by developing a love of 'home learning' because of high interest activities offered in imaginative ways. • Share great things. Spot the successes of every child in and out of school, offering rewards and wide recognition for pastoral, academic and wider contributions such as in achievement assemblies. • Be skilled at offering meaningful praise liberally and genuinely. • Develop focussed and planned 'whole class listening time' where all children speak and are heard and feel their contribution is valued. • When interacting with children ask ourselves 'How much progress have all children made and how many have made outstanding or good progress?' • Act as a role model exemplifying excellence, use other role models to show possibilities. • Develop learning environments in and out of the classroom which are supportive, interactive, and which exemplify and celebrates success by: <ul style="list-style-type: none"> – Exhibiting and celebrating every child's achievements. – Offering stimulating interactive displays which encourage interaction. – Encouraging and valuing children's responses. – Ensuring the learning environment is precisely labelled, and resource. rich, with opportunities for choice over learning style and materials. selected, as well as sources for further research. – Offering a wide range of subjects to view and interact with. 	<p>Learners make <i>rapid and sustained</i> progress</p> <p>Lessons are stimulating, challenging, and learners are engrossed in their work.</p> <p>Staff value learners' efforts and personal achievements; there is a high level of success in motivating and developing all learners including those in vulnerable groups, such as those with Additional Educational Needs (AEN – SEN, HA, MA, LA, PP, Young carers, Looked after etc.)</p>

<p>Living Inclusivity – valuing students as individuals</p>	<ul style="list-style-type: none"> • Be emotionally intelligent. • Understand the power of genuine heartfelt praise and regular reward. • Value individuals and show mutual respect. Take time to get to know children as individuals by interacting with them regularly, their parents and pre-school settings through e.g. Parent’s evenings, home visits, stay and play sessions, personal interest photos. • Be a skilled listener, available to discuss and understand concerns. Show you care. Demonstrate you remember things children have said to you. • Know the special gifts and talents of children by encouraging parents and children to contribute to information about them. • Find time for 1:1 out of lesson time to develop a positive relationship with children and their parents at parent’s evenings and regular contacts. Develop extra- curricular and team building opportunities. • Catch children ‘being successful’ and use praise and rewards copiously. Reward academic and social equally. • Encourage self and peer assessment. Allow children to teach others. • Ensure children and parents know we are all on the same side, developing excellent relationships resulting in valuable ‘home/school partnership’. • Differentiate and group flexibly, encouraging regular adjustments to ability groups once attainment has been secured. • Intervene with a relentless focus on achieving potential, maintaining flexible groups and plan for ‘accelerated progress’ to target success. • Mentor academically and pastorally using circle time and nurture groups where required. Encourage pupil voice e.g. School Councils. • Use internal expertise and external agencies appropriately to support children requiring ongoing or one-off support in their time of need • Ensure support staff share in planning, understand children’s specific barriers, are well directed and have a positive impact on progress. • Use accurate progress information in a variety of ways to inform and plan for all groups accurately. • Promote morals and values through meaningful SMSC and British Values opportunities. • Develop confidence by accepting that mistakes happen and we can try again and succeed. 	<p>Most learners have high self-esteem, can learn from their experiences and overcome difficulties.</p> <p>The proportion of learners at age 16 who find employment or undertake further education and or training is well above the national figure</p> <p>All staff (support and teaching) have very good relationships with all learners and consistently provide them with well-judged advice and guidance.</p> <p>Learners are only excluded when their needs are greater than we are professionally equipped to deal with.</p> <p><i>Students feel supported in their choices and have access to a wide range of resources to inform their decisions</i></p>
<p>Our Professional Best – ensuring excellent relationships for learning and behaviour</p>	<ul style="list-style-type: none"> • Engage and include all the children. Build and model positive relationships with children and be relentlessly optimistic, understanding that excellent relationships are the key driver. • Consistently apply our co constructed behaviour policy, focussing positively on reward. Reward small things such as uniform and manners. • Encourage older children to support younger ones, modelling expected behaviours, offering responsibility to those exemplifying our standards. • Have high expectations. Remind children regularly of our agreed rules, testing behaviours outside of these against them. Catch them being good. • Implement and openly support agreed school routines. • Actively model being the best examples, explain and exemplify children’s responsibility to ‘act first’ when others behaviour does not meet our standard. Give them the opportunity to resolve their own conflicts e.g peer mediation. • Meet and greet. Ensure children arrive on time because they are rewarded; routines are comprehensively understood, supported and widely shared through the school’s publications and by staff. 	<p>Behaviour is exemplary; learners are self-disciplined and resolve differences by looking at alternatives and making choices.</p> <p>Attendance is consistently well above the national figure, and unauthorised absences are rare; learners arrive in good time for the start of our</p>

	<ul style="list-style-type: none"> • Appreciate that one professional's actions can impact on the work of others – positively or negatively <ul style="list-style-type: none"> ○ Never walk by a problem leaving it for someone else, taking direct and prompt action to reward appropriate behaviours in line with policy. ○ Small acts of courtesy and politeness are noticed and rewarded. ○ Model calmness by 'never shouting' and reducing pressure. ○ Develop the highest standards of behaviour and manners outside lessons by exemplifying regularly through public promotion and recognising 'old fashioned manners'. ○ Practise and encourage mutual respect, fairness and friendliness. ○ Challenge prejudice in every form at every opportunity. • Reach out to parents by engaging them, inviting them in and informing them about children's learning through celebrations and publications. 	<p>school day and for lessons.</p> <p>Learners are self-aware, and they have well-developed values, principles and beliefs which inform their perspectives on life.</p> <p>Learners cooperate very well with staff and other learners.</p> <p>Learners challenge prejudice</p> <p>Learners' conduct is exemplary; mutual respect prevails and peer support is achieved.</p> <p>Learners play an active part in maintaining an excellent climate for learning and an environment free from bullying and harassment.</p> <p>Learners are confident that incidents will be dealt with swiftly and fairly</p>
Teaching – ensuring excellent progress within and over lessons	<ul style="list-style-type: none"> • Develop powerful learning experiences that have variety and include in different forms: <ul style="list-style-type: none"> ○ Plan learning and 'play based' activities which are activity based and practise skills taught. Support cross curricular links. Go outside! ○ Ensure EVERY child makes progress without exception. ○ Be flexible. Cater for all needs by planning for interactive individual, peer and group work, conducted in a variety of age appropriate learning environments and presented in forms to engage all. ○ Hook children's interest and attention by presenting them with precisely planned exciting 'starters' which take account of their interest and ability. ○ Include theme based learning experiences which develop relevant links between subject, giving relevance and a platform to practice new skills. ○ Clarify the journey end as a presentation, 'take home product' or performance with 'real-life audiences' to give relevance to the learning. ○ At the start of learning, 'model quality', present activities which provoke and excite. Present learning which allows decisions on own level of challenge. ○ Involve children in constructing meaningful learning objectives and agreeing success criteria which guide and support quality responses. 	<p>Learners make exceptional progress.</p> <p>Lessons are stimulating and challenging and activities are closely matched to individual needs. Learners are engrossed in their work.</p> <p>Learners are involved in the assessment of their work, set individual targets.</p>

	<ul style="list-style-type: none"> ○ During learning, regularly offer real-life problem solving activities and ‘multi-sensory activity’ and physical movement in a variety of ways. ○ Throughout lessons offer activity based learning activity and the opportunity to work with different groups and demonstrate learning in different ways. ○ Ensure the ratio between teacher talk and pupil activity allows children sufficient time to develop quality responses. ○ Regularly adapt learning and deal with misconceptions early by developing mini-plenaries which encourage individual evaluation, so that challenge is always present but attainable. ○ Mark and assess WITH the children. Encourage formative assessments by staff and children using devices which recognises key successes and clarifies next steps. ○ Allow time for reflection on feedback and the opportunity to respond. Encourage children to edit, mark and correct their errors using criteria. ○ Survey children’s understanding of learning processes, ensure they have the vocabulary to talk about their own learning e.g. ‘success criteria’. ○ Plan plenaries which allow pupil assessment of level of success and next steps. ○ Offer home learning activity which deepens and widens learning in exciting and imaginative ways. ○ Teaching assistant and other professionals have a precise understanding of each child’s needs and the ability to move them on to their next stage because they share planning, assessment and the development of learning activity. <ul style="list-style-type: none"> ● Use data in a sophisticated way to: <ul style="list-style-type: none"> ○ Identify and address the learning needs of individual children. ○ Identify gaps, checking improvement through diagnostic checks and finding out what exactly will unlock the next steps in learning. ○ Find and address common trends, as well as individual issues, set challenging targets based on ongoing precise assessments. ○ Group children to maximise impact of teacher/teaching assistants. ○ Track progress precisely and intervene with targeted interventions using accelerated progress plans, checking their success regularly. ○ Identify and rectify curriculum gaps and any teaching weakness ○ Moderate and share our standards through regular moderation set pieces, sharing best practise and what is most successful. ○ Develop progress meetings which challenge and account for progress of individual children. ○ Encourage and inform parents to support their children’s learning ○ Support children to see success and turn negative ‘I can’t’ to ‘I can’t yet’. ○ Complete surveys and audit ‘interest levels’ to ascertain interest/understanding. 	<p>Teacher planning is modified within and without the lesson context based on assessment information.</p> <p>A thorough programme of assessment is used consistently across all subjects.</p>
<p>Leadership – Ensuring learning centred leadership impacts in the classroom and on student’s outcomes “a well led school is well led by many”</p>	<p>Our leaders:</p> <ul style="list-style-type: none"> - Ensure that professional dialogue is positive and of high quality. - Ensure monitoring and evaluation is accurate and occurs regularly. - Ensure ‘excellence’ is modelled frequently. <ul style="list-style-type: none"> - Colleagues are encouraged to innovate and lead. Their contribution is praised, valued and respected through exemplification of best practice - School improvement planning is based on accurate evaluation of successes and areas for improvement and has clear and well understood success criteria and time frames for improvement. - Leaders seek and achieve external challenge and validation through awards and verification. - Shared vision is based upon accurate evaluation and desire to always improve. Quality is maintained and verified by: 	<p>Learners make exceptional progress</p> <p>Leadership at all levels is dynamic and often inspirational. A clear vision for the future directs and guides staff and learners.</p> <p>Evaluation is embedded in our school’s practice at all levels.</p>

	<ul style="list-style-type: none"> ○ Accurate monitoring and evaluation occurs frequently via peer reviews, internal learning walks, informal learning triads. ○ Externally verification. ○ Openly sharing success as ‘best practice ‘ ○ Issues are corrected by high quality support and professional development much of which is provided by internal expertise. ○ Develop a review cycle which is shared by everyone, monitoring the quality of teaching and learning – formal/informal. ○ Survey children regularly through our half termly focus on learning. ○ Scrutinise planning, work and teaching triangulating evidence. ○ Analyse data, focusing professional development and monitoring on areas of weakness. ○ Involve parents and our wider community partners. <p>Develop and support others:</p> <ul style="list-style-type: none"> ○ By effectively managing performance and a clear understanding of roles and responsibilities. ○ Understand that everyone is a leader. ○ Run meetings at every level which shares best practice and where ‘teaching and learning’ is the key focus. ○ Ensure colleagues are in an environment where they can ‘learn the job, on the job’. Motivate colleagues. ○ Ensure consultation, collaboration and collegiality. ○ Be emotionally intelligent, have empathy. ○ Recognise and reward achievements genuinely. ○ Develop and model great communication and great leadership. ○ Coach and mentor colleagues to be the best they can be, sharing good practice within hubs. ○ Develop future leaders- be relentless in building capacity and finding the talent that exists within. ○ Ensure recruitment processes are rigorous in identifying the best. ○ Ensure staff have access to relevant and appropriate CPD. <p>Maintain High Expectations:</p> <ul style="list-style-type: none"> ○ Relentlessly seek out the next thing that is only good that should be outstanding. Implement strategies and support where needed. ○ Strive for perfection and never dilute expectations or be complacent. ○ Don’t ‘go native’, ask others ‘how are we doing’. Welcome peer review. ○ Model what is expected in and out of lessons. ○ Work collaboratively within school and across our school. ○ Ensure professional empathy. ○ Be accountable and hold others to account. 	<p>Improvement planning and strategic thinking is ambitious with clarity about goals.</p> <p>Staff across our school provide excellent teaching, learning and care for young people. Professional learning is informed by school planning, valued by staff, and its effectiveness is evaluated.</p>
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“I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. It is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised”

Haim Ginott

