

# ***ETTINGTON C of E PRIMARY SCHOOL***

Reviewed September 2024



*Learning for Fullness of Life*  
*Trust-Respect - Love*

**TEACHING AND LEARNING POLICY**

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## 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

## 2. Our guiding principles

As a school, we aspire to live out God's plan for all to flourish. We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, Learning for the Fullness of Life'. It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

Teaching is incredibly complex! It involves classroom management, engagement techniques, depth of content knowledge, precise use of instructional practices, wise use of resources, an understanding of assessment and how to use it, long-term planning and short-term adjustments. It involves knowing the unique learning needs of each child in the classroom and developing strategies to reach them and help them flourish.

By delivering a varied, creative and diverse curriculum, which promotes our values, we will help all children to develop 'mastery' of their skills, showing a secure ability to confidently use and apply their knowledge in a wide range of ways, both independently and collaboratively, and reflect depth of knowledge. All children will be challenged and supported by the whole school community to achieve their full potential through a stimulating, engaging and challenging curriculum and school environment. We recognise the great importance of 'making mistakes' as a part of the learning process and create a safe environment for all to enable this.

Expert Teaching requires –

**Challenge** - is the driving force of teaching. Only by giving our children work that makes them struggle appropriately, and having the highest possible expectations of them, will we be able to move them beyond what they know and can do now.

**Explanation** - is informed by challenge. It is the skill of conveying new concepts and ideas. The trick is to make abstract, complex ideas clear and concrete in children's minds. Teachers need to have excellent subject knowledge and keep up to date with current practice and research findings.

**(Live) Modelling** - involves 'walking' children through problems and procedures so that we can demonstrate the procedures and thought processes they will soon apply themselves. The metacognitive aspect is important, making implicit decision-making explicit through narration and providing examples of completed work that can serve as scaffolds for children so they know **how** to achieve success as well as what it looks like.

**Practice** - without retrieval practice and deliberate practice, learning will be patchy and insecure. Children need to practise many times as they move towards independence. Practice is the fulcrum around which the other five strategies run. This is because it develops something that is fundamental to learning - memory.

**Feedback** - children need to know where they are going and how they are going to get there. Without feedback, practice becomes little more than 'task completion'. We give children regular individual and whole class feedback to guide them on the right path, and we receive feedback from pupils to modify our future practice.

**Questioning** - like explanation, questioning is a skilful art. It has a range of purposes: it allows us to keep pupils on track by testing for misconceptions and it promotes deeper thought about subject content.

Through the application of these six pedagogical principles alongside Rosenshine's Principles of Instruction, the goal is to lead children towards independence.

**01 DAILY REVIEW**



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**



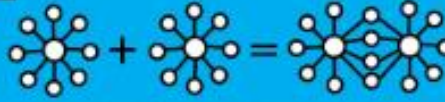
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

## METACOGNITION

Metacognition is often referred to as thinking about thinking or learning about learning. In simple terms, it is making children aware of how they learn, how they can adapt their learning and what strategies they can implement to adjust their learning.

Metacognition relies on the children having some prior cognition (knowledge or understanding of a topic). It is the application of this knowledge in various ways that is classed as metacognition. Attempting to teach metacognition as a stand alone, separate thing therefore becomes unsuccessful as children have nothing to apply to it.

The plan, monitor and evaluate cycle is a process children complete when they're given a task. Initially children will question what they are being asked to do and what strategies they have that they can use to help them. This is the plan phase. During the monitor phase the children question if the strategies they are using are working and whether they need to do something different. The evaluate stage is where children can reflect - What went well? What didn't go well? Children will initially do this with the knowledge aspect of any task they have been set. They should then do it with the skill aspect to the task and this will help regulate their own learning. By promoting children's awareness of these three stages it can help them with their learning. Teachers need to model this process, in alignment with the 'six principles to support great teaching and learning' and the 'principles of instruction'.

## **MOTIVATION**

We want our pupils to be motivated in their learning; we want them to feel that a subject or topic is interesting and worthy of study, and to put effort in so that they learn successfully. Motivation can be broadly defined as the 'drive' that moves people to do something. In the classroom, this is typically referring to the drive that pupils have to try hard, to learn and to improve. As well as performance in individual subjects, pupil motivation and engagement can impact school attendance and other important factors.

Intrinsic motivation can be described as doing something because it is inherently interesting or enjoyable. Extrinsic motivation, meanwhile, can be described as doing something because it leads to a separable outcome. Rewards and praise can be a source of this form of motivation in our pupils. The kinds of extrinsic rewards often used in schools - which can include praise, personal merits, stickers, house points and certificates – may have some use. Whilst they can commonly improve effort (though not necessarily outcomes) they need to be carefully delivered to be effective; for example, a reward given in the form of praise needs to be sincere, emphasise process and be immediate and unexpected to build pupils' competency. Researchers have noted that whilst extrinsic rewards can serve temporary fulfilment, there is a risk of them having an undermining effect on long term achievement, so they should be used prudently.

Intrinsic motivation, then, is what teachers strive for in their pupils; we want our pupils to be motivated to learn for learning's own sake and develop curiosity in the topic or subject they are studying, rather than simply being propelled along by the promise of reward.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated

- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### **3.1 Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

- Actively engage parents/carers in their child's learning, for example, via newsletters, the school website, letters, open days/mornings, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress via termly interim reports during the Autumn and Spring terms and via a written report at the end of the academic year.
- Meet the expectations set out in relevant policies – for example, our curriculum policy, behaviour policy, and assessment policy.

### **3.2 Support staff**

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in relevant policies – for example, our curriculum policy, behaviour policy, and assessment policy.

### **3.3 Subject leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges



- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in relevant policies – for example, our curriculum policy, behaviour policy, and assessment policy.

### **3.4 Senior leaders**

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in relevant policies – for example, our curriculum policy, behaviour policy, and assessment policy.

### **3.5 Pupils**

Pupils will:

- Take responsibility for their own learning, and support the learning of others

- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our school behaviour policy

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

#### 4. Planning

At Ettington, our curriculum is based specifically around the needs of our children, and we aim to give them the best chance in life to become a key part of society as they grow up.

Through our Christian ethos, children will learn first and foremost to be tolerant, understanding members of the community who display kindness above all else to all people. We aim to provide children with a knowledge-based curriculum that also builds key skills and enables children to become resilient learners.

At Ettington, we follow the National Curriculum. Schools are free to plan how the National Curriculum fits with their particular strengths and introduce other activities that extend the learning experience for their pupils. The National Curriculum sets out the most important knowledge and skills that every child has a right to learn.

As part of the National Curriculum, children in Key Stage One and Key Stage Two are taught compulsory subjects including: English, Mathematics, Science, Design Technology, Computing, History, Geography, Art and Design, Music, PE and French.

All schools also have to teach RE, though parents have the right to withdraw children for all or part of the RE curriculum. In addition, we teach Personal, Social and Health Education.

Our curriculum is underpinned by our Core Aims: **Perseverance, Collaboration, Communication and Curiosity.**

We have created a bespoke curriculum, logically sequenced by our expert subject leaders to build on knowledge to enable our children to remember more over time. We believe that our children learn best when they are motivated and engaged by learning; we creatively weave learning with exciting, quality books that inspire the children and bring subjects to life for our pupils.

At Ettington C of E Primary School, all staff think about curriculum at three levels. The first is the **intended** curriculum – what we intend pupils to learn. Curriculum Leaders set out this detail meticulously, drawing on their academic knowledge, the national curriculum and experience of what is necessary to flourish in their discipline.

The second level is the **implemented** curriculum - the way the curriculum is delivered and routinely assessed to ensure that each individual can access, understand and learn, and how our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils that they know so well.

Finally, we consider the **impact** of the curriculum, through well designed, meaningful and effective

formative and summative assessments, that inform us of student progress and inform our planning to ensure that student learning is secure before moving on to new content.

The curriculum has been designed with accessibility for all pupils in mind with appropriate support and challenge. This allows our pupils to achieve their very best, no matter their starting point. This curriculum is regularly monitored, with outcomes and pupil voice being at the heart of any curriculum adjustments.

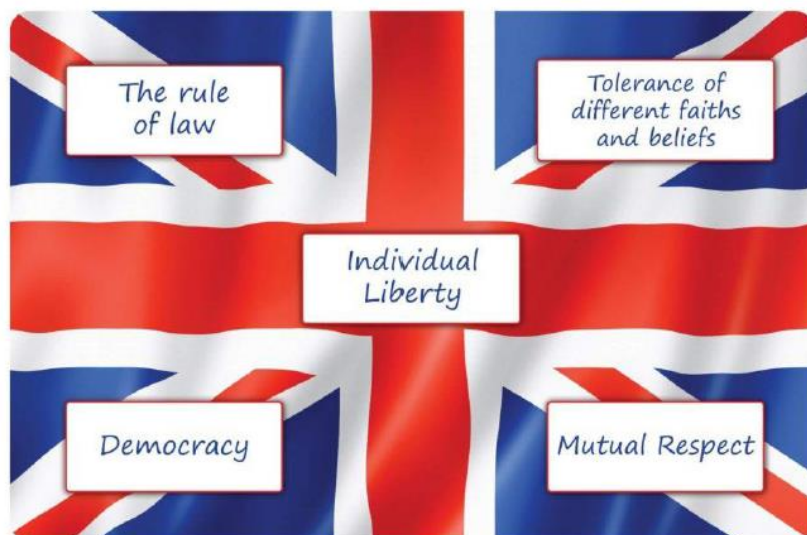
### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL LEARNING**

This is a key part of all learning in school and as such is reflected carefully in planning whilst underpinning all Collective Worship and assemblies.

SMSC is taught both explicitly and implicitly e.g. through collective worship, reading lessons, discussions, RE and the whole curriculum. We aim to provide a varied and rich experience by inviting people from the wider community in to enhance our teaching and learning.

Throughout the year we will explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect upon their own and others' thoughts and actions.

As part of SMSC we promote British Values. Children will reflect on curriculum lessons and collective worship, and how they link to British Values.



The curriculum is the progression model. The skills and knowledge framework in our progression documents provide clear subject endpoints from Reception to Year 6. Skills and knowledge statements have been created from the broad national curriculum programmes of study to ensure

comprehensive curriculum progression. This allows teachers to see the skills and knowledge assigned to each year group (in all subjects) and to see how many lessons are intended to be taught to cover each aspect.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

## **5. Learning environment**

Certain parts of each week / day (PPA time, PE Hall time etc) are fixed. The rest of the timetable is flexible and should be adapted to fit the children's learning. Teachers have the flexibility to extend lessons to ensure that concepts are learned fully or sufficient time is allowed to finish tasks.

Children should experience 'out of the classroom' learning (e.g. a visitor or a museum visit) each term wherever possible. Consideration should be given as to whether the benefits of learning outside the classroom outweigh learning in the classroom, and the cost to school/parents to ensure that all children can be included in experiences. Teachers are also free to plan for lessons in the school grounds (e.g. Forest Schools) but must ensure health and safety risk assessments are considered.

Learning environments will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## **6. Differentiation or adaptive teaching**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

**Adaptive teaching** is about all children working on the same tasks and towards the same challenging outcomes. It also helps to know about different approaches to adapting learning and how to adjust challenge levels so all pupils can access the same ambitious curriculum. If we are setting simple tasks for struggling pupils, but complex tasks for high prior attainers, how are they ever meant to catch up?

The 4 Ss of scaffolds, scale, structure, and style can help when adapting classroom tasks undertaken by all pupils, allowing teachers to retain challenging goals for all whilst supporting their individual needs. The model will not match every task, but it may be helpful, encouraging teachers to move away from planning different tasks to instead adapting with confidence.

**Scaffolds** are about offering additional temporary support to make a complex task accessible or more challenging. For example, providing a template for pupils drawing a self-portrait or providing word banks during writing.

**Scale** is about making adaptations to the scale of a given task to adjust the degree of challenge. For example, shortening or lengthening a descriptive writing task or increasing or decreasing the scale when producing a self-portrait.

**Structure** is about making adaptations to the structure of a task to adjust the degree of challenge. For example, providing a writing frame when writing a non-chronological report.

**Style** is about adapting the style of a task to adjust the degree of challenge. For example, using different mediums when producing a self-portrait or prompting pupils to imitate an author's style during narrative writing.

Please see our SEND policy and information report, and our statement of equality information and objectives for further information.

## **LEARNING INTENTIONS**

Learning intentions need to be precise for build-up work (when teaching the skills) but can be broader for a final piece of work (e.g. LI: to use and apply the features of a recount) to acknowledge the level of independence. They are to be copied into books (for younger children they can be stuck in). The LI should be discussed with children during the lesson to clearly frame learning and ensure understanding. This can also be done at the start of a week or longer period of learning where several lessons will be needed.

By setting a single, specific learning intention that demonstrates high expectations, teachers are challenging themselves as well as the children. A clear message is sent to the pupils that all are expected to be focused, aim high and teachers are challenged to find ways to support and

encourage all children to succeed.

### **CONCRETE, PICTORIAL, ABSTRACT**

**Concrete** - using manipulative to demonstrate the concept.

**Pictorial** - using diagrams or pictures to represent the concept.

**Abstract** - using the correct mathematical symbols and digits to show the concept.



In teaching, it is easy to jump directly into the abstract explanation of a new skill rather than starting with concrete examples. Some subject areas are naturally suited to teaching by starting with concrete explanations. In art, you rarely see pupils reading about artists before they look at their artwork. Similarly, PE lessons require the active use of concrete resources in every lesson, occasionally using diagrams or videos to compliment any explanations. Teachers can transfer the use of resources in explanation from these subjects to other lessons, particularly maths, where the CPA strategy solidifies a relational understanding as the children experience multiple representations of mathematical concepts in concrete, pictorial or abstract form.

### **SUBJECT AIMS**

To enhance our provision of a broad and balanced, inclusive curriculum we carefully select products which support, enhance and are high quality, matching our vision and ethos for learning whilst attempting to help teachers manage their workload and maintain a healthy work life balance.

#### **Art & Design**

We aim to give our children the opportunity to enjoy and understand the visual arts by increasing their awareness of great artists, architects and designers in history. By following the arts process, all children will develop the skills and techniques necessary to independently create visual works. Children will be capable of expressing their personal, environmental, social or political messages through the visual arts.

#### **Computing**

Pupils will become confident and responsible digital citizens. They will develop computational thinking and key skills to promote resilience when creating digital content. Pupils will develop strategies to build healthy online relationships and engage positively with online technologies.

#### **Design & Technology**

To design, make and evaluate creative, purposeful products through selecting appropriate materials and developing technical expertise to solve real problems.

## **English**

**Phonics:** we are passionate about ensuring all children become confident readers and writers by learning key phonetic knowledge and applying these to the segmenting and blending of words. Through small incremental steps we build phonetic knowledge systematically using validated synthetic phonics programmes. All children in Reception, Year 1 and Year 2 have daily, dedicated phonics lessons which are delivered through a consistent, effective teaching structure. All resources used to support the phonics learning journey are decodable and closely matched to the children's needs, differentiated where required.

**Reading** is at the heart of our curriculum, a crucial part of our daily experience and is essential for developing educational and social progress. It is our vision to ensure every child achieves their full potential to become confident, enthusiastic readers and diverse, understanding members of society. As inspiring role models of literature, it is our intention to nurture a love of reading, to immerse children in high quality texts, and to develop a thirst for discovery. We strive to cultivate a community with strong abilities in both the spoken and written word, therefore the acquisition of language and vocabulary is of the utmost importance and underpins our regular meaningful discussions and explicit teaching of reading skills.

**Oracy** is the ability to articulate ideas, develop understanding and engage with others through spoken language. It is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life. Through a high-quality oracy education children learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

**Writing:** our aim is to enable all children to find their voice by equipping them with the knowledge and skills needed to express themselves clearly and accurately through spoken and written language. We expose our learners to a variety of stimuli and experiences so that they can build confidence and showcase their imaginations and abilities through a range of writing styles.

Children always start writing through the exploration of high-quality texts. This is underpinned by explicit vocabulary teaching, grammar, punctuation and sentence level work. From initial mark-making to precise text shaping, our children become authors by writing with both audience and purpose in mind.



**Vocabulary** underpins our curriculum and it is at the heart of every subject we teach. Although we recognise that reading is invaluable for learning a new language, we cannot assume that the more words you read, the more words you know. At Ettington, we teach vocabulary explicitly and then revisit and revise words learned. This way, the children know the words in depth - meaning that they can use them in a variety of contexts, in writing, speaking and reading.

Vocabulary can be divided into three tiers:

**Tier One** - these are words typically found in oral language. Children encounter these words through everyday conversations, reading and throughout the curriculum.

**Tier Two** - words that are wide-ranging and of high utility. These words are recapped and revised throughout learning opportunities. Tier two words are also taught through spelling programmes.

Teachers ensure that these words are taught from high quality texts that are relevant at the point of teaching.

**Tier Three** - words that tend to be topic specific. These words are learned through content knowledge rather than vocabulary knowledge. Instruction for these words would involve engaging students in developing an understanding of the subject e.g. history, rather than focusing on individual words. Teachers may use retrieval practice techniques throughout the year to ensure that such language is embedded.

In our schools, we instil a love for language, where words are taught, noticed, investigated and celebrated.

## **Geography**

Our geography education will inspire in pupils a curiosity about the world around them and their place in it. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments. They will grow in understanding of the Earth's key physical and human features. As pupils progress through the school, their growing knowledge about the world will provoke thought and questions, encouraging children to discover answers through exploration and research. Through immersive topics, we hope our children will be motivated to share an understanding of the current and contemporary issues in our society and environment.

## **History**

Children are given the opportunity to act as historical enquirers, developing an understanding of chronology and a concept of time. Pupils will use a range of historical sources to understand local, national and global history. Opportunities are given to make comparisons and links across historical periods. Children will leave school with a rich understanding of our country's past, inspired by lessons that engage and enlighten.

## **Languages**

Through regular teaching of a modern foreign language, we aim to develop children's ability to communicate confidently in another language. Children will be able to engage in conversation with improving accuracy of pronunciation and intonation. Language learning will focus on practical communication to develop spoken and written language. Through learning an additional language, children will be given an opportunity to deepen their understanding and curiosity of the world, inspiring them to become global citizens.

### **Maths**

Children acquire a secure and deep understanding of core fluency facts which can be applied to a wide range of calculations. They confidently make links through small steps which enables them to reason and solve problems, explaining their thinking using mathematical vocabulary. Children collaborate and are resilient learners leading them to build confidence and experience success in this inter-connected discipline.

### **Music**

We provide all children with the opportunity to listen to and become familiar with a diverse range of music. In music lessons, children will express themselves through regular performance and composition of their own and well known pieces. We will help children to develop a lifelong love for music.

### **Physical Education**

Our aim is to make a positive impact on children's physical health and fitness and to inspire children to lead a healthy lifestyle both physically and mentally. Through a supportive environment, children will gain enjoyment and experience participating in a range of sports and games (both curricular and extra-curricular). We strive to instil a love of sport and games and teach the children the values of respect, fairness and sportsmanship in competitive situations.

### **Personal, Social and Health Education**

Through our cohesive whole-school approach, we aim to provide an inclusive, relevant and purposeful curriculum that will enable our children to become confident, independent and responsible members of society and the global community. We immerse children in emotional language equipping them with the skills to deal with a range of situations. We will aid children to build resilience and nurture personal well-being through creative and collaborative lessons.

### **Religion and Worldviews (RE)**

It is our intent that all children in The Stour Federation leave with a deep knowledge of the six principle religions whilst appreciating that many people hold secular views also. We intend to

enable pupils, through RE, to develop their knowledge and skills to prepare them for life in a modern, diverse Britain.

The Coventry and Warwickshire SACRE syllabus (2024) has a worldviews approach to teaching religion and worldviews. This is in keeping with the recommendations of the main RE national bodies. The syllabus has been developed alongside the Religion & Education Council (REC) Worldviews Project.

As a Church of England school, we recognise RE as a core subject, centred on the Warwickshire Agreed Syllabus for RE Syllabus which promotes effective and thought-provoking RE and 'Understanding Christianity' scheme of work. Children's experience of high quality RE is central to the living out of our school vision and values which are an explicit expression of who we are, what we believe and our aspirations for ourselves and each other.

Our RE curricula combines academic rigour with the development of the character and spirit of the child providing opportunities for spiritual development and personal reflection. The sequenced curriculum develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. The RE curriculum prepares children for citizenship in today's diverse society. It enables children to develop sensitivity to, and respect for, others, breaks down barriers and builds communities. The RE curriculum offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices enabling pupils to explore matters of faith, spirituality, religious community and moral issues.

## **Science**

To provide our children with a strong understanding of the world in which they live whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

## **7. Home learning**

Home learning, or homework, will help pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via Google Classroom or sent home as a physical copy where required

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets for pupils and provide termly interim reports against these at parents' evenings. Pupils will receive a written report annually.

Please see our Assessment Policy for further information.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

## **11. Review**

This policy will be reviewed every year. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy

- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives