



# Curriculum Policy

			Comments	Date
Prepared by:	Jane Moore/ Tina Lambert	Teaching Staff		June 2017
Ratified		Governing body		
Reviewed:	Sarah Barlow	Teaching Staff		January 2019
Ratified		Governing body		

## **CONTENTS**

- 1. Introduction**
- 2. Statement of intent**
- 3. Content**
- 4. Aims and Objectives**
- 5. Organisation and Planning**
- 6. Parental Engagement**
- 7. Extra-Curricular Activities and Residential Trips**
- 8. Assessment, AWOL and Reporting to Parents**
- 9. Equal Opportunities**
- 10. The Role of the Subject Leader**
- 11. Monitoring, Evaluation and Review**

### **Appendix:**

- 1. English weekly planning format**
- 2. Long term planning format**
- 3. Ensuring Excellence**

## **1. Introduction:**

*This policy should be read in conjunction with the Woodloes Primary School Learning and Teaching Policy and the Early Years Policy.*

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. Statement of intent:**

*“At Woodloes Primary School, we believe in a broad and balanced innovative and dynamic based curriculum, in which all subjects are valued. Engagement in this will provide our pupils with a wealth and breadth of knowledge and skills; securing the highest possible outcome for all learners.”*

Working in partnership with all members of the school community, and with fellow members of the Community Academies Trust (CAT), Woodloes Primary School aims 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, taking account of the British values of democracy, tolerance, mutual respect and individual liberty and the content of the document *Ensuring Excellence*.

## **3. Content:**

- In the Early Years Foundation Stage, the content follows the objectives from the EYFS Curriculum.
- The National Curriculum and the Coventry and Warwickshire agreed syllabus for RE are used to plan, teach and assess pupils from years 1 to 6 in all subjects using a holistic, practical, personal and experiential approach.
- There is a clear progression of subject specific skills for each subject through KS1 and KS2 to ensure that pupils can study in depth and master the key components of learning.
- The school adopts a thematic approach to the teaching and learning of these skills. This empowers staff to ensure that skills can be taught in the most creative, current and relevant contexts for pupils and can be led by the cohorts' interests and needs.

## **4. Aims and Objectives:**

The aims and objectives of our school curriculum are:

- To create an environment in which all pupils can experience success and thereby develop their self-confidence.
- To 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.
- To develop pupils' Growth Mindset, their ability to embrace a challenge and to deepen their learning (links to DR ICE).
- To promote a climate in which creativity can flourish.
- To give pupils the opportunity to use and apply their skills in different areas of the curriculum.
- To equip the children for the demands of a rapidly changing society.
- To develop a rich and stimulating environment, one which is organised, secure, structured and purposeful.
- To develop in pupils an awareness and understanding of their own and other cultures, religions, race and ways of life.
- To provide for children's physical as well as academic development with opportunities to develop skills, coordination and teamwork as well as their understanding linked to a healthy lifestyle.
- To use new and emerging technologies, the learning environment, local area, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- To extend the curriculum through visits, visitors, forest school sessions and residential trip.
- To provide extra-curricular opportunities for children to develop their interests.
- To provide pupils with a voice to ensure a relevant and enjoyable curriculum. Teachers will take account of children's interests and evaluations of topics taught to guide the direction of future learning; ensuring that the Woodloes curriculum is appropriately personalised and secures high levels of engagement.
- To challenge every child to achieve at the highest possible level they can.

## **5. Organisation and Planning:**

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 Primary National Curriculum 2014, The Statutory Framework for the Early Years Foundation Stage and The Mathematics Mastery Programme.

### Early Years Foundation Stage:

In the Early Years Foundation Stage, the child led curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world;

physical development and creative development. These are underpinned by the characteristics of effective learning.

### Key Stages 1 and 2:

Year group long term plans are used to ensure that subject specific content is covered and that skills are taught progressively. Within this long term plan, rich texts linked to each half termly topic are identified along with any hooks and educational visits.

Skills are appropriately differentiated in the planning and teaching stages of lessons to ensure a personalised approach to learning, one that takes into account the needs of SEND as well as higher attaining pupils who are encouraged to lead and take responsibility for their own learning on a regular basis.

Pupils are generally taught in their own classes but some subjects may be taught in blocks; thus allowing creativity and flexibility within the curriculum and the opportunity for pupils to develop sustained pieces of work. Where possible, links are made between subjects and opportunities are identified to enable pupils to use and apply their maths and English skills and knowledge in different areas of the curriculum.

## **6. Parental Engagement:**

We value the contribution of parents/carers and work in partnership with them to enrich the curriculum. At the start of each academic year, parents/carers are informed about their child's/children's curriculum through year group specific curriculum meetings and termly plans are communicated via the school website.

In Saplings and Reception, parents/carers are invited into school to engage with their child during stay and play sessions and in KS1 and KS2, parents/carers are invited to a termly session where they can work alongside their child. This enables parent/carers to experience their child's learning and understand how to help them at home. In addition to these opportunities, the school values the contribution of volunteers for example to hear readers and accompany trips.

Throughout the year, parents/carers are also invited to year group and achievement assemblies during which all pupils are given the opportunity to share their achievements and enjoyment of learning with others.

Termly reports and drop-in sessions (to see books) keep parents/carers informed about their child/children's attainment and progress and also identify ideas as to how they can also support their child's learning at home.

## **7. Extra-Curricular Activities and Residential 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, netball, Dramalings, On Side Coaching, art, choir and music lessons.

In Year 5 and 6, pupils will be given the opportunity to participate in an annual residential visit to develop their social interactions, independence, self-reliance, confidence and skills

for the future. Year 5 will visit Marle Hall: an outdoor centre in Wales, and Year 6 will visit Cornwall. These residential visits are intended to inspire a love of learning as well as developing collaboration and a high level of independence.

## **8. Assessment, AWOL and Reporting to Parents:**

At Woodloes Primary School, assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of teachers to assess all pupils in their class. These will take place at three connected levels: short, medium and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment (see Assessment Policy).

### Early Years Foundation Stage:

The Early Years Profile provides individual assessments for each child. This information is gathered from daily observations, oral interactions and questioning (see Early Years Foundation Stage Policy). These assessments are recorded on O-Track which enables individuals and groups of learner's attainment and progress to be monitored. At the end of the EYFS, characteristics of effective learning are reported to parents.

### Key Stages 1 and 2:

Children working on the Key Stage 1 and 2 curriculum have individual target booklets which are used to inform AWOL assessments and identify next steps in their learning for reading, writing and maths. The use of these target booklets will encourage children to become assessment literate learners who develop a Growth Mindset (age appropriate).

To enable the attainment and progress of individuals, groups and cohorts to be monitored (and future intervention requirements identified), these AWOL assessments are recorded on O-Track. These are based on the number of targets which the children have achieved and assess whether they are working at the beginning of the expected standard for that year group (B), towards the expected standard for that year group (W1, W2 or W3), at the expected standard for the year group (E) or exceeding the expectations for that year group (A1 or A2).

Progress and attainment, linked to the National Curriculum programmes of study, is tracked in science using an Excel tracking sheet. In addition, a skills based assessment procedure is used to identify attainment and track progress for the foundation subjects.

### Marking and Feedback

In Key Stage 1 and 2, all work is marked in accordance with the School's Marking Policy. The main purpose of marking is to enable the children to progress by benefiting from constructive guidance, next steps and questioning, to both consolidate and further learning. There will be opportunities for the children to take an active role in marking by self-assessing their achievement in relation to the WALT (We are learning to...), responding to

the teacher's comments and identifying their own next steps, taking age and ability into account.

### Reporting to Parents

Woodloes Primary School encourages an 'open door ethos' where parents/carers are welcome to see their child's class teacher, as and when necessary, to discuss their child's learning. Also, throughout the academic year, termly reports and drop in sessions are planned to enable parents/carers to see books and have the opportunity to speak to the class teachers; keep them informed about the attainment and progress of their child/children. Ways parents can support their child's/children's learning at home are also identified during these sessions.

## **9. 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 quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment that promotes high levels of achievement and personal wellbeing.

Pupils who find it difficult to access the curriculum due to individual needs will have access to a personalised curriculum through consultation with the class teacher, SENDCo and other relevant agencies.

In extreme circumstances, a parent/carer might have a strong and valid objections linked to a specific area of learning. In these cases, the parent is invited to a discussion with the class teacher and possible withdrawal from the session will be considered. If withdrawal is agreed, alternative appropriate provision will be made by the class teacher.

We recognise that adults may have preconceived expectations of children's behaviour, and are committed to challenging discrimination and stereotypes. Therefore, we will ensure that our Behaviour Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the Behaviour Policy.

## **10. The Role of the Subject Leader:**

The role of the subject leader 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.

## **9. Monitoring, Evaluation and Review:**

The monitoring of the standards of children's work, their attainment, and the quality of the learning and teaching of all subject areas at Woodloes Primary School, is the shared responsibility of the SLT, SMT, Subject Leaders and Governing Body.

- The content of the curriculum will be monitored by the curriculum lead and subject leaders to ensure that it meets the needs of its learners, the required content of the National Curriculum and the wider requirements of the CAT.
- A range of monitoring activities will be planned and included in a termly monitoring timetable (linked to the requirements of the Learning Improvement Plan (LIP)). This will involve lesson observations, learning walks, book trawls and environment audits that will evaluate the impact of the curriculum on learning and teaching. Governor monitoring is embedded in this schedule. In addition, pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.

Other Relevant Policies/Documents:

1. All subject specific policies
2. The Learning and Teaching Policy
3. Equal opportunities Policy
4. SEND and Inclusion Policy
5. E-Safety Policy
6. PSHE and Protective Behaviours Policy
7. The Early Years Policy
8. The Behaviour Policy
9. Marking Policy
10. Assessment Policy
11. Mathematics Mastery Programme





# Appendix

## Appendix 1: English Weekly Planning Format

English Year \_\_ Weekly Plan \_\_\_\_\_Term

Week: \_\_\_\_\_

<b><u>Monday Whole Class Teaching WALT:</u></b>			
<b><u>Whole Class Teaching Activity</u></b>		<b><u>Differentiated Group / Talking Partner / Independent Activity</u></b>	
		<b><u>Plenary/ies :</u></b>	
<b><u>AfL</u></b>	<b><u>Children exceeding WALT:</u></b>	<b><u>Children not achieving WALT:</u></b>	<b><u>Children absent:</u></b>

## Appendix 2: KS1 and 2 Long Term Planning Format

Year		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Theme/Topic title			
Educational visits/Visitors			
Hook			
Texts			
English	Fiction focus		
	Non-fiction focus		
	Poetry		
Mathematics	Content overview		
Science	Focus		
	Content overview N.C. P.O.S.		
	Cornerstones Investigation		
Computing	Focus		
	N.C. subject content		
	Online safety message		
Geography	Focus		
	N.C. subject content		
History	Focus		
	N.C. subject content		
Physical education	Content overview		
	N.C. subject content		
Art and design	Focus		
	N.C. subject content		

Design and technology	Focus		
	N.C. subject content		
Music	Focus		
	N.C. subject content		
PSHE			
French	Rigolo unit		
R.E.			
Cross curricular links	English		
	Maths		
	Other		

# 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:

<b>PRECISION</b>  <i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i>	<b>CONSISTENCY</b>  <i>Every period, every day</i>	<b>This will be a success if...</b>
<b>The Power of Education – instilling a 'crucial sense of possibility'</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify how and why children learn and intervene with a relentless focus on achieving potential and removing glass ceilings. Aim high.</li> <li>• In planning, effectively differentiate lessons that motivate, engage and absolutely guarantee children enjoy their learning experience all children,</li> <li>• Ensuring that skilfully differentiated activities ensure that</li> <li>• In lessons, hook children's interest and complete attention by presenting them with provoking and exciting 'theme launches' and lesson starters.</li> <li>• Use 'first hand experiences'. Share 'where our journey ends' giving a sense of what is possible. Make the 'impossible possible' and 'investigate often'.</li> <li>• 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.</li> <li>• Develop 'immersion days' in which deepen and enriches their learning.</li> <li>• Shape the curriculum and home learning by asking children 'what they know and what else do they want to know.</li> <li>• Deepen knowledge skills and understanding by developing a love of 'home learning' because of high interest activities offered in imaginative ways.</li> <li>• 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.</li> <li>• Be skilled at offering meaningful praise liberally and genuinely.</li> <li>• Develop focussed and planned 'whole class listening time' where all children speak and are heard and feel their contribution is valued.</li> <li>• When interacting with children ask ourselves 'How much progress have all children made and how many have made outstanding or good progress?'</li> <li>• Act as a role model exemplifying excellence, use other role models to show possibilities.</li> <li>• 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"> <li>– Exhibiting and celebrating every child's achievements.</li> <li>– Offering stimulating interactive displays which encourage interaction.</li> <li>– Encouraging and valuing children's responses.</li> <li>– 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.</li> <li>– Offering a wide range of subjects to view and interact with.</li> </ul> </li> </ul>	<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><b>Living Inclusivity – valuing students as individuals</b></p>	<ul style="list-style-type: none"> <li>• Be emotionally intelligent.</li> <li>• Understand the power of genuine heartfelt praise and regular reward.</li> <li>• 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.</li> <li>• Be a skilled listener, available to discuss and understand concerns. Show you care. Demonstrate you remember things children have said to you.</li> <li>• Know the special gifts and talents of children by encouraging parents and children to contribute to information about them.</li> <li>• 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.</li> <li>• Catch children ‘being successful’ and use praise and rewards copiously. Reward academic and social equally.</li> <li>• Encourage self and peer assessment. Allow children to teach others.</li> <li>• Ensure children and parents know we are all on the same side, developing excellent relationships resulting in valuable ‘home/school partnership’.</li> <li>• Differentiate and group flexibly, encouraging regular adjustments to ability groups once attainment has been secured.</li> <li>• Intervene with a relentless focus on achieving potential, maintaining flexible groups and plan for ‘accelerated progress’ to target success.</li> <li>• Mentor academically and pastorally using circle time and nurture groups where required. Encourage pupil voice e.g. School Councils.</li> <li>• Use internal expertise and external agencies appropriately to support children requiring ongoing or one-off support in their time of need</li> <li>• Ensure support staff share in planning, understand children’s specific barriers, are well directed and have a positive impact on progress.</li> <li>• Use accurate progress information in a variety of ways to inform and plan for all groups accurately.</li> <li>• Promote morals and values through meaningful SMSC and British Values opportunities.</li> <li>• Develop confidence by accepting that mistakes happen and we can try again and succeed.</li> </ul>	<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><b>Our Professional Best – ensuring excellent relationships for learning and behaviour</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consistently apply our co constructed behaviour policy, focussing positively on reward. Reward small things such as uniform and manners.</li> <li>• Encourage older children to support younger ones, modelling expected behaviours, offering responsibility to those exemplifying our standards.</li> <li>• Have high expectations. Remind children regularly of our agreed rules, testing behaviours outside of these against them. Catch them being good.</li> <li>• Implement and openly support agreed school routines.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• Appreciate that one professional's actions can impact on the work of others – positively or negatively <ul style="list-style-type: none"> <li>○ Never walk by a problem leaving it for someone else, taking direct and prompt action to reward appropriate behaviours in line with policy.</li> <li>○ Small acts of courtesy and politeness are noticed and rewarded.</li> <li>○ Model calmness by 'never shouting' and reducing pressure.</li> <li>○ Develop the highest standards of behaviour and manners outside lessons by exemplifying regularly through public promotion and recognising 'old fashioned manners'.</li> <li>○ Practise and encourage mutual respect, fairness and friendliness.</li> <li>○ Challenge prejudice in every form at every opportunity.</li> </ul> </li> <li>• Reach out to parents by engaging them, inviting them in and informing them about children's learning through celebrations and publications.</li> </ul>	<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>
<b>Teaching – ensuring excellent progress within and over lessons</b>	<ul style="list-style-type: none"> <li>• Develop powerful learning experiences that have variety and include in different forms: <ul style="list-style-type: none"> <li>○ Plan learning and 'play based' activities which are activity based and practise skills taught. Support cross curricular links. Go outside!</li> <li>○ Ensure EVERY child makes progress without exception.</li> <li>○ 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.</li> <li>○ Hook children's interest and attention by presenting them with precisely planned exciting 'starters' which take account of their interest and ability.</li> <li>○ Include theme based learning experiences which develop relevant links between subject, giving relevance and a platform to practice new skills.</li> <li>○ Clarify the journey end as a presentation, 'take home product' or performance with 'real-life audiences' to give relevance to the learning.</li> <li>○ At the start of learning, 'model quality', present activities which provoke and excite. Present learning which allows decisions on own level of challenge.</li> <li>○ Involve children in constructing meaningful learning objectives and agreeing success criteria which guide and support quality responses.</li> </ul> </li> </ul>	<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"> <li>○ During learning, regularly offer real-life problem solving activities and ‘multi-sensory activity’ and physical movement in a variety of ways.</li> <li>○ Throughout lessons offer activity based learning activity and the opportunity to work with different groups and demonstrate learning in different ways.</li> <li>○ Ensure the ratio between teacher talk and pupil activity allows children sufficient time to develop quality responses.</li> <li>○ Regularly adapt learning and deal with misconceptions early by developing mini-plenaries which encourage individual evaluation, so that challenge is always present but attainable.</li> <li>○ Mark and assess WITH the children. Encourage formative assessments by staff and children using devices which recognises key successes and clarifies next steps.</li> <li>○ Allow time for reflection on feedback and the opportunity to respond. Encourage children to edit, mark and correct their errors using criteria.</li> <li>○ Survey children’s understanding of learning processes, ensure they have the vocabulary to talk about their own learning e.g. ‘success criteria’.</li> <li>○ Plan plenaries which allow pupil assessment of level of success and next steps.</li> <li>○ Offer home learning activity which deepens and widens learning in exciting and imaginative ways.</li> <li>○ 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.</li> </ul> <ul style="list-style-type: none"> <li>● Use data in a sophisticated way to: <ul style="list-style-type: none"> <li>○ Identify and address the learning needs of individual children.</li> <li>○ Identify gaps, checking improvement through diagnostic checks and finding out what exactly will unlock the next steps in learning.</li> <li>○ Find and address common trends, as well as individual issues, set challenging targets based on ongoing precise assessments.</li> <li>○ Group children to maximise impact of teacher/teaching assistants.</li> <li>○ Track progress precisely and intervene with targeted interventions using accelerated progress plans, checking their success regularly.</li> <li>○ Identify and rectify curriculum gaps and any teaching weakness</li> <li>○ Moderate and share our standards through regular moderation set pieces, sharing best practise and what is most successful.</li> <li>○ Develop progress meetings which challenge and account for progress of individual children.</li> <li>○ Encourage and inform parents to support their children’s learning</li> <li>○ Support children to see success and turn negative ‘I can’t’ to ‘I can’t yet’.</li> <li>○ Complete surveys and audit ‘interest levels’ to ascertain interest/understanding.</li> </ul> </li> </ul>	<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><b>Leadership –</b> Ensuring learning centred leadership impacts in the classroom and on student’s outcomes “<b>a well led school is well led by many</b>”</p>	<p>Our leaders:</p> <ul style="list-style-type: none"> <li>- Ensure that <b>professional dialogue</b> is positive and of high quality.</li> <li>- Ensure <b>monitoring and evaluation</b> is accurate and occurs regularly.</li> <li>- Ensure ‘excellence’ is <b>modelled</b> frequently.</li> </ul> <ul style="list-style-type: none"> <li>- Colleagues are encouraged to innovate and lead. Their contribution is praised, valued and respected through exemplification of best practice</li> <li>- 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.</li> <li>- Leaders seek and achieve external challenge and validation through awards and verification.</li> <li>- Shared vision is based upon accurate evaluation and desire to always improve.</li> </ul> <p>Quality is maintained and verified by:</p>	<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"> <li>○ Accurate monitoring and evaluation occurs frequently via peer reviews, internal learning walks, informal learning triads.</li> <li>○ Externally verification.</li> <li>○ Openly sharing success as ‘best practice ‘</li> <li>○ Issues are corrected by high quality support and professional development much of which is provided by internal expertise.</li> <li>○ Develop a review cycle which is shared by everyone, monitoring the quality of teaching and learning – formal/informal.</li> <li>○ Survey children regularly through our half termly focus on learning.</li> <li>○ Scrutinise planning, work and teaching triangulating evidence.</li> <li>○ Analyse data, focusing professional development and monitoring on areas of weakness.</li> <li>○ Involve parents and our wider community partners.</li> </ul> <p>Develop and support others:</p> <ul style="list-style-type: none"> <li>○ By effectively managing performance and a clear understanding of roles and responsibilities.</li> <li>○ Understand that everyone is a leader.</li> <li>○ Run meetings at every level which shares best practice and where ‘teaching and learning’ is the key focus.</li> <li>○ Ensure colleagues are in an environment where they can ‘learn the job, on the job’. Motivate colleagues.</li> <li>○ Ensure consultation, collaboration and collegiality.</li> <li>○ Be emotionally intelligent, have empathy.</li> <li>○ Recognise and reward achievements genuinely.</li> <li>○ Develop and model great communication and great leadership.</li> <li>○ Coach and mentor colleagues to be the best they can be, sharing good practice within hubs.</li> <li>○ Develop future leaders- be relentless in building capacity and finding the talent that exists within.</li> <li>○ Ensure recruitment processes are rigorous in identifying the best.</li> <li>○ Ensure staff have access to relevant and appropriate CPD.</li> </ul> <p>Maintain High Expectations:</p> <ul style="list-style-type: none"> <li>○ Relentlessly seek out the next thing that is only good that should be outstanding. Implement strategies and support where needed.</li> <li>○ Strive for perfection and never dilute expectations or be complacent.</li> <li>○ Don’t ‘go native’, ask others ‘how are we doing’. Welcome peer review.</li> <li>○ Model what is expected in and out of lessons.</li> <li>○ Work collaboratively within school and across our school.</li> <li>○ Ensure professional empathy.</li> <li>○ Be accountable and hold others to account.</li> </ul>	<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>
--	---	---

*“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*

