



Farley Hill Primary School

Teaching and Learning Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2024
Date of Review	November 2025 (if any changes necessary)

The purpose of our Teaching & Learning Policy is to clarify our vision of the education process as perceived by the staff of Farley Hill. The policy has been informed by recent educational research into effective learning and teaching and the experience of observing good practice within and outside the school. The Guidelines apply across the curriculum.

Purposes

This policy will:

- Contribute to improving and developing the overall effectiveness of Farley Hill Primary School, by defining and promoting high quality teaching and learning throughout the school
- Act as a resource for all staff in their role within the school
- Establish criteria for monitoring and evaluation with a focus on effective teaching and successful learning
- Provide a clear framework for peer observations
- Provide a stimulus for discussion, research, and staff development in the process of learning and appropriate teaching strategies

Our School Vision: We believe that **Together Everyone Achieves More.**

Our school provides a safe and secure environment which nurtures every individual and where they feel welcome and belong. Health and Wellbeing are very important to us. Every individual is highly valued and treated with respect. We foster a lifelong love of learning and equip everyone with the confidence and skills for an ever-changing world.

Introduction

Our intent is to provide a broad, rich curriculum for all children. We implement our curriculum in a structured way so that all children make progress. We follow the National Curriculum but include a wide range of extra-curricular activities and educational visits and visitors into the school. This allows us to further enrich children's learning experiences and put their knowledge and skills learned in class into context and give it purpose. We also promote personal growth, development, mental health and wellbeing to ensure children are equipped for their future life journey and develop into well-rounded individuals so they can be the best that they can be.

Values

Our school curriculum is underpinned by our 22 values that the school community developed as a team. We choose a value each month to focus on over a 2 year cycle. We link our values to our weekly assemblies and children are awarded Value leaves in our weekly celebration assembly if they have demonstrated the value for that month particularly well.

These are the main values of our school:

Kindness	Trust
Curiosity	Love
Honesty	Perseverance
Friendship	Fairness
Resilience	Thoughtfulness
Hope	Peace
Happiness	Laughter
Responsibility	Tolerance
Respect	Patience
Courage	Enthusiasm
Team	Team (repeated – 2 year cycle)

- We value the way in which all children are unique and celebrate the diversity within our school, including those with protected characteristics. Our curriculum promotes respect for the views of each individual child. We value the spiritual and moral development of each person, as well as their academic and physical growth.
- We organise our curriculum so that we promote co-operation and understanding between all members of our school community.
- We value the rights of each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value the environment we live in and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We show a positive attitude and commitment to education for all.
- Our school vision: *We believe that 'Together Everyone Achieves More' Our school provides a safe and secure environment which nurtures every individual.*

Everyone is highly valued and treated with respect for their unique contribution to our school community and family.

We foster a lifelong love of learning and equip everyone with the confidence and skills for an everchanging world.

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to enjoy learning and develop their knowledge and skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, feel like they belong and acquire a solid basis for lifelong learning;
- to create a rich and varied learning environment for children to learn in
- to enable children to take risks in a safe learning environment
- to understand the importance of perseverance and resilience in their learning experiences eg. Learning pit/line, Maths Mastery, etc
- to enable children to be creative and to develop their own critical thinking;
- to develop a rich, wide vocabulary linked to their learning;
- to ensure that teaching is appropriately differentiated for all children (adaptive curriculum)
- to provide stretch and challenge for all children;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand and celebrate Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and others and to be able to live and work co-operatively with others
- to fulfil all the requirements of the National Curriculum (2014), and the Locally Agreed Syllabus for Religious Education and Relationships Education
- to embed an agreed range of good practice across the school
- to provide a unified focus for monitoring learning and classroom practice
- to enhance the professional development of staff

Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Our curriculum has a progressive cross-curricular approach where children can draw on prior learning, build on knowledge and develop new skills. We have Curriculum Rivers displayed outside classrooms for each year group which is a visual display of the cross curricular learning taught.

We plan yearly, termly and weekly using: Yearly overviews, Medium Term Planning for all subjects, weekly planning for Maths and English and a weekly timetable outlining subjects taught.

Each subject has a 'Curriculum on a page' which outlines the learning in each subject across the whole school, these are our progression documents.

The Early Years Foundation Stage

As a school, we follow the statutory framework for the Early Years Foundation Stage (EYFS), which covers a child's development from birth to 5 years. We have an F1 Nursery provision as our curriculum planning across Foundation 1 and 2, focuses on the seven areas of learning (both the prime areas and specific areas of learning) as identified in the EYFS framework.

Through close observation of the children's play, interests, interactions and a deep understanding of the Characteristics of Effective learning, we plan opportunities that build upon and extend children's knowledge, experience and interests, as well as developing their self-esteem and confidence. Children are able to explore and learn both in the indoor and outdoor learning areas.

During the children's first half term in the Foundation class, we engage with and observe the children in order to assess the skills and learning behaviors of each child on entry to the school. This 'baseline assessment' forms an important part of the future curriculum planning and next steps for each child. Every child's development is regularly monitored and assessed according to the stages of development in the Development Matters guidance handbook. The Foundation Stage Profile is used to assess children's attainment at the end of the Foundation Stage.

Our Farley Hill Curriculum - Years 1-6

Intent - We have built our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the . We are committed to providing a broad, balanced and creative curriculum which inspires and engages - sparking a passion towards learning as well as allowing children to develop socially and emotionally whilst growing in confidence and independence. Our curriculum encourages children to develop resilience, independent thinking skills and questioning. Our school ethos underpins strong values, teaching and learning in all subject areas. Reading remains a main focus throughout the school and children are encouraged to develop their oracy skills, de-coding and comprehension ability as well as continuing to develop their love of books through exposure to a range of quality texts.

Implementation - Our school is growing from a one form entry into a two-form entry from Reception upwards. We currently have seven year groups from Reception to Year 6 and a pre-school nursery. Our Reception and Year 1 classes are already two-form entry. From September 2024, we will have two classes in Year 2. Our Nursery is Woodlands and all our classes are named after trees. All subjects are taught by the same teacher within the classroom, although sometimes classes and year groups are mixed together for certain topics or special days/events.

By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens and lifelong learners.

Impact

What do we learn?

We embrace the programmes of study set out in all subject areas of the National Curriculum and have developed progression grids (Curriculum On a Page) which support learning in all areas of the curriculum. Teachers assess children's learning daily, in core and foundation subjects, and termly assessments enable staff to make judgements to monitor if children are on track to meet or exceed the end of year National expectations. Progress meetings take place for Reading, Writing and Maths with SLT and there are discussions with subject leaders in foundation subjects. These enable gaps in learning to be identified and specific interventions are planned to meet this need and ensure progress is made in Reading, Writing and Maths.

English

In reading our younger children start to learn to read through our Little Wandle Phonics Scheme and we follow the Oxford Reading Tree Scheme once they have completed Little Wandle until they are confident free readers. There are book areas in each classroom to encourage children to read daily. Teachers choose a class reading text and dedicate time each week to reading together. In EYFS and KS1 teachers have daily guided reading groups using Little Wandle texts and group children according to their ability. In KS2 regular comprehension lessons ensure children have a wide exposure to a range of texts and continue to develop vocabulary, fluency and expression as well as comprehension skills. Half termly reading projects for home learning are set in KS2. Children reading in the lower 20% of the class are priority readers and read 1-1 with an adult regularly.

Children visit our own school library each week in their allocated slot and choose their own book to read for pleasure, as well as accessing a progressive reading scheme to help them with reading at home.

Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Teachers ensure children are reading books that are suitable but challenge them, and create exciting reading areas in the classroom. Teachers assess reading using NFER reading assessment each term.

In writing we use a variety of quality diverse texts as a starting point to teaching different genres of writing which engage our children. We ensure our children have a purpose to their writing and follow a specific process of writing which supports both teaching and learning. Grammar is taught in writing lessons but also specific grammar teaching and spelling helps us build up competency. We use SPaG.com, Spelling Shed and Grammar Arcade to aid children's learning at home. Most children are expected to learn a set of spellings each week at home, this is adapted for children who need extra spelling support or those children on Little Wandle phonics/spellings. We assess using writing assessment grids which are stuck in the back of children's books and moderate across year groups as well as with other schools in our local area, eg. the LA and SLA. We work hard on handwriting and presentation. We edit and revise our work carefully to improve it and children are taught to publish their work with an emphasis on clear handwriting and presentation.

Maths

At Farley Hill, Maths is taught through a deepening learning, fluency, reasoning and problem solving and is an important part of the curriculum. We use the CPA approach throughout the school. To support this, we use a wide variety of resources and methods which enhance our children's understanding and application of Maths in the real world. We also try to learn through investigations, games and practical tasks.

In Maths we use the White Rose Hub mastery schemes of work to support planning for progression. In KS1 Active Maths is used as an approach for those children who need more practical learning to understand Mathematical concepts. We formally assess termly using the NFER Maths tests. We have a Visual Calculation Policy which identifies (for each year group) which methods should be taught and when for both written and mental maths calculations. We use Times Tables Rock Stars and daily practice to support

the rapid recall of times tables facts which can also be accessed at home. For home learning we use My Maths and monitor this each week.

Science

Through practical and investigative Science activities, our children experience a rich introduction to the three main areas of science; physics, chemistry and biology. To enhance our children's natural curiosity about the world around them we enable children, using real-life experiments, to discover, observe and problem solve within the creative Science curriculum. The children are assessed on their abilities to work scientifically. We place great emphasis on raising questions, practical work and collaborative discussion, in groups and as a whole class, to develop skills of scientific enquiry. Using our school environment (including the copse area) and various visitors, visits to STEM events and other scientific centres, we enable the children to be excited and challenged by science in the real world. We focus on a diverse range of famous scientists and inventors.

Foundation Subjects

We plan foundation subjects using progressive skills and objectives shown in our 'Curriculum on a page' documents. We plan in and teach retrieval and interleaving opportunities throughout our topics to enable children to revisit and revise learning and increase their understanding. We teach using a cross-curricular approach and create opportunities to link our topics wherever possible.

RE

It is our intention that all children understand the nature of religion and acquire an understanding of the beliefs, practices and strengths of all faiths, including those represented in our school with a strong Christian ethos. Each year the children follow our Discovery R.E. programme, which brings R.E. to life through fun and engaging learning which encourages class discussion and questioning.

We have assemblies every day, as a whole school or Key Stage. This is a chance to come together as a school community, to learn about different faiths and festivals, to reflect on important ideas or to celebrate achievements. We emphasise the aims and values of our school and seek to promote children's spiritual, moral, social and cultural development.

History

In History we ensure we teach our children about the significant events in history around the world alongside researching the local history. As part of our broad, balanced and creative curriculum, we aim to grow historians and their knowledge across the school, from EYFS to Year 6. Our history curriculum starts with their own personal history and then builds to include an understanding of Britain's past and the history of the wider world. It supports children to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. We do this through many topics such as; Ancient Greece, World War II, All About Me, Anglo-Saxons and Vikings, Victorians and Romans. We also learn about key historical figures in both class and school assemblies. To enhance this learning, we have many external visits, visitors to the school and special History Days which deepens their understanding of significant events, people and periods of history in context.

Geography

At Farley Hill we inspire in our children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our creative and broad curriculum in Geography equips our children with knowledge about diverse places and people. We help them to deepen their understanding of the interaction between physical and human processes, and through the use of technology we investigate landscapes and environments. Children are taught how to use and follow maps. They compare and

contrast different localities around the world. We aim for our Geographers to pursue and maintain a life-long interest in people and places.

Art and Design

The arts are at the heart of our curriculum at Farley Hill. Our high-quality art and design curriculum engages, inspires and challenges children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress, they are able to think critically and develop a more rigorous understanding of art and design. Through our creative curriculum planning our children experience a wide range of artists and designers throughout history and across the world. The children contribute to the culture and creativity of our school through our annual Arts Week and invited artists who have created projects with the children. Art is valued and celebrated throughout the school through high quality displays and cross-curricular lessons.

Design and technology

Design and technology is an inspiring, exciting and creative subject at Farley Hill. Children design and make products with a purpose that solve real-life problems. Our children develop a broad range of design and making skills, often disassembling real products first to investigate how things work and how things are made. This then stimulates their own product design and ability to evaluate their final product. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable designers and engineers. We take the children on STEM visits and have other visitors, including parents, into school to explain how design and technology works in the real world. Through this creative and hands-on approach, we hope to inspire future designers and engineers.

Computing

At Farley Hill Computing is used throughout our broad, balanced and creative curriculum. Our children learn and develop their knowledge and skills to enhance their learning. We believe that if we teach our children these skills through a range of relevant, topic based tasks they will use technology effectively and apply their skills to real-life situations. We deliver a rich and varied computing curriculum which includes digital literacy, online safety, coding, multi-media etc. It excites and inspires the children from EYFS to Year 6.

The Internet is an amazing source of information which enhances learning in many ways. Being 'online-safe' means teaching our children what to do when online and faced with strangers asking for details when gaming, if they see inappropriate images or if they experience cyber-bullying. We use a variety of planning materials and other resources to teach our children to be digitally aware. There are Digital Leaders within the school who support teachers and their peers. We have a variety of resources to support the computing curriculum.

Music

Music is an integral part of our creative curriculum. Music lessons take place each week using our Charanga scheme and the children are inspired to compose and perform music using a range of tuned and untuned percussion. The children are exposed to a wide variety of musicians and composers throughout history and across cultures, in assemblies and as a stimulus to support their learning. Our children have many opportunities to take part in local and national music events, such as WASMA, Wokingham Borough Carol Concert at Loddon Valley and when visiting the local Residential Care home. Children frequently perform in assemblies and showcase their talents as part of our music evenings. We have an active choir who perform at school and community events. Many of our children learn an instrument in school, often supported by Berkshire Maestros. Year 4 also have a term of specialist music lessons provided by Berkshire Maestros.

French

Our French curriculum focuses on developing oracy, Literacy and Intercultural Understanding to enable our children to express their ideas and thoughts in another language, and to understand and respond to its speakers. We celebrate the range of languages spoken in our school with all classes in KS2 formally learning French on a weekly basis. In KS1 the children are introduced to a range of simple words and phrases in different languages. French, in KS2, is taught so that it can be integrated more into class life using new language learnt, for example, answering the register.

To inspire the children to apply their French learning we hold an annual French/Languages Day and invite parents and the local community into school to a French Café each year.

PSHE and Citizenship

PSHE and Citizenship lessons help to give our children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It covers physical health, emotional health and wellbeing, drug education (including alcohol and tobacco), sex and relationship education (RSHE), citizenship, anti-bullying, safety and the environment. We believe that through participating in PSHE & Citizenship, our children will be better prepared to make sensible choices when faced with challenges that are part of growing up and make a positive contribution to their school and communities in an ever-changing world.

PE

As a school we celebrate P.E. in all forms and we aim to motivate and encourage all our children to take responsibility for their own health and life long lifestyle choices. Across the school we recognise the importance of providing a wide variety of sporting skills so that all children enjoy the P.E. curriculum. During the week, all children take part in Active Movement, this can be in lessons and around the school to promote a healthy lifestyle. Children learn a range of traditional team sports such as hockey, tag rugby, netball, dance, cricket, tennis and gymnastics.

Many of our children represent the school and other external clubs at a wide range of sporting events and competitions, which are celebrated in weekly assemblies. We do not have set teams but encourage all children to participate and represent the school. All children participate in an annual competitive sports day, which parents attend, where teams compete for the school House cup. Year 6 House Captains are used as active role models to help lead the KS1 and KS2 sports day.

We have invested our Sports Premium funding into a range of resources to enhance the children's learning, which includes specialist sports teachers sometimes leading lessons alongside teachers. Furthermore, staff have received specialist training on the P.E. curriculum which focuses on skills and skill application within sports.

Trips and Visits

Our teachers also plan a wide variety of educational visits including: residential, school trips and visitors to school to enhance/support this learning. Theme days/weeks are also planned to further develop learning together as whole school, including, Science week, Art week, History Day, Sports events and World Book Days. Sports opportunities enable our children to represent the school and succeed and excel in competitive sport and other physically demanding activities with children from across the borough.

(For more detailed curriculum information about each subject area please look on the curriculum area of our website.)

Teaching and Learning Standards

Through our teaching philosophy, children are encouraged to:

- Listen to each other and develop their oracy skills,
- Clarify, justify and communicate their ideas appropriately.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all children to contribute to lessons, teachers:

- Use different ways to ask for children input including: talk partner time, lolly sticks, hands up, group discussion/roles, shared reading/writing, ensuring all children are expected to contribute.
- Allow sufficient thinking time between questions to allow children to consider their responses.
- Plan time in their lessons for children to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement both formally and informally across the school.

The school formally rewards children in the following ways:

- House Points
- Head teacher/Deputy Head stickers for outstanding work and learning shared 1 -1
- Unicorn – for a specific piece of learning linked to a subject
- Values leaf for living out the school values in school
- Speak with parents to share positive learning

The school informally rewards children in the following ways:

- Congratulating children privately or in class
- Praising the whole class
- Referring to child by their name to personalize their feedback
- Writing positive comments on work
- Giving a child a specific task/job to encourage them

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning or particular hand symbol.
- Referring to the child by name.
- Quietly speaking to the child whilst the rest of the class is engaged.
- Giving the child a task/job to encourage responsibility.
- Reminding the child of the consequences/sanctions that follow a poor choice. (lost learning)
- Waiting for silence
- In exceptional circumstances, calling for support from another member of staff/SLT
- The Behaviour Policy will be followed at all times (use 5 types of behaviour with a prosocial focus)

The Role of the Class Teacher

Effective learning only comes with effective quality first teaching. When teaching, we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a two-way process with the teachers not only being the facilitators, but also a partner in the learning process. Our teaching is guided by the National Curriculum plus areas of interest for the children. We plan our lessons with clear learning objectives or key questions which are shared with the children. We share the Success Criteria for the lesson with the children. Our lesson plans also contain information about the tasks, the resources needed, support/challenge for specific children or groups of children e.g. SEND/more-able. We reflect on and evaluate our lessons so that we can modify and improve our teaching in the future. We hope to be flexible when planning and teaching our curriculum and consider children's own interests and ideas, thus providing a more diverse curriculum.

Teaching and Learning Standards at Farley Hill

We believe the following are characteristics of our excellent teachers:

1. A passionate commitment to doing the very best for their children
2. A love of children enacted in positive, caring relationships with the children in their class
3. Creating a positive classroom environment where children feel welcome, valued and belong
4. A strong belief in the school ethos, vision and values
5. Excellent pedagogical content knowledge - the ability to identify, present and explain key concepts
6. An ability to use a variety of models of teaching and learning
7. Differentiate and scaffold to provide support, stretch and challenge to enable all children to succeed
8. Use a collaborative working style with other teachers to plan, observe and discuss one another's work
9. Constant questioning of, reflecting on and modifying their own practice and continued CPD

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what quality first teaching is
- Plan for increased knowledge and skills
- Understand prior learning and plan for retrieval and interleaving activities
- Motivate children effectively
- Enjoy and have a passion for teaching
- The establishment and maintenance of positive pupil/adult relationships, whereby children are listened to and valued, spoken to quietly, eye contact is expected, and respect is modelled
- Hold high expectations for all children in terms of achievement and presentation of work
- Understand how thinking and questioning develop learning, extending children's thinking through deeper questioning
- Engage and encourage children and give work appropriate to ensure effective learning for all abilities
- Plan strategic use of classroom support to raise the achievement of groups of children
- Have appropriate and effective management of resources
- Prepare good use of home learning that is linked to class work and reinforces prior learning
- Reflect on constructive feedback from peers, children and parents
- Are reflective practitioners wanting to improve their knowledge and skills at all times
- Are given opportunities to lead
- Involve parents and carers openly to discussions on children's learning and behaviour
- Understand and implement effective behaviour management strategies
- Look for guidance and coaching/mentoring when unsure or looking for support

Through quality first teaching in the classroom our teachers will aim to:

- Promote active learning, which provides opportunities for children to pose their own questions and find answers, investigate and take responsibility for their learning.
- See learning as an active process rather than a passive one.
- Encourage discussion between children and teachers and between peers, regarding their learning, expectations, targets and decisions.
- Ensure that there is continuity of learning and progression within a class, between classes and during transition to other schools.
- Provide a variety of learning experiences
- Use on-going (formative) and summative assessments and share the findings of these with the children in child-friendly terms where appropriate
- Provide a variety of working contexts e.g. individual, pairs, mixed ability, groups, whole class, across the year group, to ensure a range of opportunities.
- Encourage all children to contribute to lessons by using:
 - talk partner time, lolly sticks, hands up, group discussion/roles, shared reading/writing.
 - allowing sufficient thinking time between questions to allow children to consider their responses.
 - planning time in their lessons for children to discuss their learning with a partner or group before committing to a response.
- Ensure the quality of both children's and teacher's language, such as in instructions and questioning, are significant factors of progress.
- Ensure that learning has 'stuck', through checking that is incisive and systematic and using retrieval practice and interleaving concepts
- Be explicit about learning outcomes, key questions, success criteria and key vocabulary.
- Reinforce children's aspiration for success by the challenge we offer.
- Enable children to show resilience by taking a risk and working through barriers (refer to the learning pit and learning line).
- Give time for children to reflect on and self-evaluate their learning

Our learning environment:

At Farley Hill, we aim to create a positive learning environment for all our children and adults in school. The learning environment includes classrooms, shared areas, libraries, resource rooms, library, hall, dance studio, DT room. It also includes each playground.

The learning environment should be consistently organised across the school. Children and staff should be proud of their environment, know what the expectation is in terms of creating and maintaining it. The learning environments should support and make learning explicit; they should also be designed with the needs of all the children in mind.

The classroom learning environment should:

- Be welcoming and a safe space for all children
- Ensure to promote the school ethos and values
- Be as calm as possible
- Have set daily routines that are consistent for the children
- Demonstrate that the learner and their achievements are highly valued
- Provide a stimulating work environment through active and regularly updated Working Walls and

displays, across the curriculum

- Promote good working relationships between adults and children and children and children.
- Ensure that the resources are of a good quality and are organized and clearly labelled to enable more independent and, where possible, child-led learning (e.g. easy access to maths equipment, dictionaries, etc)
- Allow space for children to work in different groupings as needed
- Teaching Assistants and other adults are deployed effectively working with individual children and small groups to promote enhanced learning.
- Noisy, active environments, when and where appropriate; peaceful and calm when necessary.
- Clutter free, tidy children's and teachers' desks/ work areas
- Visual timetable up on the board daily
- Have an attractive book corner/area
- Make space for a calm area where any child can go and look at visuals to help them self-regulate
- Create a work station in the classroom for specific children who have high level need
- Routines/monitors displayed for children
- Cloakrooms should be kept tidy by the children (name pegs should be labelled)
- Named classroom doors with pictures of children/children's work outside
- Safe access/movement around the room, in corridors and shared areas

Displays in the classroom should:

- Celebrate success and achievement across the ability range and across different child groupings
- Reflect learning
- Be changed frequently and link to current topics taught
- Display key vocabulary and key questions
- Be interactive where possible
- Show a balance between children's' work and information
- There should be working walls for Maths, English and Science displaying current learning
- Include mind maps, number squares, reflect work across the curriculum
- Promote how to learn effectively
- Reflect expectations regarding class rules, rewards, sanctions
- Subject displays should contain mounted, named work – double mounting is not required
- Have attractive borders
- Be repaired if damaged
- Support any calm areas or work stations for children

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- Celebrate success and achievement across the ability range and across different child groupings
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- Be changed frequently and link to current topics taught
- Display key vocabulary and key questions
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- Show a balance between children's' work and information
- There should be working walls for Maths, English and Science displaying current learning
- Include mind maps, number squares, reflect work across the curriculum
- Promote how to learn effectively

- Reflect expectations regarding class rules, rewards, sanctions
- Subject displays should contain named work – mounting is not required
- Have tidy/plain borders
- Be repaired if damaged
- Support any calm areas or work stations for children – with consistent visuals

To enable consistency across the school, each classroom should have the following on display:

➤ Maths Working Wall:

○ EYFS:

Number line, numbers to 10 (with amounts), reference to real life numbers eg doors, birthday cards, colours - sorting, shapes, WAGOLL

○ KS1

Days of the week, Months of the year, number line, numbers that the children are working to Year 1 = 0 – 50 (moving to 100 in Summer Term) and Year 2 = 0 - 100, 4 operations language Year 1 = addition and subtraction and equals, Year 2 = as Year 1 and multiplication and division, WAGOLLS for Writing and Maths, topic vocabulary

○ KS2

RUCSSAC, Days of the week, Months of the year, number line, 100 square, 4 operations language, WAGOLLS, topic vocabulary, Times Tables chart

➤ English Working Walls:

○ EYFS:

Phonics chart, phonemes they are learning, letter formation chart, alphabet, WAGOLL

○ KS1

TAP, Editing stations (GPS), ARMS Revise poster, WAGOLLS, phonics chart, phonemes they are learning, Year 2 = spelling rules, Year 1 = sounds of the day, Year 1 = Tricky words Year 2 = Prickly words

○ KS2

TAP, Editing stations (GPS), ARMS Revise poster, WAGOLLS, conjunctions, synonym/vocabulary posters, spellings, tricky words

➤ Science and Topic boards: Key questions, Knowledge Organiser, Key Vocabulary

➤ The 4 Bs

➤ The Learning Pit/Learning Line

➤ School vision and values

➤ Class Charter

➤ Languages we speak poster and Hello in each of the languages we speak in each language – displayed on door/cloakroom area

➤ A class library/book corner/calm corners

➤ Clearly labelled resources that are easily accessible

Corridor displays

Each curriculum subject is allocated a display board in the school corridors. Subject Coordinators are responsible for their subject display board. Corridor displays should reflect the current learning in that curriculum subject taught and showcase learning from across the school.

The Role of the Subject Co-ordinators

The role of the subject co-ordinator is to:

- provide a strategic co-ordination and direction for the subject;
- create a subject 100-day action plan linked to the objectives on the School Development Plan;
- support and offer advice to colleagues on issues related to the subject;
- monitor and review the subject and year group planning grids (MTPs, objective progression grids and curriculum on a page);
- informally observe lessons and look through books/work/photos to get an understanding of the teaching of the subject and give relevant feedback;
- keep staff up to date with any changes to the curriculum in the subject;
- identify training needs or opportunities for staff;
- carry out an audit of resources and purchase new resources where needed;
- monitor pupil progress in that subject area;
- carry out child interviews to get an understanding of how the children feel about certain subjects and provide feedback for staff (pupil voice);
- be responsible for their subject display board and update as necessary;
- write a report against the action plan for the link Governor and share with them during meetings held throughout the year or in the full governing body meeting if requested.

Equal Opportunities

All aspects of the curriculum will be accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those who are exceptionally able and those who are talented. We also ensure we meet the needs of children who are learning English as an additional language.

We provide a rich, challenging curriculum, which stretches all of our children. Staff are aware of children who are exceptionally able or talented and monitor or track their progress carefully to ensure their academic potential or talent is continually developed.

For further details see separate policies: Inclusion, More Able, Exceptionally Able and Talented.

Assessment

Children are assessed according to what they know and can do related to the National Curriculum and EYFS Statutory Framework. Teachers continually monitor, assess and make judgement about children's learning. Please refer to Assessment and Reporting Policy and Marking and Feedback Policy.

The Role of Governors

Our governing board support, monitor (via the HT) and review the school policies on Teaching and Learning. They:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful Teaching and Learning
- Ensure that the school buildings and premises comply with current Health and Safety regulations
- Monitor how effective Teaching and Learning strategies are in terms of raising children attainment (Via HT)
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's Teaching and Learning through the school self-review process.
- Monitor the effectiveness of the school's Teaching and Learning through analysing assessment data

Health and Safety

All trips and visitors are risk assessed. Safety is the direct responsibility of the class teacher.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented.

Governors review each subject area and meet regularly in Curriculum and Impact meetings and with subject co-ordinators.

All teaching staff are responsible for the day to day organisation of the curriculum. Regular monitoring takes place of planning, books and lessons. We have high expectations of all our staff and children.

High expectations are set out for all subject areas and staff are expected to follow this Teaching and Learning Policy, the Marking and Feedback Policy, subject policies, Behaviour Policy and the Assessment and Reporting Policy. They should provide feedback to subject leaders in order to improve future curriculum design.