



Respect
for all

Ambitious
in aspirations

Bold
in actions

"...with God all things are possible." Matthew 19:26

Teaching and Learning Policy

We are a welcoming and caring Christian school where everyone can learn and grow as part of God's family.

At St George's we believe that our school provides the foundation and opportunities for all children to become well rounded and capable individual members of a society which is continually evolving and developing.

When children leave St. George's, we want them to be equipped with the skills to be independent learners and thinkers with a range of skills and talents that enable them to succeed at the next stage of their education journey and in life. By the time learners have left, they will have mastered a range of both procedural knowledge (skills) and factual knowledge. Our curriculum is customised to meet the needs of our learners.

We can only do this, by providing an environment for learning in which all children are able to maximise their potential academically, socially, physically, emotionally and spiritually.

At St George's our aims are:-

- To provide a Christian education where children learn the love of God and to have respect and dignity for other faiths, beliefs and cultures.
- To provide an environment in which the dignity of every child is recognised and developed; and to provide the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth guided through our vision of 'Respectful to all, Ambitious in aspirations, Bold in actions.'
- To provide a curriculum that is rich and challenging, where children experience the opportunity to learn in a wide range of contexts.
- To provide a sequential curriculum that builds on prior learning which enriches and challenges children and gives them the experiences and opportunities to learn in a wide range of contexts.
- To develop active citizens who are able to positively contribute to the fundamentals of British values and equality for all.

Our principles for Teaching and Learning:-

- The school has developed a text rich curriculum with overviews for each year group.

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.
- All children are entitled to understand and communicate effectively what they have achieved and know what to do to make progress.
- All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.
- All children are entitled to time to evaluate and reflect on their learning.
- All children are entitled to have their different learning styles recognised.
- All children are entitled to teaching that inspires their learning.
- All children are entitled to teaching that encourages them to be creative.
- All children are entitled to be challenged and enjoy learning, as well as encouraging problem solving.
- All children are entitled to develop spiritually, morally and as members of their community and the wider community.

Reviewed June 2024

Teaching and Learning Principles

Our philosophy for effective teaching and learning is firmly based on research evidence (EEF) and is underpinned by the principles of formative assessment.

Learners should welcome challenge and see learning from mistakes as part of the learning process	Teachers to plan frequent recall of information e.g. learning stops and quizzes	Learners are involved in generating success criteria and understanding how to use this to	Teachers model what is expected from children across the curriculum
Learners are entitled to concise quality feedback which improves learning	Effective Learning Outcome for all-Autonomous Learners		Growth Mind Set Culture which celebrates effort when it has a positive impact
Learners will not be labelled and instead flourish in a mixed ability culture of high expectations	Learners are exposed to and analyse what excellence looks like across the curriculum		Learners have a voice and Talking Partners are changed weekly

Global Curriculum

Over the coming years, we will be developing our curriculum further in order to link all stands to our overarching learning programme in order to deepen pupils understanding of their place within the world and wider community. This will be achieved by linking the principles below:

Knowledge themes	Actions of Government	Sustainable Development	Globalisation and Interdependence
	Actions of Citizens	Rights and Essential Services	Business and Technology

Skills Through Global Learning	Challenging perceptions	Enquiry and discussion	Communication	Teamwork
	Critical thinking	Multiple perspectives	Planning	Reflection and evaluation

The Aims for the Curriculum at St. George's.

English



Our aim is to support children to become both eloquent and articulate, with a wide vocabulary and respect for others viewpoints. We strive to encourage children to take pleasure in reading and to experience a wide variety of quality texts which can then write about both creatively and communicate about effectively.

All pupils are taught how to speak clearly (Oracy framework), in order to convey their ideas fluently and to confidently ask and answer questions. The children regularly take part in debates and class discussions, where they can express their views, listen respectfully and carefully to others and then respond.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Quality texts are used to 'hook' pupil's interests at the beginning of a unit. These texts will usually be cross curricular and are carefully chosen to reflect a variety of interests, cultures, varied genders of authors, contemporary texts with well-loved classics. Children can then make clear and meaningful links across the wide curriculum.



Pupils have many opportunities to explore literature through the process of writing through drama. This links with the whole school approach of Talk for Writing.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support pupils moving forward with independent writing, we provide a wide range of stimulus, including drama, film, and exciting thought-provoking images. We also ensure that work is, modelled, with shared and guided writing, peer editing and discussion so that pupils have a clear idea of how to make progress. We use the Talk for Writing strategy to encourage pupils to look closely at how stories are written, to be able to retell exciting tales and to develop more sophisticated vocabulary and then to write their own story. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting (Letterjoin) sessions are incorporated into the English lessons and valuable feedback is given through marking.

The school has a variety of reading schemes, including phonologically linked books, in order to appeal to all pupils and extend their breadth of reading. Pupils are benchmarked, which provides them all with a highly accurate reading age so that appropriate level of reading books can be chosen. The school has a spelling scheme which ensures continuity and challenge for all pupils. Spellings are allocated and tested weekly.

Grammar and punctuation is taught not only in discrete lessons but through all lessons, which reinforces knowledge and understanding.

Children are encouraged to use the skills taught in English lessons in all areas of the curriculum, allowing them to communicate clearly and effectively.

The school has an Oracy Framework which threads language and vocabulary development from EYFS to Year 6.

Children, who take pleasure in reading and have experienced a wide variety of quality texts and can write both creatively and communicate effectively. We actively seek to develop reading for pleasure through book reviews, books being sent home, rewards and good modelling from staff.

National Curriculum English Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Subject Lead: Mrs Long/Headteacher

Phonics

The school uses Read, Write Inc as a basis for teaching. Phonics is taught in a whole class setting daily with extra sessions for pupils as and when required. Pupils are assessed regularly and progress monitored.

At St George's, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is fundamental for academic success and our aim is to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.



Children work through the different phases, learning and developing their phonics sounds and knowledge. Teachers assess children regularly against the Reading Key Performance Indicators (in Years 1-6) and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning.

Through the teaching of systematic phonics, the majority of children become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment and progress in phonics is measured by teacher's assessment of children's developing phonological knowledge and reading skills at the end of each term. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments for phonics at the end of Year One. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

At KS2 and to support pupils further, we have trained and run interventions for 'Fresh Start.' For pupils with English as an additional language we have a computer program 'learning village.' To support and accelerate reading, there is 'Lexia.'

Subject Lead: Mrs Wardle

National Curriculum English Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Mathematics

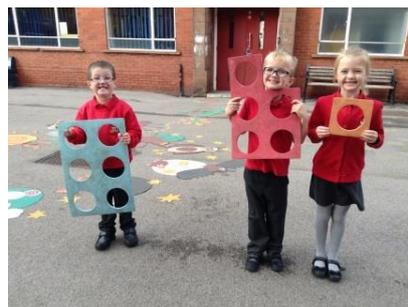
At St George's we recognise that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We aim to provide a high-quality mathematics education with a mastery approach so that all children:

- become fluent in the fundamentals of mathematics;
- reason mathematically;
- can solve problems by applying their mathematics.

(National Curriculum 2014)

All pupils can achieve in mathematics! There is no such thing as a 'Math's person,' that is the belief that some pupils can do math's and others cannot. A typical Math's lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning and Problem-Solving activities.

At St George's we use a combination of toolkit resources and White Rose resources from EYFS to Six, designed to support a mastery approach to teaching and learning and support the aims and objectives of the National Curriculum; whilst in the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document.



Teachers use daily lessons (White Rose) to ensure progression of children's learning; by building on prior knowledge, ensuring there is clear learning intentions and by using their on-going formative and summative assessment to ensure understanding is consolidated. All staff use the school's calculation policy to ensure children are guided through a range of carefully organised strategies to support their learning and further develop connections in mathematics deepening their substantive knowledge. Teachers take a tailored approach to planning lessons, making appropriate adaptations to ensure progress, confidence, challenge and improve the attainment of all.

In addition to the main learning intention, teachers plan challenges to broaden and deepen the children's understanding and practice key skills (fluency five from White Rose) at the start of all lessons to revisit all four operations regularly. At the start of each session, children participate in a 'basic skills' activity to secure and rehearse key facts and fundamental skills. Basic skills can also give an opportunity for teachers to address gaps in children's knowledge based on their formative judgements. During the starter, children will focus on a 'linked' mathematical area, this gives children opportunity to revisit and revise key areas of mathematics offering a 'cyclical' element to our teaching of mathematics. Further opportunities to deepen their learning are planned through weekly activities and online using MyMaths and TimesTables

Rockstars. Children are encouraged to gain instant recall of facts and engagement is celebrated during Key Stage assembly time. All learning opportunities are planned to meet the needs of all learners through careful adaptation and scaffolding.

In lessons, pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.



All pupils, when introduced to a key new concept, have the opportunity to build competency in mathematics by taking this approach.

Children are encouraged to make connections in their mathematical knowledge and with real life context, hence the careful yearly planning cycle which looks to enhance and exploit the clear links that exist within mathematics. An example of this is through real life problem solving and reasoning as well as special events planned through the year including 'Money Sense', building on children's

knowledge and understanding of money.

St George's uses rigorous triangulated monitoring throughout the year to gauge the impact of math; reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed.

Attainment and progress support teacher assessment however, assessment reflects learning acquired through careful analysis of application of skills in mathematics; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding through:

- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in

mathematics.

At St George's mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

Subject Lead: Mr Sanderson

National Curriculum Maths Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Religious Education



In voluntary aided schools, the governing body controls the Religious Education and this must be according to the rites, practices and principles of the Church in England.

As a Christian school, the precepts of Christian education remain at the core of our school which we follow through the National Association Teaching Religious Education (NATRE) curriculum. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main, Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain and the rest of the world. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals as well as developing their own beliefs and values. We will support pupils with developing a deep sense of respect for all and themselves. They will also be aware that some people have no attachment to religious beliefs and follow no secular philosophies.

In all Church schools, collective worship and the whole ethos is based on the teachings of the Church of England. This makes our school distinctively Christian (also see Christian Distinctiveness handbook).

However, within this Christian environment, it is entirely appropriate and necessary in today's world, that respect for the world faiths is promoted in Religious Education. This respect must be based on an accurate understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation. This approach provides learners with a greater understanding of the world and society in which they are growing up. Children are able to see the faith of others in relation to their own.

We seek to build harmonious relations within communities, promoting inclusion for all and combating racism.

In order to successfully achieve our aims, we believe it is appropriate for children to have supervised visits to places of worship of different faiths and also to hear from adherents of those faiths about their beliefs. Such events must always be under the supervision of members of staff ensuring that such events are only to provide information. Some parents have objected to visits arranged by school to places of worship of other faiths. Parents do have the right to withdraw their children from Religious Education but it is regrettable when this occurs.

The school holds a variety of activities throughout the year, including prayer week, prayer meetings, Christmas Tree festival with members of the community, Easter Experience in addition to the daily acts of worship. The school and the church have

good links, with the vicar being an active member of the school, leading worship and is a member of the board of Governors.



Subject Lead: Mrs Langton

Chester Curriculum RE Programme of Study:

<https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php>

Science

Science will be taught as a separate lesson but will be linked to other areas of the curriculum where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In EYFS we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists such as *The Rock Pool Team* and *The Bug Man* will enhance the delivery of our science curriculum. It is our intent to deliver a challenging, enjoyable and engaging science curriculum which equips all St Georges' children regardless of their needs with the skills to flourish in their later lives.



“Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.” (National Curriculum KS1 and 2 Programmes of study)



Through a balanced and broad curriculum (Hamilton Trust Scheme), we aim to build on prior learning year on year and offer rich and stimulating extra-curricular opportunities. We provide this through visits from experts in the field of science, off site visits and through events such as 'outdoor learning day' and 'national science week' which, enhance the children's grasp of scientific concepts and their understanding of the world around them.



Science will be taught either through block units on a half termly basis or a weekly basis throughout the year depending upon the need of the cohort and /or the specific unit of work. Our ultimate and desired 'impact', is to foster a love of Science. We aim to encourage asking questions which further their understanding of scientific matters and ignite a passion and curiosity for learning. These skills will equip our children with the necessary resilience and independence in their adult lives.

We want all children to enjoy and achieve through applying skills and processes specified in the relevant programme of study.

School are working closely with STEM (science, technology, engineering and Mathematics) to develop the curriculum and experiences for all, however we use Hamilton trust Scheme as a basis.

Subject Lead: Mrs Wetherby

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Computing

At St George's, our statement of intent for the subject of Computing is to develop our children's experience and understanding of IT, preparing them for the jobs of the future and helping to embed the fundamentals of British values in children's understanding, work ethics and conduct, both in online and offline situations.

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. Our computing curriculum recognises that computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. Through the use of IT across the curriculum, we intend to ensure children are entitled to learn, problem solve and creatively collaborate, achieving our vision. Our Christian ethos of respect for others of all faiths, beliefs and cultures is underpinned by our teaching of internet safety and online etiquette, ensuring that all children develop into mature, considerate and responsible users and developers of technology.

As a subject, computing is taught weekly, with each class timetabled a slot in the computing suite having 6 units to be taught across the academic year. In addition, children have access in classrooms to iPads, cameras, laptops and other hardware to ensure that technology is as much part of our learning tools as pencils and pens. Teachers follow the Rising Stars 'Switched on Computing' scheme of work, which is used to inform the planning of their computing lessons. At the core of computing is computer science, in which children are taught the principles of information and computation; how digital systems work and how to put this knowledge to use through programming.

By building on their knowledge of computer science and how digital systems work, children are equipped to use information technology to create programs, systems and a range of content. Our computing curriculum also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

At St George's, we understand that technology is a tool, and like all tools, children should be taught how to use them proficiently, effectively and considerately. The development of the whole child is central to our school ethos, and we aim to help children achieve not just their potential academically, but to help them develop spiritually, morally and as members of their community and the wider community of Britain. We provide a caring, nurturing environment at St George's, but also work to ensure children are equipped to use technology safely and identify where to go for help and support when they have concerns. We partake in Internet Safety Week and regularly revisit eSafety in classes, through circle time, PSHE and whenever appropriate across the curriculum to ensure children know how technology and the internet can be used with their safety being paramount.

On our website we offer information for parents on e-safety.

Subject Lead: Mr Lucas

History and Geography



The school has worked with a senior advisor in order to develop an overarching knowledge and skills approach to aid the pupils understanding of the subject and make links where possible.



It is our intention to deliver a broad, balanced and exciting scheme of work, in line with the National Curriculum, which will continue to improve attainment and progress in Geography and History across the school. Combining Growth Mind Set with our ethos, we foster the children's confidence and self- belief, enabling them to achieve beyond their own initial expectations.

Staff use a variety of teaching and learning styles in lessons in order to implement and deliver the curriculum. Through a combination of whole class teaching methods and enquiry-based research activities we focus facts as well as a skills-based learning approach which include:

Geography Skills - Location and place knowledge, Fieldwork, Map work skills and Using globes, maps and plans.

History Skills - Historical chronology, Historical concepts, Historical interpretation and Historical enquiry.

Each year group uses Key Questions as the starting point for their theme work each term. We also encourage children to ask and answer their own geographical and historical questions. At the beginning of all new topics the classes are engaged in a 'topic launch' which may include a trip, visitors into school who run workshops, role play, use of artefacts, dressing up etc. Cross curricular activities are used to deliver more interesting and creative lessons, which also provide opportunities to reinforce skills learnt in other subject (such as IT, Art, Science, Literacy and Maths) and ensures an enriched and exciting curriculum for the children. In order to meet the needs of our

vulnerable children, staff use differentiated activities, challenging tasks for the more able (through questioning/ specific tasks) and support for our SEND and PPE children (through scaffolding/ word banks/ use of TA's) which enables children to learn and achieve at their individual levels. However, staff endeavour to challenge and extend the learning for all children because we aim to maximise the attainment and progress in History and Geography throughout the two Key Stages.



The impact of our thematic scheme of work can be seen through the children's positive attitude to topic work and their improved understanding and use of History and Geography skills. The children's books and the displays in classrooms and in the KS2 Hall illustrate the high standard of work produced by the children. In addition, the positive impact of the use of topic launch days and whole school trips, such as Chester Zoo and Formby Beach, serve to stimulate and engage the children and provide an exciting and enriching learning environment. The use of Art Days (based on a wide range of themes), Fair Trade Week and Parliament Week provide further opportunities to explore Geography and History themes and also consolidate the children's knowledge and understanding of British Values, such as democracy, liberty, respect and tolerance of different faiths and beliefs.



Subject Lead: Mrs Wardle

National Curriculum Programmes of Study:

Geography:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Design & Technology



Design Technology lessons aim to develop skills in making a product through the process of investigate, design, make and evaluate. It allows children to draw upon and enhance their experience from other areas of the curriculum. We aim to ensure children develop technical and practical competencies. Design Technology is taught in all year groups through at least one topic per term, which includes one topic relating to food.

The teaching of Design Technology across the school follows the National Curriculum. Children design products with a purpose in mind and an intended user of the products. Cooking and Nutrition is implemented with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. Children at St George's will experience a broad range of opportunities. Children will be encouraged to use technical language appropriate to the skills they are learning. Design Technology is an inspiring, rigorous and practical subject. It encourages children to be creative and resourceful. Design Technology is cross curricular and draws upon subject knowledge and skills within mathematics, science, history, computing and art. Design Technology encourages children to be problem solvers who are not afraid of making mistakes.

Design Technology lessons (planned through Design on a Page) will enable children to become self-motivated and confident learners, who can work independently and as part of a team. Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform adaptations, support and challenge required by the children. Design Technology is also monitored by the subject leader throughout the year in the form of monitoring of children's work, planning monitoring, lesson observations and pupil voice.

Design Technology lessons often take place on topic launch days where the children are immersed into their new topic.

Healthy Eating Week is a dedicated week in the year where we encourage children to focus on healthy eating and drinking, physical activity and celebrate healthy living. Pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Design technology lessons are accessible for all and provides rich and challenging opportunities.

National Curriculum Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Subject Lead: Mrs Sewart

Art



Art has an important place in our curriculum and is weaved into our half termly themes. Our curriculum planning is entirely unique and innovative as the approach to art is through exploring skills. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Having a greater focus on the art skills, and regenerating our arts curriculum has also allowed personal progression as each year group has clear objectives to work on, allowing children to study each skill at a greater depth as they move throughout the school.

Our art curriculum links with our topics to create cross- curricular learning which is meaningful and engaging. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. We strive to provide exciting, inspiring and engaging projects such as the Bee in the City and Chester Zoo projects as well as a broad variety of stimulating whole school half termly art focused projects. It is an important form of cultural expression and, therefore, has significance and meaning for all our children, furthermore we provide inclusive experiences such as our whole school project days and trips.

Pedagogy has been revised in that teachers better understand the process of 'developing ideas' and 'experimenting' in sketchbooks as opposed to children simply creating a final product which must look a certain way to be successful. By understanding how real artists work, teachers better grasp how allowing children the time and opportunity to develop their personal style is important to learning, particularly by learning through repeated failure and revision. Each year group now has the opportunity to study an artist, explore how that artist creates their work, and experiment to create their own art work, inspired by that artist.



National Curriculum Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Subject Lead: Miss Doyle

PE



At St George's we aim to provide a high quality, inclusive physical education curriculum, which will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We believe that in order to maximise their physical potential we ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

It is our intention, here at St George's, to develop all children's experiences and enable

them to achieve personal successes, appropriate skills and confidence, and to partake in a variety of sports and physical activities in a way which supports their health and fitness. We want to provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness, teamwork and respect. We also believe the pedagogy of PE in sport affects other areas of the curriculum and really enhances children's learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience.



PE is taught as an area of learning in its own right as well as integrated where possible with other curriculum areas. Children are taught in the specific areas of games, gymnastics, athletics and dance during indoor and outdoor sessions. Additional swimming lessons are timetabled half-termly for children in years 4 and 5. Our coach delivers high quality lessons and extra PE opportunities to children in all year groups; from EYFS to Year 6, which in addition provides opportunities for staff professional development.

The school has developed good links with the local football club. Stockport FC, who train children both in school and after school. They also offer a lunchtime club. The children are often given free tickets enabling them to have the opportunity to watch live football.

When possible, children participate through their involvement in a variety of sporting competitions in our local community. We have links with local schools and colleges, such as Hulme Hall and Aquinas College, and other sporting organisations, such as Stockport County FC, who have offered their facilities and/or coaching.

Throughout the year, all children are given opportunities to take part in a variety of, either fee-paying or free, lunchtime and after school clubs. These are run by members of staff, the sports coaches or other outside organisations. Clubs and activities have included yoga, multi-skills, tennis, cricket, dodgeball and football. Children are also given opportunities to apply and develop a broader range of skills out of the school environment.

In order to further promote PE, we celebrate individual and team sporting success in our Collective Worship, and have welcomed guest speakers, such as Michael Cheam (British Paralympian) to school, widening the children's exposure, knowledge and understanding of sport. We have recently participated in organised events and raised money, through sponsorship, to support Sport Relief, and British athletes in Team GB. We encourage the children to lead healthy lives by being a Healthy School. Children are encouraged to bring water and a healthy snack to school.

Frequent pupil voice questionnaires highlight the children's enjoyment and progress in PE. There has been an increase in the numbers of both boys and girls participating in

a variety of physical activities, both within and outside of school. New equipment has been purchased as a result of the children collecting Sainsbury vouchers and successful sponsorship in collaboration with Sports for Schools. Regular assessment takes place by the sports coach and class teacher to ensure pupils are meeting their ARE (age related expectations).

Our vision statement at St George's and our quality provision of PE within school contributes to every child's physical, emotional and mental wellbeing and their awareness to lead healthier and more active lifestyles. The specialist teaching of PE through our sports coach and skilled teachers and the opportunities we give the children to access physical extra-curricular activities contribute to developing well rounded and capable individuals who are able to maximise their potential.

Subject Leads: Miss Oldham & Mr Chilton

National curriculum programme of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHCE/RSE & British Values



The wellbeing agenda is at the heart of St George's curriculum. Children's' spiritual, moral, social and cultural development is good. Pupils are guided to develop the skills to become deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and PSHCE, they show a keen interest in ethical issues and are able to apply their personal values to situations, giving reasons for their decisions and actions. They are ready to question arguments and situations. Children have circle time, a comprehensive PSHE/RSE curriculum and we are developing a reciprocal approach to situations. We use restorative approaches across school.

As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. The school has a whole school scheme.

The Headteacher has received the DFE Mental Health Led training. The school have also been fortunate in employing a Learning Mentor/Family worker. This has been invaluable in supporting both pupils and families.

Subject Lead: Mrs Eddowes, Mrs Ellinson & Mrs Grindrod (Head)

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Also see school website for PSHCE/RSE curriculum

MFL

At St George's, our statement of intent for modern foreign languages is to ensure that all children in KS2 will have access to first quality teaching of French in order to prepare them for KS3 whilst also becoming respectful, well-rounded individuals.

In line with the 2014 National curriculum for languages, our aim is to provide a high-quality languages education that should foster pupils' curiosity and deepen their understanding of the world. We aim to support children to understand other countries and cultures so that they can be more open and adaptable to new experiences. Through the teaching of French, we hope to provide the opportunities for children to become well-rounded individuals of a continually evolving and developing society – having an understanding and appreciation of different cultures within school and further afield contributes significantly to this. Through the delivery of rich, engaging and structured French lessons, we hope to ensure that all children are able to access the curriculum, achieving our vision. In addition to this, our strong Christian ethos encourages a welcoming and caring attitude towards different languages and cultures, allowing children to develop as 'world citizens' in a multicultural, mutually respectful world.

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. Our children feel a real sense of accomplishment when they learn to say something new.

As a subject, French is taught weekly at St George's, with each year group following the scheme of work developed by The Primary French Project, which is used to inform planning, with lessons then tailored and adapted to suit individual needs in each class – ensuring lessons are accessible for all. Children are taught to listen to spoken language, showing understanding by responding and engaging in conversations; speak in sentences, using familiar vocabulary and phrases and develop accurate pronunciation and intonation. We endeavor to make learning languages fun and meaningful, providing children with many opportunities for both collaboration and independent work in each lesson.

In addition to this, children are given extra-curricular opportunities to learn French through an after-school club run by a dedicated language specialist.

At St George's we provide a safe and nurturing space for children to learn a language, ensuring children are not afraid to make mistakes. They are provided with an open and caring environment, where they are able to grow in confidence and have no concerns around speaking aloud in front of their peers. The scheme of work used ensures that children are accessing work at age related expectations, with opportunities to be challenged where appropriate. Children are assessed in line with curriculum requirements according to age related expectations.

We are committed to developing a lifelong skill within our children and fostering a curiosity and interest in the world, other cultures and languages.

Subject Lead : Mr Amesbury

National Curriculum Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

Key Stage 1

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. All of the pupils also have access to a specialist music teacher who takes them weekly for lessons. At KS1 the children also receive further enrichment lessons from a music teacher.

Key Stage 2

In KS2, the National Curriculum for Music is taught via the Charanga Music Scheme. This gives **all** children the opportunity to perform, listen to, review and evaluate a wide range of musical genres across a range of historical periods. This is a spiral curriculum which enables children to revisit the skills they have been taught throughout the entire key stage. During each music lesson, all children are given the opportunity to use their voices expressively, improvise and compose music for a range of purposes and use and understand musical notations. Alongside this, all children listen to, appreciate and respond to high quality recorded music. During the Summer Term, staff also substitute further composition learning through the B'10 pieces' scheme.

In addition to weekly Music lessons, Music is incorporated, where possible, into other

subject areas. Providing cross-curricular links to subject areas such as Maths, English, History and Art helps to engage children more fully in their learning and encourages them to explore the subject in a more creative manner.

The singing at St. George's is frequently commented on by visitors to the school. Our children take great pleasure in singing and enjoy practicing this skill during Collective Worship. KS2 children are able to sing confidently in unison, in harmony and as a perpetual canon. The school also has an active choir and is able to provide children with the experience of performing in front of large audiences. The Stockport Junior Carol Festival and the Junior Choirs' Spring Festival are two highlights. We also volunteer to sing in our local community in the weeks leading up to Christmas. The choir have performed at nursing homes, local churches during coffee mornings and even before the crowd at Stockport County.



St. George's also offers music lessons to children who wish to learn the key board or guitar. These pupils receive weekly lessons and are encouraged to perform in a concert in the summer term to share their achievements. The church also runs a hand bell group for those who want to continue their music education after school.



is our intention to provide the children with musical experiences and knowledge that they can build upon in future years and to instill in them a love and appreciation of all music.

Subject Lead : Mrs Taylor

National Curriculum Music Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study-5>

Cultural Capital

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include:

languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Ofsted define cultural capital as...

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ “

At St. George's C E Primary School, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in EYFS and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports venues just to name a few.

To develop Cultural Capital further we make a set of promises to the pupils. They will have opportunity to:

- Sing in a concert
- Play an instrument in a concert
- Learn a new language
- Visit a central museum
- Go to another place of interest
- Have the opportunity to have a speaking part in a play
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture from their own
- Join a School Club
- Go to the theatre with the school
- Enter a school-based competition
- Enter a national competition
- Have a piece of artwork displayed for all to see
- Be an ambassador for the school
- Work alongside an expert

Learning culture

The growth and fixed mindsets

People with a 'growth' mindset not only willingly tackle difficult tasks, but thrive on them.

The 'fixed' mindset

Characteristics of a 'fixed' mindset	Repercussions
My intelligence is a fixed trait – I have a certain amount of it and that's that.	I worry about how much intelligence I have and it makes me interested in looking and feeling as if I have enough. I must look clever and, at all costs, not look stupid.
I feel clever when things are easy, where I put in little effort and I outperform my peers.	Effort, difficulty, setbacks or higher performing peers call my intelligence into question, even if I have high confidence in my intelligence, so I feel stupid.
I need easy successes to feel clever.	Challenges are a threat to my self-esteem so I won't engage with them.
I don't want to have my inadequacies and errors revealed.	I will withdraw from valuable learning opportunities if I think this might happen.
Even if I'm doing well initially, I won't be able to cope with a problem or obstacle.	I readily disengage from tasks when obstacles occur.

The 'growth' mindset

Characteristics of a 'growth' mindset	Repercussions
Intelligence is something I can increase through my own efforts.	I am keen to work hard and learn as much as I can.
I acknowledge that there are differences between people in how much they know and how quickly they master things.	I believe that everyone, with effort and guidance, can increase their intellectual abilities.
I love to learn something new.	I will readily sacrifice opportunities to look clever in favour of opportunities to learn something new.
I am excited by challenge.	Even if I have low confidence in my intelligence, I throw myself into difficult tasks – and stick with them. I set myself goals and make sure I have strategies to reach them.
I feel clever when....	I am fully engaged with a new task, exerting effort to master something, stretching my skills and putting my knowledge to good use (e.g. helping other pupils learn).

People with a fixed mindset need to constantly prove their ability, showing that they are special or even superior, whereas people with a growth mindset believe that intelligence can be developed through learning, something which brain research has proved to be true.

Strategies for developing a growth mindset – for teachers, parents and all involved in

education

Modelling a growth mindset

We need to model our own growth mindset and love of learning by emphasising processes of learning, the importance and excitement of meeting challenges, putting in effort and using strategies which help us learn. We need to teach children that intelligence can be developed.

We need to transform 'difficulty' into 'new or deeper learning' and avoid sympathy when children encounter failure or difficulty. We need to show enthusiasm about challenging tasks and welcome mistakes or misunderstanding as opportunities for feedback and further learning.

Teachers with a fixed mindset often give lower achievers less demanding work in order to preserve their self-esteem, making sure they succeed, telling them how clever they are and dooming them to fall further behind. This approach also ensures that they will only feel successful when they can do things easily.

With a growth mindset, you tell pupils the truth. If they don't have skills or knowledge or they are underachieving, this is not a sign of something shameful, but a sign that they need to work harder or be helped to find new strategies. By giving children greater access to tasks (i.e. increasing the level of support within the task itself), for instance, children instantly have greater access to the success criteria used in formative assessment.

Praising effort and achievement rather than ability or personal attributes

Praising children's intelligence harms their motivation and their performance. Children love to be praised for their intelligence and talent, but if this is the norm, the minute they encounter an obstacle their confidence drops. If success means they are clever, then failure can only mean they are not.

Examples of praise comments which focus on effort and achievement rather than ability and help create a 'growth mindset' culture are as follows:

Well done! You are learning to.....

Fantastic! If it makes you think it means you are learning. Mistakes help us learn.

Remember—you don't know yet!

Every time you work hard you are growing your brain a little more

Understanding learning Learning 'powers'

Meta-cognition is the term used to describe learning about learning, or what learning consists of. The Sutton Trust research gives its use a potential gain of 8 months and 'high impact for low cost' as the verdict.

When tasks are more complex for a pupil, the quality of meta-cognitive skills rather than intellectual ability is the main determinant of learning outcomes.

Hattie, 2009

Over some years, teachers in the learning teams have found ways of helping children identify different learning 'muscles' or 'powers' so that the learning skills we

are using can be discussed and developed in the same way that we would develop an academic skill.

The growth mindset gives children the appropriate attitude and self-belief, but meta-cognition gives them the tools to be able to talk about and understand their learning, giving them a shared language and understanding. It is not enough to talk to children about effort, for example, without making it clear what it means to put effort into a task.

Concentrate	Manage distractions Get lost in the task Do one thing at a time Break things down Plan and think it through Draw diagrams, jot down thoughts or things which help you think
Don't give up	Work hard Practise lots Keep going Try new strategies Ask for help Start again Take a brain break
Be cooperative	Listen to others Say when you don't understand Be kind when you disagree Explain things to help others Be tolerant
Be curious	Ask questions Notice things Look for patterns and connections Think of possible reasons Research Ask 'What if..?'
Have a go	Have a growth mindset Don't worry if it goes wrong Learn from mistakes Be excited to try new things
Use your imagination	Be creative Let your imagination go Think up new ideas and questions
Keep improving	Keep reviewing your work Identify your best bits Improve one thing first Try to be better than last time Don't compare yourself to others, only yourself! Take small steps
Enjoy learning	Feel proud of all your achievements Feel your neurons connecting! Imagine your intelligence growing by the minute! Use what you have learnt in real life Know you can do it if you have input and you practise

Talk partners

The emergence of talk partners was a direct result of the studies which showed that not enough 'wait time' (Rowe, 1974) was given for children to answer questions and that 'dialogic talk' (Alexander, 2004) was a missing component in the classroom. The 'hands up' culture was also excluding many children from thinking. Let alone answering. With random talk partners changing every week, teachers have also been able to move towards mixed ability learning, with children learning from each other, linking with 20 years of research which shows that grouping children has very little impact on their learning and causes damage to children's self-esteem (Sutton Trust and Hattie, J. 2009).

To ensure **quality talk** in the classroom:

- Pupils need to have thinking time to answer a question but discussing with a talk partner during that time or using mini whiteboards makes the thinking time more productive.
- Talk partner discussions need to be very focused and not too long (e.g. 30 seconds to come up with one thing you can see in this writing/ 1 minute to think of a good simile for a cat/ 2 minutes to decide what has gone wrong in this calculation) to avoid pupils losing momentum and going off task..
- Teachers need to avoid asking for 'hands up' because the same few children are always first with their hands up, do most of the answering and most of the class opt out of listening and thinking as a consequence.
- Random talk partners is the most effective organisational device (techniques follow in the feedback section) which need to change either weekly or fortnightly. Pupils appreciate the fairness factor and get to appreciate the rich variety of social and learning experiences they encounter because of the frequent change.
- Strategies need to be put in place to ensure quality talk, such as sharing of the rationale and surveying opinion regularly about the impact of talk partners from pupils' point of view; using ice breaking activities when partners change; generating success criteria for good talk and good listening; using these to discuss how well pupil talk is developing and finding ways for pupils to self and peer evaluate their paired talk.
- Teachers need to avoid asking too many closed recall questions and ask more worthwhile questions which will extend pupil understanding and begin lessons in a more productive way, also revealing misconceptions which can then be taken account of.
- Responses to children's responses need to be sensitive and respectful to establish an ethos of confidence to give one's opinion, whether that is right or wrong.

Pupil involvement at the planning stage

The tradition has been that teachers plan lessons away from the children, sometimes asking them what they already know about the subject matter but paying lip service to their involvement. By involving children at the planning stage, their interest and motivation is increased and their achievement is greater because of this ownership.

The key elements necessary for quality involvement are:

- What they already know/can do
- Immersion in the subject matter

- Presenting them with the skills coverage
- What they would like to learn
- Hook
- Successful strategies for establishing prior knowledge include:
- Breaking down the topic into various headings and asking what they already know about each part (e.g. for a study of minibeasts what do they know about the lifecycle of a butterfly, the habitat of ants, what different minibeasts there are, what insects eat etc. etc.)
- Giving children resources to explore to see what they know (e.g. electrical components/magnets and metals) or vocabulary cards to discuss
- Showing a picture with a statement (e.g. a picture of a Stone Age house and a statement 'This is a Victorian house' Do you agree or disagree? Give reasons)
- Children's discussions and responses should give a clear idea of prior knowledge and impact on not only content but also pitch.
- Immersion is usually an afternoon of various input, often laid out in the hall, for children to get a broad idea of the content, giving them greater chance to think about what they would like to learn (e.g. for a topic on India: video, food tasting, saris, music etc. For a science topic they might be given materials to explore or a difficult task, which will lead to them seeing what skills they need to be taught (e.g. can you make a plant grow sideways?))
- Presenting skills coverage is an important stage, because otherwise you can end up with lots of random ideas rather than links with the skills you want to cover. Once children have these, either in child speak or learning objective form, they can match their ideas, co-constructing activity ideas with the teacher.

Lesson starters

An effective start to a lesson is a feature of good formative assessment: capturing interest and immersing children immediately in the subject matter, establishing how much they know at the beginning of each lesson. At the beginning of every lesson children will be encouraged as to what they have previously learnt, using the sentence stem: I can remember.....

We need to plan worthwhile questions which will deepen and further pupil understanding, rather than ask them to recall a simple fact.

Learning intentions, co-constructed success criteria and knowing what excellence looks like.

All learners need to know learning intentions in order to have a chance of succeeding. Two things seem to matter: learning intentions should

be decontextualised (e.g. write an account rather than write an account of an underwater world) and authentic (what you really want

them to learn).

Teachers often stick to the curriculum language when maybe their real learning intention for a lesson is slightly different. Once the learning objective is clear, success criteria and everything else follow much more easily. An unclear learning intention, for instance, might be 'to learn how to make a cake' if what is really intended is 'to be able to write instructions'.

Success criteria are a breakdown of or ingredients of the learning intention and can be co-produced with learners.

In order to have maximum impact, success criteria:

- Need to be known, in a basic form, by teachers first.
- Should be the same for all learners in a class – adapted by access should be sought via the amount of support provided within the activity.
- Must be co-constructed with pupils, or they have little meaning and less impact on learning.
- Can be used across the curriculum, including social skills, thinking skills etc.
- Need to be constantly referred to by pupils and ticked off for closed skills.
- Do not guarantee quality for open skills (e.g. writing) so seeing what excellence looks like is key.

Pupil generation of success criteria

Effective techniques

- Show misconceptions at the visualizer/document camera – they will want to correct you!
- Presenting something incomplete (e.g. an incomplete invitation)
- Presenting something incorrect (e.g. a mistake in a calculation) for children to discuss
- Presenting one excellent product and asking children to identify the features (in writing not secretarial features)
- Presenting one good and one not so good product for children to compare. Vital to show more than one excellent example to avoid children being constrained to one style
- Eavesdropping their discussions about what should be included in a and writing them up as you listen

Once success criteria have been generated by pupils, they can be made into cards, sheets in folders, posters on walls, stored on Interactive Whiteboards/in SMART notebooks etc. and used whenever that skill recurs. Pure, decontextualised learning objectives lead to generic success criteria, which can be used in any context, so this should be the aim when generating them, otherwise their shelf life is too short and pupils do not see the vital link between and within subjects when skills are transferred.

In writing, success criteria provide a basic framework, but should not detract from what good writing consists of. Looking beyond the wow words and similes is the route to children understanding what makes a good piece of writing, focusing on author's intent and impact on the reader.

In mathematics, some teachers have found that getting children to create their own individual success criteria for a skill once they feel they know it has been extremely successful. Random examples can be discussed at the visualiser and children asked to improve their success criteria.

This has led to us seeing that the most important time for feedback in mathematics is at the individual pupil generation stage, where their misconceptions can be clearly visible and able to be discussed and improved.

By comparing two contrasting examples, and further excellent examples for close analysis, children get to see what a good one looks like, another essential component of formative assessment. Excellence is shared before the children work independently, enhancing their chances of success. 'Magpieing' ideas and words are encouraged.

Mrs Grindrod-Headteacher

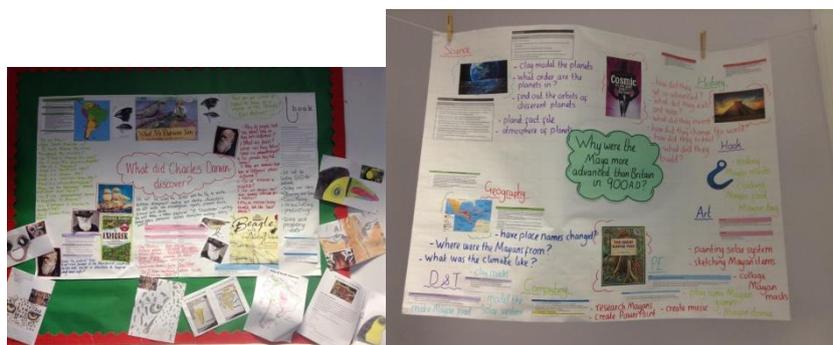
Other policies and documents to be read in conjunction with the T&L policy:

- Staff Handbook
- Christian Distinctiveness Handbook
- Subject Leads handbook
- Safeguarding Policy
- Behaviour Policy
- Specific subject Policies
- Calculation Policy
- Staff Code of Conduct
- Non-Negotiables list-Appendix 1
- Knowledge Organisers
- Feedback Policy
- Oracy Framwrok
- Pie Corbett expectations
- White Rose scheme
- Hamilton Trust

Appendix 1

Non-Negotiables for the structure for planning and delivery of Lessons

- Curriculum overview-led through texts as our children need support reading you must teach it-do not start moving things around. Ensure full coverage.
- Ensure good knowledge of text and subject areas on overviews.
- MTP must be tweaked and updated.
- Child led planning with pupils-don't forget the hook-text, WOW days linked to topics etc. .



- Knowledge organiser mats **NEW**-pupils fill in blank ones as you go through the topic.
- Mini quizzes **MUST** be completed as they progress through the topic to ensure retention. **'Know More, Remember More.'**
- End of topic-Reflection page with specific sentence stems to support.
- **Can you still ?** Quizzes- sometime after the teaching to revise skills and **knowledge**-if they haven't retained be prepared for questions such as-'What have you done to support pupils in retaining knowledge?' 'What have you done to support pupils who have not retained information?'
- **Buzz words-Learning Intentions, adaptations, success criteria, steps to success, Metacognition, restorative approaches for behaviour, growth mind set.**
- **Use the visualiser-please make sure they work to show work etc.** If not working we need to get them fixed asap.
- **Planning lessons on Flipcharts**-Steps to Success, adaptations.
- **At the beginning of each lesson: From the last lesson I can remember.....**

Learning Environment

At St. George's CE Primary School we believe that creating an effective classroom environment supports children's learning and progress.

Our classroom environment should meet a range of criteria including:

- ❖ Supporting and scaffolding children's learning

- ❖ Supporting children's behaviour
- ❖ Celebrating achievements
- ❖ Stimulating children's interests
- ❖ Engaging children in learning
- ❖ Providing information for children
- ❖ Not stultified – it should be a living, breathing, growing display

Teacher's need to think about:

'What does my classroom tell me about the importance I give to learning and how children learn ! '

The following is the minimum we would expect to see in each classroom from EYFS to Year 6.

Behaviour

- The school rules-**Be Kind, Be Safe and Follow Instructions.**
- Class rules / charter – at least A3 size.
- Classroom rewards-end of half term-marble in the jar reward.
- Hippo Corner
- Growth Mind Set
- School ethos up and on a selection of board within the classroom
- Bible quotes on displays.

Working Wall

This should be a living, growing display that is added to and / or referred to each English and Maths lesson and when writing in other curriculum areas. It should show the teaching sequence for writing; success criteria identified in texts and shared writing of the highest quality. **Good modelled handwriting from staff.**

- **Working walls should be child led**

Your pupils should be involved in the entire process of the working wall, from its conception through to the details of how it is managed. Work should be put up or removed in consultation with the children who should be helping to determine which pieces of work best exemplify the current learning objectives. Modelled writing must also be displayed. **Vocabulary used must be displayed and referred to constantly.**

- **Utility is more important than looks**

You can, if you wish, spend many hours making your working wall look beautiful. However, the effectiveness of a working wall is determined not by what it looks like but by how easily the class can interact with it; whether they feel ownership of it and whether it is regularly incorporated into lessons. Encouraging children to feel a pride in their working wall and to share their work using their best handwriting can be helpful, but worrying about making your working wall the most beautiful in the school is less so.

- **Small WAGOLLs are more effective than larger ones**

Breaking learning down into smaller units makes it easier for pupils to understand key learning objectives. So when displaying WAGOLLs (what a good one looks like) on your working wall, think about how they can be broken down into chunks. For example, an

introductory paragraph or a cause and effect sentence are more useful and easier to display than a whole text example and leaves pupils free to choose the bits they need to use.

- **Display multiple WAGOLLS**

Pupils are motivated by seeing their work on the working wall and multiple examples are a better way of demonstrating a learning objective than a single example so always share several pupil WAGOLLS. They do not all need to stay on the wall permanently; it's a working wall after all!

- **Lessons should incorporate the working wall as a valuable teaching resource**
With careful planning, working walls can be used in all parts of a lesson – from objective setting through to topic review. Interacting with the working wall throughout a lesson or topic can help to keep pupils on task and help them understand the context of the current lesson. If, for instance, you are learning about capital letters, then a sentence working wall will help children to understand the importance of this lesson in the wider context of sentence forming and begin to understand how capital letters and full stops work together rather than seeing the two as discrete abstract concepts.

- **Collaboration and independent learning should be encouraged when using a working wall**

With examples of best practice chosen by the class and shared on the working wall, some children can become peer-experts for a lesson and support their classmates on an aspect of literacy they are particularly comfortable with. Children can also refer to the working wall when working alone as a prompt or reminder if they're slightly unsure about applying a concept. Seeing peers' work and 'magpie-ing their ideas' can be a great way of learning.

- **Children's examples are more effective learning tools than teacher text boxes**

To help steer children in the right direction, it's often necessary to create explanatory texts for your working wall – it's a good idea to supersede these with pupils' worked examples as quickly as possible. Rather than slightly dry teacher-led instructions, have students do the teaching by explaining the learning in their own words and generating best practice examples for the wall. This can make for fantastic group work.

- **Show progress**

The working wall should not be purely the domain of perfect, finished work but should also be used to share progress towards current goals. Work can be superseded as children move on and begin to have a more solid command of the current learning objectives.

- **Revise from the wall**

Regularly return to older parts of the working wall – use it to revise vocabulary and concepts and to understand how your current learning objectives contribute towards the overall end goal you're working towards in literacy. If there are elements shared on your working wall which become less useful, don't be afraid to remove them.

Phonics / Spelling

Display clearly the weekly focus for all groups within your class. Refer to it frequently

when modelling writing across the curriculum. Previous week's focus displayed for children to use when reading / spelling.

Reading

The classroom should be a rich environment of texts to promote reading for pleasure and for the purpose of learning. Hints and tips for good reading and reading targets should be displayed. Reading areas should be attractive and well-organised so that children can easily access fiction, non-fiction and poetry books.

Books to support thematic work should be displayed alongside wall displays and the book corner **MUST be themed.**

Maths

When looking at their classroom, teachers and TAs need to ask themselves: What does my classroom tell me about the importance I give to maths?

Working Wall for Maths

This should be a living, growing display that is added to and / or referred to each Maths lesson and when using maths in other curriculum areas. Modelled processes and pupils ideas and explanations to be displayed.

Permanent features on the maths working wall might include:

- Number lines
- Number squares
- Problem solving, challenges, opportunities for breadth and mastery

Changeable features should include:

- Specific vocabulary for the block - highlight new vocabulary being taught
- Modelled strategies / worked examples
- Multiples / factors / number bonds being taught
- Photographs of children working
- WAGOLLS
- Maths challenges
- Practical display of equipment / shape etc. when being taught so that children can interact with it and consolidate their learning

RE and Worship

When looking at their classroom, teachers and TAs need to ask themselves: Does my classroom reflect the religious ethos of the school?

As a minimum requirement, all classrooms must have:

- A display of children's work in RE, including evidence of AT1 and AT2
- Big questions
- An area for reflection, with a cross and a candle
- A prayer box or a prayer wall
- School prayers on display
- Artefacts
- Key vocabulary
- Photographs of visitors / visits or drama
- Godly play – photographs in EYFS and Year 1.
- Big book of collaborative work / drama

Science / History / Geography

In order to support the termly theme, each classroom must have a display for Science and one for History / Geography.

These displays should be living and growing each week. They should contain:

- Topic heading
- Weekly questions
- Evidence of learning having taken place for each question –, mind maps, completed pieces of art, DT, writing etc..
- Key vocabulary
- Artefacts and practical equipment (where relevant)
- Skills
- Books

Other information

Somewhere in your classroom there needs to be an area where the following are displayed or stored:

- Class / subject groups
- Timetable
- Planning
- ISPs (working document) in a folder

Around the school

Art

Art should feature in classroom displays but is prominently displayed around the school.

Art displays should include:

- Finished pieces
- Photographs showing the process
- Examples of artists' work
- A variety of materials / media over the year
- Progression clearly seen from year group to year group
- Key vocabulary

Libraries and Reading Areas

These need to be **attractive** and inspire children to want to read. They need to be regularly maintained and displays of books changed frequently. Any old / tatty books need to be removed. **Book areas MUST be themed.**

All subject leaders must check, termly, the displays around the school. Take photo's for evidence of coverage and progression.

Appendix 2- Geography and History skills organizer.

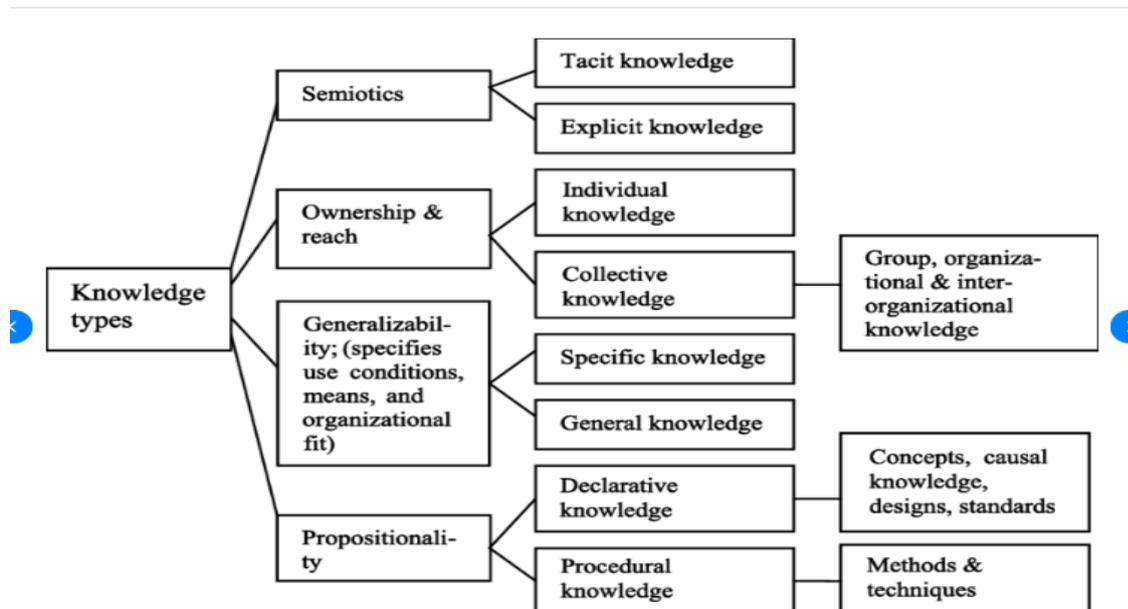
Key knowledge/ learning from each lesson: 1.	My personal knowledge organiser by				
	Enquiry Question for the whole unit:				
	2.	My own curiosity questions which I want to investigate further in my own reading time.	Words I need to know:	Definitions/ illustrations:	
					3.
5.	Maps – add information to outline maps through the unit or annotate O.S. Maps.				
6.					
Geographical concepts explored: Place, space, scale, Environmental processes (physical/human) Interconnections Environmental impact/ sustainability, diversity. Golden threads:					
How did I learn? Highlight! Questioning, Observation, fieldwork, mapwork, data analysis, etc.					

Key knowledge/ learning from each lesson: 1.	My personal knowledge organiser by												
	Enquiry Question for the whole unit:												
	2.	My own curiosity questions which I want to investigate further in my own reading time.	Words I need to know:	Definitions:									
					3.								
						4.							
5.	How did I learn? Highlight! Questioning, Observation, Interpretation, visits, artefact handling, others? Sources used: Highlight/draw! Artefacts, documents, film, photos, paintings, historical maps, personal accounts												
6.													
Historical concepts explored: Highlight! continuity, change, cause/consequence, similarity/difference, significance. Golden threads:													
Add to this timeline throughout the term:													
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>													

Appendix 3

Information on types of knowledge for information-

<https://www.youtube.com/watch?v=PsmDn72qsuo>



A classification of knowledge types based on [2]

Bloom's Taxonomy

