

St John's Highbury Vale CE Primary School



‘I can do all things through Christ who strengthens me’ **Philippians 4:13**

Teaching and Learning Policy

Ratified: Autumn 2025
Review Date: Autumn 2026

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

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Classroom Environment

A stimulating classroom must be bright, accessible, purposeful, visually engaging, organised, clean and child-centred. Classrooms clearly display current curriculum topics, recently taught vocabulary (tier 2 & 3), behaviour management systems and a variety of pupils' work. We know that high quality learning environments will inspire:

- high quality learning.
- a sense of pride in their work.
- an appreciation for working hard and persevering.
- a respect for the learning journeys of others.
- an understanding that everyone can achieve their goals.

A detailed checklist of non-negotiables for your classroom environment can be found here: [KS1 and KS2 Classroom Environment.docx](#). [EYFS Classroom Environment.docx](#)

Displays

Each classroom must have display boards for the following subjects: Writing (working wall), maths (working wall), reading, science, RE and all foundation subjects. These displays feature learning aids such as key vocabulary and key questions as well as models, diagrams or images/objects. Displays are updated regularly and act as a resource and reference point for the pupils during lessons.

As shown in the images below, class displays will include:

- title lettering.
- key vocabulary, which matches the knowledge organiser.
- key questions generated by the pupils.
- in some year groups, photographs of pupils engaging in learning activities.
- examples of work from different stages of the unit.
- engaging images linked to the unit.

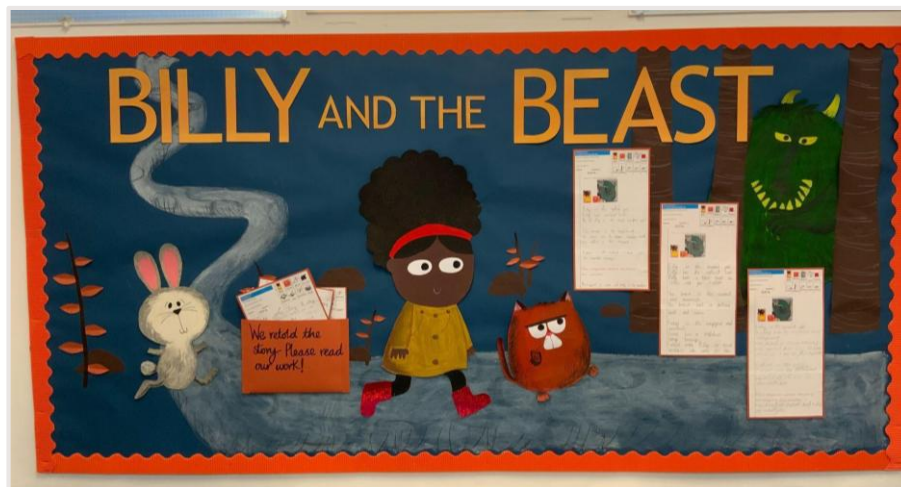
When producing a display, we must consider:

- how will this help the pupils' learning?
- are text and images clearly visible to all learners?
- does it reflect the learning journey?
- does it value and celebrate the learning of all the pupils?

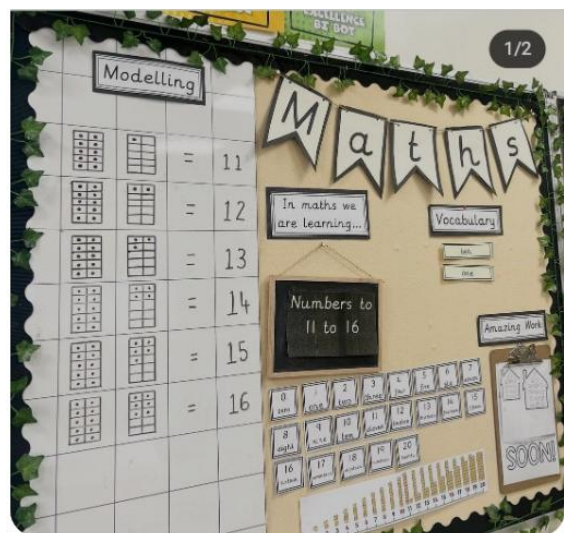
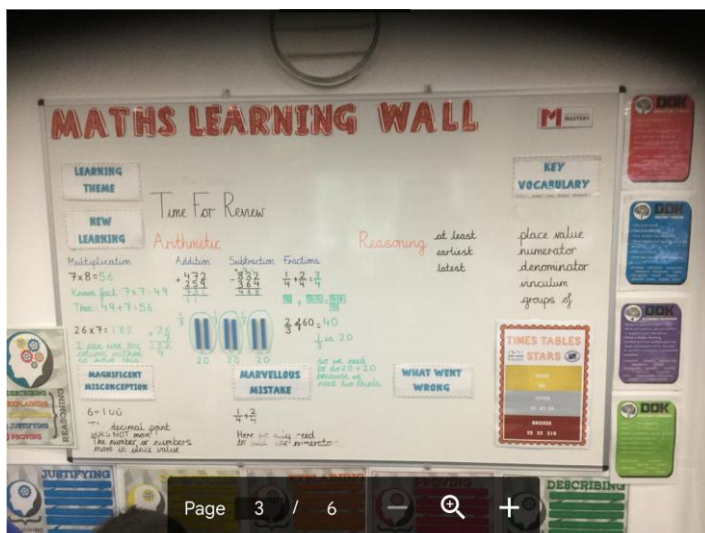
- how diverse and inclusive are the images

Example displays

Writing



Mathematics



Completed Work

- All work must be kept as a record and celebration of what the pupils have achieved.
- All exercise books remain in school until the end of the school year and are the property of the school.
- WhiteRose books to go home at the end of each unit. Keep samples.
- Worksheets must be used sparingly and with purpose.
- Loose work should be trimmed and stuck into books neatly at all times.
- Keep digital evidence from computing lessons in Google Classroom.

Classroom Resources

- Resources are always stored in labelled trays and boxes.
- The pupils need to have access to materials that may support their learning throughout lessons and it is staff responsibility to ensure they look after them.

- All teacher resources are kept in the teacher cupboards in each classroom. Additional teacher resources are available in shared spaces (see curriculum leads for details).
- Wider curriculum resources are stored in unit boxes. During a unit, these should be kept in class and the artefacts/resources used to create interactive displays/topic tables.

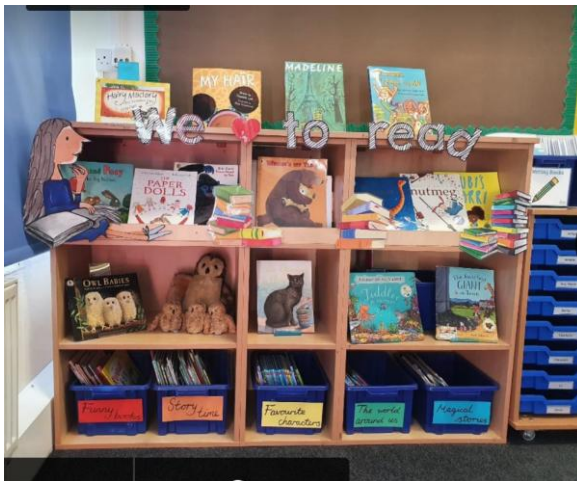
Reading Areas

- The class reading area must feature a range of texts, including fiction, nonfiction and poetry.
- Books should be presented by genre, with many front-facing to be attractive.
- Books should be routinely refreshed to ensure the pupils are inspired to visit the space.
- Curriculum linked books should also be displayed as free choice books for the pupils to read.
- Displays of questions and recommendations guide pupils' choices.
- Ensure that books are accessible to all pupils, including those with SEND and EAL, with a range of texts at different levels of difficulty, and books that reflect diversity in culture, family, ability, and experience.
- Include texts that represent a wide range of cultures, heritages and traditions, enabling pupils to see themselves reflected and to learn about others.

End of checklist

At the end of teachers:

- ensure been
- prepare for the
- ensure neat
- resources returned to their correct place.
- clear their desk area.
- check that the interactive whiteboard, laptops or tablets are switched off/charging and that digital resources for the next day are ready.



day

each day, all

that all work has marked.
LIs and resources following day.
the classroom is and tidy with

Behaviour for Learning

Rationale

The expectation of the All Saints Partnership is high outcomes for all our pupils. To ensure pupils are successful it is essential to embed excellent behaviour for learning which promotes active participation, ensures smooth transitions and reduces low-level disruption. [Ofsted](#) notes that, in some cases, low level disruptive behaviour can cause pupils to lose an hour-a-day of learning time, which in turn can have a significant impact on outcomes and life chances. Maintaining high expectations for behaviour through embedding consistent strategies is key to a successful classroom culture.

Positive framing

We use positive framing as a technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.

Establish your expectations

- Go through the process of establishing expectations first.
- Pupils need to know what the expectations are before they can then be re-affirmed through the framing technique.

Affirm positive responses first

- Give positive affirmation to pupils who meet the expectations before dealing with any who do not, eg:
“Well done to this table; you’re ready to listen and learn”.
“So many excellent homework responses today. Well done, people!”

Frame correction as positive reinforcement

- Frame corrective responses by reasserting what you want, not describing their behaviour.
- Instead of “Jane, Nabil, stop talking and turn around” say “Jane, Nabil, I’d like you both looking this way and listening, thanks”.

Give the benefit of the doubt

- Assume pupils’ best intentions and emphasise what you want to happen, eg:
Teacher: Louise, I need you to focus on the task now. Thank you.
Child: But I wasn’t talking.
Teacher: OK, maybe you weren’t but I need you focused and working hard now. Thank you.

Assume confusion over defiance

Feign confusion instead of issuing a challenge, eg:

“I wonder if this group did not quite hear the instructions?”

“There seems to be some confusion about our expectations here — can we just check we’ve all understood the routine?”

Developing Habits

It is essential that all behaviour and learning routines are practised with pupils until they become habitual and automatic. Mastering these routines will ensure smooth transitions between each part of the day, maintain high standards of behaviour, and ensure that no learning time is lost. At we develop these positive habits by using:

E Explain 	R Rehearse 	R Reinforce 
Clearly explain the expectations and routines for classroom talk. Set high expectations and model this to your pupils through the language you use.	Give pupils opportunities to rehearse your expectations. Regular nudges help to build routines: e.g. “Remember to track the speaker when someone is answering”.	Once expectations and routines are established, be consistent in reinforcing them. Praise pupils for positive participation: “Ali, I love the way you’re tracking the speaker”.

Routines for Learning

The first week of every year involves an extensive induction period for pupils in new classes. These activities involve establishing classroom routines and systems, labelling and locating resources, discussing presentation and producing a class display on school/partnership values, expected behaviours for learning and standards. Routines for learning are non-negotiable. Every adult in All Saints Partnership schools should use the same routines so that there is a consistent whole-school approach.

Stop Signal		- Adult raises hand in air, arm bent, palm facing pupils - pupils stop, raise hand and face the teacher - Adult puts down hand. pupils put down their hands and remain tracking the adult. Adult speaks to the class.
Magnet Eyes		- Used after the stop signal or to reinforce focused behaviour. - Adult points to the side of their eye and asks for magnet eyes. (This action may become silent over time). - Child/pupils look at the adult and track them.
Talk Partners: Turn To Your Partner (TTYP)		- Talk partners are selected by the teacher, but should change over time to allow all pupils to collaborate. - A question should be set to discuss. Adults should model effective talk. Sentence stems and key vocabulary are displayed to scaffold. - Time is given to answer and ask questions to clarify. - Questions set are open and relate to learning.
Modelling: My Turn, Your Turn (MTYT)		- Adults model expected behaviour, actions, sentences of words. Pointing to your chest indicates 'My Turn'. - pupils copy action/words after the adult opens their hand (palm up) and says, 'Your Turn'. - Over time, the teacher's actions should become silent.
Respond (no hands up)	100%	- A question is asked to every child and answered by every child so that 100% are engaged in their learning. A positive culture is created where all pupils feedback and explain. - A range of techniques may be used to gather answers. Hands should remain down: • Cold calling • ABC - acknowledge, build, challenge (including asking other pupils to build and challenge) • Think Pair Share • <i>Paraphrase</i> - the adults listens in and shares answers • <i>Choral response</i> - everyone answers together
Culture of Error		- 'Marvellous Mistakes' - pupils should feel safe to make and discuss mistakes. - Misconceptions are celebrated and used as learning tools for the whole class.
Line Order Walk on the Left		- All classes should have a lining up order which is used at all times - pupils always walk in single file on the left hand side of corridors.
Groups		- Groups should be flexible to meet the changing needs of pupils. - The majority of groups are mixed ability, but may be ability based in some subjects e.g. RWI and maths.

Work books		- Individual books have printed labels displaying the child's first name, class and subject. Books are numbered over time as they are finished e.g. maths book 1, maths book 2
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Planning Lessons

The All Saints Partnership curriculum aims to empower and inform pupils in preparation for the next steps in their educational journey. High quality planning considers the needs and interests of all pupils, allows them to be successful and achieve their potential.

Documents to support planning

We use the following documents as a starting point for planning lessons:

- The National Curriculum
- Subject curriculum maps and overviews
- Medium term plans
- Progression documents
- Knowledge organisers

All planning is done directly on Google Slides. This makes the most efficient use of teacher's time and enables planning to be more flexible and to respond to AfL. Plans must be adapted to match the needs of the pupils in each class and to reflect previous assessment. Planning for the following week must be saved on Google Drive by Thursday each week.

Lesson Structure

All lessons should contain the following as a basic guide:

Do Now/Review	This is a quick 5-minute task that practises a skill from the previously taught lesson, or reviews pupils's knowledge through speedy retrieval.
Learning Intention	This is the main objective to achieve in that lesson. Learning intentions are taken from the medium term plans, which are based on the national curriculum objectives. It is essential that learning intentions are: • in pupil friendly language • explained fully to the pupils • referred to and reviewed regularly throughout the lesson • reviewed in the plenary
Success Criteria	The supporting skills, or 'steps to success', that will enable pupils to achieve the LI successfully. Success criteria are skills-based, often lifted directly from National Curriculum statements, rather than activity-based. Success criteria should be shared with pupils and referred to throughout the lesson.
New Learning	New learning is introduced and explained to the pupils in small chunks. The purpose of the new learning, and its wider application, is also made clear to the pupils.

Talk Task	Talk tasks, or partner tasks, allow pupils an opportunity to practise new concepts and to rehearse new vocabulary with a partner. Talk tasks are always modelled to pupils and appropriate scaffolds provided, e.g. sentence starters.
Develop Learning / Modelling	Add complexity to the new learning and/or explicitly model what you want the pupils to do, using the resources you want them to use. Use Think Out Louds (TOL) to support the pupils to develop their meta-cognition as well as the learning steps for the lesson.
Main activity (including mini plenaries)	Give pupils the opportunity to write, investigate, make, record, discuss, act or research the learning. This should be recorded in some form: observation notes, drawing, photo, sentences, diagram, prose and may include digital evidence.
Plenary	Plenaries give pupils the opportunity to feedback what they have learnt. Check outcomes against the LI and SC. Self assess, evaluate, celebrate and share good examples of learning and discuss any next steps.
Assessment	Assessment of pupils's progress towards achieving the learning intention occurs throughout each lesson and informs the level of scaffolding or independence needed for pupils. For more information, read the section on Questioning and Taking Feedback.

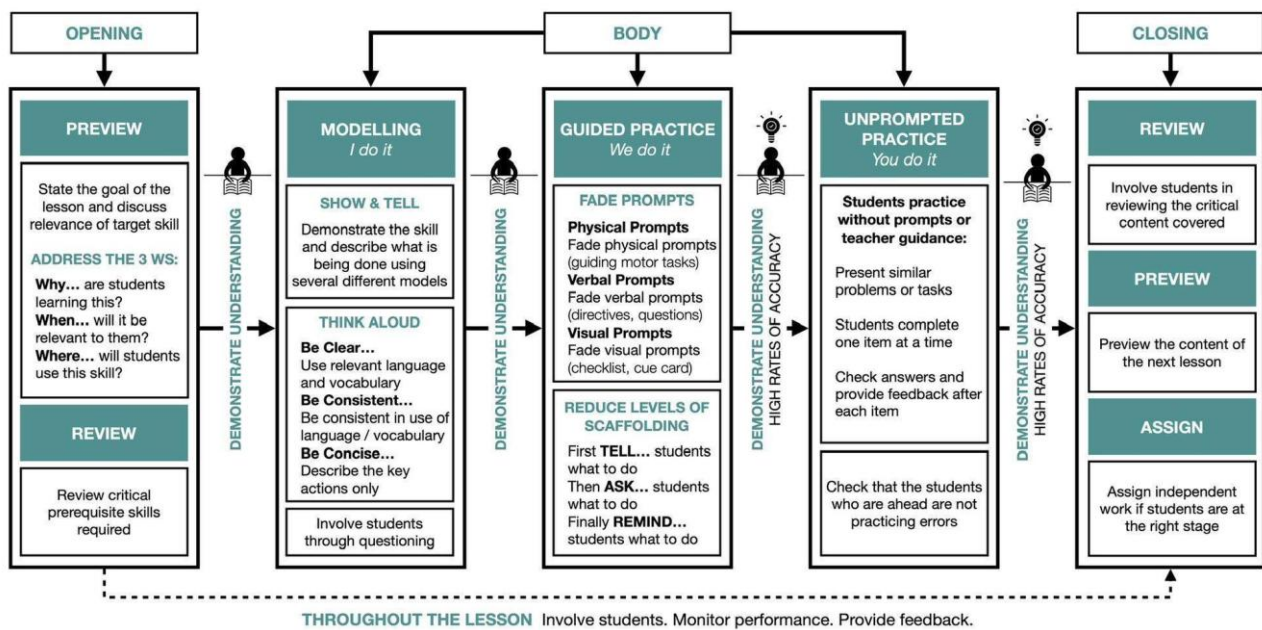
Explicit Instruction

We structure lessons to manage pupils' cognitive load, using modelling and regular assessments that check their understanding at each stage. Modelling is done using the "I do, we do, you do" structure. We begin with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. This is demonstrated in the diagram below.

STRUCTURE OF AN EXPLICIT LESSON

REFERENCE

Explicit Instruction: Effective and Efficient Teaching
By Anita Archer and Charles A. Hughes



Modelling and Thinking Aloud

Modelling is a strategy where the teacher explicitly demonstrates a concept or an approach to learning. We walk them through a learning process by explicitly modelling the mental processes involved out loud. These can include questioning, conjecturing and justifying decisions and choices. We consider beforehand how we will simplify this process as much as possible and break the learning up into small steps with practice at each stage. This gives pupils a clearer, deeper understanding of the task and how they can achieve high quality outcomes.

Guidance fading

Guidance fading is all about reducing the amount of guidance that pupils are given as they gain more knowledge in the unit. This helps ensure that they are given the right balance between being supported and challenged. Each lesson is adapted to meet the pupils' current knowledge on the unit. An example of guidance fading is providing pupils with worked examples when first introducing the lesson then moving onto completion tasks and finally the full problem for them to solve. Put simply this method can be referred to as "I do, we do, you do" referenced above.

 The teacher models using worked examples.	 Teacher and pupils participate in guided practice.	 When ready, pupils complete independent practice.
I Do	We Do	You Do

Guidance fading is used within lessons but it can also be used over units of work where learners gradually acquire more expertise. This increased expertise makes information and activities required by novices redundant.

Developing pupils' metacognitive talk

The teacher models effective 'think out louds' (TOLs) to ensure that pupils internalise thinking processes and learn to evaluate their work as they go. Over time, pupils move from external talk and guidance to being able to do these things independently without teacher support. [Research shows](#) that developing pupils' metacognition in this way has a significant impact on their outcomes.

Scaffolding

The EEF defines scaffolding as 'a metaphor for temporary support that is removed when it is no longer required', providing 'enough support so that pupils can successfully complete tasks that they could not yet do independently'. Using appropriate scaffolds can work well as a key facet of 'adaptive teaching'. Scaffolds can often be created live, or become embedded within planning rather than feeling like an 'add-on'.

The EEF recognises scaffolding as a key component of adaptive teaching that can support all pupils including those with SEND in the

classroom. As such, it makes up one of the SEND Five-A Day.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



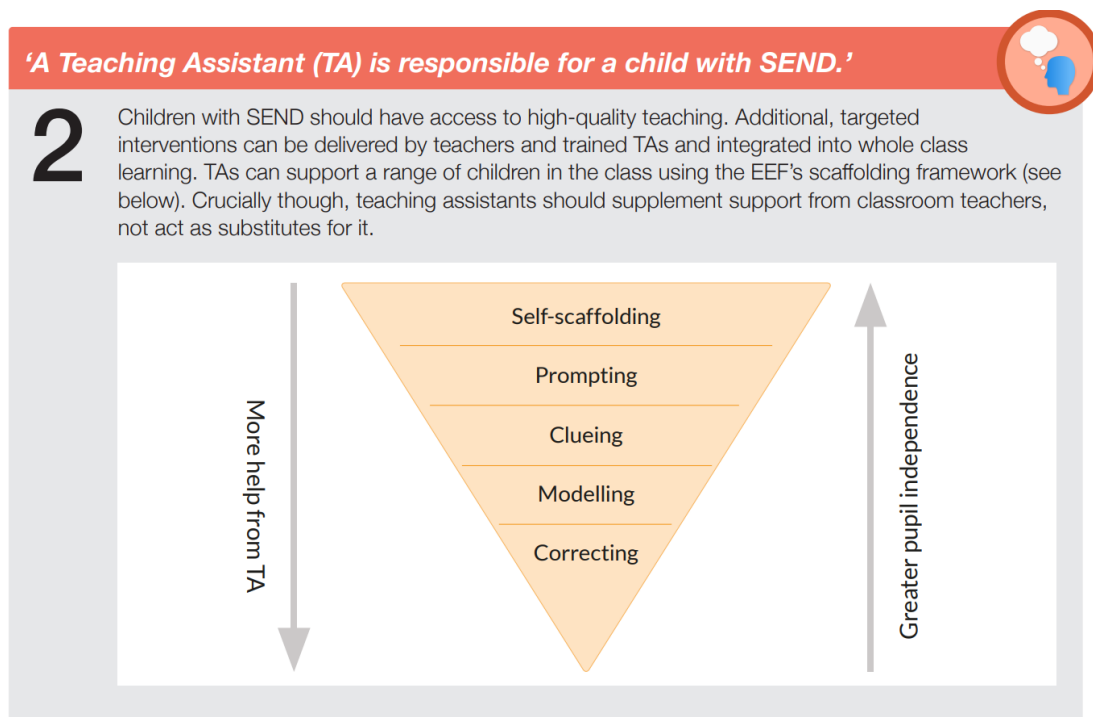
Scaffolding new learning

Rather than requiring teachers to be creating different worksheets for pupils with different needs, scaffolding can be a term used to describe:

- a visual scaffold, such as a task planner.
- a verbal scaffold, such as a teacher correcting a misconception at a pupil's desk.
- a written scaffold, such as a writing frame.

Supporting children with SEND to access learning in the classroom

For those children who can not yet access learning, even with scaffolding, teachers can provide additional adult support. This support, like task scaffolding itself, is intended to be removed over time as the child gains independence (see diagram below).



Questioning and Feedback

Questioning and feedback are essential components of teaching and learning. Research indicates that high quality, structured dialogue between teachers and pupils develops their vocabulary, reasoning skills, critical thinking skills and metacognition as well as being a powerful aid to address misconceptions in a timely manner.

Questions should be pre-planned to meet the needs of the individual and the class as a whole. They should elicit evidence of learning and understanding and support pupils on their learning journey within lessons and across sequences of lessons. When questions are posed, teachers allow thinking time before taking feedback. We use a range of questioning strategies to collect feedback from pupils, informed by Tom Sherrington's *Rosenshine's Principles in Action*.

To collect longer responses from pupils use the following:



Cold call

No hands up! Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all pupils. Cold calling is the default mode for all questions.

No opt out

If a pupil gets an answer completely or partially wrong or they say they don't know, the teacher will take another answer or provide the correct answer themselves but will return to the pupil giving them a chance to say the right answer. This provides an opportunity for the pupil to perform the answer correctly but, if done routinely, it also means that pupils learn that '*I don't know*' cannot be used to opt out of the lesson. Instead, the response, '*I don't know yet*' becomes an invitation to learn.

Probing questioning

Make it the default that, in any given exchange, you are asking each pupil multiple questions before moving on, probing for understanding, checking for misconceptions and extending their learning. Rosenshine provides some good examples of this, for example:

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you explain how you worked that out?
- Are you sure? Is there another explanation?

Think, Pair, Share

The teacher poses a question and gives a set time for pupils to think independently before pairing with a talk partner to discuss the question further. The teacher then brings the class back together to elicit feedback using probing, cold-call questioning. The teacher can also have pupils explain their ideas to each other or take turns quizzing each other based on a prompt or text.

Say it again, better

When pupils offer short, half-formed or partially incorrect answers, the teacher says, 'Thanks, that's great. Now let's say it again better,' or 'Try again but make sure you add in X and link it to idea Y'. The teacher then gives them an immediate opportunity to provide an improved response.

Error-Friendly Culture

Normalise mistakes as learning opportunities. Encourage discussion of misconceptions openly so pupils see that getting it wrong is part of learning.

For shorter responses, use:

Whole-class response

Pupils respond using whiteboards or iPads. The teacher elicits quick responses to multiple-choice questions as well as practice sentences, calculations or diagrams, etc. The teacher sets the question, gives thinking and written response time and, on the cue, '3, 2, 1, show me,' pupils all show their answers at once. A simple 'A, B, C, D' or '1, 2, 3, 4' show of fingers also works very well for multiple-choice questions. Teachers then engage with the responses and adjust their teaching accordingly, consolidating, re-

explaining or moving on with the lesson as appropriate.

Monitoring

Schools in the All Saints Partnership aim to raise standards in attainment and to accelerate pupil progress. We believe that our pupils deserve an excellent education and should always receive the best teaching. To support this process, regular monitoring is carried out to ensure a high-quality provision is provided to pupils and to support our teachers to be reflective in their practice.

In order to improve teacher's practice effectively, the process should be transparent and rigorous. To ensure this the following process should take place:

- Teachers are informed of the criteria used for monitoring.
- Dates are communicated as to when teachers will be monitored.
- Before any monitoring takes place, time is given for the teacher to discuss their lesson, ask questions and share any concerns with their phase leader or other colleague.
- Time is given for verbal feedback, during which good practice is praised and the next steps and actions are agreed upon.
- Summaries of lesson feedback and the next steps are recorded on teacher profiles, stored securely.
- A date and focus for the next monitoring is agreed so teachers understand the time frame they are working within.
- The monitoring outcomes are reviewed in performance management meetings and supervisions.
- ECTs are observed at least half-termly by a senior member of staff as part of their induction process.



Alongside the senior and middle leadership team, subject leaders may supplement school monitoring to accommodate any new systems or initiatives they have introduced.

We monitor using a range of evidence. Possible evidence includes:

<i>Lesson visits</i>	<i>Book looks</i>
<i>Moderation</i>	<i>Planning sampling and reviews</i>
<i>Data analysis</i>	<i>Learning walks</i>
<i>Discussion with pupils</i>	<i>Learning environments</i>
<i>Discussion with families</i>	<i>Pupil shadowing</i>

Monitoring planning

Leaders will regularly review a sample of teachers' lesson plans to ensure that they are high-quality and adapted to meet the needs of all pupils in the class. To support this process, it is vital that planning is saved on the school Google drive by Wednesday the week before the lesson is taught.

Curriculum

Our curriculum is designed to provide a high-quality, inclusive education that fosters a love for learning, personal growth, and academic excellence. We aim to nurture confident, resilient, empathic individuals prepared to thrive in an ever-changing world. Our curriculum is the planned experiences and interactions our pupils encounter every day. In their entirety, these are designed to engage all learners, offering new and exciting learning opportunities for everyone. Our knowledge-rich curriculum aims to empower and inform pupils in preparation for the next steps in their educational careers. Our curriculum is designed to develop a capacity to accommodate new knowledge, building on prior knowledge and experiences, resulting in curious minds.

English - Reading

Our reading programme aims to foster a lifelong love of reading and develop proficient, confident, and enthusiastic readers empowered by a structured and creative English curriculum with high-quality texts at its heart. Reading is used not just to build their subject-specific knowledge but widen their understanding of their own and other cultures and societies, build their emotional intelligence and grow their imagination. Continuous investment, training and resourcing for this initiative ensures that our staff know how to foster this lifelong skill. Teachers read to their pupils daily, and pupils are encouraged to read books that challenge and inspire them. In Reception and Year 1, daily Talk Through Stories lessons also build pupils' vocabulary and knowledge of narratives. Pupils experience the shared reading of a broad range of texts and are motivated to read widely both inside and outside of school. They build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

At The All Saints Partnership schools, pupils learn to read using systematic synthetic phonics following the Read Write Inc (RWI) programme. Pupils are taught to recognise sounds in three sets, starting with single letter sounds. Once pupils can confidently read and name the first five sounds, they learn to blend the sounds orally using Fred Talk and finally read the words. One-to-one and small group tutoring is used to ensure all pupils keep up with the programme and become confident and effective decoders by the end of Year 1. As pupils develop fluency and comprehension, they move onto a whole class comprehension programme where they will develop their comprehension skills by engaging with a wide range of high quality picture books, novels, non-fiction texts and poetry. As pupils move through the school, they are taught to retrieve, summarise, infer, predict, discuss meaning and make comparisons and links between texts.

Pupils read a wide range of texts to build knowledge and for pleasure, and are taught to write for a range of purposes and audiences with strong links across the curriculum to local and global issues and current affairs. Reading is brought to life through the use of technology and rich experiences to discuss, make links, share, and build upon previous knowledge.

English - Writing

Writing is taught through engagement with high quality texts using the CLPE Power of Reading Teaching Sequences. Pupils are provided with opportunities to write for a range of purposes and audiences and publish finished pieces of work in their publishing books.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-fiction text : 2 weeks <i>Ostriches (Super Species) By Grace Hansen</i> • Labels and lists: Non-fiction 1 week • Captions: Non-fiction 1 week Novel : 4 Weeks <i>One Day on our Blue Planet in the Savannah by Ella Bailey</i> • Animal fact file: Non-fiction 2 weeks • Animal adventure story: Fiction 2 weeks	Novel : 4 weeks <i>The Dark by Lemoney Snicket</i> • Description of the dark: Fiction 1 week • Poetry: 1 week • Rewriting part of the story: Fiction 1 week • Instructions on how to make a Lantern: Non-fiction 1 week Novel : 2 weeks <i>White Owl, Barn Owl (Nature Storybooks) by Nicola Davies and Michael Foreman</i> • Non chronological report: Non-fiction 2 weeks	Novel: 6 weeks <i>The Village that Vanished by Ann Grifalconi and Kadir Nelson</i> • Note taking: Non fiction and Oral Storytelling: Fiction 2 weeks • Narrative retelling of an own story: Fiction 2 weeks • Writing a narrative story with a proverb: Fiction 2 weeks.	Novel: 6 weeks <i>The Boy at the Back of the Class by Onjali Q Rauf</i> • Character and setting descriptions: Fiction 2 weeks • Persuasive poster: Non fiction 1 week • Persuasive letter: Non fiction 1 week • Poetry: 2 weeks	Novel: 6 weeks <i>The Adventures of Odysseus, Hugh Lupton, Daniel Morden and Christina Balit</i> • Poetry: 1 week • Writing own myth: Fiction 3 weeks • Information Poster: Non-fiction 2 weeks	Novel: 6 weeks <i>Goodnight Mr Tom by Michelle Magorian</i> • Diaries: Fiction 2 weeks • Letter: Fiction 2 weeks • Explanation of evacuation: Non-fiction 2 weeks
	 	 				

A strong understanding and application of vocabulary, grammar and transcription skills enable pupils to be confident writers. Direct teaching of ambitious Tier 2 and 3 vocabulary in writing lessons (drawn from the books and texts read), and from the wider curriculum and the world around them, is fundamental to pupils acquiring robust academic and expressive vocabularies ready for the start of their secondary education. Pupils are taught the grammar and punctuation rules required to meet and exceed year-group expectations. The teacher models the skill taught in each lesson, which forms part of the success criteria, pupils are expected to demonstrate in their writing.

Teachers need to plan using the six-part lesson model (see ‘Planning Lessons’ section above).

Spelling

The RWI spelling programme is used from Year 2 to provide all pupils with a structured, sequential, cumulative approach to spelling. It is aligned to the National Curriculum and teaches pupils spelling patterns and rules, providing them with opportunities to practise and learn common exception words. Spelling is taught five times a week, with each session lasting approximately 15 minutes.

Spelling lists are given to families at the start of each half-term and are published on the school website. We provide spelling lists for each week that are linked to the spelling rules pupils have learnt in class. Pupils then practise these in class and at home as part of their home learning. Speed spell quizzes are taken weekly. Children with literacy difficulties (dyslexia) are given a maximum of five words per week.

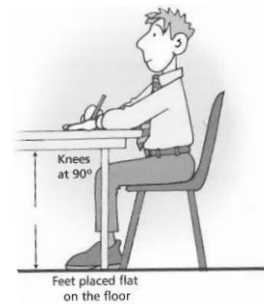
Handwriting

Handwriting is taught from Reception class up, using the ‘Letter Join’ programme. Handwriting is always modelled to pupils by the adults in the classroom. In Reception, the focus is on the correct formation and sizing of letters. Pupils are taught RWI handwriting phrases to support their daily practice.

In KS1, pupils learn how to join letters correctly by practising cursive letter formation, then joining letters using the six joins: diagonal joins to letters without ascenders, horizontal joins to letters without ascenders, diagonal joins to letters with ascenders, diagonal joins to letter with descenders and horizontal joins to letters with descenders. In KS2, pupils continue with this practice first in pencil, then in pen when they show high quality and consistent joins in all areas of the curriculum. All pupils are expected to write in pen and write with correctly formed cursive handwriting by the end of Year 4.

The proper handwriting position

The writer should be positioned square to the table with feet flat on the ground and knees at a 90 degree angle. Elbows should be at the height of the desktop and the writing surface should be stable.



The position of the paper affects the writer posture and should be slightly rotated with the non-writing hand in a supportive position to maintain the correct position and posture (see diagram opposite).

Left-handed writer



Right-handed writer



(see

Examples of correct presentation in books

English, science and foundation subjects

The title is written neatly underneath the date and underlined. It is a short learning intention.

The date is written neatly, in full and in the middle of the page. It is underlined neatly. The day and the month start with a capital letter.

Leave a line between the date and title.

Mistakes have brackets around them or are crossed out neatly with one line eg) wen

Question numbers sit in the margin, they are written neatly and have a bracket eg 4)

Handwriting sits on the line, is joined and letters are the right size. Writing starts at the margin and stops at the end of a line.

Mathematics

The date is the short date, one number goes in one square and it is underlined.

The title is written next to the short date and is underlined. It is a short learning intention. Writing is neat, joined and written normally.

Mistakes have brackets around them or are crossed out neatly with one line eg) 561

Leave a line between the date and title.

Question numbers sit in the margin, they are written neatly and have a bracket eg 4)

One digit goes in one square. Operation symbols like + - x ÷ = also go in one square by themselves.

2 square margin

Handwritten work on a grid. At the top, the date '18.01.11' is written in one square per digit and underlined. To its right, the title 'Brackets' is written and underlined. Below this, four problems are listed, each with a question number in the margin and the problem itself in the grid. Problem 1: $4 + (10 \times 5) = 54$, $10 \times 5 = 50$, $4 + 50 = 54$. Problem 2: $8 + (2 \times 9) = 26$, $2 \times 9 = 18$, $8 + 18 = 26$. Problem 3: $56 + 49 + (6 \times 30) = 229$, $6 \times 30 = 180$, $49 + 180 = 229$. Problem 4: $56 + (15 \times 9) = 191$, $15 \times 9 = 135$, $135 + 56 = 191$. Red arrows point from the text annotations to specific parts of the work.

Handwritten work on a grid. On the left, a rectangle is drawn with dimensions 3cm and 2cm. Below it, the area is calculated: $3 \times 2 = 6$. Then, the volume of a cube is calculated: $2 \times 2 \times 2 = 8$. On the right, there are several multiplication and subtraction problems. Multiplication: $213 \times 0 = 0$, $213 \times 2 = 426$, $213 \times 3 = 639$. Subtraction: $4289 - 4644 = 1356$, $3488 - 4644 = 1356$, $213 \times 0 = 0$, $213 \times 2 = 426$, $213 \times 3 = 639$. Red arrows point from the text annotations to specific parts of the work.

2 square margin

Mathematics

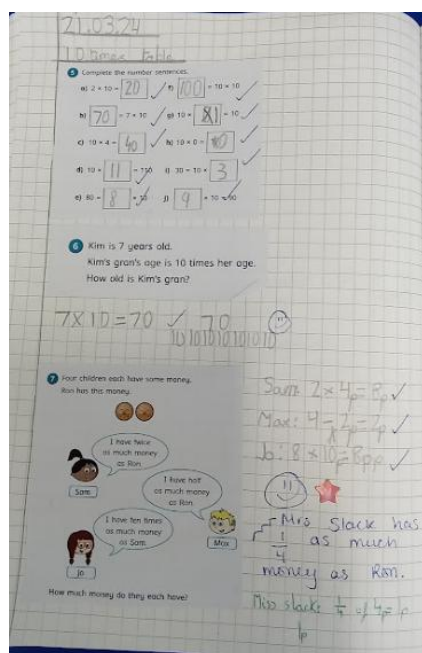
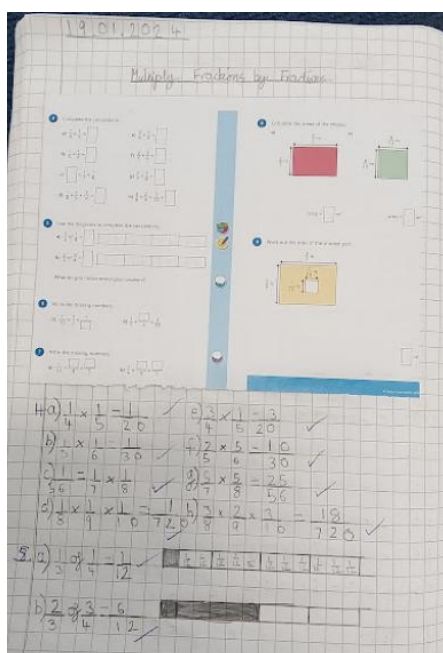
We believe pupils should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. We understand that a deep grasp of mathematics is essential to enabling greater social equity and mobility. To achieve consistency and rigour, we follow the White Rose programme which is underpinned by the Dimensions of Depth. These address conceptual understanding, language & communication and mathematical thinking and support mathematical problem solving and enable pupils to make strong connections between topic areas, draw on representations to support their thinking and be prepared to articulate, justify and explain their thinking.

Our ambitious mathematics programme of study is aligned to and goes beyond the National Curriculum. Teachers follow a carefully constructed curriculum map where prior knowledge and future knowledge is organised so that the pupils' learning journey is clearly articulated to them. Each year group has a key representations document and a vocabulary list to ensure that learning is sequential and cumulative. Further details of our approach to mathematics can be found in our Mathematics Policy.

Maths lessons begin with Do Now (Flashback 4). This retrieval task requires children to recall and rehearse prior learning. Teachers need to plan using the six-part lesson model - (see 'Planning Lessons' section above).

Manipulatives the pupils need for learning must be prepared and organised in advance of the lesson (these should be readily available in classes). White Rose provides a Reception, Key Stage 1 and Key Stage 2 resource list of the manipulatives, charts and frames needed to deliver the curriculum.

Evidence in books should clearly show the new learning the pupils have acquired. If alternative resources other than White Rose resources wish to be used, they must be shown to the maths leader before being used.



Science

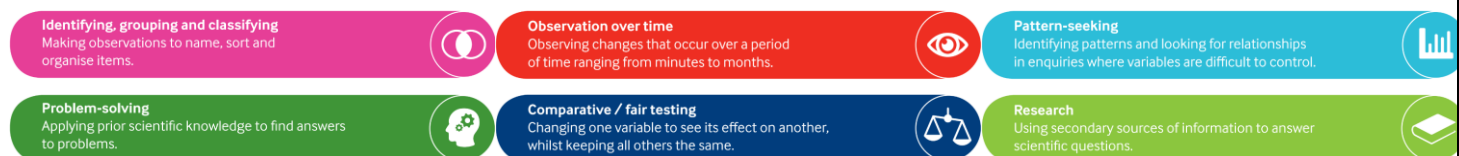
The All Saints Partnership aims to provide all pupils with a comprehensive and experience-rich science curriculum that fosters their

natural inquisitiveness and enables them to make sense of the physical world.

The curriculum is designed to balance the teaching of essential scientific subject knowledge and methods of scientific thinking and working to deliver the curriculum in an accessible and exciting way.

Pupils learn how to work scientifically through the PSTT enquiry types and enquiry skills (see below):

Enquiry types



Enquiry skills



From the Early Years stage, pupils are taught to generate their own ideas and questions about the world around them.

This approach helps our pupils internalise the spirit of scientific inquiry and take ownership of their scientific knowledge and practice. It also encourages them to form new lines of enquiry, which can be used by the teacher to further the children's understanding in subsequent lessons.

We have built a robust programme of practical demonstrations and experiments into our curriculum to ensure that all pupils make progress and develop secure understanding of key scientific concepts and the subject-specific vocabulary necessary to explain them. New learning is taught in a clear, logical sequence and is revised regularly to help our children recall and retain their new scientific knowledge.

The curriculum ensures that children think deeply about the ethical and social implications of scientific issues, discoveries and practices, both historical and new. The teaching of science supports social development by exposing children to the power of collaborative working and by showing children that differing ideas should be respected and valued.

Our curriculum is aligned to and goes beyond the National Curriculum, developing pupils' knowledge of biology, chemistry and physics through developing substantive and disciplinary knowledge. Pupils develop scientific enquiry through opportunities to observe over time, pattern seek; identify, classify and group; plan and conduct fair and comparative tests and research using secondary sources. Through these strands, pupils learn to work scientifically by: asking scientific questions, planning enquiries, observing closely, taking measurements, gathering and recording results, presenting results, interpreting results, drawing conclusions, making predictions and evaluating enquiries.

Units of work are planned according to the number of lessons required to teach them effectively rather than in half-term blocks. Our curriculum map shows when and for how long units are taught.



	Autumn 1		Autumn 2		Spring 1			Spring 2			Summer 1		Summer 2							
Nursery	All About Me: our bodies and how they work, differences, change over time. Seasonal changes: clothing, describing weather, Autumn changes Materials: exploring materials – types, textures,				Transport: how they work, forces and motion, environmental factors Growing: planting seeds, growing conditions, taking care of plants, life cycles of plants Ourselves: growth and change to our own bodies								Minibeasts: looking at different minibeasts, their role in nature, taking care of the environment Seasonal changes: growing, comparing to other seasons Materials: comparing and exploring through play, changes in ingredients when cooking							
Reception	Seasons			Health		Materials		Powers		Plants			Potions		Animals		Habitats			
Year 1	The Human Body		Seasonal Changes	Materials		Seasonal Changes	Planting A	Animals		Caring for the planet	Seasonal Changes	Planting B		Plants		Planting C		Growing & cooking	Seasonal Changes	
Year 2	Animals' & Humans' Need for Survival		Materials		Plastic	Plants (Light & Dark)		Living Things & Their Habitats			Plants (Light & Dark)		Plants (Bulbs & Seeds)		Life Cycles		Plants (Bulbs & Seeds)		Wildlife	
Year 3	Skeletons, Movement, Nutrition & Diet		Rocks, Fossils & Soils			Food waste	Light					Plants A		Forces		Plants B		Biodiversity		
Year 4	Living Things & Their Habitats		Data A	States of Matter		Sound		Data B	Electricity		Energy		Data C	Deforestation		Digestive system		Food chains		
Year 5	Forces	Space		Global warming		Properties of materials			Human Development			Life Cycles & Reproduction			Reversible & Irreversible Changes		Plastic pollution			
Year 6	Living Things & Their Habitats	Electricity		Renewable energy		Light			The Circulatory System Impact of Diet, Drugs & Lifestyle			Evolution, Inheritance & Fossils								

Units build across the year and over the years to provide pupils with a deep understanding of science and how areas of science interlink. Our curriculum overview shares the key objectives and identifies types of scientific enquiry, practical activities, trips and visitors that ensure a broad programme of study for all pupils. They also include key assessment questions which are used to check pupils' understanding. Lessons begin with retrieval quizzes or Do Now tasks designed to ignite prior knowledge on which pupils can build new knowledge. Medium term plans provide further subject specific knowledge to facilitate the delivery of an excellent science curriculum. Knowledge Organisers contain the key vocabulary and concepts for each unit to support pupils to build their understanding over time. These are stuck in books before each unit, are displayed in the classroom and are shared with families on the school website.

Wider Curriculum

At All Saints Partnership schools, the wider curriculum is delivered by class teachers alongside subject specialist teachers for PE, Music and MFL. Class teachers are responsible for delivering RE, PSHE, history, geography and computing. Teachers must use medium-term plans to ensure coverage and depth of learning. All lessons need to be planned using the six-part lesson model (see Planning Lessons section above), and adaptations must be made for all pupils, including those with SEND. All curriculum maps, curriculum overviews, and medium-term plans are stored in a shared Google Drive.

Home Learning

We see education as a positive partnership between home and school; home learning is a key part of this. It offers pupils the opportunity to become independent learners and to practise and apply skills learned in the classroom, increase their knowledge and

to develop their understanding. Our home learning also offers an important opportunity for parents to work in partnership with school to support their child's learning.

Weekly Home Learning Tasks

Weekly maths, spelling and grammar home learning is shared on Google Classroom or printed sheets for some families each Friday to be submitted by the following Wednesday. This allows pupils to ask about tasks on Monday/Tuesday if they are unsure about how to complete it. It also allows teachers time to mark or respond to home learning before Friday. Pupils are tested each Friday on their weekly spellings.

Reading

Pupils must be given daily opportunities to take books home across all year groups. Pupils on the RWI programme who are learning to read will be provided with a copy of the book they have read in class and a 'book to share' which parents/carers can read to their child. As pupils develop as readers, they will be able to read these to their parents/carers or to themselves. More confident readers will be able to choose a book from their class reading area or library. Pupils are encouraged to make recommendations to each other to develop a reading community within their classroom.

Writing

Children are encouraged to write for pleasure using the provided stimulus.

Enrichment

The All Saints Partnership enrichment programme is designed to provide pupils with opportunities beyond the standard curriculum, fostering a deeper understanding and appreciation of various subjects. Our enrichment programme underpins our commitment to providing an environment in which all pupils are enabled to realise their potential. The provision of enrichment within the partnership is intended to support the following objectives:

- The raising of aspirations and expectations for all pupils
- High levels of attainment and achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests
- Supporting pupils in developing their extra-curricular interests and intellectual curiosity

To ensure that all pupils are stretched and challenged, all teaching staff receive training on extending the learning of high-ability pupils. By incorporating this practice into each lesson, schools within the partnership ensure that every pupil is supported to achieve and progress. Through reasoning marking, feedback and extension challenges, pupils are encouraged to develop their higher-order skills of conceptual understanding and logical problem-solving. Technology is an integral part of learning across our schools, and is used in all subjects to support and extend pupils as they work towards mastering the knowledge, skills and understanding relevant to their curricular learning.

Across our schools, opportunities are provided for all pupils to excel in both their academic work and their chosen interests. To support this development, the partnership provides extra-curricular opportunities to enrich the education of pupils excelling in

particular subjects, fields or skills. Varied enrichment programs are employed to foster the intellectual curiosity and academic breadth of our most able pupils. Similarly, pupils are provided with a wide variety of opportunities to develop their sporting, artistic, and leadership potential. Our schools encourage our pupils to develop their interests both in and outside school, and liaise with a wide range of outside agencies to discover opportunities for our pupils to excel.

The Partnership Enrichment Programme seeks to develop pupils with leadership potential and those excelling in academic subjects. Through peer-to-peer mentoring and individual targets, pupils are encouraged to advance their skills of communication, team-leadership and positively developing others. School institutions such as House Captain, Learning Council, Eco-Councillors and Digital Leaders are used to encourage pupils to develop their leadership skills through guidance and experience.

Visitors

We welcome visitors to our schools. Visitors may be family members or family friends of pupils at school, visiting experts, members of the local community, or anyone who can inspire, share, or enhance the provision of our curriculum. All visitor proposals should be passed by the Head of School and entered in the school calendar.

Visitors must report to reception and sign in using the electronic signing in system. It is the responsibility of staff who the visitor is linked with to show them where the facilities are, emergency procedures and introduce them to other members of staff.

A visitors badge should be obtained at the office for all visitors remaining in the school building for any length of time. This again will be the responsibility of the invitee and must be returned upon signing out of the building.

Visitors are not privy to confidential school matters. Confidential matters regarding pupils, families, members of staff, and school developments should not be discussed with visitors to the school.

All visitors (except family members /family friends) must have evidence of DBS clearance and photo identification.

Trips and Outings

Teachers are encouraged to enrich the curriculum with educational trips throughout the academic year. The trips may be to a museum or gallery, a field trip, a nature reserve, a park, a famous landmark, or anywhere else linked to an aspect of the pupils' learning. They may also be planned to provide an aspirational life experience, such as a trip to a university or company. A schedule of trips is planned in advance of each term and must be approved by SLT. The procedure for trips is as follows:

- Find out if the venue has availability.
- Check against the school diary to ensure no other events are booked for that particular day.
- Submit a request to the Head of School who will confirm if it can be booked.
- Teacher to ensure trip is added to the school diary.
- Ask Office staff to arrange transport 2 weeks prior to the trip (coaches will need to be booked well in advance).
- Carry out a risk assessment 2 weeks prior to the trip.
- Submit the risk assessment 2 weeks prior to the trip.
- Identity staff (or parent) volunteers 2 weeks prior to the trip.
- Inform parents 2 weeks prior to the trip via class Dojo.
- Week before the trip, inform the kitchen of how many packed lunches are required
- Day before the trip, check the route and alternative route noted on risk assessment for any disruptions.
- Day of the trip: collect any medical supplies and complete the trip departure checklist.

Trips may be cancelled if risk assessments are not submitted 2 weeks prior to the trip.

Where possible public transport should be used to reach your destination.

On occasion families may need to contribute to the cost of a trip or transport. This is a donation, and non-payment will not result in a child not going on a trip.

Adult/ Pupil Ratios

Guidance for adult pupil ratio when on trips:

KS2 - 1:15 (1:10 if using public transport)

KS1 - 1:8 (1:6 if public transport is involved)

EYFS - 1:4

Parent/ Carer Permission

Parents complete a Google form when pupils join the school that gives permission for pupils to complete visits within the local area when walking. These visits include: the library, walks in the local area and walking to swimming.

No child can be taken on a trip without permission from the parent or carer.

School trips are an integral part of education and our pupils will go on a wide range of trips during their schooling. These might be whole class trips and visits or small group trips. These include trips for sports and those for specific groups of pupils.