St George's Primary School

Learning and Teaching Policy

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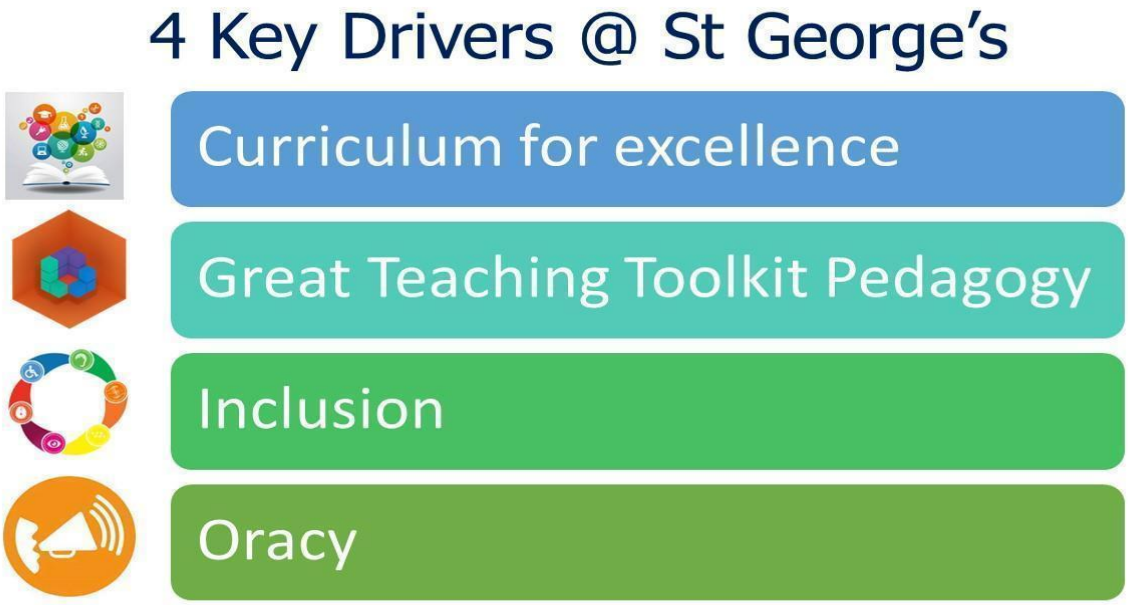
At St George's we are committed to delivering best practice that results in outstanding learning for all our children. We fully engage with evidenced based practice and research. Our expectation is that focus promotes consistency and excellence across all aspects of teaching and learning.

This version of our learning and teaching policy was agreed in September 2023, following feedback from all curriculum staff. The draft policy was written using feedback from our Great Teaching Toolkit Professional Learning Community (PLC) groups and summer 2023 curriculum conversations with all curriculum teams.

Our teaching and learning policy is centred on 4 key drivers for excellence. This policy is designed to illustrate our shared expectations and demystify what these are in practice.



Children, parents and staff should expect an emphasis and investment in these four areas.

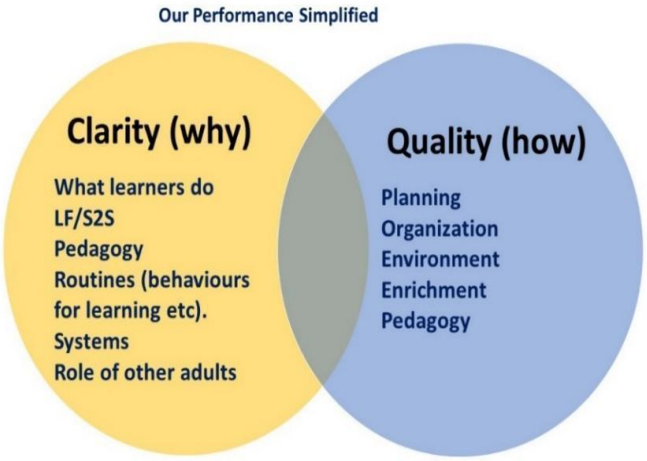
As a school we have committed to long term work on these areas and avoiding a cycle of new initiatives that confuse staff rather than add value. Curriculum teams are led by staff from across the school. At our best we ensure that clarity and quality is threaded through all our work.

Clarity on our curriculum

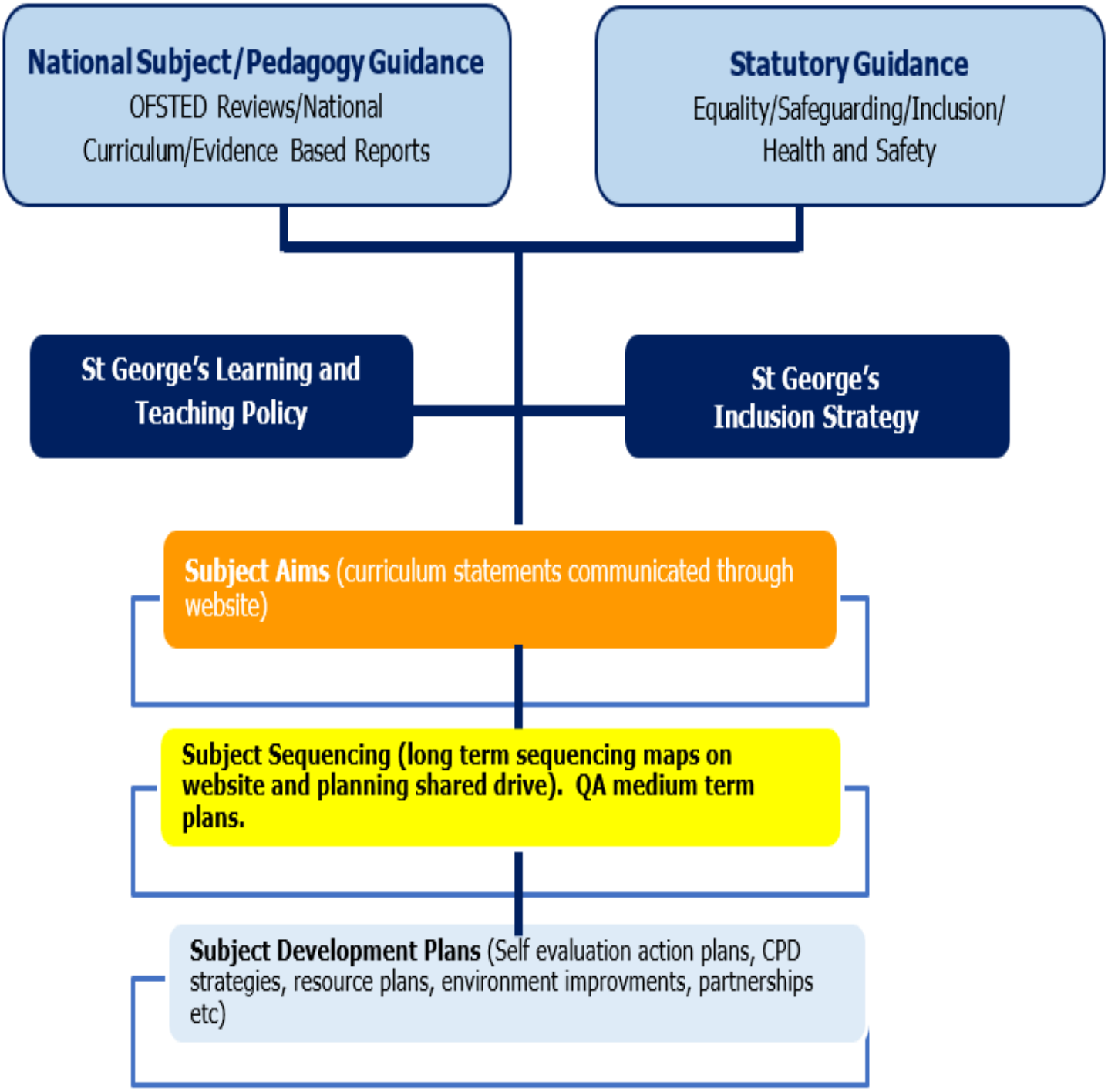
- Are we clear about our aims, key knowledge, required vocabulary, prior learning?
- Are colleagues confident in the aims and expectations?
- Do staff have the support to deliver this well?

Quality of delivery

- Are units well planned?
- Have we supported colleagues with subject knowledge, high quality resources and an emphasis on enriching learning?
- Are we ensuring high quality learning beyond the classroom with wider reading (texts and Myon), remote learning opportunities etc?



Our teaching and learning policy is the driver for achieving this. It is the pivotal document for all curriculum staff, leaders and governors.



St George's Primary Mission Statement, Vision and Values

Nurturing our community through opportunities, innovation and love'.

Our Vision

Our children deserve the best possible education. They will receive an education that promotes;

- Positive attitudes to learning that are the foundation of their future.
- Independent learners. At St George's Primary School, we will develop 'smart' learners who understand that hard work, progress and resilience are the essential ingredients for a successful future.
- A passion and love for learning. Our children should access a curriculum that challenges, inspires and motivates them. Learning will be a process of exploration and wonder that develops interest and understanding in all areas of learning.
- Effective learning behaviours. At St. George's, children are reflective learners who understand the purpose and benefits of effective feedback.
- Children who are: Happy! Safe! Confident!
- A respectful community. We should have a community where children and staff have respect for others.
- Community values and respect of the environment. We want our children to view themselves as part of a community. We will help our children find their voice and allow them to understand and to contribute to our local and global community as positive citizens.

Values

St George's Primary School is a 'learning community'. Our values and policies explain the *why* choices that we make. *How* we work and grow together is as important as the focus on *what* we do. We believe that it is the focus on *how* we do things that builds a community and characterises a successful school. At St George's Primary School, we ensure that:

1. **Everybody receives high quality provision, all of the time.**
    - As a professional community, we have an obligation to ensure that our work is consistently good, every day. We do not accept underperformance and aim to support each other as we develop.
    - We ensure that our school community follows our school's vision and values.
2. **All children can learn well and thrive. We will ensure that they have the support that they need to thrive and learn without discrimination.**
    - As a professional community, we meet the needs of all our children as well as we can.
    - We will work assiduously to ensure that barriers to learning and disadvantage are addressed.
    - We will ensure that we do not allow any child to be discriminated against or experience discrimination (and where this occurs, there will be direct intervention).
    - As a learning community all our children will learn without discrimination. This must be respected by staff, pupils and parents.
3. **Our school is committed to continually improving as a learning organisation.**
    - In a professional learning community, all members have an obligation to develop, learn and improve. At St George's Primary, we aim high and expect the best of everybody.
    - As a learning community we involve pupils, parents and other members of our school community. We recognise that their input and support is vital and value the importance of these partnerships.

These values guide our school daily as we seek to improve.

Respect Principles

At St George's Primary School, we have developed seven principles that underpin how we teach behaviours for learning. We have a common language for these principles. They dictate our expectations for how we learn and live at St George's.

They are taught termly through PSHE and assemblies but are the 'always' language of St George's. They are evident in all lessons, social times and threaded through all curriculum planning and delivery to ensure that we are fully developing our children's attitudes towards learning.

They are;

Resilience – determined; self-controlled; persistent; courageous; diligent; perseveres.
Empathy – fair; compassionate; kind; courteous; unselfish
Self-Aware – self-confident; self-disciplined; honest; humorous; humility; adaptability
Positivity – gratitude; motivated; positive attitude; inspires; willpower.
Excellence – creative; curious; inspires; pride; critical thinking.
Communication – listens; influences; feedback; reflective; evaluative; presence
Teamwork – cooperates; responsible; cares; decision maker; helpful; unity; patient.

'N… tion and love'.

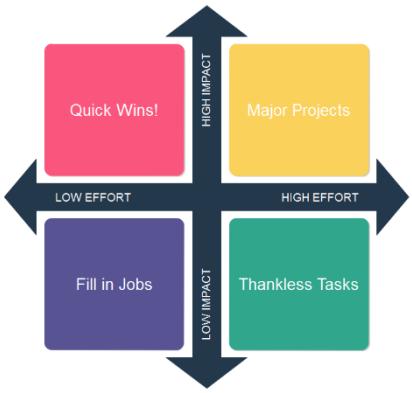
Learners who demonstrate RESPECT can (year by year link can be read by clicking here)

Children who demonstrate **Resilience**	• Like their learning to be challenging. They get absorbed in learning. • Have a 'don't give up' attitude. • Persevere with their learning even when they may find things difficult or be bored. Have a 'stickability' quality. • See mistakes in their learning as a positive learning process. • Have the courage to share their ideas. They know you don't have to get everything right (especially the first time!). • Manage the distractions around them so that they can focus when they learn and play. • Know how to make positive choices when they are challenged or under stress.
Children who demonstrate **Empathy**	• Care about how others feel. • Understand that it is important to listen to others. • Work well with other people. Understand that everybody needs to be given a chance to participate. • Value fairness and justice. They learn to stand up for what they believe is right. • Listen to others. They learn to negotiate and compromise. • Listen to other people's point of view and perspective before they make their own mind up. • Show understanding of others, especially during challenging times. • Value human qualities such as respect, compassion and tolerance.
Children who demonstrate **Self-Awareness**	• Try and explain how they are feeling through words and images. • Understand that they have choices and choices affect our behaviour. • Value truthfulness, honesty and accept that making mistakes is part of growing up. • Try and be the best they can be. Don't compare themselves to others. • Accept responsibility. Value discipline as making good choices and trying hard to be the best they can be. • Work hard to develop bravery and determination. • Know their own strengths. • Want to be a role model for RESPECT at St George's.
Children who demonstrate **Positivity**	• Know that effort (trying hard) is the most important step to success. • Are polite, friendly and respectful. • Are keen to try new things. Like to ask questions. • Look forward to learning and are curious about learning. • Are good at complimenting others and saying positive things. • Enjoy working with others. • Stay motivated even if they have had setbacks or disappointments. • Enjoy leadership. Like helping others do well. • Motivated by being part of a team, class and school. Have pride in their role at St George's.
Children who demonstrate **Excellence**	• Are proud of their achievements. They are pleased when they achieve something new. • Can explain what they have done well and (more importantly) how they have been successful. • Like working out how they can improve. They value targets and steps to success. • Learn to plan well and work things out on their own. • Can work independently (when needed) and reflect on their work. • Like to set their own goals.
Children who demonstrate **Communication** and **Teamwork**	• Talk well with others, including adults at school. • Understand that rules are important when you work together. • Are good at listening to others. • Enjoy supporting others. • Enjoy asking questions as part of their learning. They are inquisitive and curious. • Value the opinions of others. Feedback and advice are important. • Like challenges and finding solutions as part of a team. • Willing to try other people's ideas. • Like to debate things and understand that there are different opinions. • Can stay on task as part of a team challenge. • Like to influence others and work together. • Can help a team identify their strengths and weaknesses.

Applying Teaching Learning Policy at St George's Primary

This is the third version of our teaching and learning policy since we started on our school improvement journey in 2017. It has developed at the pace of our professional practice. Policy has four aims:

1. Promote highest ambition for our professional practice. We have a 'high challenge, low threat' culture.
2. Promote consistency and clarity. We want to demystify the process.
3. Empower rather than direct colleagues. They should be informed decision makers.
4. Ensure that colleagues focus on what makes a difference. We have to value time, the workload and effort that the job requires and reduce the demands and cognitive load associated with teaching.

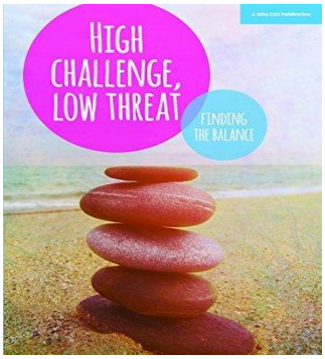


Ways that We Live our Learning and Teaching Policy at St George's Primary

- We recognise that meaningful change starts with personal engagement. We choose to work with children and accept the responsibility to reflect, evaluate and always seek to improve.
- We are a professional learning community. We support and encourage each other every day to be as effective as we can be. Reflection and improvement are positive steps.
- We all engage and participate in meaningful professional development through enquiry, training, mentoring, peer support and coaching.
- We evaluate and audit our practice against the requirements of our learning and teaching policy.

"Teachers and staff who choose learning leadership become owners and investors in their schools, rather than mere tenants".

Roland Bart
Improving Schools for Within



Essentials in Our Professional Practice

"Good colleagues inspire, encourage and complement each other. They keep themselves and they keep each other alive and in love with their daily work."- **Johnathan Smith – The Learning Game.**

- ✓ **Live our vision and values.** Must ensure that professional conduct promotes the school's aims and RESPECT values. It is vital that all staff have a positive attitude to their work and create a strong working environment.
- ✓ **Work Smartly and embrace professional discipline.** We have to focus on what makes a difference and what matters. We have to manage expectations and not seek improvement through excessive workload.
- ✓ **Commit to best practice** through reflection and being open to research and evidence-based practice.
- ✓ **Staff must be engaged and committed.** To thrive as an organisation, we will only work effectively if we have commitment from every member of staff.
- ✓ **Work with assiduity, consistency and purpose**. We think carefully about school policies and systems. Staff must follow these to ensure that we get our core practice right.
- ✓ **Foster Collaboration and live as a learning community.** We are learning every day. We have a professional responsibility to be open to change, new ideas, and to learn and adapt to professional challenges.
- ✓ **Expect Support.** Governors and senior leaders fully accept that staff must be supported and encouraged to thrive. Our school community will provide a supporting, working environment to ensure all staff (especially new staff and staff at the beginning of their career) are well supported so they can work successfully.
- ✓ **Ensuring a Culture of Safeguarding.** Our professional practice must ensure that safeguarding is at the heart of our daily practice.
- ✓ **Lead Learning.** We have a team with wide experience and expertise. We must all contribute to school life, provide leadership, question and innovate.
- ✓ **Be reflective practitioners**. We should reflect daily on our practice, engage in professional reflection, improve and support each other to thrive as a professional learning community.
- ✓ **Support Mental Health and Well Being**. We provide a range of well-being services but also know that the most important aspect as colleagues is how we support each other and manage professional relationships.

Applying Evidenced Based Practice

Evidence based practice underpins all of our work. There is an expectation that we use this to design our practice and as a tool for reflection and improvement.

We have used this to help structure our expectations using a simple model that is evident throughout this and other policies.

Essentials	These are agreed expectations for our pedagogy and practice. They stress the essential aspects that all staff and leaders should ensure is evident. These are the identified aspects that we know will help improve our practice and promote continuity.
Desirables	These are the aspirations for excellence. Staff are supported to work towards these aims. However, they should only be implemented once the 'essentials' are successfully in place.
Never	These identify practices that we want to eliminate. Quite often it is about challenging 'habits' or misconceptions about effective classroom practice. They are often linked to reducing workload, cognitive demands on staff and improving effectiveness.

We have systematically applied evidenced based practice through our pedagogy and curriculum. We are a trailblazer school for Great Teaching Toolkit and work with evidence based education to develop the whole team CPD of this aspect of our work. Leaders and governors have also embraced the recommendations in the School Environment and Leadership: Evidence Review.

We complement this by working proactively with national subject associations and bodies, research schools network, EEF; , Chartered College of Teaching, teaching hubs and other accredited bodies including maths hub, Voice 21 and Kingsbridge Institute. We are also the lead school for Wirral Kingsbridge SCITT. All staff also engage through their subject teams with OFSTED research reviews.

EEF Teaching Toolkit

Toolkit Strands	Cost	Evidence	Impact
Metacognition and self-regulation Very high impact for very low cost based on extensive evidence.	£		+7
Reading comprehension strategies Very high impact for very low cost based on extensive evidence.	£		+6
Oral language interventions Very high impact for very low cost based on extensive evidence.	£		+6
Feedback Very high impact for very low cost based on extensive evidence.	£		+6
Collaborative learning approaches High impact for very low cost based on limited evidence.	£		+5
Mastery learning High impact for very low cost based on limited evidence.	£		+5
Peer tutoring High impact for very low cost based on extensive evidence.	£		+5

EEF Early Years Teaching Toolkit

Toolkit Strands	Cost	Evidence	Impact
Social and emotional learning strategies Moderate impact for very low cost based on very limited evidence.	£		+3
Earlier starting age Moderate impact for very high cost based on very limited evidence.	£		+3
Play-based learning Moderate impact for very low cost based on very limited evidence.	£		+4
Self-regulation strategies Moderate impact for very low cost based on very limited evidence.	£		+3
Extra hours Moderate impact for very high cost based on very limited evidence.	£		+4
Early literacy approaches Moderate impact for very low cost based on extensive evidence.	£		+4
Parental engagement High impact for low cost based on extensive evidence.	£		+5

Many staff have deepened their research and understanding through:

- Coaching opportunities
- NPQ qualifications
- Completing their diplomas in evidence informed practice.
- Working with national bodies such as STEM, NCETM and Voice 21.

Aim of our work is to empower rather than direct colleagues. They should be the decision makers.

Applying the Great Teaching Toolkit (GTT) at St George's

We are delighted to be one of the trailblazer schools for the **Cambridge Great Teaching Toolkit CPD programme.** Using a clear evidence base, we will use the GTT to give us a clear framework for decision making and school improvement.

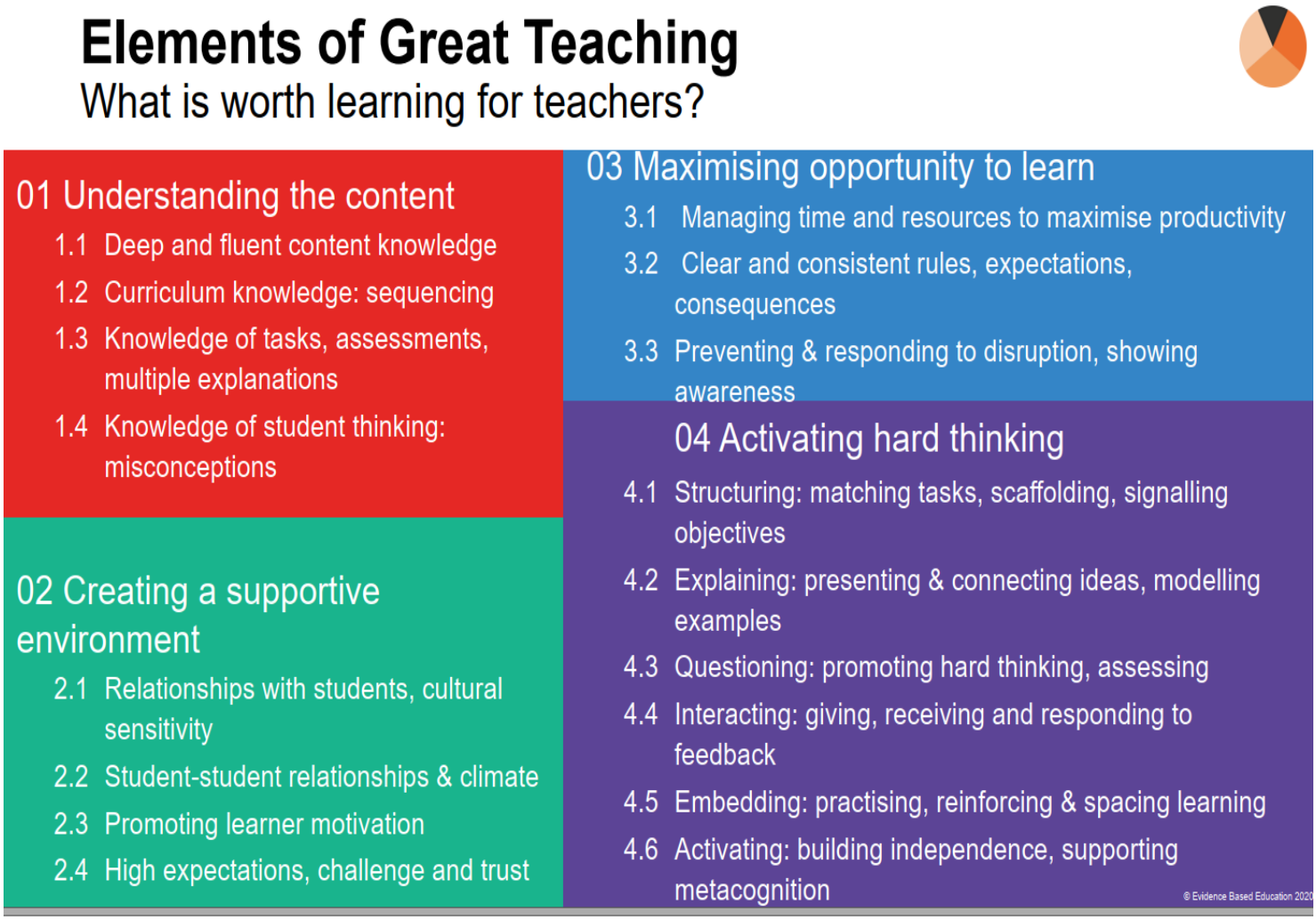
- You can find out more by clicking here
- **Staff login to the GTT CPD portal by clicking here.**

Over 3 years staff will have a detailed programme of training and reflective practice focusing on

- **Essentials of learning**
- **Science and metacognition of learning**
- **Assessment Essentials**
- **Behaviour and Culture**
- **Creating A Supportive Environment**
- **Maximising the Opportunity to Learn**

Great teaching toolkit has 4 fundamental aspects that we will focus on and develop.

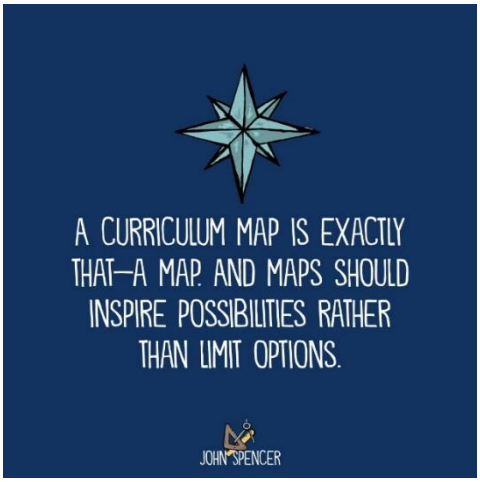
1. Understand the content they are teaching and how it is learnt
2. Create a supportive environment for learning
3. Manage the classroom to maximise the opportunity to learn
4. Present content, activities and interactions that activate their students' thinking.



Dimension One is linked to our work on developing a curriculum for excellence. As well as the work undertaken by leaders and curriculum teams, it also emphasis the assiduity for staff to:

- Take time to understand subject planning, key themes and intended outcomes.
- Need to make informed decisions regarding what to teach; what not to teach; emphasis on prior learning and the need to ensure that we carefully sequence learning. Less is more. We are focused on core learning and vocabulary.
- Need to provide opportunities for learning outside the classroom through literature, projects and 'limitless learning opportunities' on our digital platforms.

Dimension One – Understanding the Content and Promoting a Curriculum for Excellence



Inspiring Learning and Deepening Knowledge @ St George's

At St George's we believe that every child should thrive in their learning. We have designed a rich and purposeful curriculum for every subject and every year group. We aspire for excellence in every subject. We want our children to value their curriculum, learn well and contribute to their community.

- **Our teaching is driven by high expectations and an ambitious curriculum for all children**. Children should apply themselves in their learning. We are committed to promoting rapid progress and closing learning gaps.
- **Our teaching should develop depth and mastery.** We will ensure that children have high-quality, in-depth learning opportunities. Our teaching will be based on developing metacognition and working memory.
- **Each curriculum area has strong leadership.** We invest in national partnerships to help us *raise the bar*.

We ensure that our curriculum is enriched through:

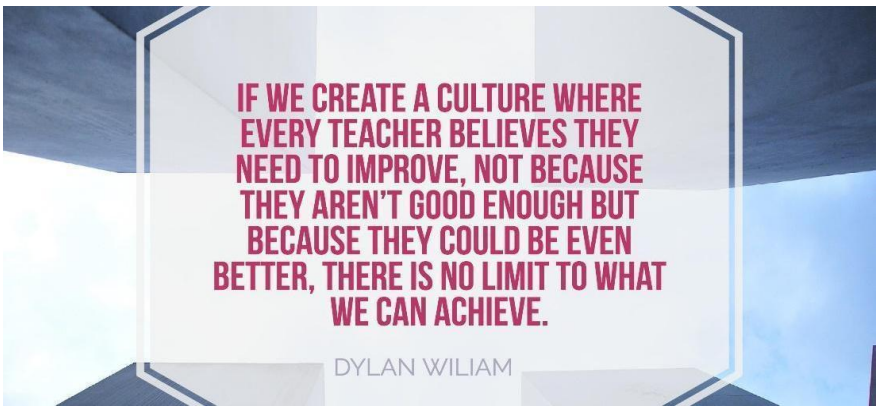
- Commitment to a wider education. As well as the core curriculum we have chess education programmes, environmental schemes, STEM projects, cycling schemes and pupil voice initiatives to develop leaders.
- Deliver our learning guarantee that all children will have at least 2 trips, author visit, live theatre and music performance annually.
- Commitment to allow time for breadth and depth in all 13 subject areas. Annually, we review our curriculum and timetable structures to ensure this is planned and achievable.
- Fidelity to national curriculum and local R.E curriculum expectations. We accept the challenge and aspiration of the 'core curriculum'.
- Emphasis on oracy, language and vocabulary. We are a Voice 21 school and want our children to find their voice as a gateway to learning across the curriculum.
- Belief that inclusive practice is good for every child. With effective support every child can access our curriculum and thrive.
- Access to clubs and activities. Nearly all of these are free or low cost at the point of delivery.
- Opportunities for children to go deeper and share their learning through our 'limitless learning' initiatives on google classroom (Years 4 to 6) and See-Saw (EYFS, KS1 and Year 3)
- A commitment that no child is left behind. We support learning with tuition, homework clubs and laptop loans for all children in KS2.
- Education that allows children to visualise new opportunities through exposure to careers and higher education from a young age.
- Effective use of outdoor education to add depth to children's learning. This includes forest school education.
- Effective use of information technology through access to devices, high speed broadband blended learning, assistive technology and virtual reality are all part of our curriculum design and delivery.
- Effective use of Spiritual, Social, Moral and Cultural education (SMSC) from Early Years onwards. We want our children to have 'in depth' learning experiences with global national and local cultural links.
- Strong use of pupil voice to help our children be good citizens and live the 'British Values' of democracy, the rule of law, individual liberty and mutual respect.
- A clear and progressive plan of personal development using our RESPECT values, diversity principles and our PSHE and RSE schemes of work.
- Huge investment in trips and residential education opportunities. We now run 3 affordable residential opportunities in Year 4 (Chester), Year 5 (York) and Year 6 (Condover Hall - outdoor education).

"The purpose of the curriculum is not to cover but to uncover." Anon

Dimension 1 **Understanding the Content**. Promoting a curriculum for excellence. Bring **clarity and creativity** to our curriculum.		
Essentials	**Desirables**	**Never**
• Fidelity is shown in the school's long-term planning and curriculum ambitions. • Ensure that each year group has a long-term plan for coverage and time provided (timetable) so all subjects are of value and the ambition is achievable.	SMSC opportunities are built into the curriculum.	• Change curriculum sequence without liaising with team leaders and curriculum teams. • Commit to additional opportunities/trips unless they add value to the planned curriculum. • Change the agreed timetable without purpose or agreement (we need professional discipline to achieve our shared ambition).
Planning identifies core learning and key knowledge that will be taught. **We have a 'less is more' approach to learning.**	Planning is based on best available support to staff through subject associations, curriculum hubs, approved commercial resources etc.	• Use low-level curriculum planning (internet searches, Twinkl etc). • Dilute planning with too much content
Learning sequence in planning is broken into well written and developmental learning focus (intentions) and success criteria. Each lesson will have these.	Learning focus and success criteria is explicitly used for formative assessment and feedback throughout the teaching sequence.	Confuse planning with too much content or unnecessary resources. Our aim is secure clarity.
Vocabulary for each unit must be separated into essential and desirable vocabulary. Essential vocabulary is explicitly taught (often as a pre-teach exercise).	In our best practice we address children's knowledge and vocabulary gaps with pre-teaching and intervention when needed.	• Confuse children with too much vocabulary. • Teach a unit without explicit vocabulary teaching. • Put vocabulary on working walls or display without a teaching reference.
All planning considers how oracy will be used to promote understanding, meta-cognition and retrieval (working memory).	Planning ensures that 4 strands of Oracy are applied throughout the year.	See 'oracy' as an add on or 'off the cuff' activity.
Planning ensures that we engage children with key concepts and knowledge through: 1. Virtual Reality 2. Texts 3. Resources and Artefacts 4. Trips and visitors etc.	Ensure that we use google classroom and Seesaw to extend children's learning opportunities beyond the classroom. We call this our 'limitless learning' model.	Expect children to be able to grasp concepts and knowledge without purposeful concrete examples and resources.
Additional planning is kept to a minimum and staff don't over prepare resources (slides, worksheets etc) that can remove thinking and independence for children.	We adapt high quality commercial planning and add an overview sheet for personalisation. Examples include: NCEE Computing, DT Projects on a page, Science Bug, Literacy Counts units, mastering number etc.	Just add more resources or simply recreate old planning. Everything should be considered (for the purpose and values) and quality assured.
All planning is specific on assessment expectations and strategies. Assessment should be a constant linked to: 1. Core knowledge and skills 2. Identified learning focus (intentions) and success criteria. Delivered through: 1. Immediate adult feedback (in the lesson) 2. Effective self and peer assessment (still needs to be quality assured by adults and teaching assistants)	Purposeful use of assessment tools is built into planning including: • Flashback 4 • Mini quizzes (often using multiple choice) • Short formative assessments • Feedback opportunities • Self and peer assessment (including editing, use of video Assessment provides opportunities for focused teaching, adaptations, extension, intervention etc. Assessment is used to: • Address misconceptions • Consolidate learning. • Provide extension and opportunities for greater depth.	• See assessment as separate to the teaching cycle. It is not an end point. • Rely on summative assessment. • Provide extensive feedback away from learning. It should be as immediate as possible. • Not act on assessment. What can you do with the information from your assessments to help children learn well?

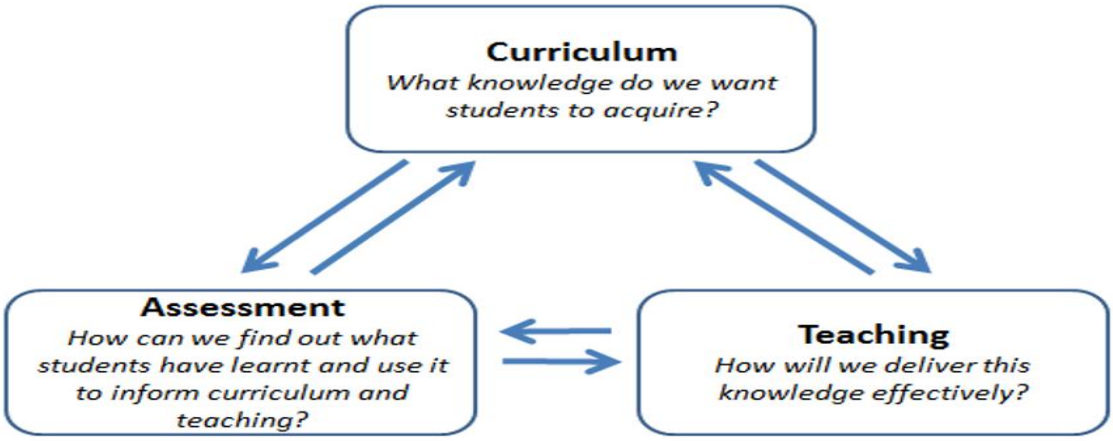
Staff ensure that planning is adapted for children's needs in their classes and the level of their prior learning.	Prior learning is skilfully reignited with questions, resources, use of books, sharing models of writing, calculations, recordings etc.	Approach prior learning as a cold task. This will result in low level aspiration and expectations (prior learning must be reignited)
Inclusive practice is considered at the planning stage. How can you adapt planning, so all children are supported to thrive in their learning? Consider: • Streamlining knowledge, learning focus, success criteria and vocabulary. • Using assistive technology to support reading and recording. • The use of 'low floor, high ceiling' tasks so children can achieve well from their baseline. • Providing scaffolding to address individual needs. • What intervention and pre-teach support you can provide.	Adaptations are constant and manageable. Respond to assessment in class so children's barriers to learning are addressed. This allows them to achieve their potential.	• Lower expectations for children. • Provide a different curriculum. Inclusion is about adaptations.
All planning is quality assured through a three-step process: 1. Lead member of staff in each team undertakes responsibility for writing/updating planning. 2. Quality assurance undertaken by team members and AHTs. 3. Subject teams review planning and provide feedback as needed.	Staff seek specialist support and advice from SLT or middle leaders before implementing units of work.	Deliver units of work without quality assurance.
All planning is shared with teaching teams in advance and opportunities given to staff to ask questions or clarify. All staff accept their responsibility to ensure that they have good subject knowledge and understanding.	In all teams, expertise is skilfully used to promote best quality and learning and teaching (including use of peripatetic and specialist staff).	Ask staff to teach subjects in which they are not qualified or have expertise. This can be a risk for PPA/leadership cover etc.
All classes to have an up-to-date planning folder, which includes the following: • Learning and Teaching Policy • Medium term plans • Weekly plans (clearly annotated to reflect individual or class needs)	To include an assessment overview of class (Star assessment data etc). Class feedback sheets (illustrating potential next steps and gaps in learning)	As previously agreed with staff, not solely kept on the drive. Printed out and clearly adapted for your classes needs.

This grid drives the subject expectations written by our curriculum teams. Updated subject grids are contained in appendix one of this document.

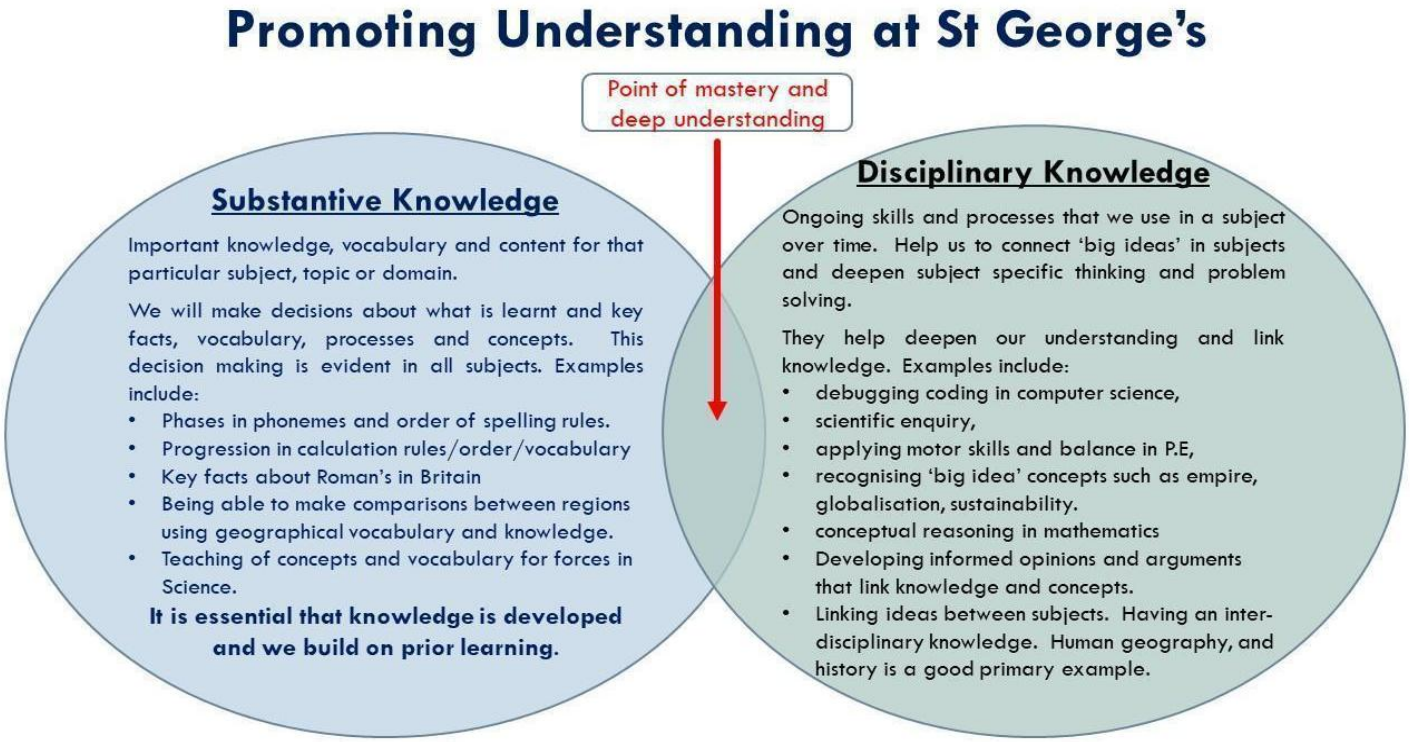


Intent and Impact of Our Curriculum

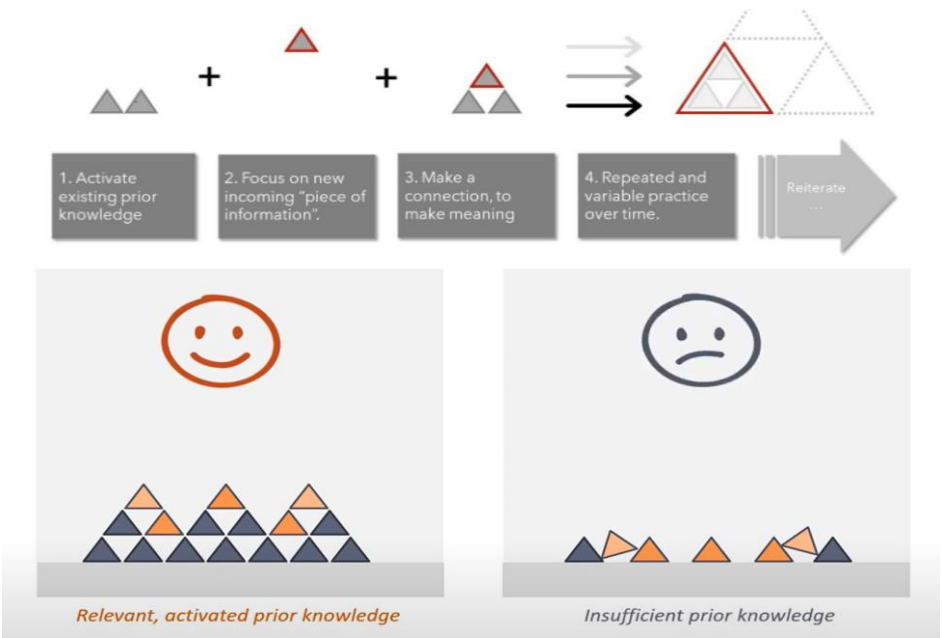
Assessment, our curriculum and teaching are a connected model. We must be clear on the connections and purpose of our chosen curriculum and pedagogy.



We must skilfully deliver our curriculum and ensure that it develops understanding and strong working memory.

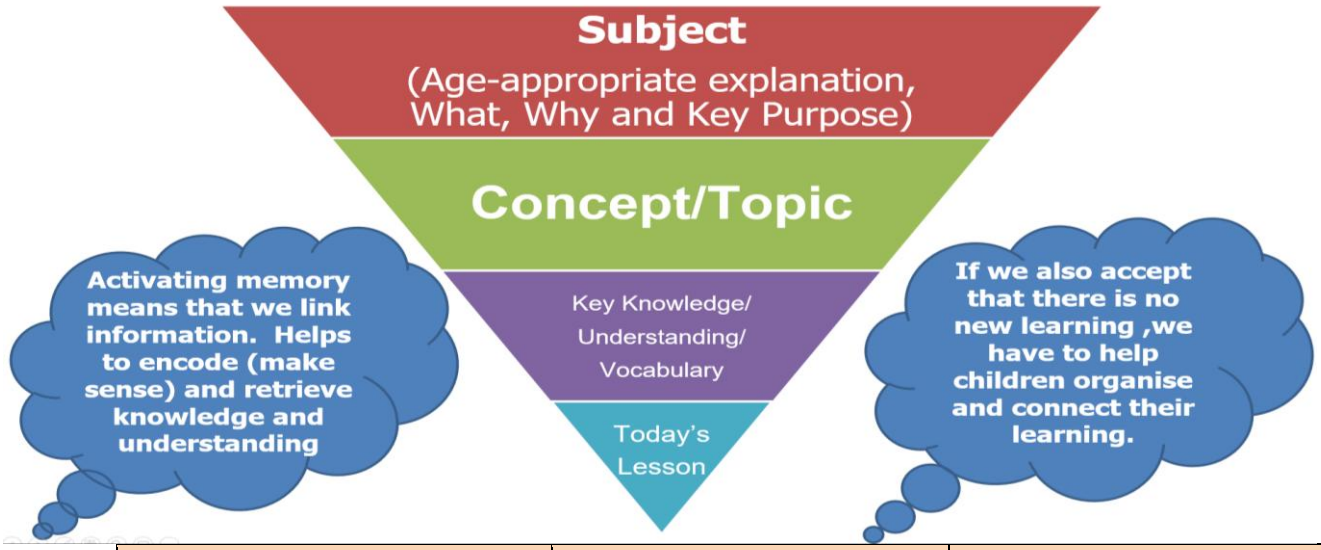


Children should be connecting their knowledge over time and improving their recall and understanding.



Developing Subject Understanding at St George's

We want our children to be secure in their subject and conceptual understanding. To assist this, we have agreed definitions for subject descriptions that must be used by all staff. A child should be able to use these to answer; *'What is mathematics/design technology/ history etc?'* This will then allow them to link key themes and concepts to this definition and build their understanding.

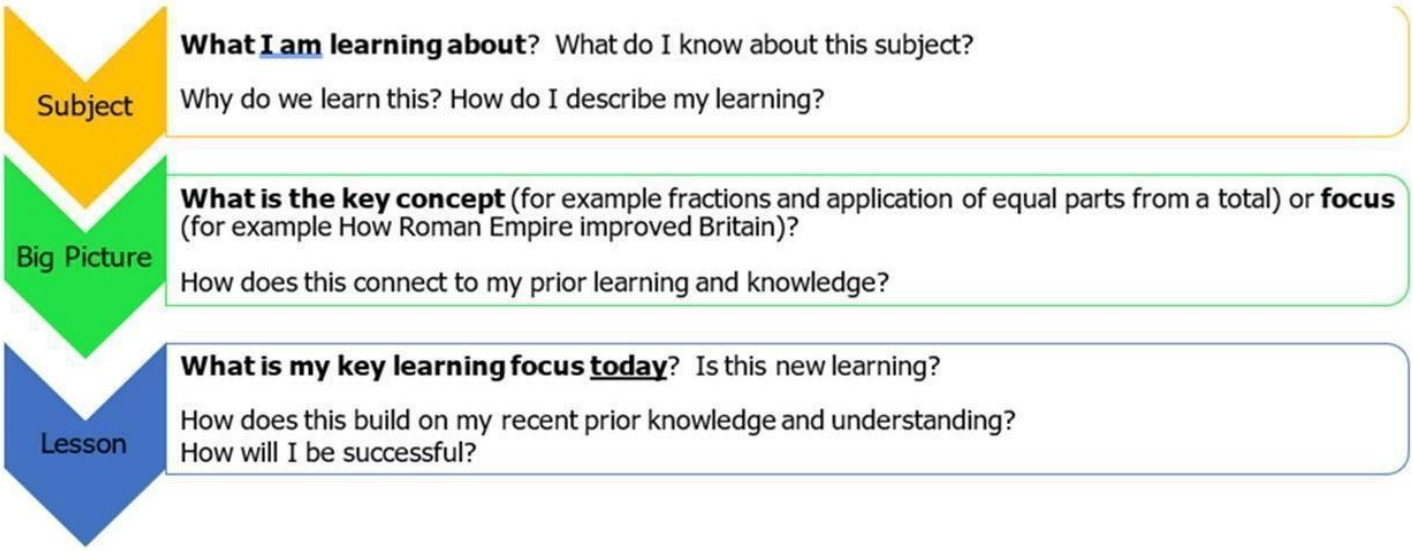


	EYFS and Key Stage One	Years 3 and 4 (Lower KS2)	Years 5 and 6 (Upper KS2)
Art and Design	Creating things that are beautiful and valuable.	Learn new skills and make choices using materials and skills to create pieces of art that are important to us.	To experiment and learn new skills which creates things that are individual and valuable.'
Computer Science	To access and use technology in a safe way	To access, use and evaluate technology in a safe and effective way to learn and share ideas.	To use technology effectively and safely to improve our ability to learn, solve problems and communicate
Design Technology	Learn about the objects we use and foods we eat. Design and make products and change our designs to improve them.	Learn about designs and innovations. Design, make and evaluate a variety of products.	Learn about changes in designs and innovations through time. Design, make and evaluate products, changing our designs throughout the process to improve and adapt our original ideas.
English and Reading	Learn how to read and share books for enjoyment.	To read a range of different books to develop a love of reading.	To develop a love of literature through mastering reading skills, so we can read for enjoyment.
English and Language	Learn how to share our ideas through speaking, listening, and writing.	Learn how to communicate through speaking, listening and writing.	Learn how to communicate effectively through speaking and writing.
Geography	Learning about where they live, including places around our school and grounds **(EYFS)** Learning about where they live, human and physical features of our locality and comparing some of these to an area from the further locality and around the world **(KS1)**	The wider world around them, how **some** countries have differences and similarities to us.	The human and physical features in the wider world.
History	Learn about how people lived in the past and what has changed.	Learn about **some** of the important people, changes and events in the past.	Learn about **some** of the important events of the past to help us understand how they have affected the world that we live in.
Mathematics	Understanding numbers and patterns (and how they help us make sense of the world).	Mastering our understanding of number and patterns through calculation and concepts.	Applying our understanding of number and patterns through calculation and mathematical ideas.
Modern Foreign Languages (MFL)	Learning that people speak different languages across the world to communicate.	Learning about the culture and language spoken in France. Begin to write French words.	Learning about the culture and language spoken in France. Developing skills to use French to

			hold a simple conversation. Begin to write simple sentences in French.
Music	Create new and interesting sounds and patterns using our voices and instruments.	Create and perform music using taught patterns, rhythms and melodies with our voices and instruments.	Create and perform music with increasing creativity and control by mastering how to play instruments and use their singing voice.
Oracy	Using our speaking and listening skills to help us talk and learn.	• Oracy skills help us to understand and communicate through speaking and listening. • Using talk to help us to learn and to present our learning.	• Oracy skills help us to develop the skills and confidence to communicate our ideas and work well with others. • We develop talk strategies so we can articulately communicate and present our ideas and learning.
Physical Education (PE)	Learning how to balance, move, stay fit and play games properly.	Learn how to develop specific skills to enjoy sports and participate in physical activity.	Developing a positive attitude that allows us to improve our skills, participate in sports; compete and take responsibility for our fitness and well-being.
Personal, Social and Health Education (PSHE)	Learning about ourselves and how to stay safe and healthy as we grow up.	Learning ways to be safe, (physically and mentally) healthy and prepared for our futures.	Developing skills to be safe and healthy (physically and mentally) now and in the future so that we can thrive in the communities in which we belong.
Science	• Enquiring and understanding the world around them **(EYFS)** • Enquiring and discovering scientific skills and promoting a love of questioning **(KS1)**	Investigating and exploring scientific questioning and beginning to plan simple practical enquiries that can be applied to the real world.	Assessing and analysing scientific enquiry which promotes an independent desire for further discovery.

Aim is to teach the right things and in the right way to develop clear understanding. All learning should be explicit and anchored using the steps below.

Anchoring Learning



Essentials In Our EYFS Curriculum Design and Delivery

Early Years provides the foundation for every aspect of our curriculum at St George's. We want to ensure that our staff are explicit about:

- Purpose and value of the aspects of learning in EYFS.
- How these foundations provide national curriculum readiness.
- How these foundations need to be nurtured throughout primary education.

Although there are different titles and areas of focus, our teaching and learning policy is applied from Foundation 1 onwards. In many areas EYFS provides best practice and examples for the school. This includes:

- Use of scripts on expectations.
- Getting to know your children and developing positive relationships.
- Establishing clear routines.
- Ensuring that learning is anchored in high quality 'concrete' and meaningful ways to develop understanding.
- Explicit teaching of vocabulary and new skills.

EYFS staff do adapt their practice using evidence-based approaches. This includes EEF Early Years toolkit, Early Intervention Foundation and other accredited bodies.

For each area of national curriculum learning, we have identified the EYFS core knowledge and skills which will create strong foundations for learning, whilst ensuring progression into the National Curriculum and school readiness. We have established:

- What learning means in that area of learning or subject at St George's. What are we trying to achieve?
- How we will teach our children to describe their learning. For example, children in EYFS should describe the historical aspects of UTW as: *'When we learn about our family, our likes and dislikes, what makes us special and different and the history of special or important people.'*

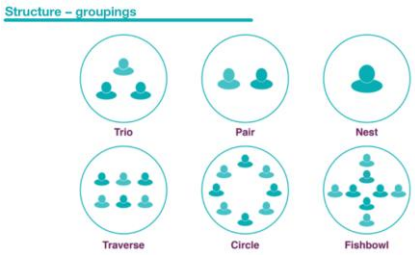
Communication and Language	Listening attentively and responding appropriately with comments, questions and actions. Holding back and forth conversations with adults and peers. Expressing ideas and feelings about experiences using full sentences.
Personal, social and Emotional Development	Showing an awareness of one's own and others' feelings and regulating behaviour. Giving focussed attention, managing self and demonstrating perseverance. Working and playing cooperatively and forming positive relationships.
Physical Development	Moving energetically, confidently and safely, showing balance and coordination. Demonstrating dexterity and control of small tools including using a pencil with control and accuracy.
Literacy	Demonstrating understanding and conveying meaning through early reading, early writing and a love of literature.
Mathematics	Having a deep understanding of number and numerical patterns whilst building the foundations for mastery mathematics.
Understanding the World	Learning about the world around us, people, communities and cultures past and present. Learning about our own environment and the natural world.
Expressive Arts and Design	Developing skills and techniques through experimentation which enable self-expression and creativity

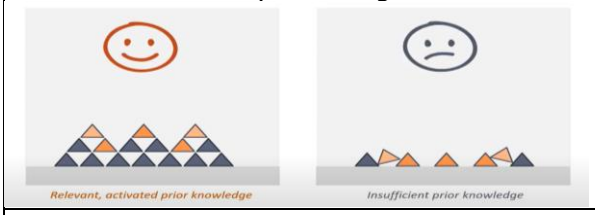
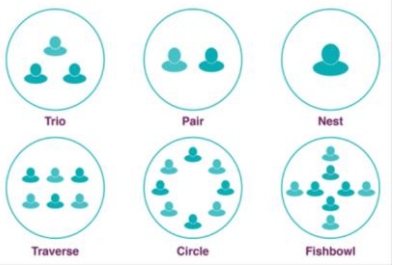
Dimension 2 - Creating a Supportive Learning Environment Emphasis on positive relationships, motivation and the climate for learning. Creating high expectations and trust so children thrive.		
Essentials	**Desirables**	**Never**
Use classroom charters to ensure 'buy in' from children and all adults on rights and responsibilities. Emphasis on children's right to: 1. be safe, 2. be happy, 3. be respected. 4. to learn. These underpin our 'positive relationships and behaviour' policy at St George's.	These are reinforced with reference to the school's mission statement to nurture our community through opportunities, innovation and love.' Staff are 'role models' for these values at all times (model the change that we expect).	Allow adults to undermine our ethos and core values. We must 'practise' not preach these. Miss an opportunity to reinforce these using positive praise.
Use of consistent 'scripts' for learning behaviours and RESPECT language developed within teams and used by all staff. Should underpin the development of classroom scripts. They should all state how in your classroom is (adapted for age): 1. A safe place 2. A place to be happy. 3. A place to be respected. 4. A learning space	Use of sentence stems agreed to help get consistency and understanding.	Think that you can be successful with these without: • Precise teaching and explanations • Constant reinforcement • Use of feedback/praise using core values, rights and expectations.
Agreed unit expectations for establishing positive relationships: • Meet and greet expectations. • Use of Zumos, worry boxes etc (establishing trust) • Expectations for respect and how everybody communicates. • Use of reward schemes. • Celebration expectations (assemblies, postcards etc).	Extend these relationships to families. Provide high quality opportunities for parents to engage and support learning. This adds to learner motivation.	Allow colleagues to not follow these expectations. Drop our standards and expectations.
Classroom Charters and RESPECT values used by all staff to celebrate learning using RESPECT zones (positive behaviours) and also to enforce expectations (responding to negative behaviours) with use of yellow, orange and red zones. Clearly displayed in all classrooms, learnt and well communicated to children, parents, staff and governors. Reinforced in assemblies, PSHE, postcards and e-mails home (digital versions on Compass)	Curriculum staff and leaders regularly seek feedback on student perceptions of their: • Classroom Charter, • RESPECT behaviours • Student – Student relationships • Student – Adult relationships • Rights to safety, respect, learning etc.	Allow these to become 'wallpaper' or less relevant. Ignore student voice.
All behaviour reward schemes are rooted in these values, relationships and expectations. Any negative behaviour sanctions are used to reinforce these values through: • Reflection tasks • Restorative justice (address the x behaviour – repair relationships) • Giving children opportunity to prove their positive behaviours/values (jobs to improve our school)	A tiered approach to behaviour, ensuring that class teachers feel empowered (and supported). An escalation process thereafter (AHTs, DHT and HT as appropriate). Analysis and evaluation of weekly behaviour logs. What steps can be taken to prevent future reoccurrences?	• Create new reward schemes (undermines school values and core practice). • Deliver a sanction without positive purpose. Is a missed opportunity to make children think and will damage relationships. Examples: 1. Staying in 2. Standing outside by wall 3. Sitting by the office.
PSHE lessons and assemblies used to deepen age-appropriate understanding of RESPECT values. Reinforced termly but taught explicitly		Apply these without precise teaching and explanations.

Relationships are nurtured in every classroom. Adults uphold our aim to be '**a persona of compassionate consistency'** and create opportunities: 1. Get to know their children and their interests. 2. Tune into children's feelings ('Take the weather') 3. Strengthen and nurture student-student relationships (circle time, shared responsibilities, talk opportunities, clubs etc) 4. Ensure that vulnerable pupils are supported and helped to thrive. 5. Develop student voice and leadership in your classroom with values, roles and responsibilities	Leaders engage with student voice and support class-based work. Especially for: • Vulnerable pupils. • Student leadership • New pupils to school.	Ignore the fact that behaviour reflects a child's feelings. If there are negative behaviours, you must apply consistent sanctions but also invest in the relationship and trust for that child. Use language that is negative about a child (as opposed to their behaviour). No child must be labelled. Their behaviour must be addressed.
All adults model and teach expectations for positive relationships and trust. Includes: 1. Use of language (aim to be positive and focus on what we want) 2. Careful choice of language (positive and non-prejudicial) 3. Body language (open and non-threatening) 4. Tone of voice		Address concerns if adults display: • Negative language • Aggressive tone of voice • Aggressive body language • Sarcasm • Prejudicial language
Maximise relationships with students to **increase motivation**. Establish a cycle of belief and purpose with children. Can be used to: • Establish aspirations and targets for academic achievement. • Improve conduct and be celebrated for improvements. • Improve attendance and punctuality.	Share and celebrate with parents and involve senior staff/SENDCO 9if required). Whole school approach is most effective.	• Ignore the opportunity to 'transform' a child's perception of school and relationships in school. • Set unattainable targets. • Establish a target/aim and not celebrate/praise.
Use oracy techniques to develop strategies for communication, collaboration and developing trust in classrooms.	Children learn different roles in groups. Intervention and support provided for social skills when needed.	Expect children to improve in these areas without teaching and practise.
Ensure that the learning environment is used to create a well organised and positive climate. **We have a less is more approach in the learning environment.** • Clear space given to routines, expectations, charters and RESPECT zones. • Learning walls to exemplify current learning in English, Maths, Science, oracy and the wider curriculum. • Only include examples of taught vocabulary, phonemes, number work etc. **No expectations for display of work in classrooms**. Although purposeful celebration can add value.	Celebration of work should be used to reinforce values and celebrate effort, improvement and show progression. Including children's quotes can add value to display and reinforce ownership.	Clutter your space. More content only detracts value from the important stuff in your classroom. Allow your classroom management to disrupt flow in your classroom with clutter.

"Whatever you are teaching, make it clear. Make it as firm as stone and as bright as sunlight" **- Gilbert Hughes, the Art of Teaching**

Dimension 3 – Maximising the Opportunity to Learn Emphasis on positive and consistent expectations. Reduce lost learning time, develop flow, encourage automaticity, provide clarity for adults and children.		
Essentials	**Desirables**	**Never**
Clear routines and expectations established in all teaching bands for • Movement in class • Transition to breaktime, hall, P.E etc • lining up • entrance to classrooms, • meet and greet by staff. • organisation of learning spaces, 'Why' is known by adults and children. Gives all routines value and purpose. Children must understand what routines and expectations are. Rigour on these aspects using the practise, repeat, insist cycle. Clear posters in each class established to ensure clarity of language and consistency of expectation.	Established visual aids to exemplify the expectations and routines. Make this simple. For example: • Lining up outside a classroom. • Photographs of stationery storage for the end of the day (how we leave our classroom) • How we sit on the carpet. Bands establish simple checklist for their learning environments and organisation Bands ensure that these are communicated and upheld by all staff (PPA, cover, leaders, trainee teachers, supply staff etc).	Introduce routines without: • Explaining the why • Checking understanding • Practising and repeating to establish habits. Try and establish routines without precise (agreed) language, practise and reinforcement. Must be evidence that they are understood and practised by all adults and children. Change expectations or routines because of a change of adult.
In each classroom children understand and know the routines for essential learning behaviours: 1. moving spaces 2. uniform 3. collecting (and respecting) equipment 4. water bottles 5. responding to questions 6. recording in books etc Each band ensures clear guidance on implementation of these routines.	A visual reminder in each classroom	• Implement a routine and expectations and then not follow through the expectations. • Share orally. Children need visual reinforcement.
Ensure that there are clear and maintained expectations for a well-organised and purposeful learning environment (storage, desk tidies, learning walls, visual timetable etc). Trays are managed so children have access to their learning essentials (whiteboards, stationery, reading books etc). Desks are kept clutter free to allow for purposeful learning and use of resources. Children and staff have roles and responsibilities for this.	All storage areas are clearly labelled with visual cues. Monitors for library areas, stationery, play equipment are celebrated by senior staff.	Expect staff to tidy up after children. This is their learning environment. Allow standards to drop. Maintain using the practice, repeat, insist cycle. Adult areas (desks and storage cupboards) become cluttered and don't give out mixed messages.
Use of 'scripts' adapted for routines. Aim is to make these consistent and simple. For example • 'Choose it – Use it – Put it away'. • (1, 2, 3 – Eyes on me!') • Get calm, get focused, get ready to learn. • Look smart, feel smart, act smart (uniform expectations). • Think, practise in your head, be ready to answer (expectations for deep thinking)	Use of sentence stems agreed to help get consistency and understanding.	Try and establish routines without precise (agreed) language, practise and reinforcement. Must be evidence that they are understood and practised by all adults and children.
Routines, expectations and classroom charters are used by all staff to celebrate learning using RESPECT zones (positive behaviours) and also to enforce expectations (responding to negative behaviours) with use of yellow, orange and red zones.		

Learn and communicate well to children, parents, staff and governors.		
Agreed set on non-verbal cues to: • Quieten volume. • Look this way. • Turn around. • Move back to your seat. • Move to the carpet. • Stand behind your chair. • Silence for listening. • Stand appropriately. • Sit appropriately. • Show approval for positive behaviours for learning		
Deliberate classroom organisation and seating plans used so children can learn in the best way and there is a flow to learning.	Adapted to needs and purpose. 	Make changes without articulating 'why' to children. If you want them to respond well, make it explicit and purposeful.
Positive and purposeful targeted support provided for children who have additional needs to thrive to in a classroom. Can include: • SEMH • Specific learning needs (ASC etc) • Emotional health and well-being. • Transition (new child to school or class)	When needed, support also provided by pastoral staff, SEND support and SLT.	Expect children to adapt and thrive if we don't.
Ensure that the learning environment is used to create a well organised and positive climate. **We have a less is more approach in the learning environment.** • Clear space given to routines, expectations, charters and RESPECT zones. • Learning walls to exemplify current learning in English, maths, science, oracy and the wider curriculum. • Only include examples of taught vocabulary, phonemes, number work etc. **No expectations for display of work in classrooms**. Although purposeful celebration can add value.	Celebration of work should be used to reinforce values and celebrate effort, improvement and show progression. Including children's quotes can add value to display and reinforce ownership.	Clutter your space. More content only detracts value from the important stuff in your classroom. Allow your classroom management to disrupt flow in your classroom with clutter.

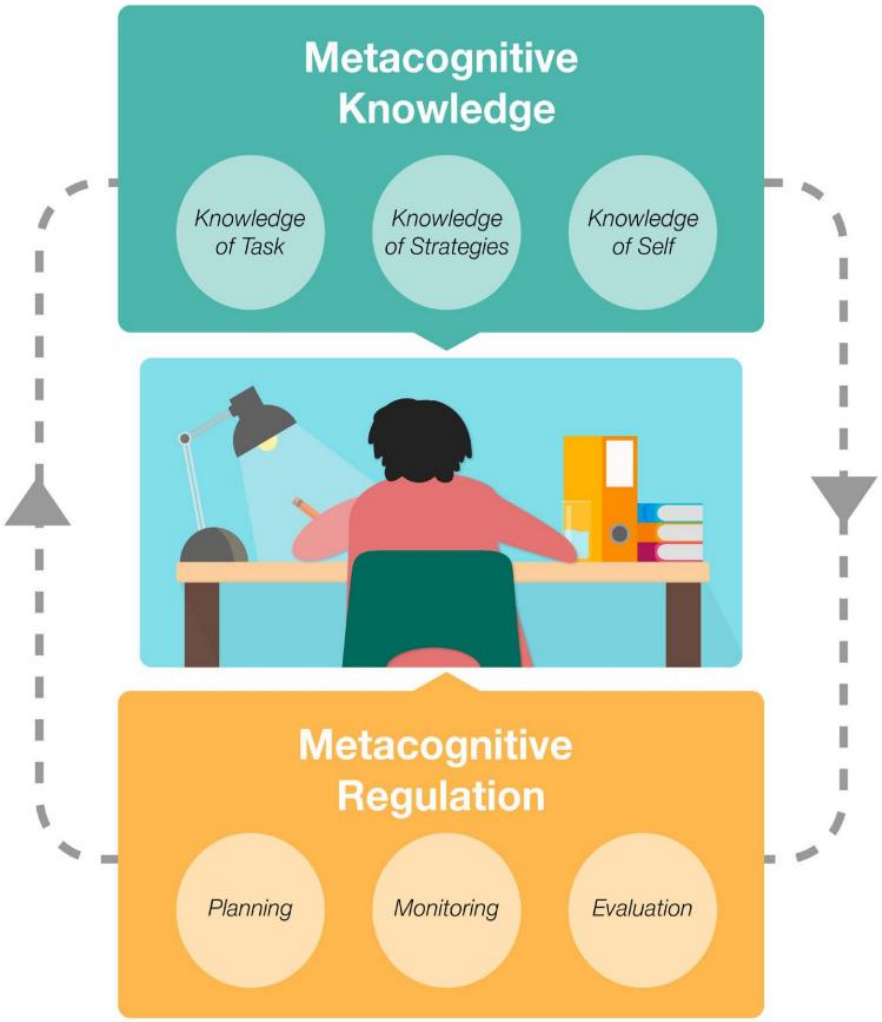
Dimension 4 – Activating Hard Thinking Emphasis on how we develop metacognition in learning through purposeful tasks, questioning, use of assessment and promoting independent learning.		
Essentials	**Desirables**	**Never**
Learning will be carefully structured for all students. Learning sequences and lessons will ensure that children have the time and opportunity to apply themselves in their learning. Tasks will be structured at the point of 'stretch', so children are thinking deeply, making decisions and applying higher order thinking skills using Bloom's taxonomy model).	Children should be taught about metacognition and have an understanding about how and why they are developing their learning skills. Staff will apply the 7-step model (see page 25) as a framework for the teaching sequence.	Deliver lessons that are dominated by 'teacher talk'. Expect learning without application. Expect children to learn if there is no challenge.
All learning focus (intentions) and success criteria will promote higher order thinking and/or retention. Children should not be undertaking low level tasks.	Teachers will ensure that success criteria allows children to 1. Develop mastery of learning 2. Remember more. Improve retention, recall and fluency.	Expect children to learn well if they are unsure what the expectations are. They must always know what success looks like in their learning.
Ensure that learning sequences are well prepared maximising prior learning and connecting knowledge (pyramids of knowledge model). We should consciously avoid cognitive overload. 	We teach children how to organise new learning and help them organise important knowledge and skills (avoids cognitive overload).	• Expect children to simply recall or connect prior learning. • Use cold tasks for prior learning. We have to reignite and teach connections.
Teaching and learning must be inclusive. Teaching will be adapted for individual and group needs. We know that children can thrive and respond to challenges with adaptations for their learning. Includes: • Streamlining knowledge, learning focus, success criteria and vocabulary. • Using assistive technology to support reading and recording. • Adapting tasks so children can achieve well. • Providing resources to address individual needs. • What intervention and pre-teach support you can provide.		• Remove deep thinking expectations. • Lower expectations for children. • Provide a different curriculum. Inclusion is about adaptations.
Oracy skills are used to help children organise and articulate their ideas. Children have a range of skills to organise their ideas and refine/improve responses (sentence stems, talk tactics etc)	Class organisation is flexible to promote oracy and purposeful dialogue. 	Ask children to apply oracy skills without careful structure and teaching/modelling of techniques.
Skilful range of questions used and practised by children. Range of questions used to: • Promote deep thinking. • Improve recall. • Aid assessment (self and by adults) Response techniques are taught (time, no hands up, discussion partners etc).		• Use hands up responses. • Give children short response time for 'deep thinking' questions. • Expect children to think deeply without modelling and practise. • Expect children's best responses from their first answer.

Ensure that context and meaning are clear through use of concrete and purposeful learning opportunities. Includes: ● Use of timelines in history ● Globes and maps ● Artefacts and resources ● Virtual reality (VR) to allow children to engage well with context, scale. ● Practical and investigations in STEM, P.E, music and art ● Visits and trips		Expect children to anchor their learning without exposure to 'concrete' models that help them 'make sense' of their concept. Includes: ● Past in history ● Faiths and worship ● Sense of place in geography ● Scientific discovery ● Noticing and mastering skills in STEM, P.E, music and arts
Purposefully maximise school environment and local resources to deepen learning. Could include: ● Forest school, Saxon Camp ● Giant maps and timelines ● Local geography/history ● Art galleries/museums		● Design these opportunities without an explicit link to the school's curriculum. ● Ignore these opportunities.
Assessment is an always. Part of our teaching cycle (not an addition or 'one off' process). Provides opportunities for focused teaching, adaptations, extension etc. Assessment is used to: ● Address misconceptions ● Consolidate learning and improve recall. ● Provide extension and opportunities for greater depth. Includes editing and correcting. (How have you improved? Why is it better? What have you learnt?)	● Feedback is used to inform teaching. ● Provide students with direction on how to improve. Best delivered as immediately as possible. ● All curriculum staff should deliver feedback. ● Students use green pen to indicate their feedback.	● Use assessment as an end point/summative process. ● Ignore opportunities to adapt teaching sequences for classes/groups/individuals. ● Make support staff redundant in feedback and assessment.
Teach children to respond to use of skilful Assessment expectations and strategies. Assessment should be a constant linked to: 1. Core knowledge and skills 2. Identified learning focus (intentions) and success criteria. Delivered through 1. Immediate adult feedback (in the lesson) 2. Effective self and peer assessment (still needs to be quality assured by staff).	Purposeful use of assessment tools are taught at age-appropriate expectations. planning including: ● Flashback 4 ● Mini quizzes (often using multiple choice) ● Short formative assessments ● Feedback opportunities ● Self and peer assessment (including editing, use of video	● See assessment as separate to the teaching cycle. It is not an end point. ● Rely on summative assessment. ● Provide extensive feedback away from learning. It should be as immediate as possible. Not act on assessment. What can you do with the information from your assessments to help children learn well?
Core offer in place to allow children to pursue their interests and learn beyond the classroom. Includes: 1. Access to relevant topic books and texts across the curriculum. 2. We use google classroom and see-saw to extend children's learning opportunities beyond the classroom. We call this our 'limitless learning' model. 3. Trips and visits including additional provision for vulnerable children.	● Children have opportunities to engage with additional clubs, competitions, online learning opportunities to extend their learning and curiosity. ● Provide tuition/additional opportunities across the curriculum to deepen children's learning.	● Deny children the chance to take books home, handle artefacts. ● Remove children from curriculum trips as a sanction.

Metacognition, Deep Thinking and EEF 7 seven-step model

We have explored meta-cognition principles and practise through our Outstanding Teaching support, PLC model and curriculum work. This will be developed over the next two years with the Great Teaching Toolkit 40 hours of CPD through 4 modules. They are:

4.1 Structuring Learning
4.2 Explaining Learning
4.3 Questioning
4.4 Interactions and Feedback



Principles of metacognition underpins our approach to deep thinking. At St George's we define meta-cognition as:
'Metacognitive regulation involves pupils planning, monitoring and evaluating their learning, to support independent learning behaviours.'

We will talk to our children about this as:
'How I make good decisions to manage my learning'. *We would expect children to explicitly know what meta-cognition is.*

We will ensure that we refer to the EEF metacognitive model. All staff have had training on this and can use EEF metacognitive implementation guide and tools.

Questioning approaches are pivotal to the implementation of this model. We would expect this to be explicitly shared with children.

Knowledge of Task
Are they clear on the expectations?
Have we used a worked example to think aloud and simplify the task?
Have they practised this task? Do they have master/automaticity (if needed)?
Does the learning focus frame their task?
Knowledge of Strategies
Have we modelled strategies and steps to success?
Can they verbalise their strategies (metacognitive talk)?
Do they know what do if they are stuck?
How will they recall or apply strategies (for example grammar in independent writing)?
What can help me (S2S, recall, learning wall, resources)?
Knowledge of Self
How do I approach this task?
How have I been successful before?
How will I manage the challenges in this task?
How will I self-regulate so I am a successful learner?
How can I think about/use what I already know?
What feedback have I had on these types of tasks before?

Planning
Are you clear on the task, FF and S2S?
Are worked examples on learning walls/digitally shared? Can I refer to them?
What do you already know? How can this help you? How can you plan to remember use this?
How will you do this well and stay focused?
Monitoring
What are my options to complete this task? Am I using the best strategy?
Am I checking my S2S?
What parts am I doing well? What parts do I need to improve? How do I know this?
What can I use to help me be my best? Do I have resources/people to help me assess my work?
Evaluation
How well have I completed my task/learning?
Have I used the S2S to evaluate my learning?
Do I have a WAGOLL that I can evaluate against?
How can I remember the important knowledge and strategies?
How do I self-regulate to learn and perform well?
Have I made any mistakes? How can I correct and learn from this?

We are going to refer to [the EEF Metacognition recommendations] as part of our work and use the broad principles in the 7 step model to help us promote consistency and clarity in our planning and sequences of learning.

This will involve:

- Reflecting on sequencing and planning structures to promote independence as outlined in [EEF suggestions] and [voices from the classroom article and video.]
- Helping to change habits as outlined in this [EEF blog]

Oracy at St George's

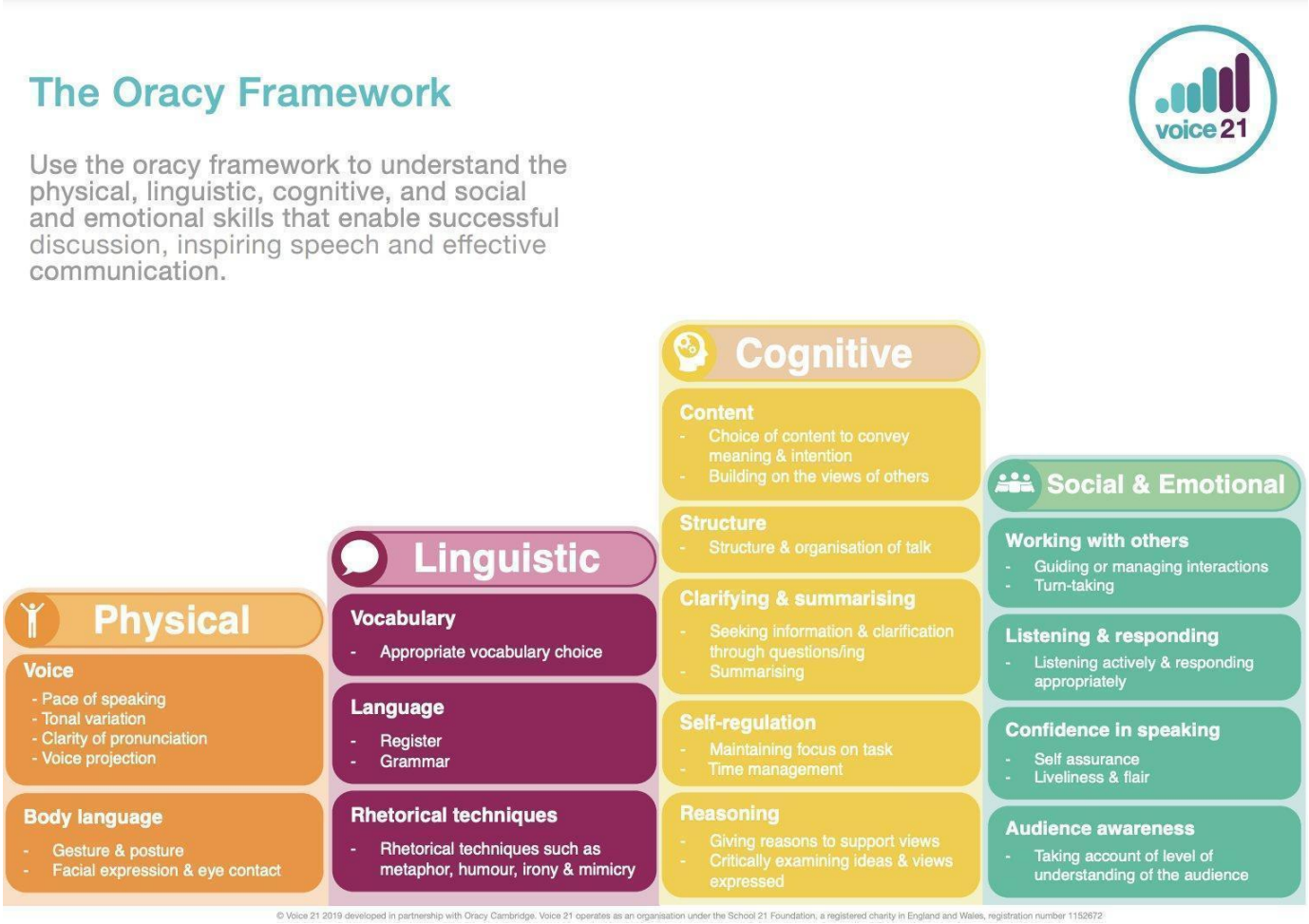
Oracy is an always for our curriculum and pedagogy. It is one of our 4 key drivers for excellence as a school. It is a discipline that needs precise teaching, practice and progression.

It is fundamental for two key reasons.

1. **Communicating, speaking and listening are essential skills that underpin our social function as human** beings. They allow us to interact with others and are key to every aspect of school life. They allow pupils to thrive socially, pastorally, emotionally and academically. Good oracy skills have a value in their own right but also allow children to engage across the curriculum.
2. **We know that oracy involves the key meta cognitive processes** of having to listen; process; make sense of something and then organise and articulate your response.

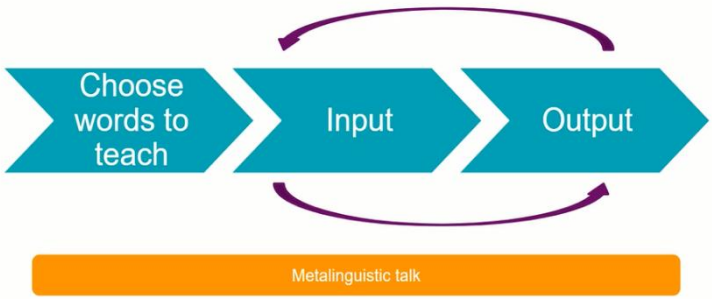
A high-quality education in Oracy will teach pupils to communicate clearly and give them the ability to be able to articulate their thoughts and ideas eloquently. They will develop skills and the confidence to speak in a wide range of contexts. At St George's we build a '**culture of talk**' across the school and give children many opportunities to develop presentational talk. Oracy is used to ensure that our pupils have access to a rich and varied vocabulary and use talk within all lessons to deepen their understanding.

We are proud to be a Voice 21 school and contribute to the national drive to improve Oracy. The Voice 21 framework is developed using their four key areas.



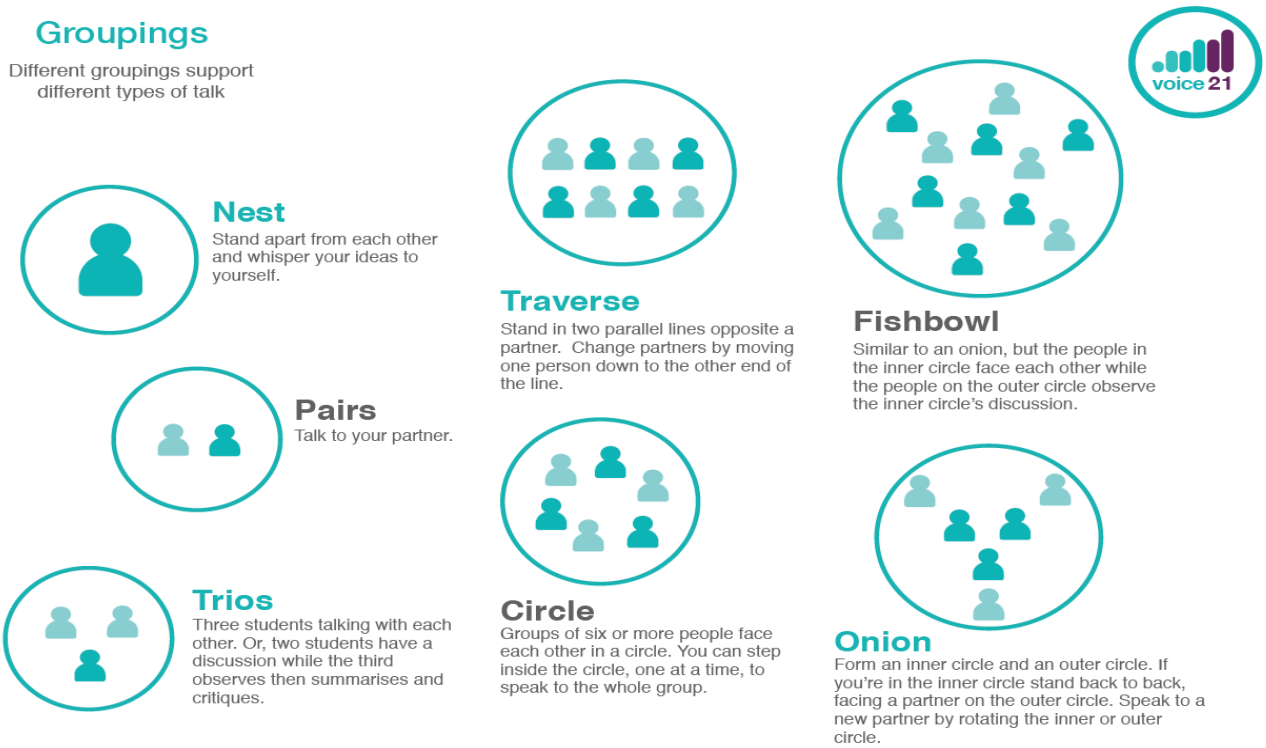
In the classroom we teach a range of specific techniques and tools to help children facilitate this. We would expect every classroom to have structures for:

- Developing sentence stems for explanations and organising ideas.
- Agreed talking tips.
- Exploratory Talk structures.
- Groupings to develop high quality talk with strategies for talk tactics, listening and how to respond.
- Strategies for practising and understanding vocabulary.
- Presentational talk,

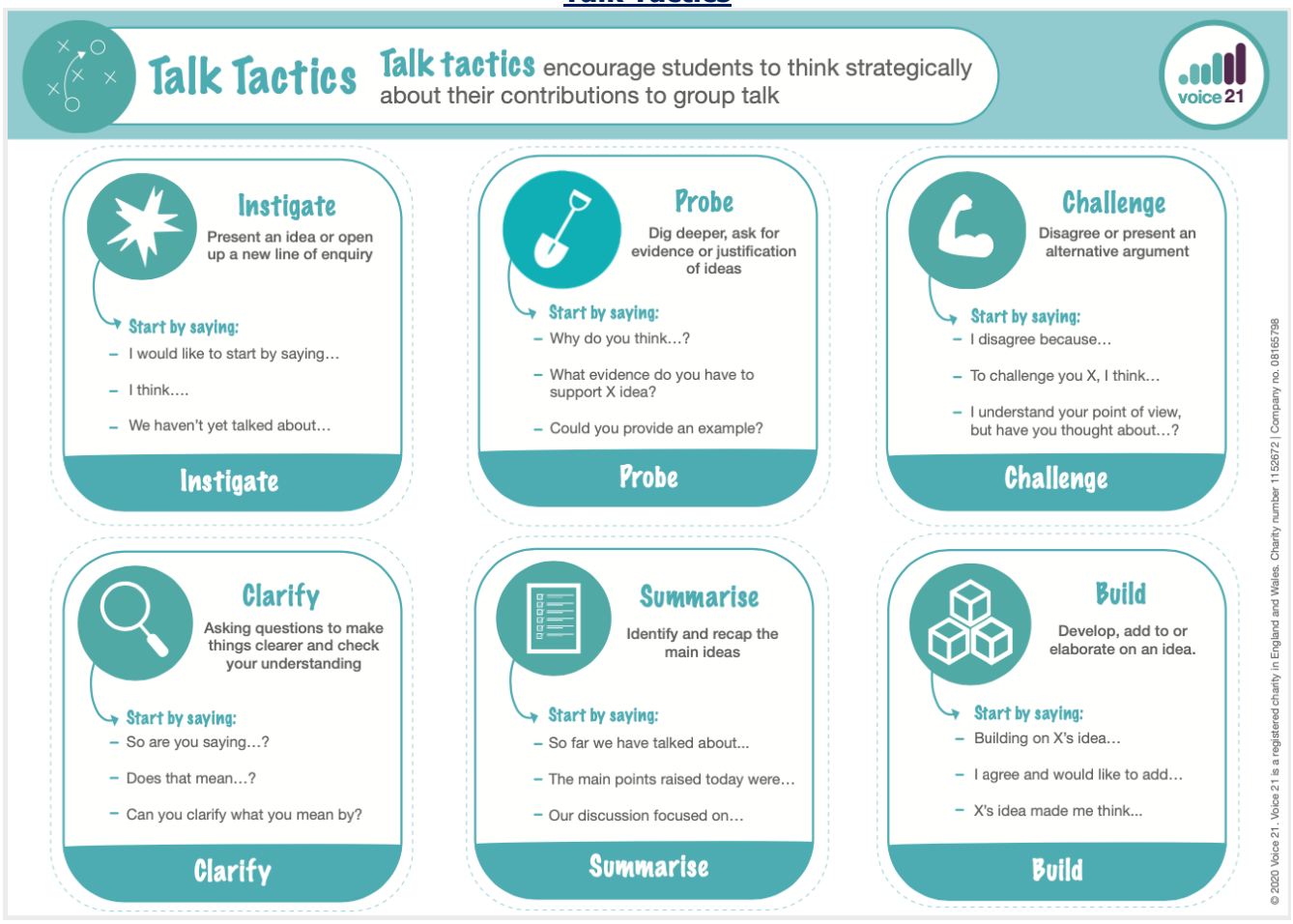


Essential	Desirable	Never
Oracy should be planned into all subjects and used to harness learning.	Use oracy progression grids to ensure that activities are well planned	Never leave oracy to chance or expect children to achieve well without structure and planning.
• All voices in the classroom are valued and listened to. • Stem sentences are used to support children so that all children are able to contribute.	Stem sentences are modelled by staff. Oracy activities are linked to curriculum areas and used to enhance learning	• Never allow children to remain silent and not communicate. Give them choices (partners, record, self-practise, talk to an adult etc).
Explicit oracy skills are taught in a meaningful and purposeful way. Children are given feedback directly linked to their oracy progress.	• Children begin to appraise each other on their oracy skills linked to success criteria. • Children use recordings to appraise their own or their peer's oracy skills.	No need to record all oracy activities. Only record if it will add value to children's learning journey or help them with feedback, self and peer assessment etc.
• Use activities from the vocabulary toolkit to teach specific vocabulary in all curriculum areas. • Bullseye vocabulary should be displayed on the learning wall.	Use a variety of activities and give lots of opportunities to practise using vocabulary.	Never assume children understand the meanings of words.
Talking Tips are created at the start of the year with the children in the class and displayed in every class.	Talking Tips are referred to regularly.	Never allow talking tips to become wallpaper.
Talk Tactics are used during group discussions and children begin to understand all 6 or the roles.	Talk tactic cards are available on tabletops. Specific stem sentences may be created for specific discussions.	Never allow children to use the talk tactics without explanation and modelling.
Exploratory talk is used within all lessons to enhance learning.		
Presentational talk is used for children to present their learning.		
When planning talk activities ensure that different groupings are used - based on the voice21 groups.	• Use a variety of groupings regularly so that children get used to the different situations. • Use the grouping images to support children.	Never allow more than four children in a discussion group unless there is detailed planning, roles and structure.

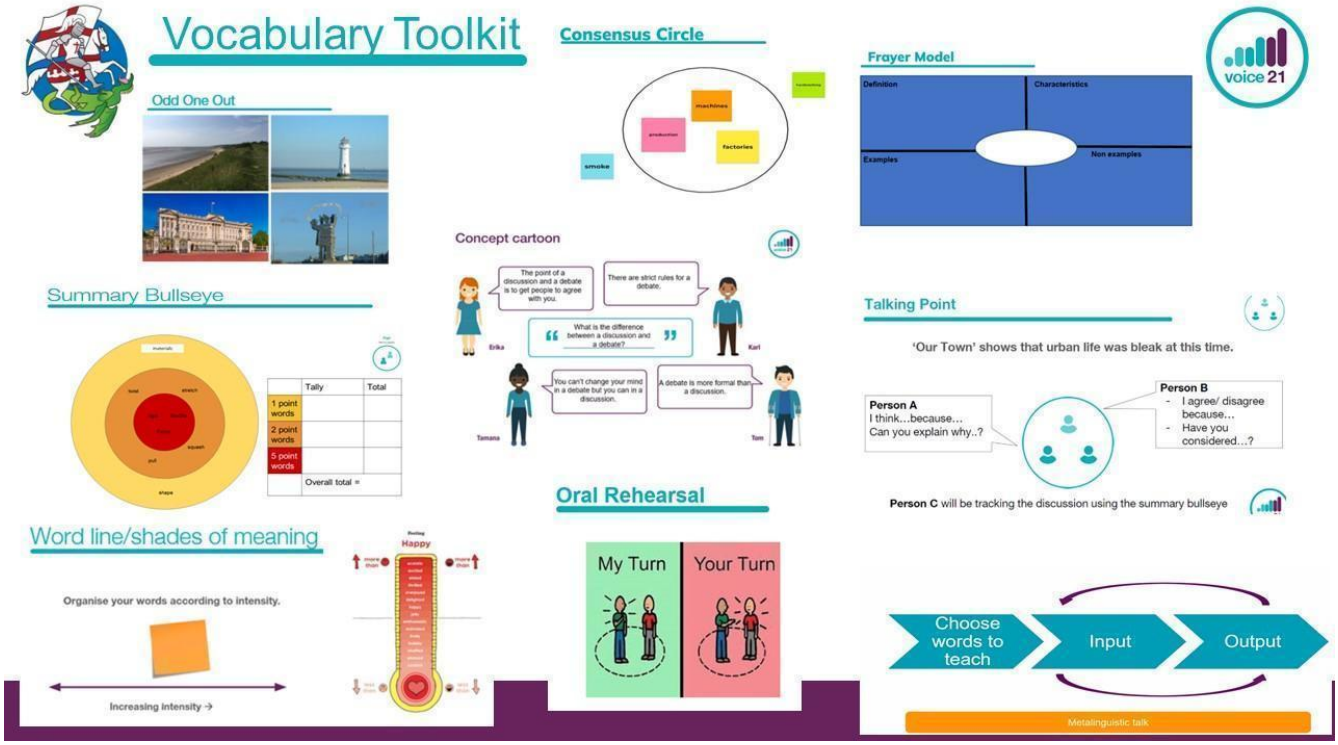
Groupings



Talk Tactics



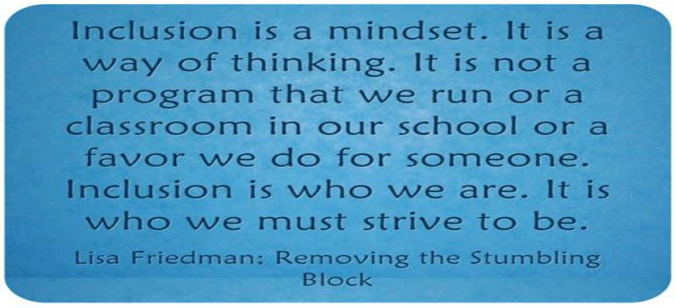
Vocabulary Development



Inclusion at St George's

Inclusion is an always for our curriculum and pedagogy. It is one of our 4 key drivers for excellence as a school. It should be evident in every classroom and every subject. Our approach is to:

- Identify children's strengths and talents. We are always strengths based.
- Help children overcome barriers to learn and develop the skills and independence to thrive at school.



"Treating people equally does not mean. treating people in the same way but treating them differently to provide equal access To do otherwise is to discriminate."

Rita Jordan

- Each curriculum subject statement has guidance on adaptations for children.
- We have a detailed CPD programme to promote inclusion and ensure adaptations for all children.
- It is a thread in all dimensions of our Great Teaching Toolkit.
- In 2021-22, we introduced an 'Inclusion Charter' to drive expectations in all classrooms.

Inclusion Charter Ambitions:

1. Staff who proactively plan and implement an inclusive curriculum, utilising knowledge gained from extensive CPD to engage all learners.
2. The needs of ALL children met, including those with additional needs. Needs will be so well met, through inclusive practice, that they are not evident in class.
3. Children who thrive and flourish as we focus on their strengths as opposed to their needs.
4. Staff who are confident in their ability to manage and respond to any concerns they have regarding a child or those raised by parents/Carers. They will be confident they have the skills and knowledge to offer advice and strategies for parents initially and later signpost to appropriate support if appropriate.
5. Fostered a positive culture within school towards supporting parents and carers and understanding the challenges they may face.

<table>
<tr><th>Environment Expectations</th><th>Teaching and Learning Expectations</th></tr>
<tr><td rowspan="2">I will greet all students. I will be kind, positive and patient and build positive relationships with all children, taking time to get to know their strengths and interests, to enable them to grow in confidence, learn and to thrive.</td><td>I will use flexible grouping to provide opportunities to learn in a variety of different ways</td></tr>
<tr><td>I will use adaptive teaching that benefits all children</td></tr>
<tr><td>I will use positive and proactive behaviour approaches. I will see all behaviour as communication and endeavour to understand and support to the best of my ability.</td><td rowspan="2">• I will consider in my planning what are the barriers to learning? Potential areas of difficulty will be addressed at the outset of work.
• What can the pupil already do?
• What developmental stage are the children socially, emotionally, cognitively?</td></tr>
<tr><td rowspan="6">I will organise the classroom to provide the best learning experiences through:
• Clearly labelled resources
• Ensuring children have all the resources they need to learn.
• Careful seating plan
• Class help desks with spelling banks, writing frames, number banks, hundred squares, number lines, counting equipment, vocab banks all accessible in class, visual aids,
• Learning walls will be kept relevant and an integral part of teaching and learning, visual aids are used, visual timetables are in place as needed. All children's work is celebrated.
• Using coloured paper, overlays, pastel-coloured backgrounds on the interactive whiteboard</td></tr>
<tr><td>I will use explicit instructions; I will adapt instructions for those children who need it, and I will check vulnerable children have understood and will go back to them to throughout the lesson</td></tr>
<tr><td>I will plan pre-teach sessions in order to remove barriers to learning ahead of the lesson</td></tr>
<tr><td>I will use flexible grouping to provide opportunities to learn in a variety of different ways</td></tr>
<tr><td>I will ensure I use ROAR Rainbow and Zumos as part of my daily practice</td></tr>
<tr><td>I will plan opportunities for whole class movement breaks throughout the day.</td></tr>
</table>

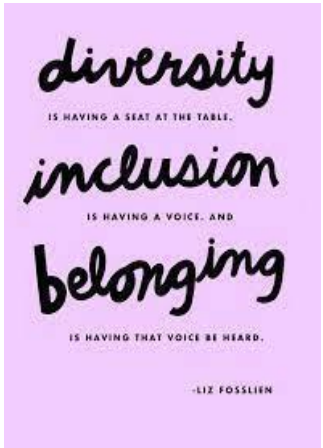
Intervention Expectations	I will be aware of what I don't know and be proactive in developing my knowledge.
I will ensure all support plans are well written, with clear targets and specific intervention. I will ensure that I involve the child and parent in this process	Additional adults are well directed so that they supplement, not replace, teaching from me. They will offer timely support helping pupils develop independent learning skills. Children with additional needs will have equal time with the class teacher.
I will avoid removing children for intensive support unless absolutely avoidable. Where interventions are planned, they will be delivered consistently, and I will regularly check on progress	Teacher and TA will make time to chat briefly and evaluate at the end of each lesson.

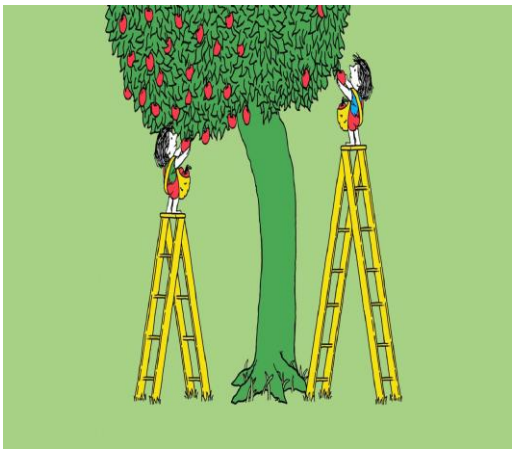
Communication Expectations
Teaching Assistants and Teachers will communicate daily about children's needs.
Lesson Plans, outcomes, support plans and targets are shared with Teaching Assistants.
I will ensure there is regular communication with parents, to share support that is in place and find out what works at home. I will be proactive and address any initial concerns with a phone call home.
I will celebrate positives, at least one per term for every child, through an email or postcard home
I will stay curious - what/when do the children experience more success. Why is this? How can I take this into other lessons? I will observe relationships. How do they interact?

St George's Inclusion Promise

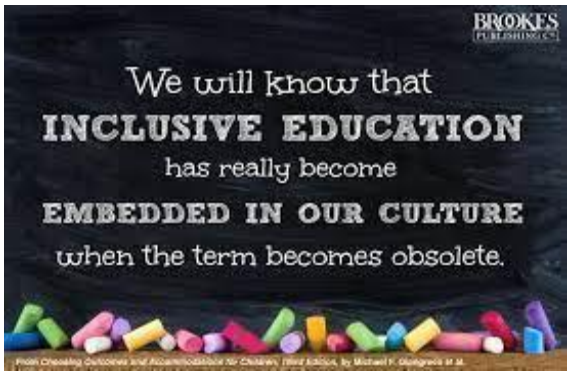
Inclusion is a thread throughout our learning and teaching policy. In September 2021, all staff agreed a pledge to ensure that our most disadvantaged and vulnerable pupils are championed to thrive at school.
Our promise to ALL our students. As teachers at St George's Primary School, we promise to do the following to help our children so that they thrive.

1) We will know all students in our class, their strengths and interests, and will keep those with additional needs at the forefront.
2) We will ensure we have high expectations for every pupil and endeavour to teach them the full curriculum whatever their prior attainment.
3) We will utilise adaptive teaching to ensure the content of lessons is accessible to all.
4) We will organise our classrooms to ensure that all children have the most effective learning environment to make good progress in their learning. Ensuring that it is an inclusive place for all children to thrive.
5) We will celebrate achievements beyond the classroom.





Additional Class and Inclusion Rationale



Document below explains our rationale and expectations for an additional (5th class) teaching group. Additional class is a mainstream class. Not a base or specialist provision. We anticipated that about 60-70% of KS2 pupils in additional class would be on the SEND register.

It is part of our inclusion work and with the additional resources available, we aim to 'raise the bar' in that provision for inclusion.

We had to make decisions on how to effectively use our improving resource position (budget, staffing etc) to impact on our children.

We had previously set up additional teaching groups for core subjects and these had had an impact on children's attainment and self-regulation.

Without that additional support some of our pupils had not thrived as well in non-core subjects. Children were also missing out on aspects of the wider curriculum to receive intervention and support. Our children's personal development also appeared to thrive in response to small group teaching.

It could not be base provision, narrow curriculum offer. We had to ensure that the 'bar' was high for our curriculum and quality of teaching.

Children should move out of the class. Must not be a fixed group.

Process was implemented through:

SLT and SENDCO agreed on a sustainable model to promote additional teaching and ensure that children had full support across the curriculum.

Ensuring that space was created. Years 3 and 4 would temporarily be in open plan classrooms and move to a new refurbished base from Sept 2022. That was delayed due to contractor issues and will now be complete for September 2023. Years 5 and 6 had dedicated classroom space.

Collaborative planning commissioned with Beth Sheldrake Educational Psychologist for structure and purpose of the classes.

Detailed training and supervision for class teachers involved.

Key Principles:

This must be about inclusive practice and an ambitious curriculum.

Children must access their age-appropriate curriculum.

Must promote our core pedagogy:

- Feedback must be regular and, in the lesson, (+ 6 months)
- Meta Cognition and Self-Regulation (+7 months)
- Oracy and oral language support (+7 months)
- Exposure to reading to master fluency and develop effective reading comprehension. They must be able to apply this across the curriculum (+6 months)
- Must be an emphasis on social and emotional learning (+5 months)
- Effectively trained teaching assistants

EEF research on small classes shows a small impact on its own (+2 months). Recommends between 10-15 pupils to be effective.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size

Must provide additional support and best practice for research. For example, with the use of assistive technology in school and at home and mastering vocabulary and oracy strategies.

Impact is clear through:

- Progress and attainment across the curriculum
- Improved attendance
- Percentage of children remaining in mainstream
- Reduction on all negative behaviour indices, especially exclusions and use of alternative provision.
- Impact on new starters and vulnerable children arriving from other settings. We have had children who have arrived not accessing the curriculum and thrived.
- Parental feedback (have termly events and a Parent SEND panel.
- Feedback from external agencies (MHST, educational psychologists)

Using EEF toolkit for SEND.

This is not just an aim for the additional class. We have set out a mantra that inclusive practice is good for everybody. Emphasis on effective self-regulation. Developed some of our best practice through applied research. Includes assistive technology, vocabulary models	Must work well with other agencies. Time to invest in relationships and the whole child. Build on their strength. Have effective work with other agencies.	Strong first quality teaching offer. Overseen by SENDCO with input from Educational Psychologist. Maximise use of evidence-based practice.	Personalised groupings as required. Evident for: • Oral language • Reading • Writing • Support and scaffold so they access the full curriculum.	Well trained teaching assistants. SSE and measurable data demonstrates impact of their work.

- We would expect all staff to ensure that their daily practice is underpinned by the EEF recommendations.
- All staff commit to deepening their knowledge of EEF 5 a day principles from SEND recommendation report to effectively support learners. These 5 areas are highlighted by evidence of having a significant impact on learners.
    1. Explicit Instruction
    2. Cognitive and Metacognitive Strategies
    3. Scaffolding
    4. Flexible Grouping
    5. Using Technology

Embedding 5 A Day Model @ St George's

We have accessed extensive training on SEND and adaptation at St George's. Our aim is to ensure that is embedded and following our theory of change implementation model that we all look to use that knowledge to adapt adult and learner behaviours and habits.

We are going to 'build outwards' and ensure that:

1. Knowledge is clarified and reinforced.
2. That we get our core practice and scripts right.
3. Build innovation and best practice.

Links for research

- EEF SEND Recommendations Report
- EEF 5 A Day Model Explained
- SENDCO 5 A Day Ideas
- EEF Adaptive Teaching Blog
- EEF Adaptive Teaching (why is it different from differentiation?) Blog

Useful Documents

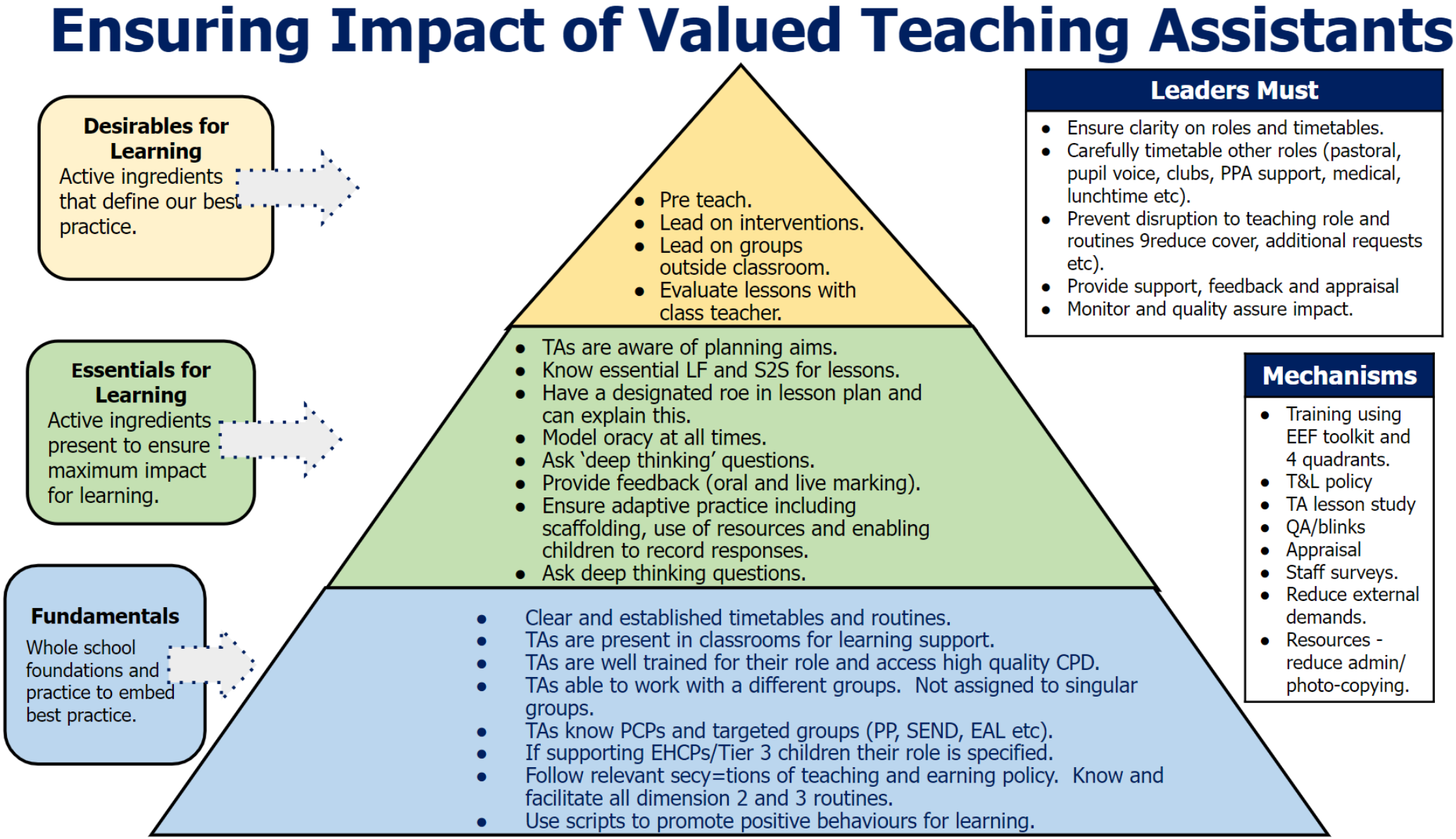
- Bexley QFT Toolkit
- West Sussex Inclusion Guidance
- Wirral Graduated Approach

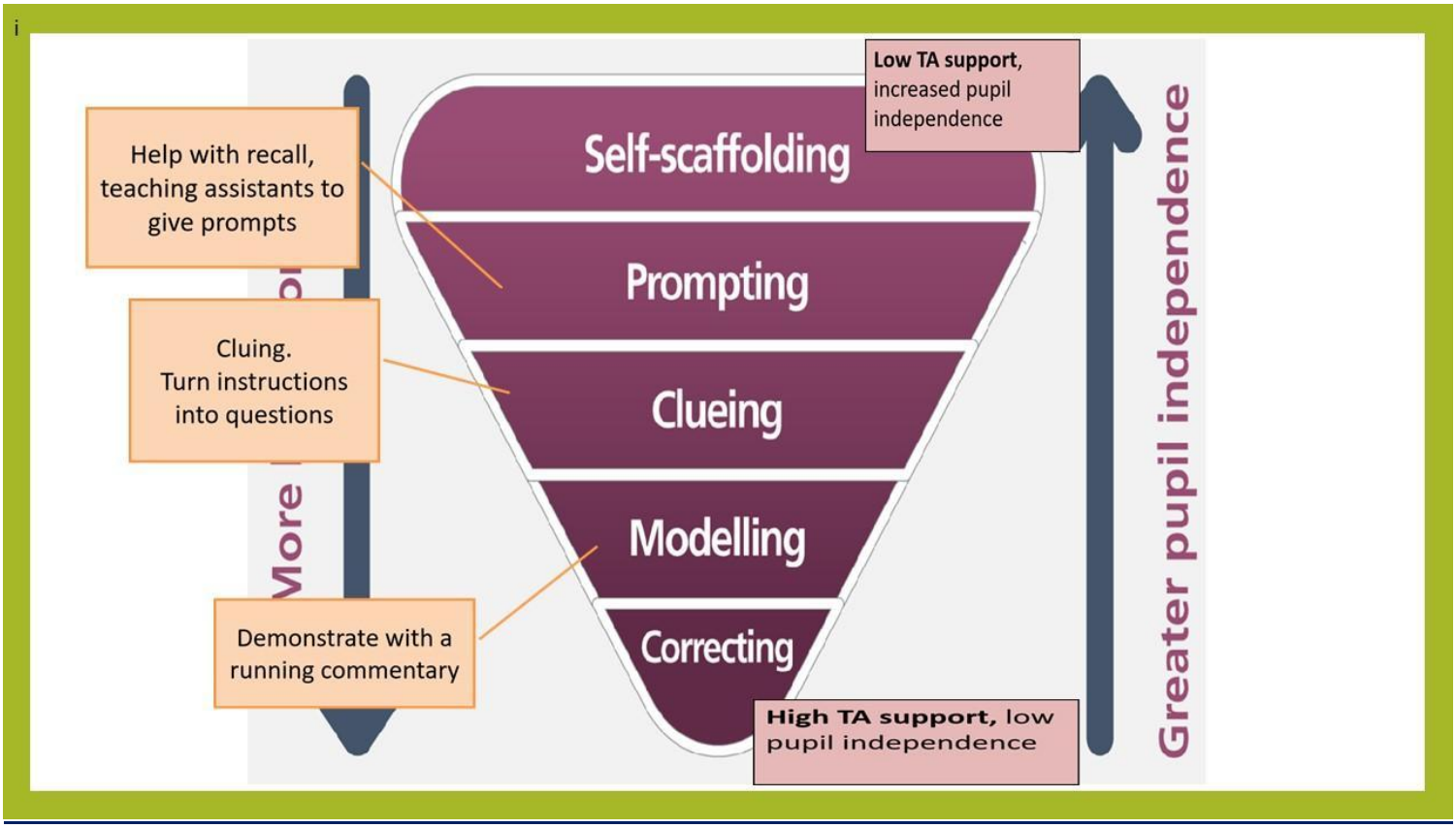
	Research Links	Essentials
Explicit Instruction	EEF Blog on Explicit Instruction Explicit Instruction Graphic Explicit Instruction EEF SEND p 24 Explicit Instruction Video	• Ensure concise and well explained language (avoid metaphors or using untaught vocabulary). • Other adults are used in all parts to strengthen this as co teachers, leading a group etc. • Teaching essentials (removing distracting content) • Chunking learning into manageable steps. • Ensuring that new knowledge is build on prior knowledge (pyramids of knowledge model). We should aim to teach everything based on prior learning). • Ensure that we model tasks before moving to guided and independent work. • Ensure dual coding with concrete examples, images, models and language.Dual coding - a visual image to support verbal information. Have a https://widgitonline.com licence. Username: laura.horton@stgeorges.wirral.sch.uk Password: dragon2024 • When required we practise memorisation of key vocabulary,concepts, strategies and processes (We know that oral explanations disadvantage most learners). • Guide learning with clear LF and S2S.
Cognitive and Metacognitive Strategies	Metacognition Adaptive Teaching EEF SEND p22, 23 Video - metacognition	We know that children with SEND need more precise metacognitive strategies - not less. But this needs to be explicit and clear. • Slim down the content and be precise and concise in all teaching. • Explicit sharing of prior learning (We have agreed Google classroom and see-saw are essential for this). • Practise and teach self regulation strategies. They need to know how and why to be 'learning ready'. • Have '4 before' model. For example 1. think and check S2S, 2. check what is in the room,

		3. look at the example in your books, 4. work with a partner. • Ensure they are clear on task and strategy (QFT group, TA starter group can help). • Ensure they have a plan and repeatedly refer to their learning plan. • Need feedback in the lesson. Immediate feedback works best (ideally reinforcing S2S). SEND pupils will gain most from monitoring and evaluation.- makes the earning explicit! • Ensuring precise teaching and oral practise of key concepts, knowledge and skills. For example: 1. What is place value? 2. What is a sentence? • Succinctly teach prior learning from earlier topics (For example location in geography - they know continents and oceans). • Model think aloud strategy
Scaffolding	EEF Scaffolding Blog EEF Scaffolding Graphic EEF SEND p 26 EEF Scaffolding Poster Blog - scaffolding Worked examples Blog-worked examples	• Pre teach strategy, core concept or knowledge. • Ensure understanding of essential vocabulary (model and oral practise are our core strategies). Model with Frayer strategies and dual coding. • Ensuring S2S are clear and accessible. These are your step by step guides. • Explicitly and skillfully use recall and repetition. Mini quizzes, oral practise, chantying allhelp (if well used0. • Having WAGOLLS and learning walls with worked examples and resources. • Adapting the task and space (but not the skill). 1. Work in a smaller space in P.E 2. Adapt the size of the ball for catching in P.E 3. Working with maps with less details or highlighted information. 4. Reducing the variables in art (less media, space, scope). • Provide practice time for skills (essential when automaticity or fluency is provided). This is where Number Bots, Lexia can be invaluable if they practise and then apply. • word and definition mat that they use and orally practise (printed but nottrehearsed is useless). • Using classroom resources effectively (must be taught how to do this). For example PV counters, or tens frames counters in maths. • Provide something tangible to use in the lesson. Ensure it is a high quality learning resource or process. FOr example ensure children have a globe or a map (not a powerpoint) to trace and follow. Don't example scientific understanding with working scientifically./ • Rehearse a question or answer using oracy stem sentences or sentence starters. • Verbal support (promote deep thinking and retrieve knowledge). Be explicit and use stepped questions: 1. "Let's look at this together..." 2. What have you done before that will help you with this task?" 3. "Don't forget, your work needs to include..." 4. How will you remember this?

		• Practise a strategy, method of recording. For example in rounding numbers. 1. Read the number 2. Label the number using place value columns. 3. Check the mul;tiple that you are rounding to (Nearest 10, nearest 100,000 etc). 4. Find the prior multiple 5. Find the next multiple 6. Find the mid-point. 7. Identify the nearest multiple for rounding. • Adjusting the tasks for high level thinking but removing any barriers. For example 1. Writing Frame 2. Completion tasks - partially completed examples and the child completes the rest e.g. partially completed 3. Pre made tables for recording data. 4. Images and videos to annotate (you can use voice recording if needed). 5. Group scaffolds - I do, we do, you do (works with spellings, writing, calculations etc). • Dual coding - a visual image to support verbal information. Have a https://widgitonline.com licence. Username: laura.horton@stgeorges.wirral.sch.uk Password: dragon2024
Flexible Grouping	EEF SEND p22 Flexible Grouping EEF Blog - Flexible grouping	• Are taught to use Oracy groupings. Need this modelled and practised. • Have a QFT group. Make it short term and for a specific reason. Teacher and TA support these groups (never just the TA). • Carefully grouped based on need and for a subject if QFT (are they getting what they need?). Child who needs small group support in maths may excel in art or science. • USe mixed ability and streamed groups. When do they need to work with others and benefit from their peers. When do they • Create platform for peer tutoring and collaborative learning (as useful in P.E as it is in maths). • Fluid groups ensure that children may work in different groups at different points in the lesson. Different approaches: • 1 teaches 1 observes • Station teaching • Parallel teaching • Alternative teaching • Teaming • One teach one assists
Using Technology	Accessibility Tools Using Technology and Adaptive Teaching EEF SEND p 25	• Use of assistive technology to remove barriers - e.g. class text uploaded to Google Classroom for children to access on Chromebooks using Immersive Reader. • Visualisers for modelling • Voice recording software • microsoft 365 tools

Working with EEF guidance on SEND and the Best Use of Teaching Assistants the grid pyramid was developed with workshops with senior leaders, teaching assistants and teachers .





Quality First Teaching Offer

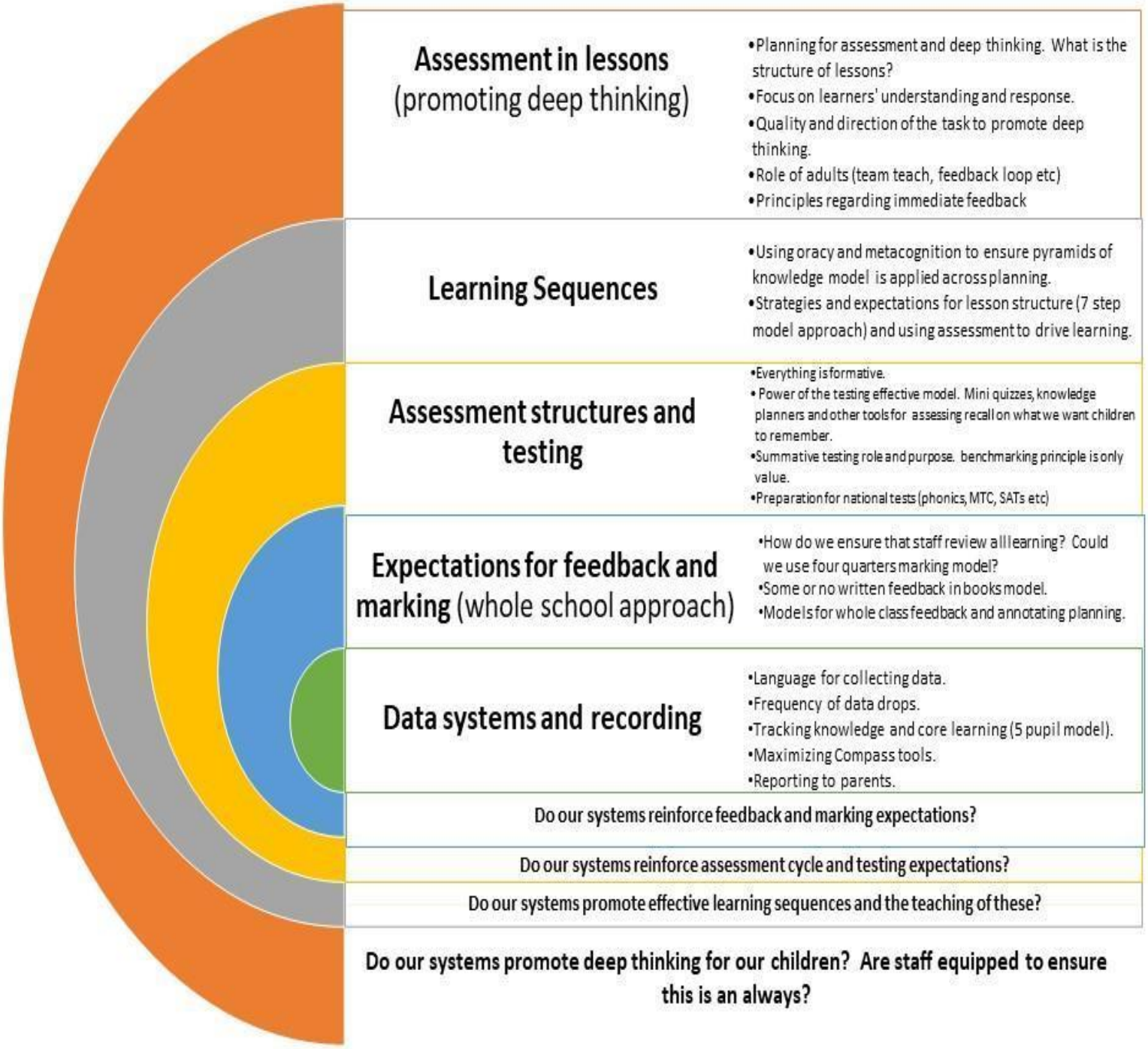
Assessment @ St George's

Assessment is woven into our curriculum model and pedagogy. At George's we have approached assessment using an evidenced based practice approach to make a difference to the quality of everyday learning. All staff explored principles of assessment using our Professional Learning Community model and we have established a working party to ensure effective implementation of core practice and principles.

Our assessment practice can be read in our assessment policy and assessment toolkit.

Our implementation model is explained below. Priority is to ensure that assessment is linked to deep thinking and metacognitive practice.

Model for thinking about Assessment @ St George's



Appendix Two:

Curriculum Subject Essentials

"Our curriculum is our most cherished offer to our pupils. It is the gateway to discovery, curiosity and opportunity. It is the action that brings our values and ambition for our pupils into being."

Grids below are in alphabetical subject order. They are taken from our curriculum statements. In addition to this grid each subject statement establishes:

- What characterises our subjects? What does good learning look like?
- A definition for each subject.
- Guidance for inclusion and supporting SEND pupils.
- Cross curricular links
- Statutory expectations?

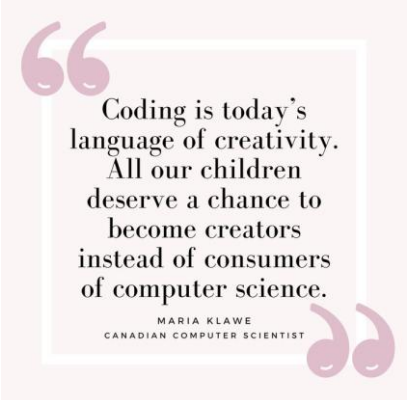
Subject	Page	Subject	Page
Art and Design	**36**	**History**	**45**
Computer Science	**37**	**Mathematics**	**46**
Design Technology	**38**	**Modern Foreign Languages**	**47**
English EYFS and KS1 Reading	**39**	**Music**	**48**
English KS2 Reading	**40**	**Physical Education (PE)**	**49-50**
English Writing	**41-42**	**PSHE and RSE**	**51-52**
English Spelling	**43**	**Religious Education**	**53**
Geography	**44**	**Science**	**54**

Essentials and Desirable Aspects of Art and Design

Essential in Art and Design	Desirable in Art and Design	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for learning journeys over the unit of work.	• Low quality resources or resources which have not been quality assured and do not meet learning intentions. • Stand-alone lessons which do not follow the teaching sequence. • Covered by PPA on a regular basis. • Removed as a sanction for poor behaviour
Ensure that all topics make emphasise cultural capital and enrichment with exposure to high quality art and design through: 1. Gallery Visits (in person or virtually) 2. Having art displayed within the school community. 3. Using VR to visit galleries and experience artwork across a range of forms and cultures. VR link	• Explore use of trips/visitors for enrichment. • Display art projects within the wider community and participate in local and national projects	• Tokenistic or 'add on' trips / visits / visitors which do not enrich the curriculum aims and intent in Art and Design • Low quality trips / visitors / artefacts
• All topics start off using prior learning. • Teachers have knowledge of topics taught in previous year groups.	Children can access their prior learning in their sketch books, including from previous years.	• Sketch books which do not follow the agreed sequence to capture the progression in learning over time. • Sketch books which only document the 'final piece'. • New learning which does not anchor with something the pupils can make connections with.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in art and design. Might include use of pre-teaching, accessible resources, vocabulary, cultural context etc. **Do not want different curriculum for SEND pupils.**	• Resources and key vocabulary shared and discussed prior to the session. • Pre teach of key skills	• A differentiated curriculum. • Different outcomes and expectations within and between classes in one year group. • Low expectations and a ceiling on learning
Learning is assessed in all lessons using self and peer assessment, formative assessment, review through oral feedback etc. This feedback is used by pupils to guide their next steps. Children must evaluate their designs continually through a unit NOT just at the end (the iterative design process). Opportunities are built in for this at the planning stage.	• Medium term planning contains 'exemplar materials / images' of key skills, artistic techniques and end points in learning which can be utilised as WAGOLs and to revisit prior learning from previous sessions / previous year groups	• End of unit 'test' which identifies simply what children can remember without application or understanding. • 'Memory test' without children referring back to their art sketchbooks as an anchor point.
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).	• Specific opportunities for home learning are promoted. • Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	• Photographs and images / recordings which do not document learning and the artistic process - simply the end result • Images as an 'bolt on' at the end of the unit rather than utilised throughout to anchor learning and activate prior knowledge / skills
The skills children need to create and design are discreetly taught, prior to creating products. Absolutely essential in sketching as well as other creative forms (focused practical tasks).	Teaching sequence and progression in knowledge and skills is documented and reviewed regularly in 'school long' high quality sketchbooks	End points and 'final pieces' take priority over progression of knowledge, skills and correct teaching sequence. Final pieces are seen as more valuable than the journey.
Investigate and evaluate art from a range of artists and cultures using primary and secondary sources to develop and deepen an understanding of design. Examples include; actual products, photographs, books, VR, internet images etc.	Make links with artists so children understand how creative artists work.	Focus on art and artists who are not representative of our school and community and do not celebrate a diverse range of artists.

Essentials and Desirable Aspects of Computer Science

Essential in Computing	Desirable in Computing	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been identified on the MTP and quality assured before teaching starts.	Shared planning details resources, activities and sequences for the learning journey over the unit of work.	Teach a lesson without referring to the MTP and weekly lesson plan.
Learning maps from the TEACH computing curriculum are used effectively to consider the key concepts and skills required for successful learning in each unit.		Plan a unit of computing without referring to the TEACH computing learning maps
Digital literacy skills are planned for and taught discretely in order to drive the other areas of the computing curriculum effectively.. Children must master basic computing skills including use of keyboards, mouse, saving, recording etc.	Skills learnt are to be applied across the curriculum. Share these skills with parents so they can support learning at home.	Miss an opportunity to consolidate learning in other subjects and transfer learning.
Ensure computing links are identified and developed in Medium Term Plans (all subjects) including the use of VR and green screen to create awe and wonder. Use computing to enhance learning in other subjects	Use visitors for enrichment. Learn about careers linked to STEM subjects. Explore the use of trips for enrichment eg the Apple Store	Miss opportunities to extend and enrich the pupils' learning.
All topics start off using prior learning and teachers are knowledgeable about the topics taught in previous year groups.	Children can access their prior learning in their electronic files or use knowledge mats. Teachers use mini quizzes where appropriate to enhance prior learning.	Teach a lesson without a recap of the sequence of learning and prior weeks key learning.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in Computing. Might include use of pre-teaching, accessible resources, recordings, annotated images, typed work etc.	Resources used to promote discussion before the lesson (previous day). Adaptations through immersive reader, accessible resources and digital devices are used in each lesson.	Teach a lesson without considering the needs of the whole class.
All lessons start with oral practice of taught vocabulary/concepts to reinforce working memory. Children must be able to articulate their learning. Oracy talk tactics are used throughout the lesson to reinforce learning.	These are reinforced on Seesaw or Google Classroom. Freya models and vocabulary games are used frequently.	Expect children to have a good understanding of vocabulary without explicit teaching.
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes, self and peer assessment etc.	Constructive self and peer assessment is used to motivate pupils to identify their areas for improvement.	Teach a lesson without considering the previous learning and addressing misconceptions.
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).	Specific opportunities for home learning are promoted. Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	Expect children to retain information without the opportunity to revisit and consolidate learning.



Essentials and Desirable Aspects of Design Technology

Essential in Design Technology	Desirable in Design Technology	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been identified on MTP and quality assured before teaching starts.	Shared planning details resources, activities and sequences for the learning journey for the unit of work.	Teach a lesson without referring to the MTP and PoaP (projects on a page)
Ensure that all topics make emphasise cultural capital and enrichment with: 1. 3D modelling and use of technology. 2. Product examples / images / books available. 3. Bought/loaned suitable examples and/or equipment	• Explore use of trips/visitors for enrichment. • Learn about careers linked to STEM subjects	Miss opportunities to extend and enrich the pupils' learning if they will enhance learning.
• All topics start off using prior learning. • Teachers have knowledge of topics, skills and vocabulary taught in previous year groups.	Children can access their prior learning (including previous years) in their design technology books or on Google Classroom/See Saw	Teach a lesson without a recap of the sequence of learning and prior week's key learning.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in design technology. Might include use of pre-teaching, accessible resources and tools, recordings, annotated images, typed work etc. **Do not want a different curriculum for SEND pupils.**	• Resources used to promote discussion/pre teach before lessons. • Adaptations through immersive reader, accessible resources and digital devices are used. • Children are able to practise skills (could be through home learning) e.g., cutting before the lesson	Teach a lesson without considering the needs of the whole class.
Learning is assessed in all lessons using self and peer assessment, formative assessment, review through oral feedback. This feedback is used by pupils to guide their next steps. Children must evaluate their designs continually through a unit NOT just at the end (iterative design process). Opportunities are built in for this at planning.	• Constructive self and peer assessment is used to motivate pupils to identify their areas for improvement. • clickable progression framework ks 1.pdfis used to support assessment judgements.	Teach a lesson without considering the previous learning and addressing misconceptions.
• All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning). • This could include pre-teaching or additional learning, opportunity for parents to practice skills with their children or Oak Academy lessons.	• Specific opportunities for home learning are promoted. • Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	Expect children to retain information without the opportunity to revisit and consolidate learning.
• The skills children need to design and make products are discreetly taught, prior to creating products (focused practical tasks). • All children will have the opportunity to show their ideas in a variety of ways, including through drawings, annotated diagrams, cross sectional and exploded diagrams as well as using CAD software where appropriate. Which is modelled by the teacher in the first instance.	• Children should be encouraged to use their skills to design and make products (real life contexts) for competitions and in STEM learning clubs. • Encourage children to decide which is the best way to record their designs.	Expect children to be able to design and make products without explicit teaching and modelling.
Investigate and evaluate products and inventions using primary and secondary sources to develop and deepen an understanding of design. Examples include; actual products, plans, photographs, drawings, historical images (design and development) etc.	• Make links with designers, inventors or companies so children understand how designers work. • Use DT in real life context including UPKS2 Enterprise Council and Fairs	Miss the opportunity to deepen understanding by investigating current products and how they could be adapted to be more effective.
Over a two year cycle all children will have the opportunity to develop skills in structures, mechanics (including electronics) and textiles.	Revisit prior learning and recap skills. Ensure children are aware how these builds on previous learning.	Introduce units as new learning. We are always building on skills and knowledge.
• Food technology, based mainly around savoury dishes, will be investigated annually. • Children will all gain basic cookery skills including identifying foods, measuring, mixing, chopping and tasting.	Children will have the opportunity to reinforce cookery skills including identifying foods, measuring, mixing, chopping and tasting through home learning projects or after school clubs.	Miss the opportunity to invite in parents for support during practical sessions.

Essentials and Desirable Aspects of English

Guidance for EYFS/ KS1 Reading Lessons

We have to ensure that our direct teaching is characterised by:

- Challenge (working at point of stretch and focus)
- Engagement (providing a range of texts and tasks to engage readers)
- Clarity on teaching. How are children improving as a consequence of these lessons?

Through focused teaching, our children will have the platform to fully engage with reading for enjoyment. If we don't maximise our teaching, children will not have the skills, fluency or motivation to read widely.

Essentials in Early Reading	Desirable in Early Reading	Never
Children assessed using RWI assessment every 6 weeks and read a book at the right challenge for them in RWI lessons.	Children have access to a range of fiction and non-fiction texts. Should include current topic focus (plants, traditional tales, PSHE books etc).	**Allow 'low level' reading**. Reading for enjoyment and other books should be encouraged but not in teaching time.
Always ensure that there is a teaching focus. All adults in the room are engaged with either group or individual readers.	Encourage children to respond to reading through: • Quizzes - in RWI Books • Story time Ted • Comprehension tasks related to text. • Discussion	Never allow adults to 'undertake other tasks' at this time.
Teachers should plan guided reading groups using the guided reading planning templates weekly.	Teacher to note in reading log after guided reading session. Noting: • Accuracy • Pace • Tricky vocab to support at home.	Leave guided reading to chance – it must be planned with a focus.
Use of a focussed reading intervention for children in lowest 20% (RWI 1:1, reading groups or SRP)	Additional guided reading session weekly for children in lowest 20%	Allow children to go for more than a week without reading to an adult.
Children must know their RWI colour level and be informed when this changes to ensure they are taking home the correct banded book. They should read at home at least 4 times a week. Parents should sign their reading diary. Teachers will sign and comment once a week.	Parents/teachers to use the reading diary to communicate any difficulties, successes or discussions in the reading diary.	Allow Children to take home books below/ above their level. Must be pitched correctly.
In Year 2 when they finish RWInc the children will begin to read AR books. They will know the ZPD level and will be listened to reading their book once a week.	Children will become more independent in recording what they have read.	Allow children to read books below their ZPD level in lessons or at home.
During a weekly period, each child should have been part of a guided group.	Children have opportunities to read at other parts of the day and other reading materials are available – newspapers, poems etc.	Allow children to go for longer than 1 week without reading with an adult.
Children read daily in RWI lessons with an appropriate level book.	Teacher to make notes on RWI planning documents about their group.	Allow children to be taken out for intervention during RWI time or any other reading lessons.
Read books for enjoyment every day and books linked to other curriculum areas.	A class novel should be read in KS1, so children get used to listening to longer stories.	Make reading a chore. Keep it exciting, enjoyable and purposeful.

We are happy for teams to agree on models for this. Examples are below:

Model 1:

- 1 Group per day for guided reading with Teacher/ TA whilst the rest of class do handwriting/ fine motor activities.

Model 2:

- All children reading in GR groups. Teacher and TA work with one group at a time and rotate. Linked reading activities planned for other groups.

Guidance for KS2 AR/Guided Reading Lessons

We have to ensure that our direct teaching is characterised by:

- Challenge (working at point of stretch and focus)
- Engagement (providing a range of texts and tasks to engage readers)
- Clarity on teaching. How are children improving as a consequence of these lessons?

Through focused teaching, our children will have the platform to fully engage with reading for enjoyment. If we don't maximise our teaching, children will not have the skills, fluency or motivation to read widely.

Essential in KS2 Reading	Desirable in KS2 Reading	Never
Children in lessons always read at their ZPD level (point of challenge). Teaching staff must ensure that these are regularly checked.	Children have access to a range of fiction and non-fiction texts. Should include current topic focus (fables, newspapers, Ancient Greeks, PSHE books etc).	**Allow 'low level' reading**. Reading for enjoyment and other books should be encouraged but not in teaching time.
Always ensure that there is a teaching focus. All adults in room are engaged with either group or individual readers.	Encourage children to respond to reading through: • Quizzes • Reading reviews (for google classroom, class book or library areas). • Comprehension tasks related to text.	Never allow adults to 'undertake other tasks' in this time.
Children to complete a quiz after every book that they have read in schools and at home.	Children to make notes on the books that they have read and discuss this with a member of staff. Ideas include: • Name of book • Type of book • Genre • Synopsis • Likes/Dislikes • Other books by this author. • Other similar books	Allow children to quiz at home or to leave a huge gap between reading the book and quizzing.
Teacher should plan guided groups within the AR time using the guided reading planning templates.		Leave guided reading to chance – it must be planned with a focus.
5th Set groups should use a balance of AR and Lexia. 10 days = 5 days Lexia, 2 guided reads, 3 days AR.	Part of the shared reading text or extracts can be used for guided reading.	Allow children to complete Lexia without monitoring their learning.
Children must know their ZPD range and what progress they have made by accessing the progress page on their AR software.	Teacher to direct Lexia activities towards vocabulary, word level or comprehension. One day must be comprehension.	
During a 10-day period each child should have been part of a guided group and have been listened to read part of their AR book.	Children have opportunities to read at other parts of the day and other reading materials are available – newspapers, poems etc.	Allow children to have been reading a book that is low level or too challenging as they have not been listened to reading.

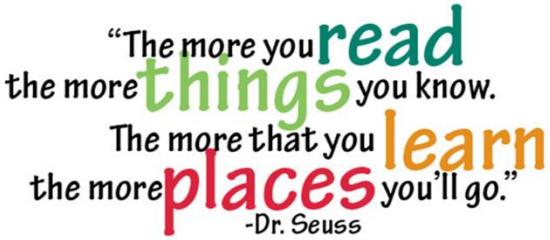
We are happy for teams to agree models for this. Examples are below:

Model 1:

- 3 days – teacher listens to a group read while all other children read AR independently.
- 2 days – Children read AR books and teacher listens to individual children. (Target children from progress reports must be monitored)

Model 2

- Every day teacher works with a guided group for 15 minutes whilst children read AR books (or complete tasks as above).
- Then spend 10 minutes listening to individual readers and monitoring AR.



Guidance for Writing Lessons

Essential in Writing	Desirable in Writing	Never
Annually there should be a range of different genres taught. Children are taught the specific features of each genre, along with the purpose.	Create writer hints to suit the specific genre.	Expect children to write in a genre that they have not read and analysed for writing styles.
Units of work are planned by using 'backwards planning' and small steps are created that lead into a longer piece of writing. The 'Read to Write' sequence of learning is used for all units of work.	Literacy Counts units of work are used when possible but are adapted to suit the needs of the class.	Begin a unit of work without understanding the end point.
Whole class modelled writing should start with a whole class story plan or plot points on the working wall.	The class story is shared on the working wall.	Lose all the shared vocabulary (must be displayed in a useful way to help the children use this in independent writing.
Modelled/shared writing is planned and developed through whole class teaching. Clear teaching points are planned into the writing lessons. May be done through 'Sentence Stacking'. When sentence stacking the lesson should be chunked into 3 parts with a focus for each chunk.	The Write stuff lenses are used to develop sentence types. • **EYFS/KS1 - Fantastics** • **KS2 - Fantastics, boomtastics, grammaristics**	Model writing before having a clear plan.
During modelled/shared writing (Sentence stacking) children are given the opportunity to use the sentence structures modelled by the teacher to create their own sentences. They should always use oral rehearsal to say their sentence before writing it down.	Use oral rehearsal for every sentence.	Allow children to just copy sentences from the boards. They should always be encouraged to 'Create their own sentences'.
Grammar should be planned into the sentence stacking lessons. There should be a balance of new grammar and previously taught grammar.	When introducing new grammar in a sentence stacking lesson ensure that the other sentence chunks are focussing on previously taught.	Teach 3 new grammar focus' in one sentence stacking lesson to avoid cognitive overload.
Use 'Think out loud' as a tool for teaching the writing process. Include relevant spelling and grammar within the modelled writing process.	Include CEW and previously taught spellings and grammar in every modelled writing lesson.	Miss an opportunity for modelling how to spell words using the speed sound charts.
During sentence stacking lessons children should be encouraged to 'deepen the moment' by adding more detail or using previously taught skills.	Children continually use previously learnt skills to develop their own style when writing.	Discourage children from being creative and adding their own sentences.
EFYS and KS1 children working on RWInc will use the 'hold a sentence' technique to write a sentence every day.	To continue to use this technique in their independent writing.	Allow young children to write before having the opportunity for oral rehearsal.
Handwriting is taught regularly using the handwriting policy to teach in letter groups (use more time if needed)	• EYFS - everyday through RWI • KS1 - 3 discreet lessons a week • KS2 - 2 discreet lessons a week	Put handwriting up on the board without teaching the formation of the letters first.
Fine motor skills activities are used for children who still need this (across the school). Purpose of these activities should always be explained. (i.e., we are doing this activity to strengthen your finger muscles)	Griffin OT is used to assess the stage of development and identify key strategies to be used.	Give fine motor skills activities to the children without explaining the purpose.
Once handwriting patterns have been taught these should be corrected in children's independent writing.	Children to focus on one group of letters to master.	Focus on too many letters at a time or teach in alphabetical order.
Intervention should be put in place for children having difficulty forming their letters. This will be class based when possible but also be part of a group/club.	One letter group is worked on at a time. Extra time is given to these children to be able to practise these letters.	Allow children to continue to form letters in an incorrect way as this will create a habit that gets more difficult to change the more they continue.
Grammar must be taught explicitly and through writing lessons. Must be carefully planned into the medium-term plans.		Overload the children with too many grammar expectations through a long success criteria.

Grammar will be revisited through the use of mini quizzes in the writing lessons and through the sentence stacking lessons.	Mini quizzes are used regularly for AfL within the English unit of work in KS2.	Forget to recap previous learning.
Children orally rehearse their writing and check by reading aloud before editing their work.	Use assisted technology to listen to their work and check for meaning before editing grammatical and genre features.	Ask children to edit without developing their critical thinking and awareness.
Editing is planned and taught. There is an explicit focus linked to their success criteria.		Expect children to edit without direct high quality whole class/group or individual teaching input.
Adult feedback as immediate as possible (ideally in the lesson). Children always have time and an opportunity to respond to feedback.	Feedback is systemic and linked to success criteria. Proof reading is a separate aspect that children undertake independently with their peers (following a period of training and upskilling in this area).	Squeeze feedback in or expect children to edit without direct input from an adult. All extended writing must be reviewed by an adult in class (doesn't require individual written feedback).

'Write to be understood, speak to be heard, read to grow.' Lawrence Clark Powell

Guidance for Spelling Lessons

Essentials in Spelling	Desirable in Spelling	Never
In EYFS and KS1 spelling is taught daily through RWInc phonics. Children learn a sound every day and practise spelling words containing that sound.	As children move onto set 2 and 3 sounds, they will learn 3 new sounds a week and review these sounds on day 4 and 5.	Teach spellings before teaching the reading.
RWInc spelling programme is used in y2 - y6. This must be taught 3 times a week.	Spelling Shed is used to practise the spelling patterns taught.	Teach all 3 lessons in one day.
KS2 must follow the spelling planner which includes a word sort or an investigation to begin each unit of work.	Follow up word investigations and spelling practise using Spelling Shed posted on Google Classroom/See-Saw.	
RWInc spelling assessments are used at the end of each unit. Assessments are analysed and common misconceptions identified	Children are given follow up activities based on their assessment results.	Complete a spelling assessment and not use the results to support further teaching and learning.
Speed Sound charts are out on tables when children are completing any writing task - they should be encouraged to sound words out and look for the correct spelling patterns.	Older children should have spelling books available when completing independent writing tasks.	Allow children to struggle with spelling - make sure they know the strategies to use.
Current spelling rule is displayed on the wall.	Previously taught spelling rules are available (spelling charts, spelling books, display)	Assume children will remember the rule after one lesson - keep prompting and supporting them to remember.
Use different strategies for tricky words such as mnemonics, red rhythms, frayer models.	Display focus words or tricky words for your class on the learning wall.	Expect children to just learn tricky words by copying them off the board.
CEW are incorporated into the LTP and are taught through English lessons as well as through RWInc.	Use focus CEW as much as possible to support children in the spelling of them. Make sure children know which words are the CEW for their year group.	Don't leave the teaching of CEW's to chance.
Children will be set weekly spelling homework which focus on a spelling pattern or practising some of the CEW.	Additional spelling practise will always be available for children to use at home - Spelling Shed, Written spelling exercises.	Set homework before having taught the words.
Spellings that have been taught will be corrected in children's work.	• Children use green pen to try and spot their own mistakes. Sp can be written in the margin to support them. • Younger children will have spelling errors underlined.	Correct too many spelling errors in a piece of writing (3 max)

Essentials and Desirable Aspects of Geography

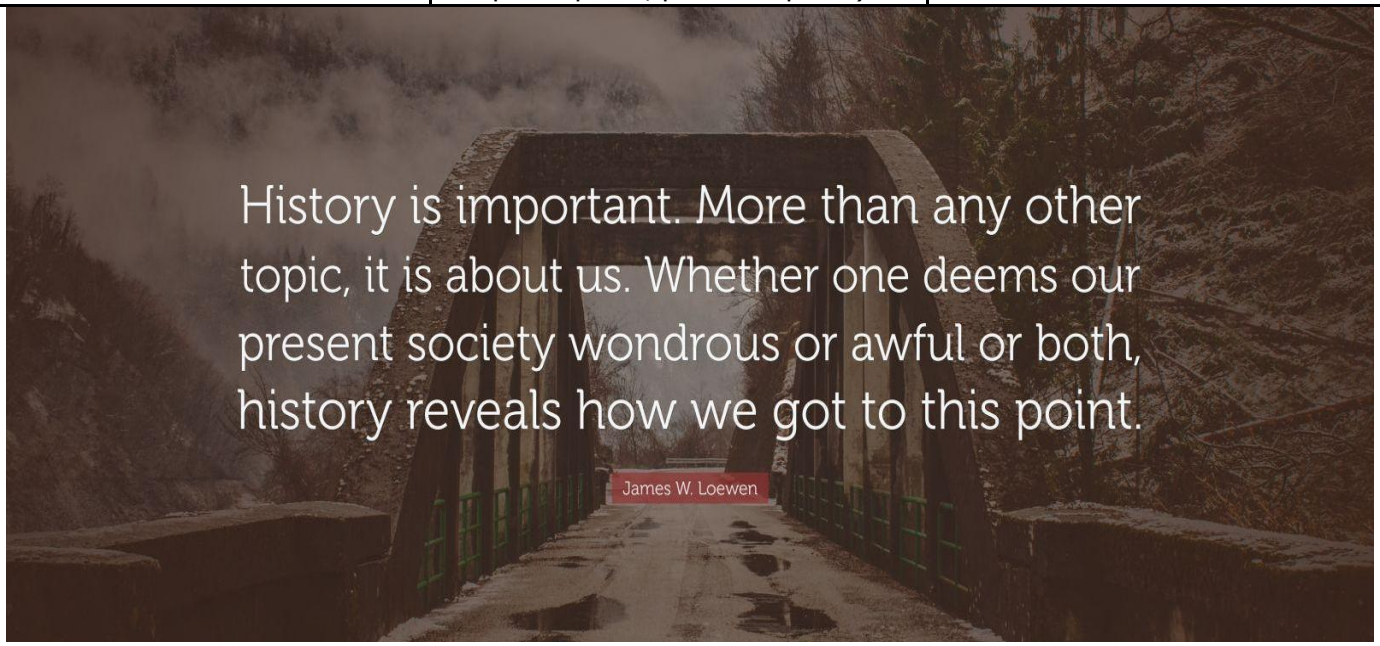
Essentials in Geography	Desirables in Geography	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been quality-assured before teaching starts.	Shared planning details resources, activities and sequences for learning journey over the unit of work.	Deliver stand-alone lessons which do not align with the synopsis/long term plan
Ensure that all topics emphasise cultural capital and enrichment with: 1. VR opportunities identified. 2. Maps/atlases (including digital-mapping and use of large outdoor maps) 3. Bought/loaned appropriate geographical resources such as topic books, ordnance survey maps, etc.		Low-quality resources or resources which have not been quality-assured.
• Planning identifies children's prior knowledge and considers links which can be made. • All topics start off using prior learning, to include places they have studied.	• Children can access their prior learning in their geography books, or via Seesaw. • Teachers use mini-quizzes, mapping puzzles, and questioning to enhance prior learning.	Quizzes that do not link to the learning.
• Fieldwork opportunities identified at the planning stage. • Children use fieldwork to make observations, collect data and, where appropriate, analyse their findings. • Children embed mapping skills using maps, atlases, globes, aerial photographs, devising maps and Ordnance Survey maps.	Explored use of visitors/speakers to enrich learning opportunities (including online opportunities).	• An 'add on' activity which does not link to outlined learning outcomes. • Sketching which does not have a geographical purpose. • Use of one type of map. Multiple examples must be used, at an age-appropriate level.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in geography. Might include use of pre-teaching, accessible resources, recordings, annotated images, typed work etc.		• A differentiated curriculum.
All lessons start with oral practice of taught vocabulary/concepts to reinforce working memory.	In KS2, children are given regular opportunities to discuss global issues, such as sustainability, population, etc.	• Introduction to new vocabulary without anchoring it to any prior learning.
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple-choice quizzes etc.	Learning is evidenced through photographs, digital maps, and other digital media such as blogs and tweets, as well as more traditional communication techniques including diagrams, sketches, and hand-drawn maps.	•
All topics have identified opportunities to enhance learning with links and resources on Seesaw and Google Classroom (beyond curriculum learning).	• Specific opportunities for home learning are promoted. • Should enable peer feedback/celebration on Seesaw, Google Classroom for learning beyond taught curriculum (videos, PowerPoint slides, podcast clips etc).	• Home learning that does not link to learning in the classroom.

'Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.'

Michael Palin

Essentials and Desirable Aspects of History

Essential in History	Desirable in History	Never
Ensure that key knowledge, vocabulary Learning Intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for learning journey over the unit of work.	• Use low-quality resources or resources which have not been quality-assured. • Stand-alone lessons which do not follow the history synopsis.
Ensure that all topics make emphasise cultural capital and enrichment with: 1. VR opportunities identified. 2. Topic books available for all pupils 3. Bought/loaned suitable artefacts/historical sources.	Explored use of trips/visitors for enrichment.	An 'add-on' which does not relate to the history outcomes.
All topics start off using prior learning.	• Children can access their prior learning in their history books. • Teachers use mini quizzes, timelines to enhance prior learning.	• New learning which does not anchor onto something children can make connections with.
• All topics start off with use of timelines in KS2. Should photo/annotate/highlight timeline. • All KS1 topics refer to pictorial timelines.	Children may have personal timelines.	• A timeline which has been printed out and glued in with no purpose. • Used solely at the beginning of a unit - must be referred to throughout to embed learning.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in history. Might include use of pre-teaching, accessible resources, recordings, annotated images, typed work etc. .	Resources and key vocabulary shared and discussed prior to the session.	• A differentiated curriculum. • Different outcomes and expectations within and between classes in one year group.
All lessons start with oral practise of taught vocabulary/concepts to reinforce working memory.		Introduction of new vocabulary without any context.
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes etc.		'Brain dump' on a page without children referring back to their books as an anchor point.
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).	• Specific opportunities for home learning are promoted. • Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	• Considered at the end of a unit as an add on. • Photographs which do not demonstrate learning.



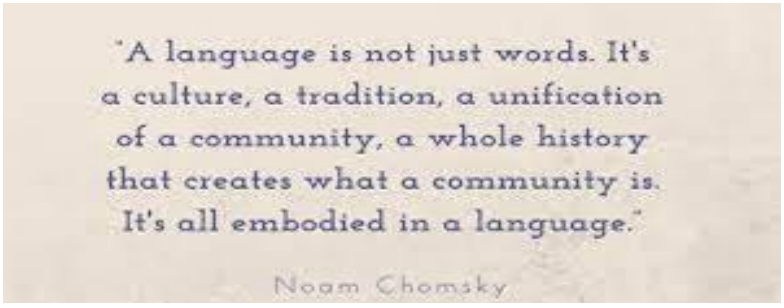
Essentials and Desirable Aspects of Mathematics

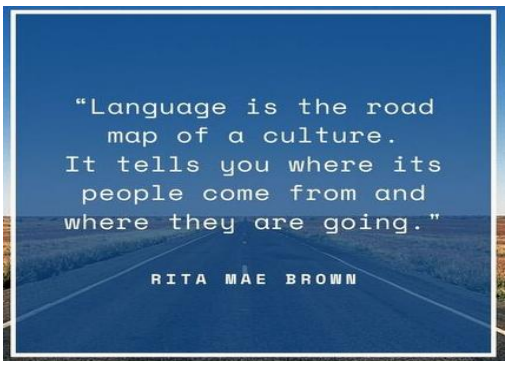
Essential in Mathematics	Desirable in Mathematics	Never
Ensure that key knowledge, vocabulary, learning focus and success criteria are explicit and have been discussed during 'S' planning.	Shared planning details resources, activities and sequences for learning journeys over the unit of work.	Vocabulary should not just be printed off and handed to children without consultation and collaboration.
Curriculum is progressive and links to prior learning – both within a concept and concept to concept**. Concrete, Pictorial, Abstract** (CPA) journey must be clear.	• Cross curricular links made between other subjects. • Encourage children where needed to show their mathematical thinking pictorially.	Never start with the abstract or withhold concrete resources and pictorial representations.
All lessons start with a revisit of prior learning. Could be oral or through quick written application.	• Children can access their prior learning in their maths books. • Teachers use mini quizzes to enhance prior learning.	Don't approach prior learning as a 'cold task'.
Evidence reasoning and problem-solving opportunities solving daily (even if in plenary or core teaching).	Children have the opportunity to choose and use their own structures and representations	
Daily rehearsal of basic mathematical facts, symbols and strategies in number sense. (10 minutes in KS1 and KS2). Children should be applying/extending their understanding of what they have been taught in this session.		Use tasks without assessing ability to select and apply learnt strategies.
Minimum of 1-hour daily mathematics.	Personal finance is embedded throughout the year	
• All planning identifies greater depth expectations. • Challenges must be planned and provided, which all children can access if needed (highlighted in pink).	Use of 'what now' questions.	
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in mathematics. Might include use of pre-teaching, accessible resources, recordings, annotated images, typed work etc.		• Differentiated curriculum. • Activity led
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes and the children use green pen when altering their work		We do not use apps as part of a lesson. Without an explicit strategy being applied. For example, TT Rockstars as an assessment tool or used during keeping up skills.
Books show mathematical thinking through annotation, annotation skills must be taught.	• Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).		
Homework provided enabling children to practise and develop their basic skills	• Specific opportunities for wider mathematical home learning are promoted. • Use of maths home learning books and blended learning.	Homework must never be a concept which hasn't been taught.
Teaching for mastery (5 big ideas) I threaded through planning and delivery.	Use of Maths Hub resources to support planning and teaching.	

Essentials and Desirable Aspects of Modern Foreign Languages (MFL)

Note that French is chosen core language at St Georges.

Essentials in MFL	Desirable in MFL	Never
French will be taught across Key stage 2. Lessons will follow the structure of listening, speaking, reading, writing.	MFL will be introduced in EYFS/KS1 through simple phrases and in relation to different countries and cultures.	Skip the listening and reading parts of the lesson. We believe oral skills are fundamental at primary level.
Recap vocabulary from previous lesson at the start of each new lesson. This is essential as research shows the importance of the link to prior knowledge.	EYFS and KS1 begin to teach children some basic French words such as greetings and numbers.	Assume prior knowledge has been remembered. Always recap and practise necessary words.
Carry vocabulary through school in a single A4 book started in Year 3, as topics change each half term. This ensures that the children will be able to continually revisit prior learning.	Include purely cultural topics to enhance the children's understanding of how life is similar/different to life here in the UK.	Use the same vocabulary topic twice, to maintain pupil interest.
Repeat modelled vocabulary, using increasingly accurate pronunciation. Children should be encouraged to use some vocabulary independently. Key Vocabulary should be displayed on a learning wall.	Use new vocabulary independently as well as vocabulary learned in previous lessons, through use of vocabulary bullseyes.	Teach words before the desired phonics have been taught - especially important in Year 3.
Throughout the lesson teachers will make links to prior knowledge or similar English words.	Show these links practically, perhaps through the use of video from linguascope.	
Appreciate cultural differences in each topic, using VR and other media where appropriate.	Explore cultural enrichment activities (tasters, visitors, music).	Further any negative stereotypes (which do come up in MFL lessons).
Practise vocabulary, questions and responses orally (consider QR codes in books for SEND or in role play lessons).	Practise vocabulary, questions and responses in writing.	Prioritise the writing over the speaking.
Opportunities will be provided for self-assessment, peer-assessment and teacher-led formative feedback.	Develop opportunities for filming and recording to develop confidence in speaking.	
Opportunities will be provided to enhance learning using linguascope (beyond curriculum learning).	Use blended learning to support language development (linguascope)	Use linguascope at a low level or as a filler activity.





Essentials and Desirable Aspects of Music

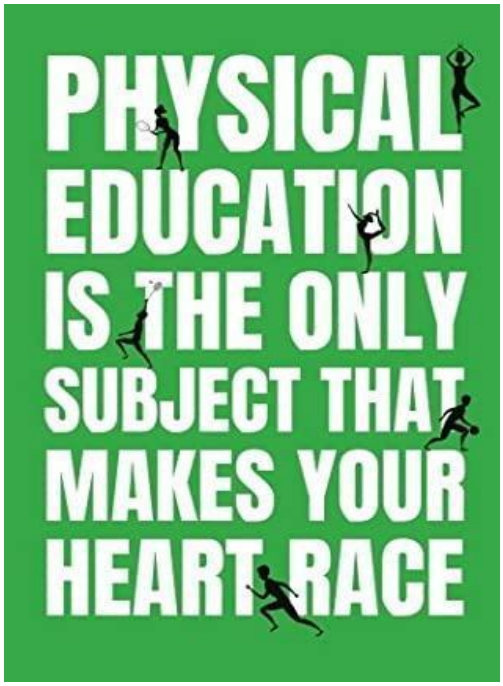
Essential in Music	Desirable in Music	Never
• All topics start off using prior learning. • Ensure that key knowledge, vocabulary, learning intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for our learning journey over the unit of work.	• Stand-alone lessons which do not follow the teaching sequence. • Covered by PPA on a regular basis - unless peripatetic music teachers • Not delivered consistently in line with our curriculum commitment to 1 hour per week • Removed as a sanction for poor behaviour. • Infidelity to the chosen scheme
• Ensure that all topics emphasise cultural enrichment with: 1. Musical experiences and performance opportunities identified. 2. Pitched and unpitched instruments should be available for all pupils. **3.** Use of VR https://www.classvr.com/school-curriculum-content-subjects/music-vr-teaching-resources, live filmed performances etc.	• Exploring the use of trips/visitors for enrichment. • Performing within school for other year groups	• Tokenistic or 'add on' trips / visits / visitors which do not enrich the curriculum aims and intent in Music. • Low quality trips / visiting musicians. • Low quality resources or resources which have not been quality assured and do not meet learning intentions.
• All sequences of lessons allow children to perform/appreciate performance within their class or to a wider audience.		• Stand-alone lessons which do not follow the teaching sequence. • Facilitate performance / appreciation that is tokenistic or a 'bolt on'. Must be integral to the curriculum offer in music
• All planning identifies expectations for SEND support and recording so children can access and communicate their learning in music.	• Music planning should demonstrate an awareness of an individual pupil's needs and inclusive practice for all children.	• A differentiated curriculum • Poor or no adaptations for pupils with SEND • Low expectations and a ceiling on learning outcomes
• All lessons start with oral practice of taught vocabulary/concepts to reinforce working memory.	• Instrument lessons should be taught by an experienced teacher or a member of staff with subject specialism.	• New learning which does not anchor with something the pupils can make connections with • Teachers do not have an understanding of pupils' prior knowledge. • Teachers do not understand or use key vocab and terminology
• Learning is assessed in all lessons using formative assessment, review of performances, rehearsals, response to Musical pieces, review of oral feedback, multiple choice, quizzes etc.	• Learning in Music is accumulative, so it is based on building on foundations and extending knowledge and expertise. • Medium term planning contains 'exemplar materials /videos of musical skills and techniques and end points in learning which can be utilised as WAGOLs and to revisit prior learning from previous sessions / previous year groups	• End of unit 'test' which identifies simply what children can remember without application or understanding. • 'Memory test' without children referring back to their musical experiences as an anchor point. • Assessment which is a tokenistic 'tick box' and does not capture attainment / progression and support future planning.
• All topics have identified opportunities to enhance learning with links and resources on YuMu, See-Saw and Google Classroom (beyond curriculum learning).	• Specific opportunities for home learning promoted through YuMu. • Should enable peer feedback/celebration on See-Saw, Google Classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	• 'Beyond curriculum' learning opportunities are tokenistic and do not extend limitless learning. • Photographs and images / recordings which do not document learning or the musical process.

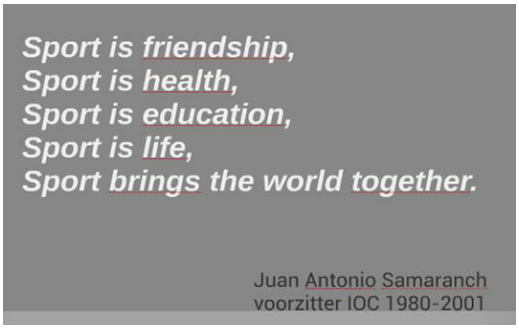
"Music is the heart of life". **Franz Listz**

Essentials and Desirable Aspects of Physical Education

Essential in P. E	Desirable in P. E	Never
Ensure that key knowledge, vocabulary Learning Intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for learning journeys over the unit of work.	• Low quality resources or resources and planning which have not been quality assured and do not meet learning intentions. • Stand-alone lessons which do not follow the teaching sequence
Ensure that all topics emphasise fitness and well –being. 1. Children are encouraged to be excited about the sport/skill. What does an elite performer do? Is this something I can excel at? 2. Lesson structure must ensure that children are active for 75% of the lesson. 3. Children are taught which muscle groups they are using.	• Signpost children to external sports clubs/activities via google classroom/seesaw and website. • Use intra and inter school competitions to promote performance. • Display sporting success within the wider community and participate in local and regional competitions.	• Children standing in lines. • Children are active for less than 75% of the lesson. • Children not engaging with P.E. • Children allowed not to participate (unless there is a valid reason to not participate)
• All topics start off using prior learning. • Teachers have knowledge of topics taught in previous year groups.	Children can access their prior learning through photos and videos to anchor their learning from previous united and year groups.	• Learning that does not follow the agreed sequence and capture the progression in learning over time. • Lessons only playing sports or games, not teaching the skills sequentially. • New learning which does not anchor with something the pupils can make connections with. • Covered by PPA on a regular basis. • Removed as a sanction for poor behaviour
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in P.E. Might include use of pre-teaching, accessible resources, vocabulary, context etc. **Do not want a different curriculum for SEND pupils.**	• Resources and key vocabulary shared and discussed prior to the session. • Pre-teach of key skills (such as Fundamental Movement Skills). • S.T.E.P principle applied so that reasonable adjustments are made for children.	• A differentiated curriculum. • Different outcomes and expectations within and between classes in one year group. • Low expectations and a ceiling on learning
Learning is assessed in all lessons using self and peer assessment, formative assessment, review of oral feedback. This feedback is used by pupils to guide their next steps. Children must evaluate their performance and improvement continually through a unit NOT just at the end.	Medium term planning contains 'exemplar materials / images' of key skills. Use of models such as P.E Hub and N.G.B's to break down skills and techniques into small steps and videos and pictures used to revisit prior learning from previous sessions / previous year groups	• End of unit 'games' which is just children playing a sport or game with no instruction, support or modification. • 'Memory test' without children referring back to videos, equipment or pictures.
The skills children need to participate in sports/games and activities are discreetly taught, prior to playing/competing. For example, in cricket and rounders players are taught to throw, catch, bat correctly before playing/competing.	Teaching sequence and progression in knowledge and skills is documented and reviewed regularly. Links are made across the curriculum e.g., passing skills in both basketball and football (invasion games)	• End point assessment and playing the 'full' version or the sport/game which takes priority over progression of knowledge and skills and correct teaching sequence. Playing the sport/game in 'full' is seen as more valuable than the journey.
Children are encouraged and facilitated to be physically active throughout the school day. Includes: 1. Play opportunities for fitness and sports. 2. Access to sports clubs before and after school	• Children access physical activity at playtimes and lunchtimes through clubs and through play leaders. • children participating in personal best challenges.	• Children misusing equipment. • Children are not allowed to use equipment. • Playleaders are not supported through lack of training or support by adults at playtimes and lunchtimes.

3. In Dragon Club	• Extra-curricular calendar supports children to be physical activity and fosters lifelong participation.	• Children sedentary in clubs such as a Dragon Club
• All children have the chance to compete/perform through well-constructed opportunities. Includes a commitment to: • **At least** 2 intra school completions as part of their P.E curriculum. Could be athletics, hockey, handball, cricket etc. • Allowing children to gauge their performance and personal bests. Could be length of throw, highest score, fastest time, endurance (distance or time), quality of skill etc. • Developing opportunities for inter school competition (heavily disrupted by Covid-19. Opportunities will be based on performance and inclusion so all children can attend. • Ensuring sports clubs offer a competitive element.	• Children attend other events such as Wallasey Cluster and events through other school sport partners. • Children selected to represent the school in a range of local and regional competitions. • Where possible multiple teams take part in competitions to ensure all that want to participate are afford the opportunity to (football, basketball, swimming etc). • Equal representation of genders in all competitions	• Stop children participating due to their ability. Provide opportunities for some children and not all. • Competitions and structures that exclude children. • allow children to respect the school who do not display respect characteristics
• All children are supported to achieve the expected national standard in swimming. If children don't achieve this by the end of year 5, they will be taught again in year 6.	• Catch up sessions for children who do not achieve expected standard	• Allow children not to participate. • Allow kit to be barrier to children taking party fully in swimming sessions
Children learn about sportsmanship. We will nurture this by: 1. Children will learn about rules and respect for games/sports. 2. High expectations for how we behave towards teammates/opponents. 3. High expectations for respect towards referees/staff/coaches etc. 4. Children learn to congratulate teammates and opponents regardless of whether they are on the winning team. 5. Developing sports leader roles.	• Children follow code of conduct and demonstrate this in local and regional competitions	• Allow children to represent school and do not demonstrate sportsmanship. • Allow low standards of sportsmanship at playtimes, lunchtimes, extra-curricular clubs and other competitions and fixtures.





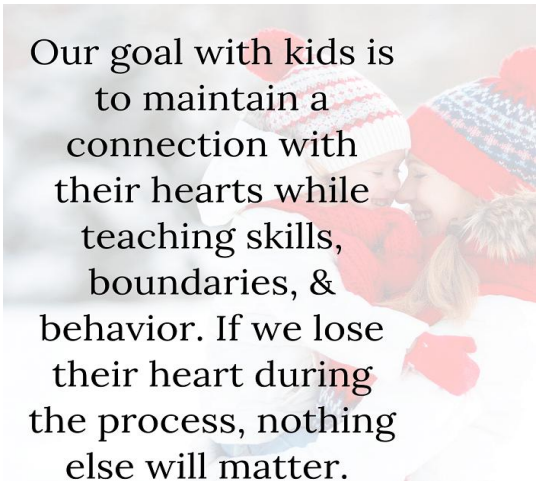
Essentials and Desirable Aspects of PSHE (Personal, Social and Health Education) including RSE.

Essentials in PSHE	Desirables in PSHE	Never
Ensure that key knowledge, vocabulary Learning Intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for learning journeys over the unit of work.	'Wing' a PSHE lesson. There may be a need for a PSHE lesson that addresses an issue, but this should be from approved sources such as the PSHE Association.
Ensure that topics have cultural capital and enrichment with: 1. Topic books available for all pupils 2. Links to theme days (for example Mental Health Awareness Day) 3. Assemblies 4. Opportunities to put ideas into practice (social justice golden threads)	Explore use of trips/visitors for enrichment. ● Inclusion of families through activities or the school website	
All topics start off reflecting on prior learning. Teachers can plan for this through accessing long term plans	Children can access their prior learning in their books, on Google Classroom, and floor books.	Recording is not for the benefit of leaders. All recording should be for the benefit of the learners.
Children are given opportunities to practise our three golden threads of oracy, social justice values, and enterprise and innovation. These should be reflected in short-, medium- or long-term plans and applied in pupil voice groups in school and roles within the classroom.	Pupils have opportunities to explore various ideas in PSHE through involvement in pupil voice, extra-curricular clubs and wider school life (e.g., cooking clubs, eco warriors.) Teams from across the school regularly review and identify these.	Never should social circumstances be a barrier to access to opportunities.
All planning identifies options for SEND support and recording so children can access and communicate their learning in PSHE **(see below)**		Never should LFs be avoided because of children's additional needs.
Learning is assessed in all lessons using a range of formal and informal methods of formative assessment.	Plans are reviewed periodically to refine and improve learning opportunities.	
Further learning opportunities are identified and adapted in the best interests of individuals, groups, a class or cohort (for example through identified behaviours or in response to significant events). The PSHE team will regularly gather relevant resources and signpost team members to support and materials.	A strong relationship between classroom practitioners and the pastoral team means that opportunities to address needs are shared and support is provided.	
● All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).	●Specific opportunities for home learning are promoted. ● Should enable peer feedback/celebration on see-saw, Google Classroom for learning beyond taught curriculum (videos, power points, podcast clips etc).	Never should adding to online working platforms be used if it does not support learning. Teachers should consider the impact on their workload.

References to PSHE learning to be made in relation to the real lives of children. For example, classroom charters, restorative practices, mental health and wellbeing practises in the classroom (Zumos, meditation...), roles and responsibilities, young enterprise etc. and how these form part of our personal, social, health and economic identities.	•	Never should teachers prioritise a personal agenda over the objectives of the statutory RSE curriculum.
Children are taught life skills in managing money and finances (see Economic Education Statement)	•	

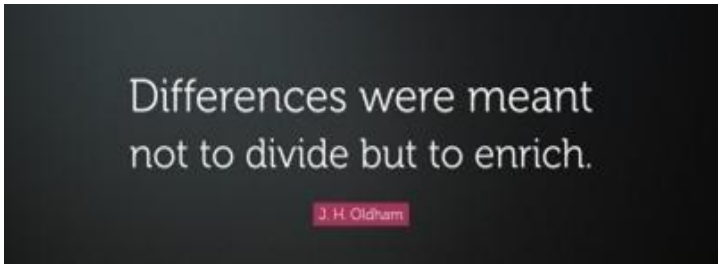
PSHE at St George's means

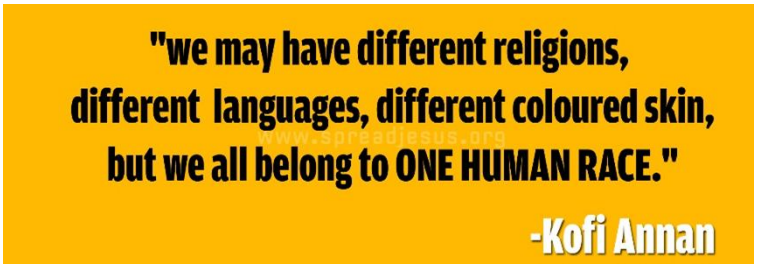
"We cannot always build the future for our youth, but we can build our youth for the future." **Franklin D. Roosevelt.**

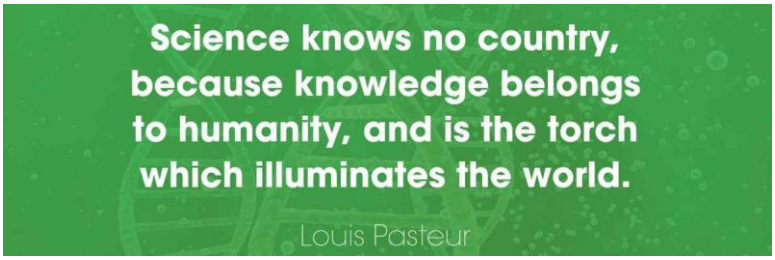
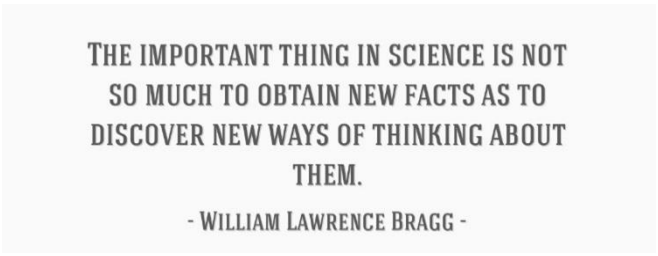


Essentials and Desirable Aspects of Religious Education (RE)

Essentials in PSHE	Desirables in PSHE	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been quality assured before teaching starts.	Shared planning details resources, activities and sequences for learning journeys over the unit of work.	• Left as PPA cover on a regular basis. • Low-quality resources which have not been quality assured.
Ensure that all topics make emphasise cultural capital and enrichment with: VR opportunities identified (where appropriate) Subject-specific textbooks. Bought/loaned artefacts relating to religious traditions taught. Use of speakers relating to the specific content identified in planning.	• Explored use of visits to local places of worship. • Use of external support such as the Church, or YfC group to enhance engagement.	• Low-quality photographs of places of worship which do not give a true representation. • Visits and speakers as an 'add on' to the curriculum. These should support the learning outcomes.
All topics start off using prior learning. What do children know or think they know about different religions?	Children can access their prior learning in their RE books and using online platforms (GC, Seesaw, etc) Teachers use mini quizzes and knowledge recall games to enhance prior learning.	Introduction of new learning without prior consideration of how children can anchor it to what they already know.
Planning identifies opportunities to draw on connections and comparisons (what is different or similar?) between different religious and non-religious traditions.	Consideration has been given as to whether it is appropriate to provide children with opportunities to reflect on how their own sense of identity and how it can be compared to that of different religious and non-religious traditions.	• Treating religions as stand-alone areas with no opportunities to make comparisons between them. • Stereotyping or over-simplifying religion.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in religious education. Might include use of pre-teaching, accessible resources, recordings, annotated case studies, videos typed work etc.	Resources used to promote discussion before the lesson (previous day).	A differentiated curriculum.
All lessons start with oral practice of taught essential vocabulary/concepts to reinforce working memory.	In KS2, children are given regular opportunities to have in-depth discussions and debates about religious and non-religious traditions.	• Children reading reems of texts with little or no understanding of the vocabulary required.
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes etc.	• Specific opportunities for home learning are promoted. • Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	• 'Brain dump' on a page to test what children can remember at the end of a unit.
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).		• Photographs and images which do not demonstrate learning and cannot be used for recall.





Essentials and Desirable Aspects of Science

Essentials in Science	Desirables in Science	Never
Ensure that key knowledge, vocabulary, learning intentions and success criteria have been identified on MTP and quality assured before teaching starts.	Shared planning details resources, activities and sequences for the learning journey over the unit of work.	Use a PowerPoint to teach a lesson without referring to the MTP and weekly lesson plan.
Fidelity to Science Bug planning to ensure clear progression across the school. Weekly planning should be annotated to address class needs.	Planning to be enhanced with Explorify activities and opportunity to practise and consolidate Oracy skills.	Teach a lesson without referring to the MTP and weekly lesson plan.
Working scientifically opportunities are well planned in each lesson. These skills are built progressively throughout the year. Children should be moving towards using scientific equipment independently and with mastery.	• Science skills are well thought out and delivered in a sequence which makes effective cross-curricular links. • Science skills are progressive throughout each year, building on children's prior knowledge and understanding.	• Just model at the front. Children need the experience and opportunity to choose equipment and use it independently. • Teach independent working scientific lessons.
Ensure that all topics make emphasise of cultural capital and enrichment with: 1. VR opportunities identified. 2. Topic books available for all pupils 3. Lessons, that are well planned and resourced, so there is enough equipment and resources for all children	• Explored use of trips/visitors for enrichment. • Learn about careers linked to STEM subjects. • Visit the science lab for each unit of work.	Miss opportunities to extend and enrich the pupils' learning.
• All topics start off using prior learning. • Active Learn film clips and activities are used to reactivate previous learning. • Use Primary Quiz to revisit and consolidate prior learning.	• Children can access their prior learning in their science books. • Teachers use mini quizzes, posters, models, images and knowledge mats to enhance prior learning.	Teach a lesson without a recap of the sequence of learning and prior weeks' key learning.
All planning identifies expectations for SEND support and recording so children can access and communicate their learning in science. Might include use of pre-teaching, accessible resources, recordings, annotated images, typed work etc. **Do not want a differentiated curriculum.**	• Resources used to promote discussion before the lesson (previous day). • Adaptations through immersive reader, accessible resources and digital devices are used in each lesson.	Teach a lesson without considering the needs of the whole class.
All lessons start with oral practice of taught vocabulary/concepts to reinforce working memory. Children must be able to articulate their learning. Oracy talk tactics are used throughout the lesson to reinforce learning.	• These are reinforced on Seesaw or Google Classroom. • Freya models and vocabulary games are used frequently.	expect children to have a good understanding of vocabulary without explicit teaching.
Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes etc.	Constructive self and peer assessment is used to motivate pupils to identify their areas for improvement.	Teach a lesson without considering the previous learning and addressing misconceptions.
All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning). This could include pre-teaching or additional learning using Active learn, remote lessons (STEM) or Oak Academy lessons.	• Specific opportunities for home learning are promoted. • Enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).	Expect children to retain information without the opportunity to revisit and consolidate learning.