

Teaching and Learning Policy

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Introduction

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. This policy has been developed through staff voice working in Enquiry and Professional Learning Community (PLC) groups.

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

4 Key Drivers @ St George's



Curriculum for excellence



Great Teaching Toolkit Pedagogy



Inclusion



Oracy

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

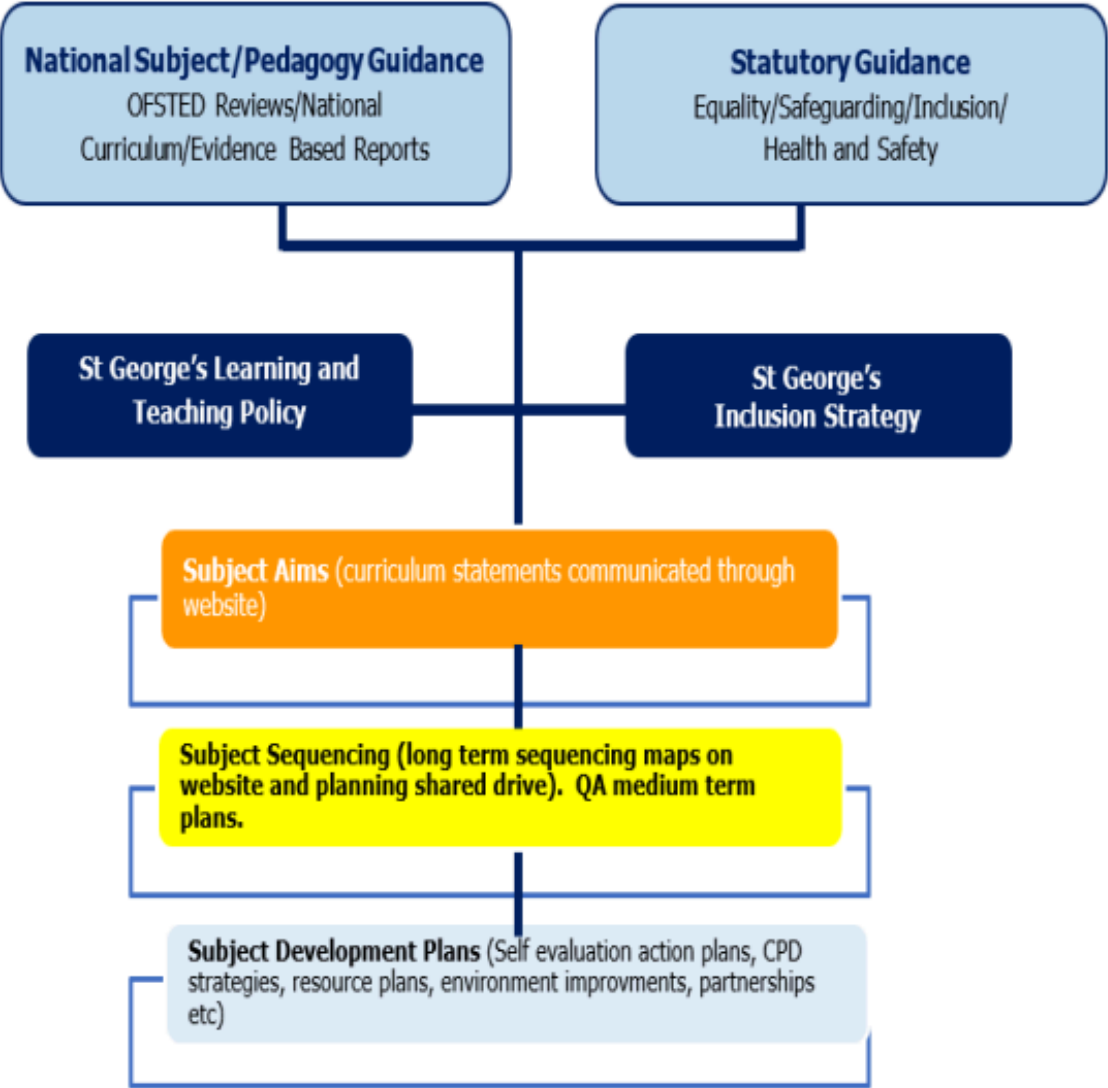
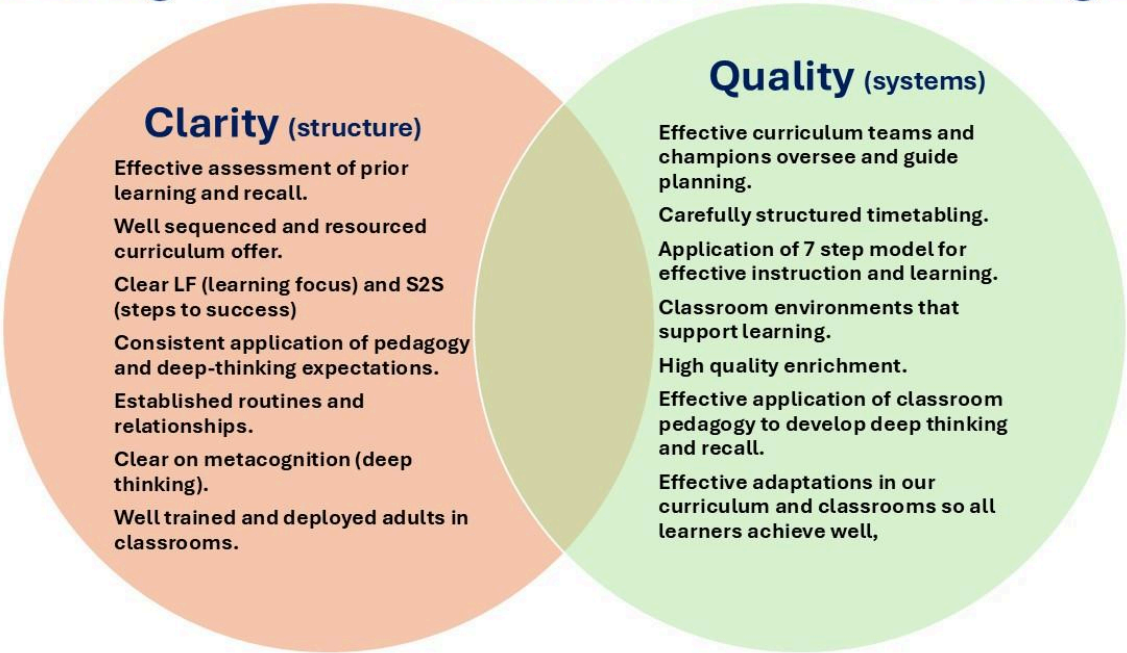
**Developing
Learning
and
Teaching
@
St George's**

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.

Applying Our Teaching and Learning Policy

Our teaching and learning policy is the driver for achieving our curriculum aims. It is the pivotal document for all curriculum staff, leaders and governors when evaluating our aims and implementation. We have designed it applying the simple principles below.

Ensuring Our Curriculum is Effective @ St George’s



Applying Teaching Learning Policy at St George's Primary

This is the fourth version of our teaching and learning policy. Our key aims are:

1. **Promote highest ambition for our professional practice.** We want our staff to thrive in a 'high challenge, low threat' culture.
2. **Promote consistency and clarity.** We want to demystify the teaching and learning process through shared understanding.
3. **Empower colleagues.** Curriculum staff should be informed decision makers.
4. **Ensure that colleagues focus on what makes a difference.** We have to reduce the cognitive, emotional demands of teaching.



Essentials in Our Professional Practice

Embracing Professional Discipline at St George's



- ✓ **Live our vision and values.** Must ensure that professional conduct promotes the school's mission statement to 'nurture our community through opportunities, innovation and love'
- ✓ **Work Smartly and embrace professional discipline.** We have to focus on what makes a difference and what matters.
- ✓ **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.

- ✓ **We engage and participate in meaningful professional development** through enquiry, training, mentoring, peer support and coaching.
- ✓ **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..
- ✓ **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; be curious 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.
- ✓ **We evaluate and audit our practice** against the requirements of our learning and teaching policy.
- ✓ **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.

"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.

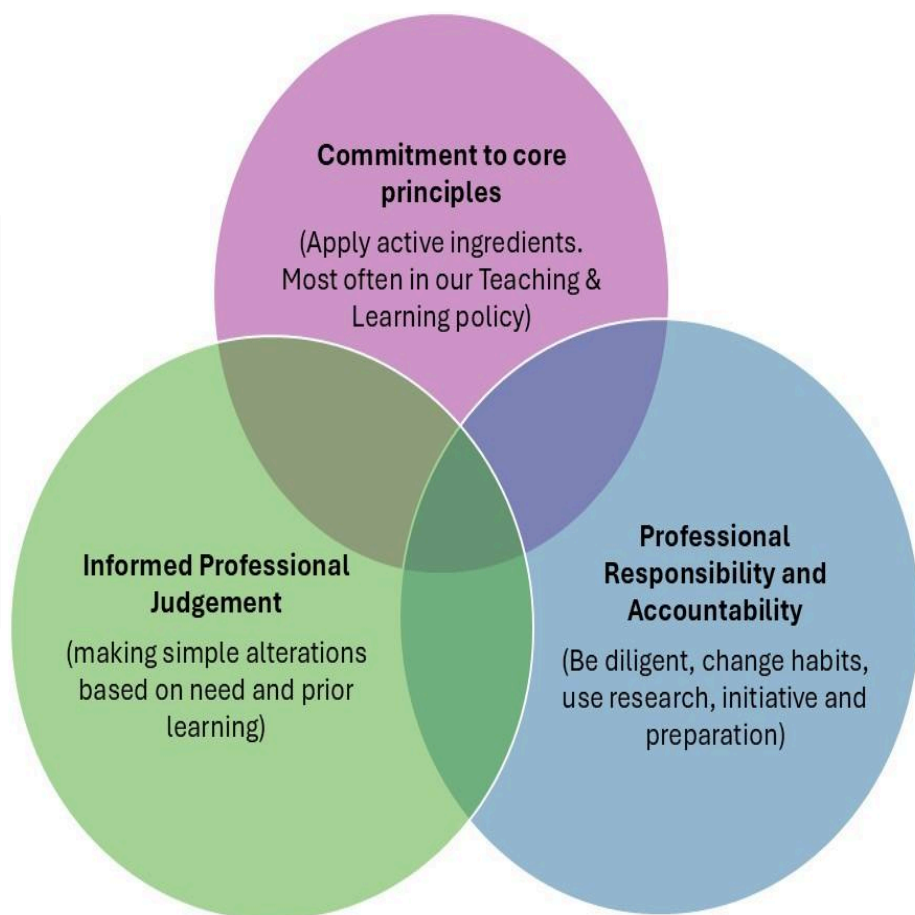
Applying Evidenced Based Practice

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 emphasise the essential aspects that all staff and leaders must ensure is evident in our classrooms and practice.
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 must 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 systematically apply evidenced based practice. We are:

- [Great Teaching Centre](#) for Evidence Based Education supporting schools with the implementation of [Great Teaching Toolkit](#).
- Leaders and governors embrace the recommendations in [School Environment and Leadership: Evidence Review](#).



We complement this by working proactively with:

- [National subject associations and bodies](#),
- [Research Schools network and EEF](#),
- [Chartered College of Teaching](#),
- Local [teaching hubs](#)
- Other accredited bodies including [maths hub](#), [Voice 21](#) and [Kingsbridge Institute](#).
- We are the lead school for [Wirral Kingsbridge SCITT](#).

We deliver CPD with our partners at:

- EBE and [Great Teaching Centres](#)
- [Inspire Teaching Hub](#) (ECF and NPQ)
- EEF (via [Wirral ADAPT maths initiative](#)) [Wirral and Cheshire Maths Hub](#).
- [Voice 21 as a centre of Excellence](#)
- All staff also engage through their subject teams with [OFSTED research reviews](#).

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 an accredited [Great Teaching Centre for Evidence Based Education](#) and 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](#).**

All staff have engaged with 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. **In this policy we explicitly identify how these will be implemented at St George's**

Elements of Great Teaching

What is worth learning for teachers?



01 Understanding the content

- 1.1 Deep and fluent content knowledge
- 1.2 Curriculum knowledge: sequencing
- 1.3 Knowledge of tasks, assessments, multiple explanations
- 1.4 Knowledge of student thinking: misconceptions

02 Creating a supportive environment

- 2.1 Relationships with students, cultural sensitivity
- 2.2 Student-student relationships & climate
- 2.3 Promoting learner motivation
- 2.4 High expectations, challenge and trust

03 Maximising opportunity to learn

- 3.1 Managing time and resources to maximise productivity
- 3.2 Clear and consistent rules, expectations, consequences
- 3.3 Preventing & responding to disruption, showing awareness

04 Activating hard thinking

- 4.1 Structuring: matching tasks, scaffolding, signalling objectives
- 4.2 Explaining: presenting & connecting ideas, modelling examples
- 4.3 Questioning: promoting hard thinking, assessing
- 4.4 Interacting: giving, receiving and responding to feedback
- 4.5 Embedding: practising, reinforcing & spacing learning
- 4.6 Activating: building independence, supporting metacognition

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St George's
Primary School



St George's
are Proud to
be a Great
Teaching
Centre

A GREAT
TEACHING
CENTRE



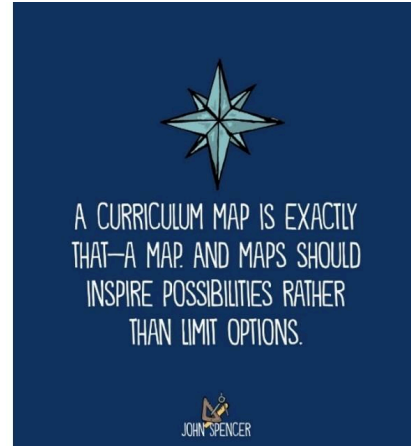
Dimension One – Understanding the Content and Promoting a Curriculum for Excellence

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.

- **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 have established curriculum team and invest in local national partnerships to help us achieve excellence in curriculum design and delivery.



Inspiring Learning and Deepening Knowledge @ St George's



We ensure that our curriculum offer is effective by:

- 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 enrichment learning guarantee that all children will have at least 2 trips, an author visit, live theatre and music performances 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 Centre of Excellence. We 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 'My Happy Mind' curriculum, our RESPECT values, diversity principles and our PSHE and RSE schemes of work.
- Investment in trips and residential education opportunities. We offer 3 affordable residential opportunities in Year 4 (Conway centre), Year 5 (York) and Year 6 (London).

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

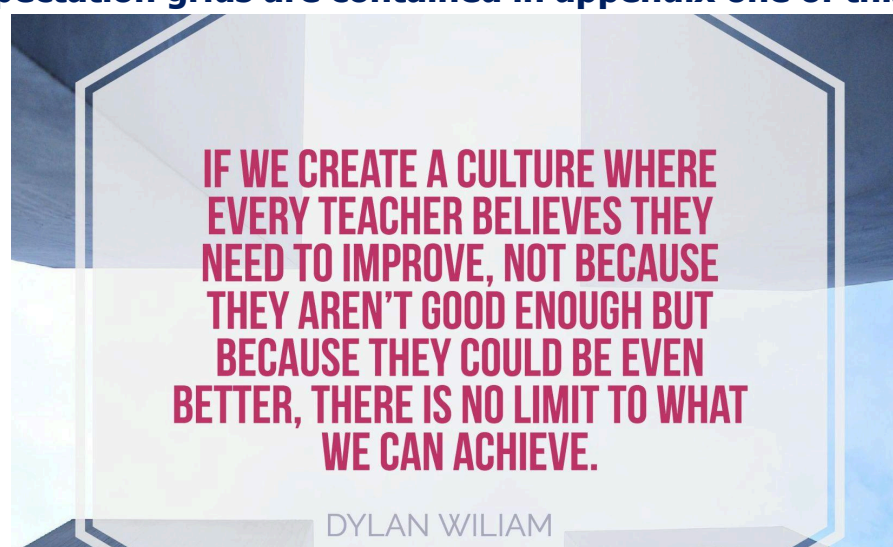
Dimension 1 - Understanding the Content.

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 planned in advance and linked to the curriculum.	- Curriculum champions systemically review and refine planning with their teams so planning evolves and is responsive. - Key learning is used to drive adaptations of curriculum for pupils.	- Change curriculum sequence without liaising with team leaders and/or curriculum teams. - Commit to additional opportunities/trips unless they add value to the planned curriculum. - Alter agreed timetables without purpose or agreement (need professional discipline).
- Planning identifies core learning and key knowledge that will be taught. We have a 'less is more' approach to learning. - Curriculum planning is designed and resourced using best available support through subject associations, curriculum hubs, approved commercial resources etc.	- Any proposed changes are trialled for effectiveness and implementation before being introduced. - AI planning opportunities are used to elevate curriculum.	- Use low-level curriculum planning (internet searches, Twinkl etc) to replace agreed SoW. - Confuse planning with too much content or unnecessary resources. Our aim is secure clarity.
Planning is sequenced using clear learning focus (intentions) and success criteria. Each lesson will have these.	Learning focus and success criteria are skilfully used for formative assessment..	Deliver lessons without well understood LFs and S2S.
Planning applies 7 step model principles of high quality instruction to independence and reflection (assessment)		
- Vocabulary for each unit is 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. - Put vocabulary on working walls or display without explicit teaching.
Planning considers how oracy will be used to promote understanding, meta-cognition and retrieval.	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: - Virtual Reality - Texts - Resources and Artefacts - 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.
We adapt high quality commercial planning and add an overview sheet for personalisation (NCCE, DT Projects on a page, Science Bug, Literacy Counts etc).	Planning is kept to a minimum and staff don't over prepare resources (slides, worksheets) that can remove deep thinking and independence for children.	- Add more resources or simply recreate old planning. Everything should be considered (for purpose) and quality assured. - Apply commercial planning without adaptations.
- All planning is quality assured through a three step process: - Lead member of staff in each team undertakes responsibility for writing/updating planning. - Quality assurance undertaken by curriculum champions and SLT.. - 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.

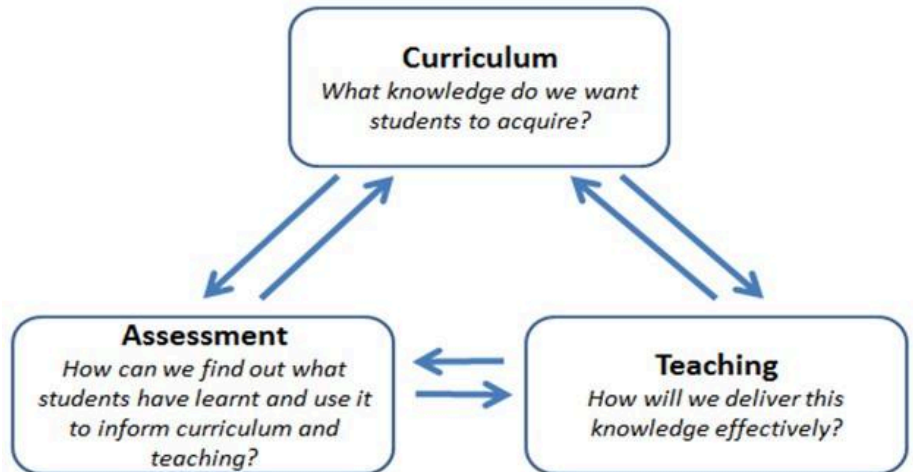
Essentials	Desirables	Never
- All planning is specific on assessment expectations and strategies (using assessment toolkit). - Assessment must be linked to: 1. Core knowledge and skills 2. Identified learning focus (intentions) and success criteria. Delivered through: 1. Immediate adult feedback (in the lesson) 2. Effective self and peer assessment (still needs overview from teachers and TAs).	- Purposeful use of assessment toolbox is built into planning. - 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 exclusively 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 and 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 (prior learning must be reignited)
- Adaptations are considered at the planning stage so all children are supported to thrive as learners. Consider: 1. Streamlining knowledge, LFs, S2S, focus, and vocabulary. 2. Using assistive technology to support reading and recording. 3. The use of 'low floor, high ceiling' tasks so children can achieve well from their baseline. 4. Providing scaffolding. 5. What intervention and pre-teach support you can provide.	- Adaptations develop enabling habits for learners. Must be constant and manageable.. - Adults and pupils respond to assessment in lessons 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 shared with teaching teams in advance and opportunities given to staff to ask questions or clarify. A - 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 TAs to support lessons without them having knowledge of planning. - Ask staff to teach subjects in which they are not qualified or have expertise. This can be a risk for PPA/leadership cover etc.

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

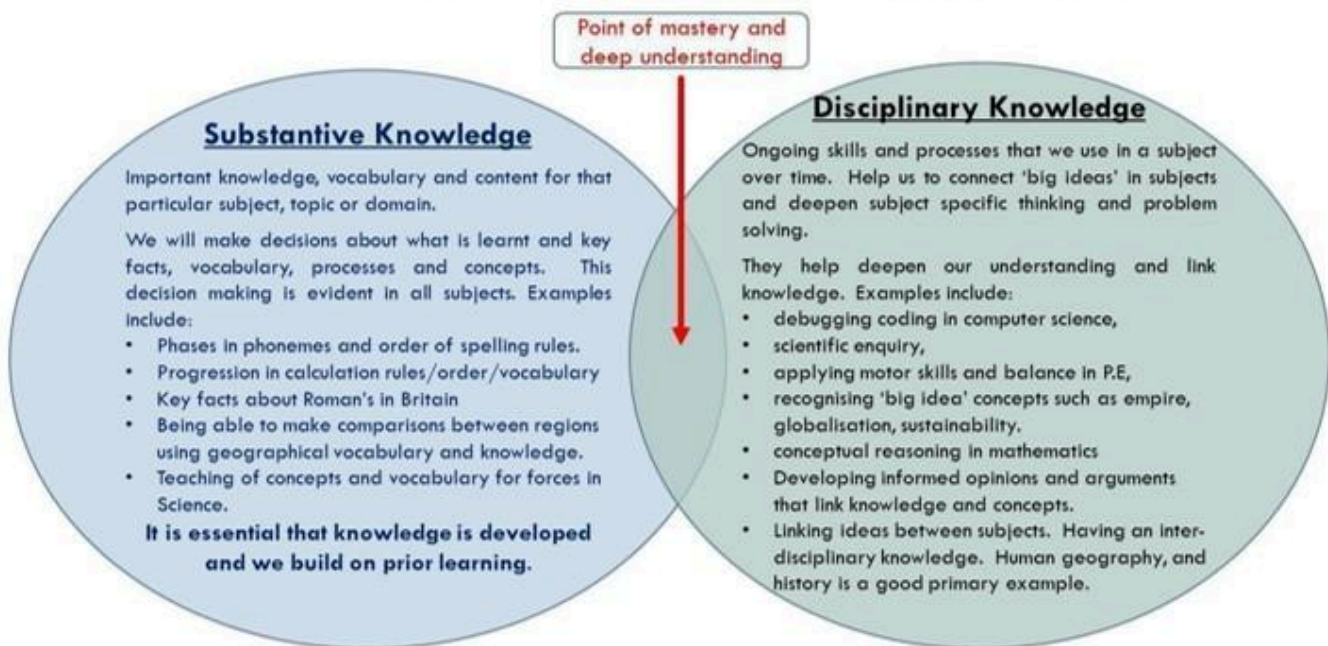


Intent and Impact of Our Curriculum

- Assessment, our curriculum and teaching are a connected model.
- We must be clear regarding how we use these connections to deliver, evaluate and improve..
- Staff have explored effective assessment in our enquiry groups and have developed a St George's toolkit of assessment.
- [Assessment policy and toolkit](#) can be read by clicking here.



Promoting Understanding at St George's

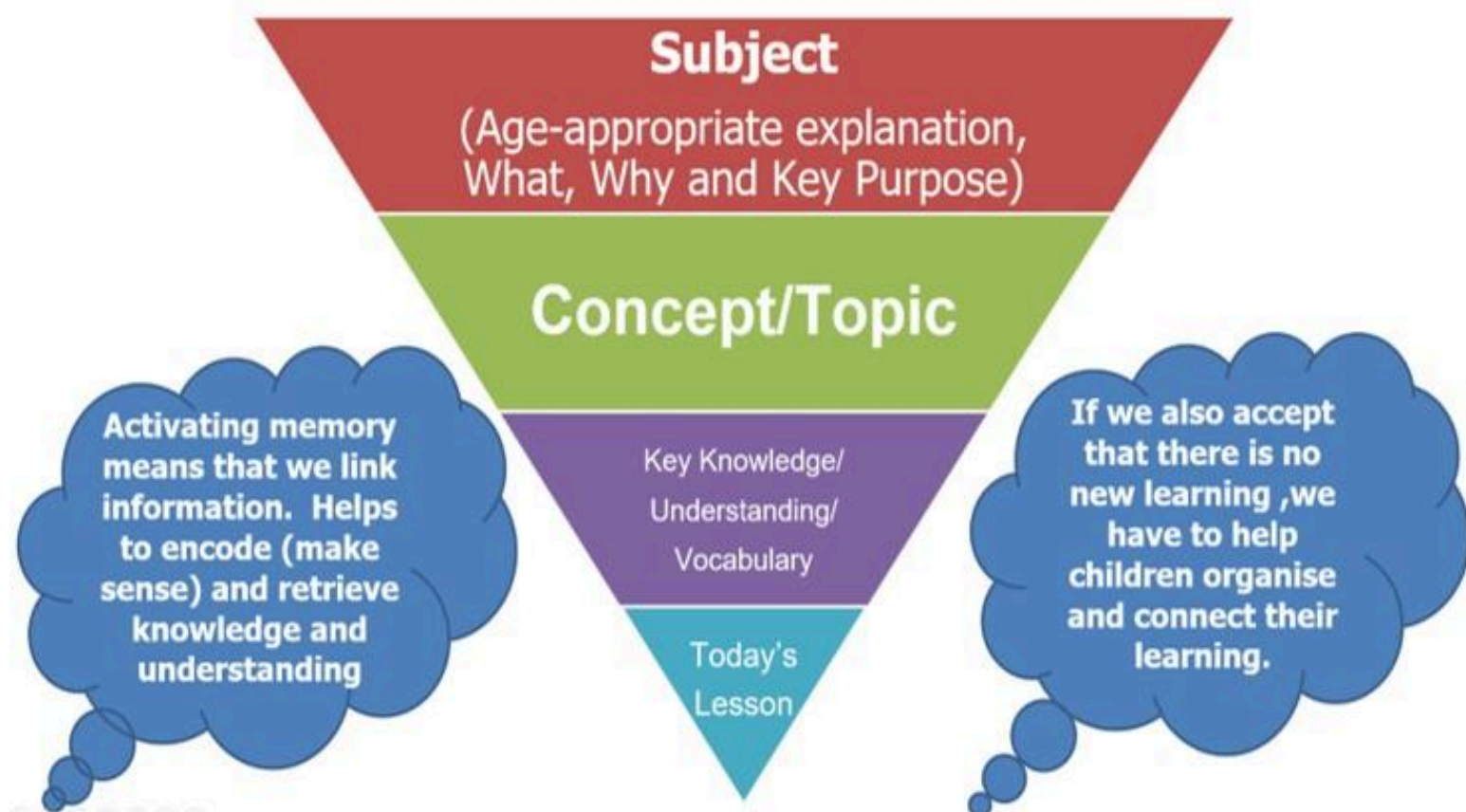


- We must skillfully deliver our curriculum and ensure that it develops understanding and strong working memory.
- Children should be connecting their knowledge over time and improving their recall and understanding.
- This diagram below represents our 'pyramid of knowledge' approach and the need for teaching to explicitly connect knowledge rather than this being an accidental or organic process.



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.

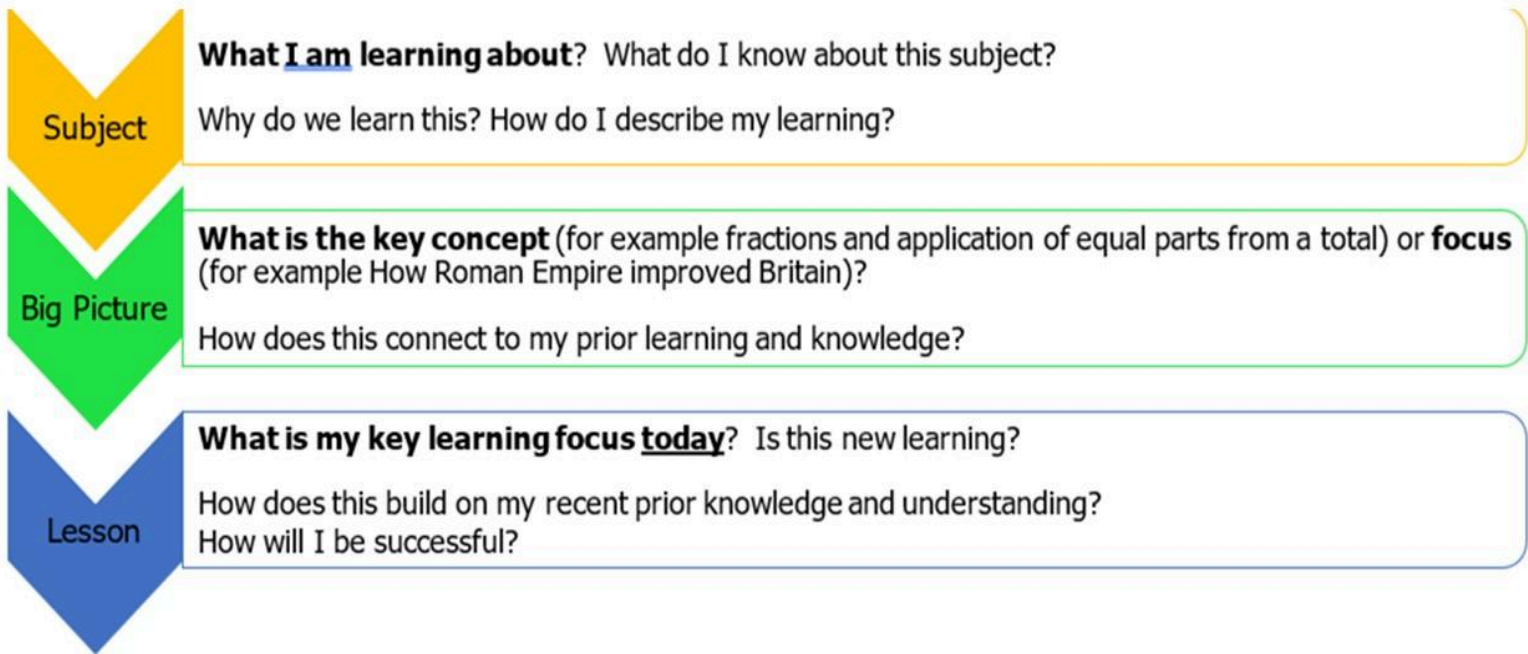


	EYFS and Key Stage One	Years 3 and 4 (Lower KS2)	Years 5 and 6 (Upper KS2)
Art and Design	Creating things that are beautiful and valuable.	Learn new skills and make choices using materials and skills to create pieces of art that are important to us.	To experiment and learn new skills which creates things 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 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.

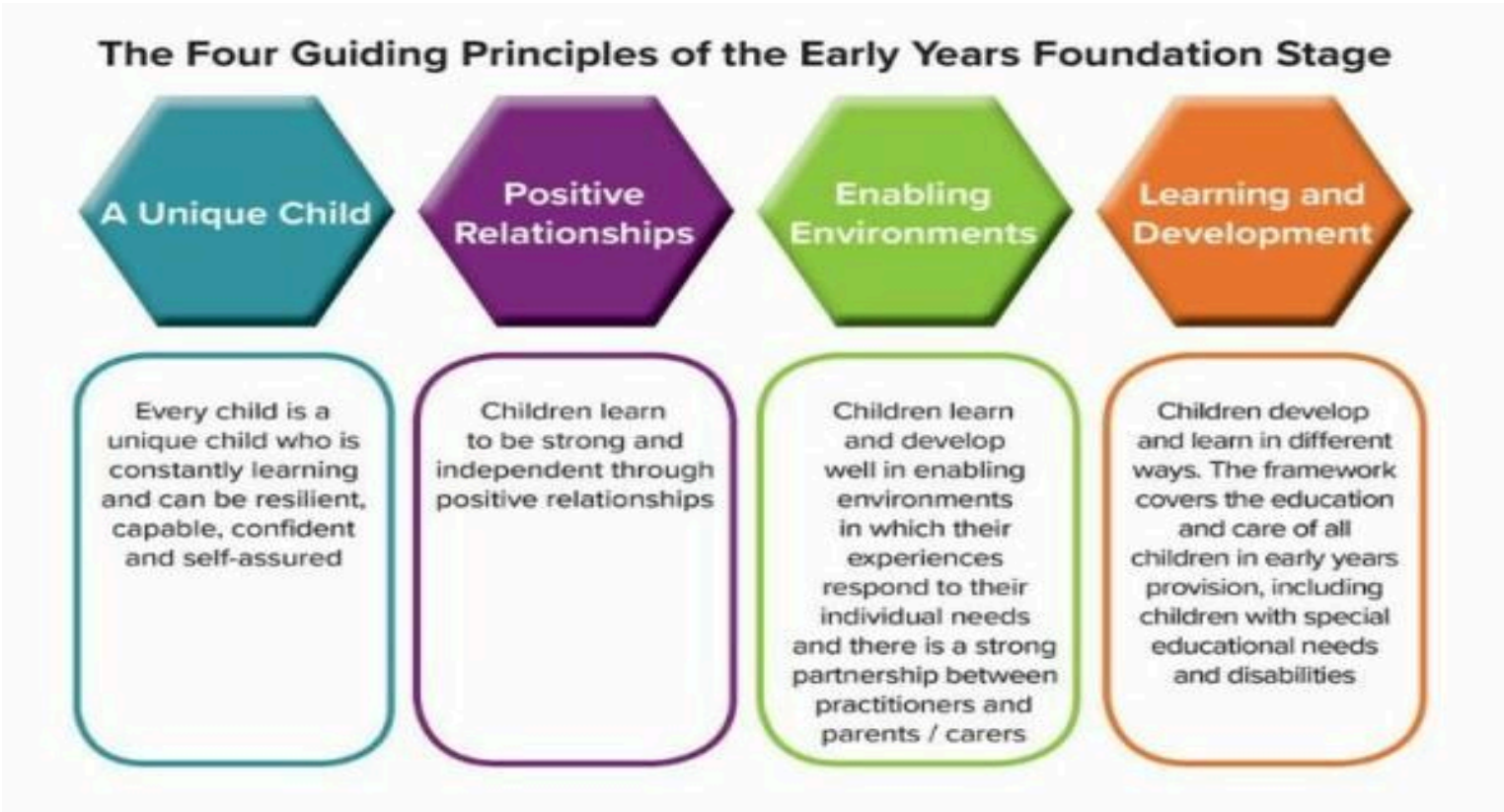
Geography	Learning about where they live, including places around our school and grounds (EYFS) Learning about where they live, human and physical features of our locality and comparing some of these to an area from the further locality and around the world (KS1)	The wider world around them, how some 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 (school) 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 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. 1. be safe, 2. be happy, 3. be respected. 4. to learn. • These underpin our 'positive relationships and behaviour' policy at St George's. • Staff are always 'role models' for these values.	Reinforced with reference to the school's mission statement to nurture our community through opportunities, innovation and love.'	Allow adults to undermine our ethos and core values. We must 'practise' not preach these. Miss an opportunity to reinforce these rights and responsibilities using positive praise.
• Consistent 'Scripts' for learning behaviours and RESPECT language used by all staff. • Class charters should underpin classroom scripts regarding behaviour. • Use of sentence stems agreed to help get consistency and understanding for school values. These can be orally rehearsed.	Reinforce values and conduct expectations with My Happy Mind characteristics and values.	Think that you can be successful with these without: • Precise teaching and explanations • Constant reinforcement • Use of praise using core values, rights and expectations.
• RESPECT values (alongside charter) are used to celebrate learning through RESPECT zones (positive behaviours) and to enforce expectations by responding to negative behaviours using the yellow, orange, and red zones. • Clearly displayed in all classrooms, learnt and well communicated to children, parents, staff and governors. • Reinforced in assemblies, PSHE, and emails home (digital versions on Compass)	Curriculum staff and leaders regularly seek feedback on student perceptions of their: • RESPECT behaviours • Classroom Charter • Students relationships • Student – teacher relationships • Rights to safety, respect, earning etc.	• Reward the expectation. • Allow charters or values to become 'wallpaper' or less relevant. • Ignore student voice.
All adults model and teach expectations for positive relationships and trust. Includes: • Use of language (phrased positively and focused on what we want) • Body language (open and non-threatening) • Tone and volume of voice	Expectations are placed on positive expectations.	Address concerns if adults display: • Negative language • Aggressive tone of voice • Aggressive body language • Sarcasm • Prejudicial language
A tiered approach to managing disruptive behaviour: • Non-verbal signal • Proximity or appropriate tactile touch • 1:1 private verbal reminder • 1:1 feedback All of the above steps are implemented before a child is addressed across the classroom or yellow zones are applied.	Teachers explain this tiered approach to pupils in their class. Children should know the processes and we should demystify our regulation practice.	• No excuses made for harmful behaviours (support is our adapted approach). • Address a child's behaviour for the first time in front of their peers. This can embarrass the pupil and negatively impact the pupil-teacher relationship.
All behaviour reward schemes are rooted in these values, relationships and expectations. Any negative behaviour sanctions reinforce these values through: • Reflection tasks • Restorative justice Giving children opportunity to prove their positive behaviours (jobs to improve our school)	• An escalation process thereafter (AHTs, DHT and HT), ensuring that staff feel supported. • Analysis and evaluation of behaviour logs. What steps can be taken to prevent future reoccurrences?	• Create new reward schemes (undermines our practice). • Deliver a sanction without positive purpose. Negative sanctions damage relationships. Examples: 1. Staying in 2. Standing outside by wall 3. Sitting by the office.

Agreed unit expectations for establishing positive relationships: • Meet and greet expectations. • Use of Zumos, worry boxes etc. • Expectations for respect and how everybody communicates using Compass tools. • Celebration (assemblies, compass mail 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.
Relationships are nurtured in every classroom. Adults uphold 'a persona of compassionate consistency' and agree unit approaches: • Get to know their children and their interests. • Tune into children's feelings • Strengthen and nurture student-student relationships (circle time, shared responsibilities, talk opportunities, clubs etc.) • Vulnerable pupils are supported and helped to thrive (spotlight children events, adult support) • Student voice and leadership roles in units and classrooms with 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.
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, attendance and punctuality.	• Share and celebrate with parents and involve senior staff/SENDCO if 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 social 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.
The learning environment is well organised and has a positive climate. We have a less is more approach. • Clear space given to routines, expectations, charters and RESPECT zones. • Learning walls to exemplify current learning and essential information. 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.

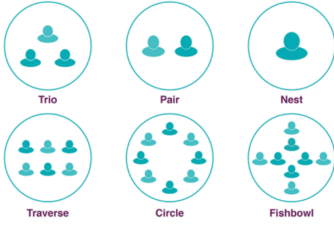


Dimension 3 – Maximising the Opportunity to Learn

Emphasis on positive and consistent expectations.

Reduce lost learning time, develop flow, encourage automaticity, provide clarity for adults and children.

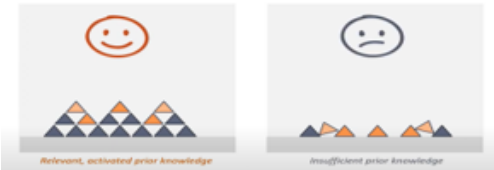
Essentials	Desirables	Never
Clear routines and expectations established in all teaching bands for... 1. Movement in class/school 2. Lining up 3. Entering classrooms 4. Storing equipment/belongings 5. Organisation of learning spaces 6. Uniform 7. Responding to questions 8. Recording in books • 'Why' is known by adults and children - maximising learning time. Gives all routines value and purpose. • Children must understand what routines and expectations are. • Rigour on these aspects using the practise, repeat, insist cycle.	Established visual aids to exemplify the expectations and routines. Make this simple. For example: 1. Lining up outside a classroom. 2. Photographs of stationery storage. 3. How we sit on the carpet. • Bands establish simple checklist for their learning environments and routines.	Introduce routines without: • Explaining the why • Being consistent in expectations • 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.
Clear and maintained expectations for a well-organised learning environment (storage, desk tidies, learning walls, visual timetable etc). • All storage areas are clearly labelled with visual cues. • 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.	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 give out mixed messages.
Agreed set of non-verbal cues to maximise learning time and minimise disruption: • Stop signal • Ready position • 1,2,3 - Stand, move, in position. • TTYP • Thumbs up - show approval for positive behaviours • Quieten volume • Look this way • Turn around • Toilet request	Established visual aids to exemplify the expectations of non-verbal cues.	Try to establish non-verbal cues without practise and reinforcement. Must be evidence that they are understood and practised by all adults and children.
'Scripts' used for routines. 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!' • 'Hocus Pocus, everybody focus!' • 'Think, practise in your head, be ready to answer!' (expectations for deep thinking)	Use of scripts 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.

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. <u>Structure – groupings</u> 	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.		Expect children to adapt and thrive if we don't.



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. This will be structured using the 7-step model. - Tasks will be structured at the point of 'stretch', so children are thinking deeply, making decisions and applying higher order thinking skills.		- 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. Teachers will ensure that success criteria (S2S) allows children to - Develop mastery of learning - Remember more and develop fluency - Improve independence and assessment		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. - Assistive technology to support reading and recording. - Adapting tasks so children can achieve well. - Providing scaffolding and resources. - What intervention and pre-teach support.		- Remove deep thinking expectations. - Lower expectations for children. Provide a different curriculum. Inclusion is about adaptations.
- Oracy skills are used to help children organize and articulate their ideas. - Children use oracy toolkit 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.
Children should be taught about metacognition and have an understanding about how and why they are developing their learning skills.	Children may use models including the learning pit for their emotional resilience.	
Skilful range of questions (hinge questions etc) 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 enquiry lessons 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 concepts. 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: • Make children notice and think. • 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. • 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 groups and individuals. • Make support staff redundant in feedback and assessment.
Teach children to respond to use of skilful assessment expectations and strategies. We have developed an assessment toolkit for this. Assessment should be a constant linked to: • Core knowledge and skills • Identified learning focus (intentions) and success criteria. Delivered through • Immediate adult feedback (in the lesson) • Effective self and peer assessment (still needs to be quality assured by staff).		• See assessment as separate to the teaching cycle. It is not an end point.
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. Provide tuition/additional opportunities across the curriculum to deepen children's learning.	Children have opportunities to engage with additional clubs, competitions, online learning opportunities to extend their learning and curiosity.	• Deny children the chance to take books home, handle artefacts. • Remove children from curriculum trips as a sanction.

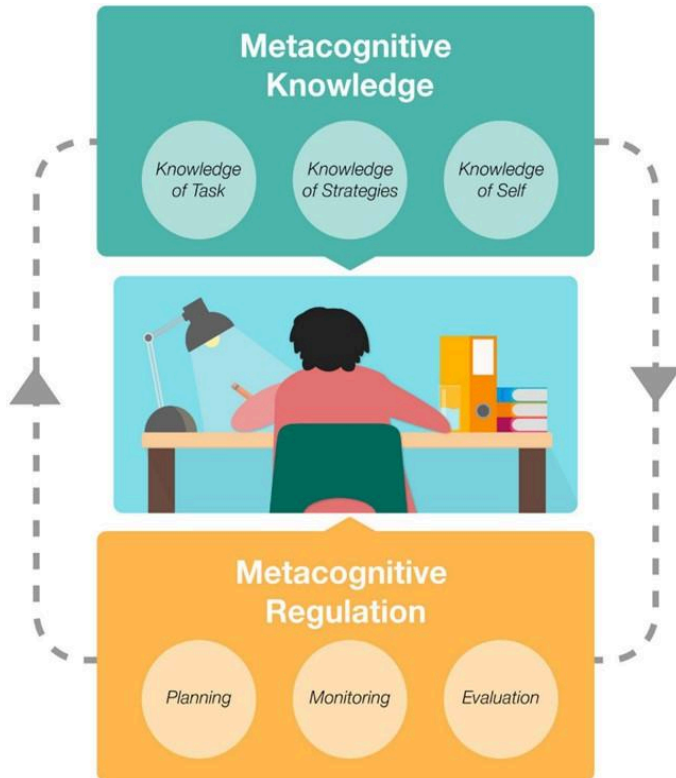
Metacognition, Deep Thinking and EEF 7 seven-step model

We have explored meta-cognition principles. 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](#).

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.



METACOGNITION @ ST GEORGE'S

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 can talk about this as 'thinking aloud' and planning our learning but will follow the modelled steps.

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 to 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?
- 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?

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

We are going 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.

Metacognition and Self-Regulated Learning

The seven-step model



Guidance report
Metacognition and Self-regulated Learning

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.

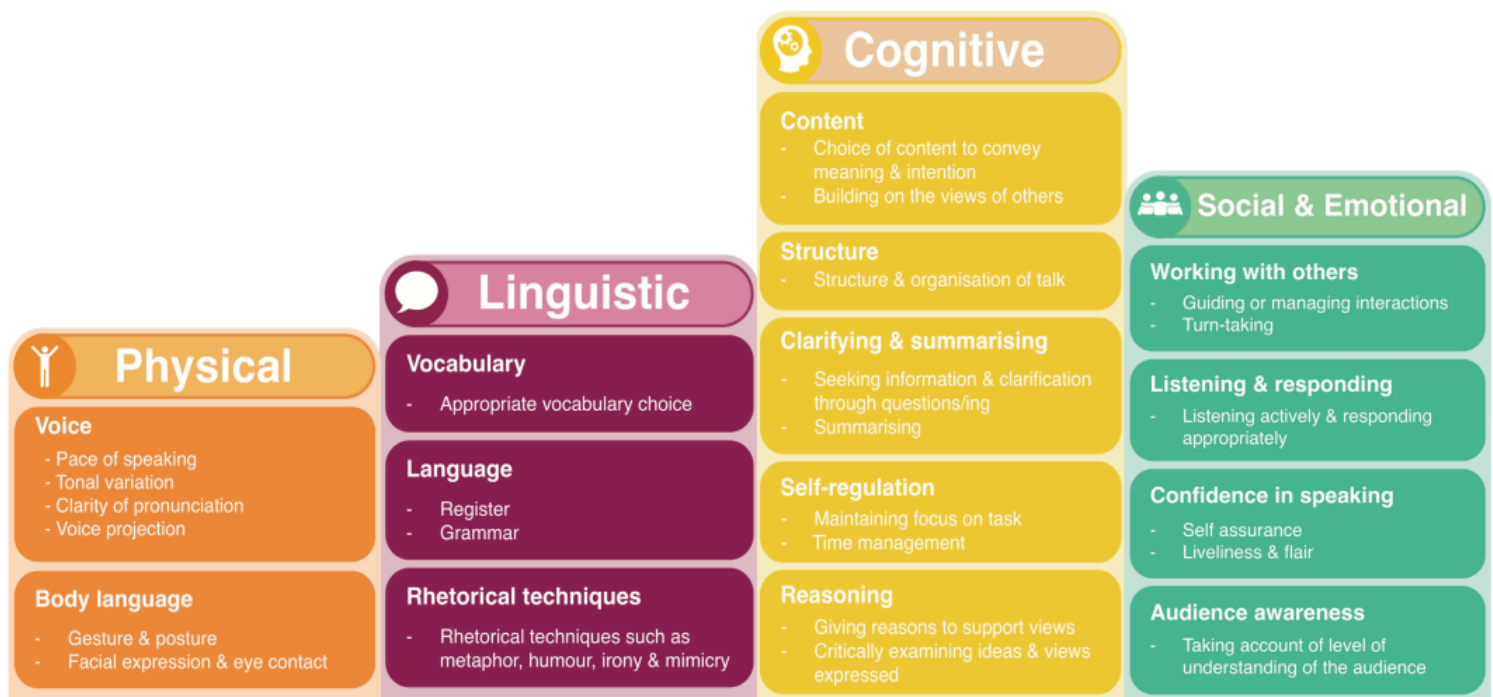
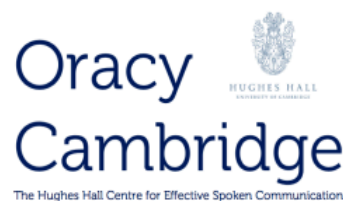
1. Communicating, speaking and listening are essential skills that underpin our social function as human beings. They allow us to interact with others and are key to every aspect of school life. They allow pupils to thrive socially, pastorally, emotionally and academically. Good oracy skills have a value 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.

The Oracy Skills Framework and Glossary



© Voice 21 2019 developed in partnership with Oracy Cambridge. Voice 21 operates as an organisation under the School 21 Foundation, a registered charity in England and Wales, registration number 1152672

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,

Essentials	Desirables	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's coral contributions.	Stem sentences are modelled by staff. Oracy activities are linked to curriculum areas and used to enhance learning.	Never allow children not to 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 begin to peer assess their oracy skills (linked to success criteria). - Children use recordings to appraise their own or their peer's oracy skills.	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.
Children are given feedback directly linked to their oracy progress.		
- Use activities from the vocabulary toolkit to teach specific vocabulary in all curriculum areas. - Bullseye vocabulary should be displayed.	Use a variety of activities and give lots of opportunities to practise using vocabulary.	Never assume children understand the meanings of disciplinary vocabulary.
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 tactics and the roles. - Specific stem sentences must be created for specific discussions.	Talk tactic cards are available in classrooms.	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.	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



Trios

Three students talk with each other.
Or, two students have a discussion while the third observes then summarises and critiques.



Pairs

Talk to your partner.



Nest

Stand apart from each other and whisper your ideas to yourself.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Teacher Talk Tactics scaffold classroom dialogue, promoting educationally productive talk. Teachers have two additional tactics to employ in order to foster high-quality talk for learning.

Instigate
Present an idea or open up a new line of enquiry.

Instigate:

- Let's start the discussion by...
- Has anyone considered...
- Let's think about...

Invite instigation:

- Who would like to begin our discussion...?
- Does anyone have another idea...?
- Would anybody like to share a different point?

Instigate

Summarise
Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise

Probe
Dig deeper, ask for evidence or justification of ideas.

Probe:

- Why do you think...?
- Could you provide an example of...?
- How do you know that?

Invite probing:

- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

Probe

Build
Develop, add to or elaborate on an idea.

Build:

- Building on X's idea...
- X's idea made me think...
- To develop X's idea...

Invite building

- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?

Build

Challenge
Disagree or present an alternative argument

Challenge:

- Have you considered...?
- You mentioned X but what about...?
- What if...?

Invite challenge:

- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?

Challenge

Additional moves:

Model
Articulate the thought processes underpinning talk.

Model

- I'm not sure I agree with that so I'm going to challenge X's idea...
- I am going to clarify X's point to check I've understood correctly...
- It would be a good idea to summarise the points so far to help us move forward...
- I am going to refer to X to provide evidence for my point...

Model

Vocabulary Development

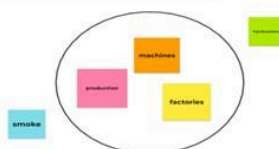


Vocabulary Toolkit

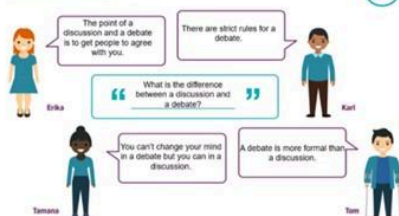
Odd One Out



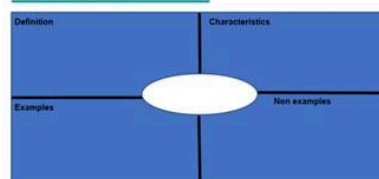
Consensus Circle



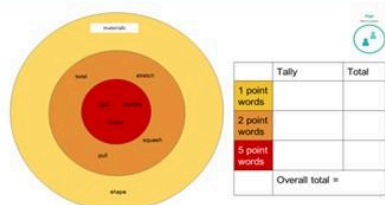
Concept cartoon



Freyer Model



Summary Bullseye

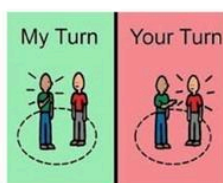


Talking Point

'Our Town' shows that urban life was bleak at this time.

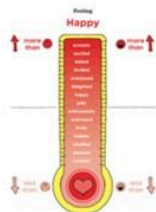


Oral Rehearsal



Word line/shades of meaning

Organise your words according to intensity.



The only way to find your voice is to use it.

Inclusion at St George's

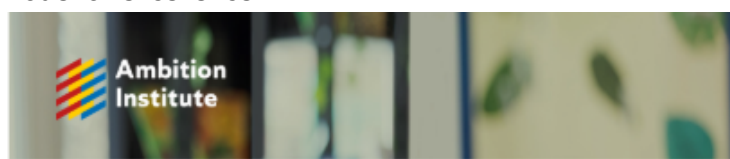
*"Treating people **equally** does not mean treating people in the **same way** but treating them **differently** to provide **equal access**. To do otherwise is to **discriminate**."* Rita Jordan

St George's Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Inclusion is an always for our curriculum and pedagogy. It is one of our 4 key drivers for excellence. It should be evident in every classroom and every subject.

Inclusion and adaptive teaching aren't add-ons – they're part of the classroom. We believe that all pupils belong in the room and that good teaching for SEND pupils is just good teaching for everyone. Lessons are planned with different needs in mind from the outset, so we're not constantly reacting. Our approach is to:

- Identify children's strengths and talents. We are always strengths based.
- Help children overcome barriers to learn through proactive adaptations.
- Ensure each curriculum subject has guidance on adaptations for children.
- We have a detailed CPD programme to promote inclusion and ensure adaptations for all children. Inclusion is a thread in all dimensions of our Great Teaching Toolkit pedagogy.

Adaptive teaching is a way for teachers to create the conditions that support all pupils to access the same learning. We are working with our Inclusion Champions to embed the [Inclusive Teaching Framework practice](#) as a model of excellence.



Inclusive Teaching Framework

March 2026



Underpinning ideas

Expressive and receptive language are different

Expressive language (how we communicate our thinking) and receptive language (how we understand others) are different. This means we can find one harder than the other.

We learn language at different rates

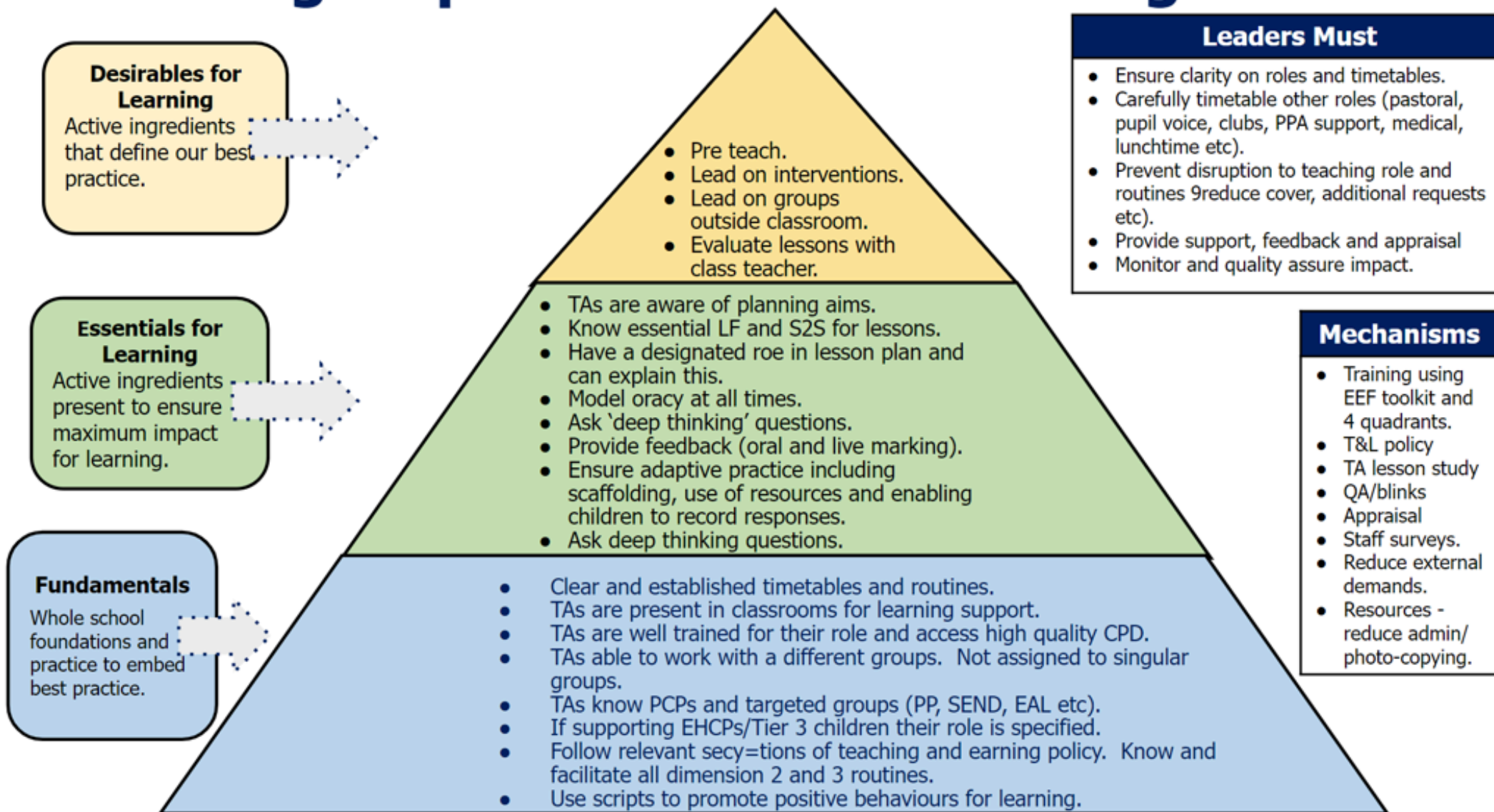
Practice with language can affect the speed that language develops. Good quality, structured and meaningful conversations can advance language development.

- 1 Visual cues can help overcome receptive language challenges
- 2 Carefully phrasing questions and explanations can make learning easier
- 3 Classroom talk can help develop expressive and receptive language skills
- 4 The curriculum can act as a lever for speech and language development
- 5 Everyday teacher-child conversations can support speech and language development

- We would expect all staff to ensure that their daily practice 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.



Ensuring Impact of Valued Teaching Assistants



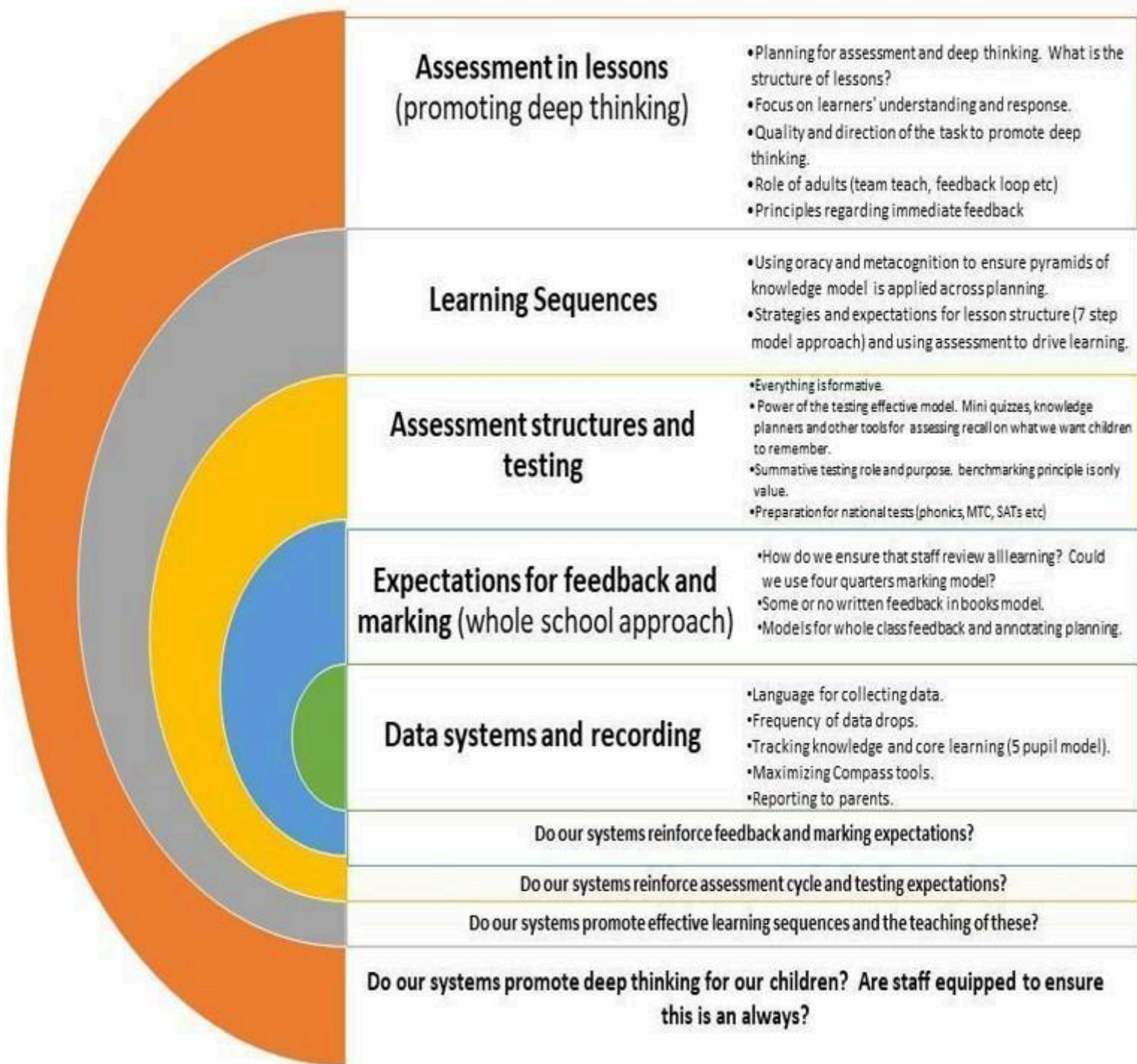
Appendix One Assessment @ St George's

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](#).

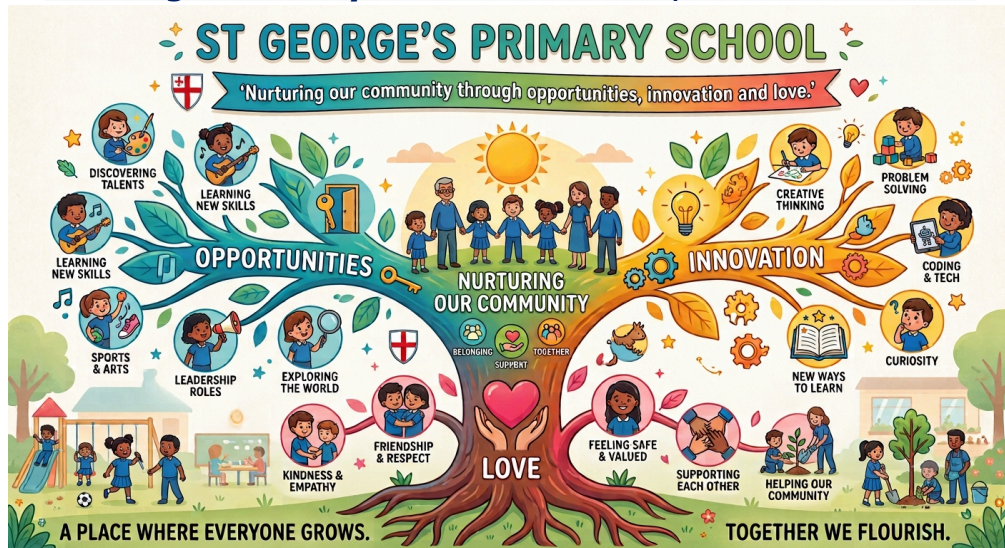
Our implementation model is explained below. Priority is to ensure that assessment is linked to deep thinking and metacognitive practice.

Model for thinking about Assessment @ St George's



Appendix Two

St George's Primary Mission Statement, Vision and Values



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.

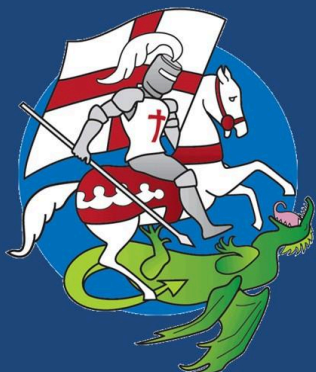
These values guide our school daily as we seek to improve.

Appendix Three:

Respect Principles @ S George's

We are Promoting...

Resilience
Empathy
Self-Awareness
Positivity
Excellence
Communication
Teamwork



@ St. George's Primary School

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.



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 do not 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.

Appendix Four: **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."

Grid below has all our subjects in alphabetical subject order. They are all hyperlinked to our curriculum statements. 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	Subject
<u>Art and Design</u>	<u>Mathematics</u>
<u>Computer Science</u>	<u>Modern Foreign Languages</u>
<u>Design Technology</u>	<u>Music</u>
<u>English Reading</u>	<u>Physical Education (PE)</u>
<u>English Writing</u>	<u>PSHE and RSE</u>
<u>English Spelling</u>	<u>Religious Education</u>
<u>Geography</u>	<u>Science</u>
<u>History</u>	