



Teaching, Learning & Curriculum Policy

This policy replaces the Teaching & Learning Policy, Curriculum Policy and individual subject policies. It should be read in conjunction with the SMSC Policy, EYFS Policy, SEN Policy and Inclusion Policy.

Date approved: June 2015

Date of Next Review: June 2018

Article 28

Every child has the right to an education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

1. INTRODUCTION

At Wildmoor Heath School we are committed to ensuring children not only have a solid grounding in Literacy and Numeracy, but also the skills, values and attitudes they need to be successful in their next stage of education and beyond. These include being able to work collaboratively; resilience; determination; a 'have a go' attitude; curiosity and a 'growth mind-set' – that is, the belief it is hard work and effort that leads to success not innate talent or ability. Our curriculum gives children the opportunity to acquire knowledge and to develop and apply skills across a wide range of subjects, while the way we teach and the children learn, develops their values and attitude.

2. AIMS AND OBJECTIVES

At Wildmoor Heath we aim to provide a rich and varied learning experience that allows children to develop their knowledge, skills and attitudes so that they can be 'the best they can be'. Our curriculum and approach to teaching and learning:

- promotes a 'growth mindset';
- enables children to become confident, resilient, resourceful and enquiring learners;
- equips children to work independently, but also to collaborate effectively;
- fosters children's self-esteem and help them build positive relationships with others;
- develops children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- shows respect for all cultures and, in so doing, to promote positive attitudes towards others;



- enables children to understand their community and help them feel valued as part of it;
- helps children grow into reliable, independent and positive citizens

3. OUR UNDERLYING VALUES

Our values are Respect; Inclusiveness; Achievement; Courage; Caring; Individuality and Determination. Our curriculum and approach to teaching and learning promotes and develops these values so that at Wildmoor Heath we are always '**REACHING for our BEST**'.

The table below shows our core values and the learning and other behaviours associated with them.

Core Value	Associated behaviour
Respect	<ul style="list-style-type: none"> • We will respect our rights and the rights of others (Respect) • We will respect ourselves, each other, our belongings, the environment and authority • We will be tolerant of others' opinions and ideas (Respect) • We will earn trust and respect by acting with integrity • We will take pride in our uniform, PE kit and school work
Everyone (Inclusive)	<ul style="list-style-type: none"> • We will cooperate with others and work as a team (Cooperation) • We will work, learn and play together • We will be understanding of differences • We will celebrate the diversity of backgrounds, cultures and religions represented in the school
Achieve your best (Achievement)	<ul style="list-style-type: none"> • We will keep improving by always trying hard (effort) • We will be curious and ask questions (Enquiry) • We will concentrate • We will always be the 'best we can be' • We will be ready for the next stage in our education • We reflect on what we have learnt and know the next steps for improvement (Thoughtfulness) • We will enjoy our learning
Courage	<ul style="list-style-type: none"> • We will challenge ourselves and take risks in our learning • We suggest new ideas, roles and strategies; we are at ease in a variety of situations (Adaptability) • We will try new things; We aren't afraid of getting things wrong – we know that we learn from our mistakes • We know right from wrong and do the right thing even when it is hard (Morality) • We will be honest and tell the truth; We will admit when we are wrong (Morality) • We will make good choices
Helpful & Caring (Caring)	<ul style="list-style-type: none"> • We will tell an adult if someone is being bullied • We will solve conflicts with friends and help others to do so • We will be helpful to others; We will volunteer in and out of school • We will support each other's learning by being good talking partners • We will consider other people's feelings before doing and saying things (Morality) • We will be proud of our own and other's achievements • We are welcoming to visitors



Individuality	<ul style="list-style-type: none"> • We will take opportunities to follow our interests in art, music or sport • We will use our imagination • We will have ambition and aspiration • We will control and express our emotions effectively • We will communicate through our writing, speaking and ICT effectively and responsibly with everyone (Communication) • We are able to make decisions
Never give up <i>(Determination)</i>	<ul style="list-style-type: none"> • We will have a go at things even when they are difficult • We will keep trying and never give up • We will show perseverance and determination (Resilience)
Go for it!	<ul style="list-style-type: none"> • We will try to help ourselves before asking an adult • We will strive to be the best we can be

4. TRULY GREAT LEARNING

4.1 The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. The staff and children identified what ‘truly great learning’ looks like at Wildmoor Heath:

✔ **Participation** and engagement in lessons is high. We all want to learn new things and to improve. We **listen** well and ask questions that show our **curiosity** and desire to learn.

✔ We are **resilient, resourceful and independent learners**. We use learning objectives, success criteria, models, our talking partner and other resources to help us learn. We ask adults for support only when we have tried to solve a problem ourselves.

✔ Our **behaviour supports good learning**. We make good choices and manage distractions well. We know we have a right to a good education and respect the rights of others to have the same.

✔ We **ask effective questions** which allow us to get the information we need. We know how to use ICT and the library to research a topic. We confidently talk about our work and can **explain our thinking and methods**.

✔ **Collaboration and cooperation** are key features of our classrooms. We work well together – in pairs and in larger groups. We share ideas, support each other’s learning and give constructive feedback. We respect others’ opinions and are inclusive.

✔ We take **pride** in our work, which is always presented well. We have high expectations of ourselves in all that we do.

✔ **Literacy and Numeracy skills are used** across the curriculum. We take every opportunity to apply our skills, including for homework.



✔ We have a '**Growth Mindset**'. We are not afraid to try new things, to fail or to ask questions. We know that making mistakes can help us learn. We know that **effort** and academic **risk taking** are essential to being successful learners.

✔ We all **make a positive contribution** to school life and live by the school's **values**. We **volunteer** to help make our school a better place and take pride in our uniform and the environment. We willingly represent the school at sporting, musical and artistic events.

✔ We **challenge ourselves**. We never take the 'easy' option and want to know how to improve. We read and **respond to feedback**. We know our targets and next steps and how to achieve them. We **evaluate** our own and other's work.

4.2 We all learn using visual, auditory and kinaesthetic information and while we may have a 'preferred' learning style, we do not and should not rely upon just one. Consequently, we provide for a variety of learning styles in our lessons and support the children in developing skills in each. This includes:

- investigation and problem solving;
- research;
- collaboration in a group or with a partner;
- independent work;
- asking and answering questions;
- use of computers and interactive technology;
- fieldwork and visits to places of educational interest;
- creative activities, including drama;
- moving image and other media;
- responding to music;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity

4.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We use the 'three before me' approach – Brain, Board, Buddy, Boss – to encourage children to get 'unstuck' by themselves before asking an adult for help.

5. TRULY GREAT TEACHING

5.1 The staff and children identified what 'truly great TEACHING' looks like at Wildmoor Heath:

✔ Teachers have **high expectations** of all children. Lessons are appropriately challenging and risk taking; they foster curiosity and inspire and develop higher order thinking skills.

✔ Assessment is used to progress learning. A **range of feedback strategies** are used. Pupils act upon 'next steps' marking to make or exceed expected progress.

✔ **Questioning is used to develop thinking**. Effective questions are planned to deepen understanding. Thinking time, oral rehearsal and paired and group talk are built into every lesson.

✔ **Teachers know the children in their class well**. They know where each child is in their learning and what their next steps are. The needs of

✔ Teachers are learners too and are always 'reaching for their best'. They have **excellent subject knowledge**. Action research, observation,

✔ **Behaviour management** enhances learning and promotes our school's values.



different groups of pupils are planned for so that they can all make good or better progress. Teachers know what each child is good at.

monitoring and training are used to improve teaching. Time is invested in researching current thinking and good practice.

✔ High standards in **Literacy and Numeracy are promoted** by all teachers. Children are expected to apply their skills across the curriculum

✔ A **'Growth Mindset'** is encouraged in all pupils and staff. We aim to develop confident and independent learners who are intrinsically motivated by the reward of achievement. We value academic risk taking and effort as essential to being successful learners.

✔ Teachers **make a positive contribution to school life and live by the school's core values**. They demonstrate a range of personal qualities and skills: encouragement, humour, empathy, creativity, reflection, flexibility and effective communication skills.

✔ Teaching and learning strategies are used to ensure that **teaching is engaging, relevant and purposeful**. A clear objective is used to drive learning in every lesson. Pupils will have opportunities to lead their own learning. Lessons are purposeful and have pace. Progress is effectively reviewed.

5.2 At Wildmoor Heath use our knowledge of the children's attainment levels and 'next steps' to ensure our planning and teaching is targeted to meet each child's needs. Our prime focus is to develop further the knowledge and skills of the children. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

5.3 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, Early Years Curriculum and current schemes of work (e.g. ABACUS). In addition, we may use the Primary Strategy and or the National Literacy or Numeracy Strategy. Our planning contains information about the tasks to be set for each group, the resources needed, questions to be asked and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

5.4 All of our teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class charter. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour policy.

5.5 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

5.6 All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. The school has systematic procedures for identifying strengths and weaknesses in teaching and provides opportunities for teachers and support staff to continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

5.7 We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas. In every lesson teachers will use 'talk partners' whereby children work together to test out each other's thinking and explain answers.



5.8 Specialist intervention for pupils with English as an additional language or Special Educational Needs: The school's policy is to have a learning support assistant in every classroom so that pupils with individual needs can be better catered for.

5.9 Special programmes of work for the most able: the school will provide extension and acceleration programmes for more able pupils when appropriate.

6. LEARNING ENVIRONMENT

6.1 At Wildmoor Heath we work hard to ensure our classrooms are attractive, positive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year and that there are working walls in both Literacy and Maths. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children.

6.2 We encourage teachers to organise (and seat) children in mixed ability groups. Teachers should identify focus groups by need each lesson rather than by attainment level. Children should be regularly paired with a random talk / learning partner so that they get used to working with a wide variety of children with different strengths and experiences.

7. CURRICULUM

The curriculum is all the planned activities that we organise in order to promote learning and personal development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum' where we aim to embed the school's values. The aims of our school curriculum are:

- to enable all children to learn, develop and apply knowledge and skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to enable children to be proactive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

We plan our curriculum at three levels:

- a) **Long term (Annual):** At whole school level we have an agreed curriculum map for each year group covering Year 1 to Year 6. This indicates which topics are to be taught in each term, and to which groups of children. This map ensures that National Curriculum requirements are met, that the curriculum is broad and balanced and that there is a progression of skills from year to year.
- b) **Medium term (Half termly / topic):**
 - i. **Literacy / Numeracy:** This planning is a brief route map through a unit of work, showing key objectives, activities and assessment, which informs more detailed weekly planning. Medium term planning for Numeracy is generated through ABACUS.
 - ii. **Foundation Subjects:** This planning is more detailed and gives clear guidance on the objectives, key questions and information and differentiated activities for each



lesson. This is because a weekly plan is not expected for Foundation subjects. Medium term planning should also take into account the children's interests and questions. To support our medium term planning we use the Val Sabin scheme for PE and the locally agreed syllabus for RE.

- c) **Short term (Weekly):** Our short-term plans are those that our teachers write on a weekly basis for Literacy and Numeracy and are usually annotated daily. We use these to set out the learning objectives for each session, to identify what teaching strategies will be employed, how the children will be grouped, what differentiation there will be, what resources are required and the success criteria. These plans are evaluated at the end of the day / week and used to inform future planning.

8. ASSESSMENT, RECORDING AND REPORTING

8.1 We believe that effective assessment provides information to improve learning and teaching. We give our children regular feedback on their learning so that they know where they have been successful and understand what it is that they need to do to improve.

8.2 We use 'assessment for learning' techniques to give immediate feedback in lessons and to modify tasks and our teaching to ensure all children make good progress.

8.3 We use information collected from formative and summative assessments to (a) plan lessons based on a secure knowledge of each child's next steps and to ensure that lesson objectives and tasks are appropriately pitched and matched and (b) to track each child's progress over time and to plan interventions as appropriate. .

8.4 We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

8.5 We use a range of formative and summative assessments in the school. These include:

- **Statutory tasks and tests:** These are externally produced and are taken at the end of the Key Stages 1 & 2. They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement.
- **Non-statutory tasks and tests (optional SATS):** These are similar to the above tests, but aimed at Year 3-5. We do not routinely administer these tests, but teachers may choose to do so to support their own assessments and to give the children experience in taking tests.
- **Foundation Stage profile:** This assessment is completed at the end of reception year. The evidence is collated over the child's time in the Foundation Stage and is then used to set end of KS1 targets.
- **Marking & Feedback:** This concentrates on learning objectives and success criteria and focuses on how well the learning objective has been achieved as well as giving guidance for future improvement.
- **Teacher assessment:** This is used to provide on-going information about how well children are achieving in each subject.
- **Peer / Self-Assessment:** Teachers provide regular opportunities for children to develop and use self and peer assessment skills.

8.6 We report to parents, governors, the local authority and others by:

- **Annual reports:** These show assessment in all curriculum areas for all pupils. These are written by class teachers. N.C. levels and attainment of expectations are noted in all curriculum areas. The school has a statutory responsibility to inform parents of their children's progress in all subjects every year.
- **Attainment profiles:** These are used to show the profile of attainment within each class. They show the current levels of attainment of each group of children in class and are used to target resources appropriate to the children's level of attainment.
- **Tracking:** This shows the coverage completed by each child as well as their current levels of attainment. The school has an annual cycle of assessment, recording and reporting



which means that across the year children's attainment in all subjects is systematically assessed.

See also the Assessment Policy

9. INCLUSION

9.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special educational needs (SEN), children with English as an additional language (EAL), children who are gifted or talented (G&T) or who are in receipt of the pupil premium grant (PPG).

9.2 Special Educational Needs (SEN): If a child requires additional provision to meet his/her needs then the LA will issue a Statement of Special Educational Need outlining the child's educational needs and provision. Where the school provides additional support, either at School Action or School Action Plus, an Individual Education Plan (IEP), recording the specific steps for progress, is written. Teachers act on the advice and objectives provided in these documents and by other professionals working with the child.

9.3 EAL: Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued in the curriculum. The curriculum supports EAL children through opportunities for talking, listening and drama in a range of purposeful contexts.

9.4 Vulnerable Children: We recognize that because of circumstances at home, some children are vulnerable to not making good progress or achieving at the standard they are capable of. Staff are aware of how home circumstances may impact on the social, emotional and educational development of a young person. At all times staff maintain a holistic view of the child and are aware of issues that affect their education, good behaviour and self-image. The curriculum is tailored to provide enrichment opportunities and to develop key skills, independence and self-esteem.

9.5 Most Able / Gifted & Talented: We provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. The curriculum recognises and supports the needs of those children in our school who have been identified as 'gifted' and 'talented'.

For more detailed information see:

- SEN Policy
- Inclusion Policy

10. THE ROLE OF PARENTS IN TEACHING AND LEARNING

10.1 We believe that parents have a fundamental role to play in helping children to learn. To inform parents about what and how their children are learning, we:

- hold parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- send information to parents at the start of each term in which we outline the topics that the children will be studying;
- send annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explain to parents how they can support their children with home/school learning. We suggest, for example, regular shared reading with very young children, and support for older children with their Home / School learning projects

10.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;



- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement

11. THE ROLE OF GOVERNORS IN TEACHING AND LEARNING

11.1 The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes.

11.2 Governors at Wildmoor Heath are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which gives them information about the current status of their subject. The School Improvement Committee monitors implementation of the school improvement plan, evaluates and advises on schemes of work and reviews policies. The full Governing Body receives a termly headteacher's report. Governors also carry out focussed visits to the school to look at a specific aspect of teaching and learning.

12. MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.



Appendix 1

English

Reading & Phonics

At Wildmoor Heath we recognise that reading is the keystone of learning and therefore it is vital that every child becomes a reader. By becoming a proficient reader, children will:

- have access to the whole curriculum;
- participate in own learning;
- develop confidence;
- improve self-efficacy;
- make a contribution now, and in the future;
- develop imagination;
- increase experiences through books;
- be able to access the next stage of their education

This will be done through:

- daily phonics in F2 – Y2 using the 'Read, Write, Inc' scheme
- initial screening of every child;
- personalised reading programmes;
- teaching all reading strategies, not just phonics;
- specific adult to child allocation;
- 1:1 reading tuition and group guided reading, when ready;
- target setting;
- matching text to child need;
- child self-assessment;
- frequent assessment

Writing

Expectations:

- Children have the opportunity to write every day (however, this does not have to be in Literacy – it could be in other subjects).
- Children regularly have the opportunity to apply writing skills across the curriculum.
- Regular opportunities for extended writing where children plan, write and edit/improve their work (e.g. big write, timed task, cross curricular writing)
- Children have the opportunity to learn, review, extend or apply a wide range of (if not all) text types during an academic year.
- Handwriting, presentation, full-stops and capital letters are non-negotiables.
- Our classrooms are high quality writing environments – LO, SC, model texts, displays and other resources support children's learning.

Outcomes:

At the end of each Literacy unit:

- One piece of writing that had been built up over time.
- At least one unaided and complete piece of writing (Y5 and 6, this should be at least two).
- Opportunity to practice writing the text form a few weeks later, either as a 'big write' or in another subject (e.g. an explanation in history, a recount in RE or instructions in DT).

Assessment:

- 'Suffolk Grids'
- All substantial unaided writing should be levelled (with levels written in the books) – this is usual practice in Year 2.

Writing Environment:



- LO, SC and models displayed during lesson
- Working wall – display models, analysis (box-it-up), key vocabulary etc
- Magpie / VCOP Board – Powerful vocabulary, useful phrases, sentence openers
- Punctuation pyramid / triangle
- Writing frames and key features of text types
- Displays that celebrate children’s work – MUST include purpose of writing (‘we learned to write recounts’) and key learning (‘we used past tense, time connectives etc) and COULD include journey (e.g. work that is marked and improved, planning, analysis).
- Flipcharts for guided groups (or laptop)

Resources:

- <http://www.piecorbett.com/>
- <http://www.suepalmer.co.uk/>
- <http://www.oxfordschoolimprovement.co.uk/experts/view/ros-wilson>
- Writing Models (Y2-6) – Pie Corbett (David Fulton)
- Jumpstart Literacy – Pie Corbett (David Fulton)
- How to teach story writing at KS1 – Pie Corbett (David Fulton)
- How to teach fiction writing at KS2 – Pie Corbett (David Fulton)
- How to teach writing across the curriculum 8-14 – Pie Corbett (David Fulton)
- How to teach writing across the curriculum 6-8 – Pie Corbett (David Fulton)
- Big Writing: Writing Voice & Basic Skills by Ros Wilson (OUP)
- Aiming for Level 3-6 in Writing (Collins)
- Developing Early Writing (NLS)
- Grammar for Writing (NLS)

Writing Process:

Literacy planning should show a ‘route map’ through the unit of work.

<p>Phase 1 Reading as a reader</p>	<p>Decoding Comprehension Summaries Reviews Familiarisation – same text type, different form Role play / Hot seating Story or text mapping Storyboarding Talk for writing Learning stories off by heart – oral rehearsal (particularly EYFS and KS1) Talk the text type</p> <p>Introduce model text, but don’t limit yourself to using just one.</p>
<p>Phase 2 Reading as a writer</p>	<p>Analyse structure and language features (either using existing check lists or creating their own) Box-it-up Deconstruction of the text (what happens in each paragraph) Creating ‘toolkits’ to use in their own writing (useful words and phrases, VCOP etc)</p> <p>This stage will often identify the word and sentence level work you need to focus on. For example, you may need to teach speech marks, revise contractions or practice spelling certain types of words for the writing you are doing. Jumpstart! Is good for these activities. Can be focus of guided groups over a week or whole class.</p>
<p>Phase 3 Writing</p>	<p>Use and display good models! (Working Walls) Planning before writing (using planning frames or box-it-up)</p>



Demonstrated / Modelled (teaching) Shared Guided / Paired / Independent	Demonstrate / model process – talk through decisions, rehearse sentences, make changes, re-read for accuracy and sense, refer back to the checklists (this is the teaching!) Shared writing – act as a scribe, leaving children free to focus on composition (but, challenge weak vocab, poor sentence structure and keep them focussed on toolkit / SC etc) Independent writing – children write their own with help of SC, model, toolkit. Some children will need extra support, challenge or to be taught specific skills (your guided group) and others will need resources such as word banks, writing frames, sentence openers etc. You can also pair children so that they can orally rehearse before writing and or write collaboratively (effective with younger, EAL and LA children).
Phase 4 Edit / Improve / Evaluation	Re-read work, check for accuracy (e.g. spellings, punctuation, sense etc) and make improvements (e.g. vocabulary, openers, adding information, improving sentences etc) Evaluate against checklist (identify strengths and areas for development – then make improvements) – use highlighter / symbols. Marking / feedback by Teacher, TA, child, peers or pairs. Where appropriate, production of presentation work for display, class book etc. NB. You will need to model the edit / improve process – this is a great opportunity to use your Visualizer!

Speaking & Listening

We recognise that speaking and listening are essential skills and therefore it is vital that every child becomes a talker. In all lessons, we will develop the children's skills to:

- Talk for a range of purposes;
- Communicate to different audiences;
- Listen carefully;
- Participate in drama and discussions activities and make appropriate responses



Appendix 2

Mathematics

At Wildmoor Heath School we aim to give the children an appreciation of the relationships within mathematics and an awareness of the use of mathematics in everyday life, adhering to the Primary National Strategy and the individual needs of the children.

Using the Programmes of Study from the National Curriculum and the ABACUS mathematics scheme, it is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics;
- competence and confidence in mathematical knowledge, concepts and skills;
- an ability to solve problems to reason, to think logically and to work systematically and accurately;
- initiative and an ability to work both independently and in cooperation with others;
- an ability to use and apply mathematics across the curriculum and in real life;
- an understanding of mathematics through a process of enquiry and experiment

To achieve this, we will:

- timetable a daily lesson dedicated to mathematics in each class;
- provide daily oral and mental work to develop and secure pupils calculation strategies and rapid recall skills;
- ensure teachers demonstrate, explain and illustrate mathematical ideas;
- give pupils access to number lines and other resources, including ICT;
- expect pupils to use correct mathematical vocabulary and notation;
- ensure children are able to demonstrate their chosen method and explain their reasoning;
- provide problems, puzzles and open ended investigations which require children to think for themselves;
- provide opportunities for children to apply their skills in a variety of contexts

See also: Wildmoor Heath School Calculations Policy



Appendix 3

Science & Technology (Science, Computing and Design & Technology)

Good Practice in Science:

- the development of children's investigative skills ensuring the safe and accurate use of equipment;
- work of an appropriate, yet challenging nature which is enjoyable providing a high quality of scientific experience;
- a balance between the delivery and exploration of knowledge and the development of skills through practical experiences

Good Practice in Computing:

- a balance between applying computing skills across the curriculum (e.g. for research, presentations) and acquiring and developing those skills in discrete lessons;
- access to computers and other technology with appropriate software for the age and ability of the children;
- developing an understanding of how computers and software works; developing skills in programming computers;
- improving keyboard skills

Good Practice in Design & Technology:

- activities which include designing and making assignments, focused practical tasks and investigating, disassembling and evaluating simple products;
- the development of children's knowledge and understanding, designing and making skills ensuring the safe and accurate use of equipment



Appendix 4

Creative Arts (Music and Art & Design)

Good Practice in Music:

The school currently follows the Music Express scheme. Music is also taught in 'singing assemblies'.

- a balance between singing, listening to and appreciating music, composition and playing instruments;
- opportunities to perform, including singing and playing , individually , in groups and in large ensembles within a variety of contexts;
- opportunities to invent, improvise, experiment, express and record sound;
- listening skills need to be developed in order to enhance children's musical understanding, concentration and appreciation;
- analyse, compare and contrast what they hear with increasing discernment

Children are given the opportunity learn a brass instrument in Year 4 and the school will signpost, and where appropriate facilitate and host, individual and group tuition for other instruments. Tuition, with the exception of the Year 4 brass, must be paid by parents.



Appendix 5

Humanities & MFL (History, Geography and Modern Foreign Languages)

Good Practice in History:

- Use ICT to access information from the Internet or other media;
- Outside visits to view evidence or artefacts;
- Children need to be aware of the changes that have occurred over time and the reasons why things happened as they did;
- Communicating what they have learned should be recorded in a variety of ways, particularly in structured narratives and descriptions;
- Questions about the past should be posed and opportunities given to pursue an historical enquiry;
- The following questions should be posed:
 - What happened next?
 - How were things different then?
 - Can you say why things were different?
 - How did that event affect people's lives?
 - How do we know that?
 - Where might we look to find out more about this?
 - Why did this event happen; what caused it?

Good Practice in Geography:

- First-hand experience of their own locality;
- Research of real issues which effect real people;
- Gathering primary(first-hand) data through field work;
- Understanding not only of their own settlement but of other settlements;
- To support children in recognising their own potential to affect change in the environment;
- Questions about physical and human features should be posed and opportunities given to pursue a geographical enquiry;
- The following questions should be posed:
 - Where is this place?
 - What is this place like? (climate, physical features)
 - Why is it like it is? (history)
 - What would it be like to live there? (jobs, places, cities)
 - How is it connected to other places? (transport, neighbours)
 - How is it changing?



Appendix 6

Personal, Religious and Physical (PSHE, RE and Physical Education)

See also SMSC Policy

Good Practice in PE:

We use the Val Sabin PE scheme of work for games, gymnastics and dance planning.

- develops children's physical, mental and social skills;
- opportunities to apply skills and to compete;
- participation in intra- and inter-school tournaments and leagues;
- in lessons and units of work, a balance between verbal explanation, demonstration, exploration and application;
- children understand the purpose of keeping themselves fit and how to keep themselves and others safe while doing so (e.g. warming up, safe use of equipment);
- the provision of a safe environment together with appropriate use and care of equipment;

Good Practice in RE:

We use the agreed syllabus for Berkshire and the Discovery scheme of work to aid planning.

- children will learn both about religion and from religion;
- they learn through:
 - Investigation
 - Interpretation
 - Reflection
 - Empathy,
 - Evaluation
 - Analysis
- opportunities to visit places of worship and talk to faith leaders from the local community;
- opportunities to explore and investigate the artefacts, festivals and rituals of different religions;
- to relate religion to their own lives;