Our Vision, Aims and Values
at Someries Infant School

Every child deserves the best education

VISION
We believe anything is possible and children have the right to be provided with a creative, innovative and exciting education. We inspire lifelong learners who are confident discoverers, explorers and creators, live our values and embody our two simple rules: work hard and be nice to people.

AIMS
We aim to be the best that we can be and live our values in all that we do. We aim to meet the needs of the Twenty-first Century child through providing a rich and purposeful learning environment which progressively develops children’s knowledge and skills. We want to ensure all children know what it means to truly work hard and be nice to people.

VALUES
Everything at our school is underpinned by our core values of:
- Respect
- Determination
- Responsibility
- Patience
- Hope
- Belonging
- Honesty
- Excellence
- Cooperation
- Courage
- Inspiration
- Friendship
The Quality of Education at Someries Infant School

Prime Learning Challenges
We offer a tailored educational experience that incorporates dynamic learning opportunities across a broad range of subjects to help pupils grow on their individual learning journey.

Building and Applying Knowledge
We provide a responsive and incremental curriculum which builds progressively upon prior understanding whilst challenging pupils through identified next steps in learning.

Impact and Influence
Guided by our school values, pupils become assured and confident individuals who have the independence and resilience needed to help them achieve their potential and be the best that they can be before taking the next step on their educational journey.
Curriculum, teaching and learning policy

Introduction
Learning at Someries Infant and Nursery School is promoted through discovery, exploration and creation in a supportive and enriching environment based on the interests of our pupils. Creative learning and thinking is at the heart of everything we strive to achieve.

Aims of this policy
This policy aims to:
- demonstrate our commitment to raising standards and improving outcomes for all pupils
- provide a framework that is understood by all stakeholders
- provide a consistent approach to teaching and learning across our school
- ensure a shared philosophy and reflect our understanding of how pupils learn
- ensure pupils are allowed to experience learning in their own preferred learning styles
- personalise learning for all
- ensure our curriculum is motivating and innovative
- provide our pupils with memorable experiences
- develop a sense of pride within our school and wider community
- customise our curriculum to pupils’ prior learning and experiences and the changing needs of individual groups of pupils
- ensure our curriculum is relevant and reflective of the interests and needs of our unique pupils and the needs of the community our school serves

Purpose
We want all of our pupils to receive an innovative, creative and outstanding education that challenges their knowledge, skills and abilities to a point at which they are making exceptional progress. Through our curriculum, we want to enable all pupils to become motivated, engaged and inspired lifelong learners.
Our approach to teaching and learning

The following model is a major focus of teaching and learning and permeates provision throughout the school. This model forms the foundation of our curriculum and teaching and learning approaches.

- Assessment
- Pupil voice
- The GAP

- Meta-cognition
- Independence
- Resilience

- Intrinsic motivation
- Clarity
- FLOW

- Differentiation
- The PIT

FEEDBACK

AUTONOMY

ENGAGEMENT

CHALLENGE
Our curriculum
Our curriculum drivers
Our curriculum is driven by nine main elements:
- pupils' unique needs and interests
- creativity
- innovation
- assessment
- developing reading, writing and mathematics skills
- quality first teaching based on the principles of immersive learning
- high expectations
- rigour
- our belief that anything is possible

Early Years Foundation Stage
Within the early years foundation stage, learning concentrates on seven areas split between prime and specific areas of learning.

The prime areas of learning are:
- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:
- literacy
- mathematics
- understanding the world
- expressive arts and design

Key Stage One
Within key stage one, learning concentrates on ten curriculum subjects split between core and foundation subjects.

The core subjects are:
- English
- mathematics
- science

The foundation subjects are:
- art and design
- computing
- design and technology
- geography
- history
- music
- physical education

Other curriculum subjects include:
- personal, social, health and economic education
- religious education
Learning Phases
Our curriculum is divided into three learning phases called Discover, Explore and Create. Within each learning phase, planned Prime Learning Challenges form the basis of teaching and learning within the areas of learning within the early years foundation stage and the national curriculum subjects in key stage one.

Within each learning phase, Prime Learning Challenges within the early years foundation stage focus on the areas of learning identified below:

<table>
<thead>
<tr>
<th>Discover</th>
<th>Explore</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and language</td>
<td>Literacy</td>
<td>Expressive art and design</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Physical development</td>
</tr>
<tr>
<td>Understanding of the world</td>
<td>Understanding of the world</td>
<td></td>
</tr>
</tbody>
</table>

Within each learning phase, Prime Learning Challenges within key stage one will focus on the national curriculum subjects identified below:

<table>
<thead>
<tr>
<th>Discover</th>
<th>Explore</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>English</td>
<td>Art and design</td>
</tr>
<tr>
<td>History</td>
<td>Mathematics</td>
<td>Design Technology</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Science</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Computing</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

The outlines above determine the contexts of Prime Learning Challenges only. Coverage of all of the early years foundation stage areas of learning and the key stage one national curriculum subjects is planned within each prime Learning Challenge to ensure sufficient breadth and depth of learning and to secure maximum progress.

Prime Learning Challenges
Our Prime Learning Challenges provide pupils with the opportunity to take control of their learning.

Prime Learning Challenges, which stem from assessments of the whole child, form the focus for all learning and drive learning forward in manageable episodes. Lessons are provided in response to what pupils need to learn in order to answer the Prime Learning Challenge and form the foundations of teaching and learning. As pupils learn through carefully planned lessons, their evidence is displayed.

Prime Learning Challenges are always BRAVE:
- Bold
- Relevant
- Aspirational
- Varied
- Engaging
**Inspire sessions**
An inspire session can be planned at the beginning of a Prime Learning Challenge to stimulate interest and create opportunities for pupils to devise questions relating to the chosen content of the learning challenge. Careful planning ensures the inspire session is a useful springboard for imaginative and creative ideas. As part of the inspire session, each child considers a question they wish to be answered and is given the opportunity to discuss any ideas they have. Skill coverage is considered and the inspire day reflects this. As a result of the inspire session, prior knowledge, skills and understanding are gathered to assess the pitch and expectations of each Prime Learning Challenge.

**Prove it! sessions**
A Prove It! session is planned at the end of each Prime Learning Challenge to provide pupils with an opportunity to express and ‘prove’ to their class teacher what they have learned. Careful planning ensures Prove It! sessions are a useful springboard for imaginative and creative ideas.

**Classroom environment**
Please read the school’s learning environment policy for further information about our expectations for classroom displays.

**Immersive Learning Centre**
The school’s Immersive Learning Centre provides us with the unique opportunity to take pupils to the places or times they are learning about or to provide an experience that contextualises learning. Each class learns within the Immersive Learning Centre as part of carefully planned experiences that extend pupils’ learning within each Prime Learning Challenge.

**Outdoor provision**
The school’s outdoor environment is carefully planned to form the context for relevant Prime Learning Challenges throughout the year.

**Visits and visitors**
We endeavour to organise school visits and visitors throughout the year for each class to extend and contextualise learning within a Prime Learning Challenge. We fully appreciate the importance of visits and visitors as opportunities for pupils to engage in first hand observation and gain memorable experiences as well as a sound understanding of their learning context.

**Music provision**
All pupils receive a weekly singing assembly and music lesson from a specialist music teacher. Pupils learn musical skills through singing and playing percussion.

**Physical education provision**
All pupils receive a weekly physical education lesson from a specialist sports coach. Pupils in key stage one are taught an additional physical education lesson with their class teacher.
Teaching and Learning
The teaching and learning cycle
Teaching and learning are interactive. It is important that we recognise our role in ensuring that pupils take responsibility for their learning and develop the skills that they need to become independent learners.

Teaching and learning at Someries Infant and Nursery School is underpinned by the teaching and learning cycle:

To enable pupils to understand what successful learning ‘looks like’, teachers must share their expectations with pupils. Strategies for this should include:

- **modelling and demonstrating**: showing pupils how to do something (shared or guided writing or reading, sharing pupils’ work and extended dialogue)
- **instructing**: running through a procedure
- **scaffolding**: giving a framework for pupils to repeat (sentence starters, story scaffolding, language structures)
- **explaining**: providing reasons and giving examples (what a good piece of work will look like, or sometimes more effectively, what it will not look like)
- **extended dialogue, sustained shared thinking and ‘uptake’**: using a variety of listening, questioning and intervention skills to further pupils’ understanding and clarify learning
- **focused feedback**: using formative assessment information within a supportive environment to engage with an individual or group of pupils to explore areas of confusion or common misunderstanding and misconceptions
Sharing learning outcomes and success criteria ('Steps to Success')

If pupils are to take responsibility for their learning, they need to know what they are expected to learn and how they are to do it. Explaining learning outcomes and success criteria to pupils enables them to carry out learning activities confidently, knowing they are doing what the teacher wants. It helps to dispel anxiety, because they can be quite clear about what is expected of them. It also enables them to evaluate their own effectiveness.

Teachers must make learning outcomes clear through carefully planned ‘Steps to Success’. This will usually happen at the beginning of the lesson. The ‘Steps to Success’ should be displayed in written or pictorial form.

‘Steps to Success’ must be reviewed during and at the end of the lesson. This can be achieved by asking pupils to evaluate their progress towards each step. The following strategies lend themselves well to this process:

- teacher questioning
- pupils’ explanations
- pupil demonstrations
- teacher modelling

Lesson Structure

Whole class lessons at Someries Infant and Nursery School are episodic in style and include very clear and specific learning outcomes and success criteria in the form of ‘Steps to Success’ which are discussed with pupils. They have a structure, which includes:

An Introduction which is ‘pacey’ in nature and sets the tone for the rest of the lesson. A lesson introduction may well include the following features:

- pupils suitably seated, ‘ready’ for the lesson to begin with clear sightlines
- clear ‘Steps to Success’ shared and discussed with pupils
- introduction of new language and language structures
- a stimulus that provokes interest
- a suitable starter activity – creating thought showers, making connections to previous learning, a quick-fire game
- pupils responding to any green pen feedback they have been provided with in previous work

A main teaching element in which the teacher is involved in direct teaching, which includes:

- the introduction of new concepts or processes, demonstrating and exemplifying new skills or concepts
- learning taking place in clearly defined episodes
- a lively pace
- questions which are frequently asked to check understanding
- pupils doing at least half of the talking
- teachers encouraging interaction between teacher and pupil, and amongst pupils themselves, through using a variety of question types: closed, open, quick answer and questions with thinking time
- pupils developing skills of speaking clearly to the class, not just their teachers
- an emphasis of pupils reinforcing their own understanding by modelling and demonstrating key concepts to others
- pupils using extended vocabulary and a range of language structures to explain their understanding
- computing and display screen equipment being used as a tool of engagement – to clarify exposition, to visually reinforce meaning and to pivot pupil demonstration and modelling
- whenever possible, first-hand experiences relevant to pupils’ needs, such as looking at artefacts, pictures, video clips, etc.
- episodes of extended dialogue, sustained shared thinking or ‘uptake’ to deepen pupils’ understanding surrounding a learning point
- within a supportive environment, in which pupils are encouraged to take risks without fear of failure, the use of focussed feedback within the arena of the whole class, to explore areas of confusion or common misunderstanding amongst individuals or groups of pupils
- an accurate reflection of the substance and spirit of the Prime Learning Challenge
The exposition and guided/ shared modelling segment of a lesson may include the following features:

- a lively pace with high expectations
- talk for learning strategies
- interaction between teacher and pupil, and amongst pupils themselves
- the development of speaking and listening skills amongst pupils is given a high priority
- where appropriate, pupils are required to justify and extend their answers
- first-hand experiences/ resources used as a stimulus
- teachers ‘unpacking learning’ in small episodes
- the teacher selecting teaching methods on the basis of fitness for purpose and using a range of these
- teacher demonstrations and modelling, using:
  - the visualiser,
  - the interactive whiteboard
- pupils modelling and demonstrating key concepts to others, using:
  - the visualiser,
  - the interactive whiteboard
- questioning used to gauge understanding, with the teacher changing the approach if necessary
- teachers using assessment information to re-focus teaching and teach pupils how to perform towards the planned learning outcome
- differentiated questioning to target lower-attaining pupils and to extend the more able
- key vocabulary and language used often and explicitly throughout the lesson
- a good sense of pace which ensures pupils are on task for most of lesson
- teacher writing clearly using school handwriting style
- encouragement and praise given to reinforce significant steps in learning

Consolidation elements should be varied and purposeful and appropriate to pupils’ learning needs; they will involve the following features:

- pupils carry out a task, to practise and consolidate the work learned during this lesson or previous lessons.
  There is a strong link between the teaching and the task. Teachers should give pupils the opportunity to
  work in a variety of ways, such as individually, in pairs or in small groups
- high and low attaining pupils may be given differentiated tasks and may be directed to complete different
  examples or different amounts of work
- extension and support activities are often provided
- telling the pupils how long they have to complete their activity and reminding them when there is five
  minutes left to finish
- more personalised provision for selected pupils, including opportunities for pupils to work independently
  or collaboratively out of class, consolidating work linked to the lesson in hand, or exploring other areas of
  interest (under the teacher’s direction); this might extend beyond conventional subjects or lesson timings
  but, in doing so, will directly engender a culture which challenges traditional dispositions to learning

Lessons may have a plenary which allows time for:

- Feedback
  - assessing, often informally, some pupils’ work and what has been achieved
  - discussing difficulties, misconceptions and mistakes
  - marking together some written work

- Reflection
  - review of the main learning outcome and success criteria
  - summary of the main facts, skills and ideas
  - discuss what to remember and how to remember it
  - consideration of the difficulties encountered
  - ask pupils to say what was easy/difficult/enjoyable
- Forward planning
  - discussing what work will be done next
  - considering what future targets might be
  - make links to other work

The plenary segment of any lesson may well include the following features:
- reviewing/valuing work
- pupils self-evaluating their work, linked to the learning outcome and success criteria for the lesson
- a pupils demonstration
- addressing lesson-specific issues

**Rewards**

External rewards do not promote a learning culture. It is our aim to work towards giving pupils appropriate feedback and helping them towards success rather than relying on rewards such as stickers and stars. This will include praise and encouragement such as ‘That is the first time I have seen you use a question mark’.
Typical learning in the early years is characterised as follows:

<table>
<thead>
<tr>
<th>Adult led whole class or larger group inputs and introductions</th>
<th>Adult led activities (in and out of continuous provision)</th>
<th>Child- or self-initiated activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>An activity defined, structured and delivered by an adult which focuses on the direct teaching of skills and knowledge with a specific objective in mind</td>
<td>An activity defined by an adult that focuses on a specific objective that a child may complete independently or with adult support</td>
<td>An activity wholly decided on by a child that is the result of an intrinsic motivation to explore a project or express an idea; in doing the is, the child may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding</td>
</tr>
</tbody>
</table>

- There is a clear focus on learning intentions that are explained and appropriately matched to the needs of pupils
- Learning intentions are revisited to assess pupils’ understanding
- The session is engaging, interactive and of suitable length to meet the diverse needs of all pupils
- The modelling of skills, knowledge, attitudes and understanding is successful
- Effective modelling of language is used to extend pupils’ speaking skills
- Effective questioning and prompts probe pupils’ understanding
- There is use of interactive strategies, such as paired talk
- Positive relationships are developed and pupils feel secure and are encouraged to become confident learners
- Positive behaviour is promoted
- Learning and support staff are deployed effectively
- Technology is used in interesting ways to add significantly to the learning (when appropriate)

- Planning indicates that pupils are grouped appropriately with objectives matched to needs and abilities
- There is a clear focus on learning intentions that are clearly explained and matched to the needs of pupils based on prior learning and attainment
- Adults use pupils’ interest and engagement as a springboard for learning
- There is a balance of adult directed activities, both indoors and outdoors
- Tasks, processes or concepts are modelled and scaffolded or may have previously been modelled through whole class or larger groups sessions and appropriate resources are accessible
- Organisation promotes independence and challenge
- A range of questioning is used to encourage thinking and problem solving
- Assessment for learning opportunities are maximised and pupils are actively involved
- There is sufficient opportunity for collaborative work

- Pupils
  - Pupils are highly engaged in their learning
  - Pupils access areas of continuous provision (indoors and outdoors) independently and demonstrate an understanding of organisational systems
  - Individuals and groups of pupils initiate activities, show initiative and make decisions
  - Pupils have time to explore ideas and interests at length and in depth
  - Pupils are able to ask questions, reflect on and discuss their learning both with adults and other pupils

- Adults
  - Adults encourage and support pupils to work cooperatively
  - Adults promote positive behaviour and teach pupils how to look after themselves
  - Adults recognise when it is appropriate to engage pupils’ self-initiated activities to challenge and extend pupils’ thinking so that learning is taken forward
  - Adults are responsive and supportive of pupils’ emotional needs, and help to achieve an appropriate learning intention

- Environment
  - The outdoors extends pupils’ learning and provides opportunities and the development of skills that are not so readily available indoors
  - Provision promotes both implicit and explicit challenge and support
  - There is sufficient opportunity for collaborative work
  - Explicit links are made to pupils’ learning within continuous provision
  - The learning environment is both safe and challenging
## Typical learning in key stage one is characterised as follows:

<table>
<thead>
<tr>
<th>Environmental habits</th>
<th>Learning habits</th>
<th>Teacher’s habits</th>
<th>Pupils’ habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class</td>
<td>Learning outcomes and success criteria permeate all aspects of the lesson; effective routines for sharing, reflecting and assessing learning outcomes and success criteria are in place</td>
<td>The teacher uses their comprehensive subject knowledge to support learning, support more able pupils and extend learning for all</td>
<td>The lesson is planned and presented in such a way that pupils are actively involved throughout the lesson</td>
</tr>
<tr>
<td>The use of key vocabulary and language forms a key component in the teaching and learning of pupils; routines are evident and vocabulary and language is impacting on learning</td>
<td>Carefully chosen pieces of work, one of which demonstrates high achievement, are used to stimulate and exemplify success</td>
<td>Carefully chosen higher order questions are used to extend pupils’ learning and understanding</td>
<td>Effective use of dialogue, including modelling, within the classroom ensures that all pupils have opportunities to express and discuss aspects of their learning, including with the teacher</td>
</tr>
<tr>
<td>A full range of classroom resources and specific lesson resources are effectively prepared, available and distributed including, whenever relevant, technology; routines lead to minimal disruption to learning time</td>
<td>Learning activities are carefully designed, chosen and adapted to meet the full range of pupils’ needs; a range of effective strategies is employed</td>
<td>The teacher clearly models their expectations through modelling, and indicates how to both meet and exceed expectations in relation to the learning outcomes and success criteria</td>
<td>Work in the class is organised in a way that the pupils must use skills of independence to succeed, while support mechanisms are also effectively used</td>
</tr>
<tr>
<td>Teaching and learning support staff are deployed strategically, engage actively with the groups or individual pupils they are working with and ensure progress for those they work with</td>
<td>Building on ‘mini-plenaries’ throughout the lesson, learning outcomes are extended and pupils are able to articulate and communicate their learning</td>
<td>The teacher significantly enhances the learning of the group they are working with throughout the lesson</td>
<td>Pupils make effective use of their peers both when directed and to support their own learning</td>
</tr>
<tr>
<td>Environmental habits</td>
<td>Learning habits</td>
<td>Teacher’s habits</td>
<td>Pupils’ habits</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Evident culture of success being celebrated relating to specific aspects of learning outcomes and success criteria; pupils know their success will be recognised and celebrated</td>
<td>The lesson has an effective structure and pace that injects a sense of determination and perseverance into the lesson</td>
<td>Behaviour management is clear and adheres to relevant school policies and guidelines; pupils are engaged in their work and behaviour is rarely an issue</td>
<td>Pupils use the learning outcome and success criteria to effectively assess their own work, identify strengths and weaknesses and set targets for themselves</td>
</tr>
<tr>
<td>Pupils engage fully with their learning and demonstrate that good progress has been made in their learning</td>
<td>Behaviour is managed effectively; class teacher consistent, fair and positive in their reinforcement</td>
<td>Pupils have developed resilience when tackling challenging activities</td>
<td>Pupils demonstrate excellent concentration and are rarely off task, even during extended periods without direction from an adult</td>
</tr>
</tbody>
</table>
Self-esteem

Research suggests that the ability to learn is linked to emotional stability and a raised self-esteem. An enhanced self-image affects learning and behaviour. Feelings of inadequacy within learning situations are a common cause of anxiety and anxiety is a major barrier to efficient learning. As teachers, it is important for us to take opportunities to get to know our class as individuals and to be aware of the signs of anxiety in pupils (the avoidance of work, pupils creating opportunities to evade work).

Teachers should therefore provide pupils with a safe learning environment in which they are allowed to make mistakes. Considering the ‘whole child’ allows teachers to give credit and acknowledgement to non-educational achievements; and can also give an insight into outside influences affecting a child’s emotional stability and esteem within school. Teachers can also develop confidence and raise self-esteem within pupils by:

- repeating phrases
- giving pupils security within partner work
- making learning outcomes and success criteria as clear as possible
- bridging the gap between previous and future lessons
- using appropriate, strategic comments
- employing a ‘hit and run’ strategy when questioning (i.e. not dwelling unnecessarily on incorrect responses)
- instilling a caring ethos within class

Presentation of work

It is essential that all pupils have pride in their work and that it is set out well. From year two, all pupils are encouraged to use a neat, cursive style in all written work, except mathematics.

Whole-school guidelines are as follows:

Pupils’ books:
- covers should indicate the pupils’ full name and type of book on the front cover
- these details should be written in the correct style (Sassoon Primary Infant) and not by pupils
- all pupils’ books should have a protective plastic cover and pupils should not write on the covers of their books
- it is not necessary for pupils to write learning outcomes in their books
- titles should be underlined with a ruler (as appropriate to ability)
- pupils should begin each new piece of work on a new page in their book

Handwriting
- all teaching and learning staff should teach from using the school’s agreed handwriting scheme of work
- all pupils should write in pencil in their books until class teachers are satisfied that they can consistently write in a fluent style
- in lessons where pupils write on small whiteboards, pupils should still be encouraged to use their best handwriting and fully-lined whiteboards should be used whenever possible
- pupils will be given a handwriting pen for use in their own work in school when their handwriting is in a fluent style, except for mathematics where all work must be completed in pencil; no other pens should be used

Please refer to the school’s handwriting and presentation policy for further information about the teaching of handwriting at our school.
General presentation
- pupils should use pencil crayons when illustrating work in books or for colouring; felt pens should never be used
- all teaching and learning staff should encourage a good standard of presentation overall
- errors should be crossed out with a single pencil line
- the use of rubbers should be discouraged other than in art and design and geometry lessons
- writing frames provided for pupils should contain lines at an appropriate width relating to the pupil’s ability

Please refer the school’s handwriting and presentation policy for further information about our expectations the presentation of work.

Modelling
- teaching and learning staff should always model the appropriate handwriting style whenever they are writing for the class or a group of pupils
- from year two, teaching and learning staff should model the appropriate cursive handwriting style whenever they are writing for the class or a group of pupils, unless it mitigates against the pupils’ ability to read the text
- learning materials prepared for pupils should be written using the ‘Sassoon Primary Infant’ font as this best matches the school’s agreed letter formations (this is loaded on all school computers)
Planning and organisation
Curriculum planning comprises of three phases: long term planning, medium term planning and short term planning.

**Planning for assessment**

Our curriculum planning is assessment-led and all Prime Learning Challenges are driven by clear learning outcomes that have been carefully planned by class teachers in response to ongoing assessments of pupils’ knowledge, skills and understanding. There is always an anticipated assessment focus in mind at the end of a Prime Learning Challenge to ensure sufficient breadth in learning and to ensure progress is both rapid and maximised throughout the year.

### Long term planning

An outline long term plan is compiled on an annual basis for each year group for each learning phase. The aim of the long term plan is to ensure sufficient breadth and progression within each area of learning or curriculum subject, both within each year group and across the whole school.

Long term planning reflects the school’s strategic direction of curriculum development and is treated as a working document which can change throughout the year to take account of changes in pupils’ interests and contexts for learning.

### Medium Term planning

A medium term overview of learning outcomes is compiled for each Prime Learning Challenge in the form of a Prime Learning Progression Plan. These plans contain more specific and progressive learning outcomes within each area of learning or curriculum subject being taught as part of the Prime Learning Challenge and identify any extraordinary resources which may need to be ordered to facilitate learning.

### Short Term Planning

A short term plan developed on a weekly basis by teachers working in teams. This planning is based on ongoing assessments of learning. The broader learning outcomes detailed within Prime Learning Progression Planning are carefully broken down into more progressive learning outcomes that aim to maximise progress. Short term planning contains details of differentiated resources and activities which will support pupils achieving planned learning outcomes.
Planning guidelines: early years foundation stage

- Practitioners plan according to the pupils’ interests and tailor learning outcomes and objectives to these with the aim to promote full engagement with the early years curriculum. Due to the nature of this planning structure, long term plans are a working document which are adapted to the changing interests of the children. A draft long term plan is available and contains as much detail as possible without restricting the learning through pupils’ interests.
- Medium term plans provide clear learning outcomes for each area of learning and give reference to the resources that are used or required; they show progression and reference activities that engage pupils and meet the learning outcomes.
- Weekly overviews are written for all English and mathematics lessons. This planning is reinforced by use of the school’s medium term planning for mathematics and details teacher-led activities which teach concepts, skills or knowledge that is essential for progression in mathematics. This planning is reinforced by the use of age appropriate resources.
- A weekly phonics plan is completed to assist the delivery of effective phonics lessons; as the year progresses, pupils are grouped by ability and attainment to further aid their progression in phonics and additional planning is provided for these phonics groups.
- Objective-led planning is completed on a weekly basis and used by teaching and learning staff as a focus for observations throughout continuous provision; objective focused assessment ensures relevant observations are made and that they are linked directly to individual’s pupil’s assessments. Staff also carry out ‘deep observations’ to provide additional and accurate assessments of pupils’ attainment and ability.
- Provision timetables are made available for both indoor and outdoor provision; these should show progression and the use of zoning to provide ‘enhancements in provision’ to further the children’s learning.
- Early Years practitioners make use of ‘starting points’ to deliver full coverage of the curriculum and support pupils in their learning.
- Half a day per week is allocated for year group planning and to discuss assessment.
- All planning should be available within Dropbox.

Planning guidelines: key stage one

- Long term plans provide a clear outline of what must be taught and when it is to be taught; teachers should refer to the long term overview documents for their respective year group.
- Prime learning progression plans provide learning outcomes of each curriculum subject and give references for resources that are used; they show progression and reference resources and activities that pupils engage in to meet the learning outcomes.
- Objectives within prime learning progression plans are taken directly from the school’s key learning documents and foundation subject assessment tools; this ensures planning is strategically progressive.
- Short term plans are written for all English and mathematics lessons using the school’s medium term mathematics planning and are explicit; teachers must plan activities which will teach concepts, skills or knowledge identified as part of wider learning outcomes with their year group partner.
- A weekly phonics plan is completed to assist the delivery of effective phonics lessons; as the year progresses, pupils are grouped by ability and attainment to further aid their progression in phonics and additional planning is provided for these phonics groups.
- Half a day per week is allocated for year group planning and to discuss assessment.
- All planning should be available within Dropbox.

Learning outcomes

Learning outcomes must show what we are expecting pupils to achieve. They should be written in one of the following formats:

- To know... (when learning factual information)
- To be able to... (when develop skills using resources of knowledge)
- To understand... (when developing concepts of how things work; when developing understanding of reasons and causes)
- To be aware of... (when developing attitudes to others)
Evidencing progress

Early Years Foundation Stage
Pupils’ progress in nursery and reception is recorded as a combination of focused and objective-led observations which allow teaching and learning staff to observe, track and assess each child against the three prime areas and four specific areas of learning within the early years foundation stage profile. Pupils in reception also have a work book which contains evidence of progress taught writing and mathematics knowledge and skills.

Key Stage One
Every child in key stage one has a writing book which reflects pupils’ overall progress in writing.

Every child in key stage one has a mathematics book which reflects pupils’ overall progress in mathematics. As well as pupils’ recorded work, mathematics books may also contain annotated photographs and observations that support judgements of pupils’ progress in this curriculum subject.

Floor Books
Every class completes an ongoing floor book which is used to celebrate work across the curriculum. Photographs of practical lessons with annotations and examples work pupils have completed are be displayed in each class’ floor book alongside the Prime Learning Challenge question it evidences. It is intended that floor books are developed by pupils in each class and reflect learning in chronological order throughout the academic year.

Floor books are displayed in each class and are readily available for any visitors to access.

Inclusion
All pupils have access to our curriculum and working towards answering a Prime Learning Challenge enables all pupils to take some ownership and control of their own learning. Pupils are able to develop knowledge, skills and understanding and pursue their own unique interests through a carefully planned and differentiated curriculum.
Implementation of policy
The school’s Deputy Head Teacher is responsible for leading the development and strategic direction of the school’s curriculum, teaching and learning policy.

The Curriculum Committee of the Governing Body monitors the effectiveness and impact of the school’s curriculum in raising standards through:
- regular feedback from the deputy head teacher responsible for curriculum development
- feedback from governors’ visits to school
- regular feedback from the deputy head teacher responsible for assessment and progress
- review of the school development and enhancement plan

The implementation of this policy and guidelines is the responsibility of all teaching and learning staff.

Reviews
- Date of publication: May 2015
- Reviewed: September 2015
- Reviewed: September 2016
- Reviewed: September 2017
- Reviewed: January 2018
- Review date: January 2020