



St. George's
Church of England Academy

Growing together in Newtown

Teaching and Learning policy 2024-2025

MISSION STATEMENT

We are a Church of England School with a strong Christian ethos. We do not discriminate between children and treat them all as individuals. We offer a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all.

AIMS OF THE SCHOOL

At St. George's C of E Academy Newtown, we want ALL of our children to:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

Prepared in accordance with the following UNCRC articles:

3: The best interests of the children must be a top priority in all actions concerning children.

19: Every child has the right to be safe and protected from harm. 28: Every child has the right to an education.

Aims and expectations

We believe that pupils learn best at St Georges C of E Primary academy Newtown when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Teaching and Learning policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our Teaching and Learning policy is a means of promoting our high expectations for all of our pupils and staff, so that we can work together with the common purpose of achieving academic excellence and being better than before. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This is an inclusive school where we understand that self-esteem underpins all emotional and intellectual development. The school expects every member of the school community to behave in a considerate way towards others.

Curriculum Statement of intent.

At St. George's CE Academy Newtown, we aim to celebrate the diversity of our students and create the next generation of innovators, icons, engineers, doctors, musicians, scientists, leaders and business owners as they grow up together in Newtown. Through our curriculum planning and delivery we aim to offer an inspiring, enriching and immersive educational journey, which opens hearts and minds so that we all have the wisdom, knowledge and skills to embrace every opportunity in life beyond our school gates.

We encourage our students to embrace every opportunity to improve and reflect on their actions. We recognise that we are all made in the image of God; having high aspirations for ourselves and for each other, as we grow up together into confident, independent and thoughtful individuals within a caring and diverse community. We reach out to God through prayer, reflection and collective worship; to each other in friendship and forgiveness and to our community in service and partnership. We expect all of our students to respect, listen to and appreciate the opinions of others. We aim to celebrate the cultural, social and moral diversity of our community and the wider world.

Our mission statement - 'Growing together in Newtown' Lifelong Aspirations, Lifelong Prospects - aims to nurture, inspire and educate our students, parents, staff and governors.

Taking every opportunity

Opening hearts and minds

Growing in confidence and independence

Enriching and inspiring

Thoughtful and forgiving

High aspirations for ourselves

Engaging in our community

Reaching out to God and to each other

Our curriculum

At St George's, our ambitious knowledge and skills-based curriculum aims to achieve success for all. Our curriculum aims to develop a firm and common understanding that removes all of the educational, social, financial and employment barriers that are pupils and their families face. Our rich and meaningful learning experiences (virtually and physically) enable our pupils to experience life in all its fullness beyond our school gates. Long term progression plans provide a consistent opportunity for spiritual, moral social and cultural development.

The Oxford University Press curriculum (whilst it is a published scheme) provides a well-constructed, logical progressive sequence of learning. We use our knowledge of the pupils, our school context and our pupils' interests to personalise and deliver individual lessons that engage our pupils whilst imparting the required knowledge and developing the identified skill.

Maths

We aim to provide our pupils with a mathematics curriculum, which includes high quality teaching, to develop the numerical, creative, independent skills of our pupils individuals who are numerate, inquisitive, enquiring and confident. We are continually aiming to raise the standards of attainment of all pupils through:

- Quality first teaching
- Being given the opportunity to learn in ways that maximise their chances of success
- Appropriate challenges
- To have adults working with them to tackle the specific barriers to progress they may face

Our school follows the White Rose Maths. This scheme provides lessons that are securely and consistently planned to enable our students to develop and consistently apply the recall of mathematical knowledge and skills. Maths is our strongest area across the school we use this knowledge to underpin and develop other areas of the curriculum. As a predominantly EAL school, we celebrate and promote the use and understanding of Mathematical vocabulary - to further consolidate the skills required when solving reasoning and word problems.

The planning structure for each year group is organised into blocks. There are 6 blocks in Year 1 through to Year 6. Scheme, with each block taught over 6-9 weeks. Within each section the fluency, reasoning and problem-solving skills are taught and explored throughout.

These blocks are

Block 1: Number and place value

Block 2: Addition, subtraction, multiplication, and division

Block 3: Fractions, decimals, and percentages

Block 4: Measurement

Block 5: Geometry – Shapes and position

Block 6: Statistics, ratio, proportion, and algebra

Teachers are also given the flexibility to plan a sequence of lessons to meet the needs of the pupils in their class which is informed by on-going assessment for learning as well as formal and informal assessments.

5-part lesson –

1. **Flashback** which aims to revisit prior learning and embed key arithmetic skills via Fact fluency.
2. **Revisit prior knowledge** of the current unit being taught or prior knowledge from the day before - this enables the pupils to consolidate their understanding of the learning sequence and purpose
3. **I do, we do** - Teacher modelling and questioning enabling the students to consolidate their understanding of the steps needed during the calculation and to see the teacher model the process
4. **You do** – all students independently have a go – the class teacher and support staff role is to helicopter around the classroom providing verbal feedback and addressing misconceptions. Additional challenge is provided during this part of the lesson for those pupils who have displayed independent evidence of the understanding and application of the key skills.
5. **Assessment for Tomorrow** – (AFL) the class teacher reviews the lesson objectives and asks questions to consolidate the learning of the students. Pupils and teachers reflect on the learning, ask questions, discuss next steps and celebrate good work and positive learning outcomes. There is also an opportunity for the students to self / peer assess. This information is used to adapt the following day's lesson.

English

The English provision at St George's, aims to raise aspirations and confidence to ensure a lifelong passion for the love of reading and writing. We develop vocabulary enrichment, communication skills and comprehension through the careful selection of reading materials and genres across the curriculum.

Reading

The fidelity of the reading curriculum enables our pupils to experience a rigorous and sequential approach, which develops pupil's fluency, confidence and promotes a love of reading.

Little Wandle phonic scheme

We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children can address unfamiliar words as they read. At St George's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lessons and across the curriculum. We have a strong focus on language development for our children as we know that speaking and listening are crucial skills for reading and writing in all subjects, as well as in the wider community. We value reading as a crucial life skill. By the time pupil's leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Daily Keep-up lessons ensure every child learns to read. Our readers are equipped with the tools to address unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. We believe teaching every child to read is integral, we have an Early Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Half termly assessments take place as part of the daily phonics programme. Pupils who require additional intervention sessions in phonics are tested every three to four weeks.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. ensures that those pupils in the early stages of reading gain the phonetical knowledge and language comprehension skills necessary to read and the skills to communicate which enables them to access the wider curriculum. Pupil attainment is assessed and gaps are addressed quickly and effectively to support them to become successful and confident readers.

Oxford Reading Tree

- In KS1 and KS2 - the Oxford Reading Tree and Rapid reading books are used to develop each pupil's independent reading skills. The coloured bands and differentiated reading levels ensure that each book is correctly matched to the pupil's current reading age.

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Whole class reading and guided reading.

- All pupil's take part in a whole class reading session every day, which focuses on developing the following reading skills: vocabulary, summarise, retrieval, inference linked to the key stage 1 and key stage 2 content domains. Friday reading for pleasure focus.

Writing

We use the Talk for Writing programme from Reception to Year 6. The program aims to introduce and embed a love of new vocabulary and through reading as a reader and writer we aim to develop our

students inference skills. The T4W programme enables pupils to rehearse sentence and language patterns that they can then draw upon and adapt in their own writing and across the curriculum.

Spelling

In KS2 we use the No Nonsense spelling programme. We use this to encourage children to learn the rules and patterns for common words whilst also teaching the pupils how to spell the exception words. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply. A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Spelling is taught on a 3-day 2-day fortnightly rotation. Spelling strategies are sent home, and students are encouraged to practice these with their Parents/ Carers.

In KS1 the Little Wandle bridge to spelling programme is used. The programme aims to support children with using the alphabetic code to aid a seamless link from the core Little Wandle Letters and Sounds programme, to how to spell in Year 2 and beyond.

History

At St Georges our progressive curriculum ignites children curiosity about the past in Britain and the wider world. History enables children to develop a context for their growing sense of identify and chronological framework for the knowledge of significant event and people. What they learning the rough history, can influence their decision about personal choices attitudes and values later in life which From prehistoric era to learning about our own history in EYFS.

Science

Science at St George's aims to teach our children the skills, knowledge, understanding and vocabulary needed to question and understand concepts and phenomena that occur in the world around them, equipping them with the motivation to seek explanations for these. Children learn the skills required for scientific enquiry enabling them to begin to appreciate the way science will affect their future on a personal, national, and global level.

At St George's, we provide a variety of learning styles to develop the children's knowledge and understanding of science. We aim to engage the children through knowledge and practical-based activities which are well-planned and provide children with 'hands on' experiences to support what they are learning. The children will experience whole-class, small group, paired and independent work. Our science curriculum is a carefully sequenced and knowledge rich. Each unit provides a strong foundation of scientific knowledge and skills that can empower and equip pupils to participate, challenge and reshape the world around them. In addition, to teaching the programme effectively, teachers are supported with a variety of subject specific professional development opportunities to extend their expertise.

At the start of a unit, children's existing knowledge is captured through a 'knowledge net' enabling teachers to identify misconceptions or prior knowledge gaps. Children are also asked to think of questions they would like to know – therefore developing another opportunity for children to shape their learning. Opportunities are planned weekly to revisit learning from the previous lesson with a prior knowledge quiz before accessing new leaning. Working scientifically, with the use of investigation and experimentation, offers the children the opportunity to innovate, utilising these newly acquired skills

in real-life contexts. The final part of the learning offers the children chances to express what they have learnt which will help them evaluate the topic and to answer the 'Big question' shared at the beginning of the topic.

Geography

At St George's, geography allows our pupils to understand and explore the 'what', the 'where' and the 'how' of our world; giving them the knowledge they need to understand where, how and why events occur, their impacts on the environment and how they have then influenced people's lives in the past, the present and the potential future.

Pupils make sense of the world and learn how events from both their own localities and the wider world can impact them directly and indirectly. They can understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale. Pupils will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. They will identify patterns in human and physical geography and understand the links between places, people and environments.

Pupils will learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography will be studied at all scales, from localised regions to the wider world. As pupils develop their geographical knowledge and understanding, they will also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, rivers and rainforests.

In Upper Key Stage 2, pupils explore Asia before focussing once again on the wider world. They explore the human and physical characteristics of Asia and learn about mountains and natural disasters such as volcanoes and earthquakes. A case study of a natural disaster allows pupils to see the impact on both a place and the people within it. When looking at the world, pupils consider the global challenges faced in the movement of people, growing populations, biomes, the distribution of natural resources, fair trade and the impact of climate change. They will also discover what they can learn from different maps of the world and draw their own maps based on fieldwork within their own locality

Music

Our Music curriculum, delivered through Charanga is a developing area whereby children are exposed to different genres, which has the potential to reverse the social deficit and disadvantages. We aim to help them grow up as kind, curious, and open-minded young people who are sensitive and knowledgeable about music and the arts. Over time, children can both develop new musical skills and concepts, and re-visit musical skills and concepts. Children have access to a wide selection of percussion instruments through which they can do this.

The Charanga curriculum provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson. Musical skills such as Listening and

Appraising; Musical Activities, creating and exploring; and Singing and Performing are all promoted and embedded within the Charanga curriculum.

Art

Pupils can develop their appreciation of creative art via a process of research, explore, design and make. The pupils generate their own high-quality pieces of work inspired by a range of cultural and historical influences. Our Art overview provides the students with the opportunity to work with a range of creative media and resources. Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement and is led through an over-arching big question. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use.

DT

Pupils have the opportunity to develop their appreciation of innovators of the past whilst becoming those of the future. Through a process of research, explore, design and make the pupils solve problems resulting in high quality outcomes. In year 2 to 6 the curriculum is blocked to enable the pupils to immerse themselves in the creative outcomes to ensure high quality outcomes in line with Year group expectations.

PSHE

Our Relationships and education curriculum is taught through a bespoke adaptation of the Jigsaw scheme. At St. George's C of E Primary Academy Newtown, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships. Following an extended period of consultation with our parents- we have created a bespoke RSE curriculum that meets the needs of our pupils and does not discriminate between our students or families and treats them all as individuals.

Our curriculum develops an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex.

RE

Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world. Celebrating cultural differences through assemblies, themed weeks, newsletters, noticeboards and displays.

Children are encouraged to share their own experiences when celebrating their own faith. · Inter faith greetings - Daily worship and whole school assemblies reflects and teaches the pupils tolerance for different faiths and beliefs. We have our St. George's Prayer' which the children and wider school community collaborated on and which encompasses a shared belief and value. Students are invited to pray – this is an active choice within our school. · Activities within school support both children and adults of different or no faith, the children are taught respect and

tolerance of these groups and the opinions of the groups are considered with all activities. · Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.

Children explore the British Values as part of their weekly class worship. Through debate and discussions, children answer a question focussed on a half termly British Value theme. Class teachers record these questions and responses in their whole school collective worship book.

British Values at St. George's

Democracy

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. Children, parents and staff have many opportunities for their voices to be heard at St George's Primary School. Democracy is central to how we operate.

The Rule of Law

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways: · Visits from authorities such as the police and fire service · During Religious Education, when rules for particular faiths are thought about. · Behaviour policy · P.S.H.E policy · Displays of children's activities (rules for handling music equipment) · Children's key roles and responsibilities (prefects / head boy and head girl) Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example: ·choices about how they can improve their learning ·choices around the participation in specific afterschool clubs, friendship groups and residential activities.

Individual Liberty

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our RHE JIGSAW lessons. Collective worship is used to both explore and support the school's values. By teaching the children how to manage and understand emotions they will be motivated and equipped to: · Be effective and successful learners · Make and sustain friendships · Deal with and resolve conflict evenly and fairly · Solve problems with others by themselves · Manage strong feelings such as frustration, anger or anxiety · Be able to promote calm and optimistic states that promote the achievement of goals · Recover from setbacks and persist in the face of difficulties · Work and play cooperatively · Compete fairly and win or lose with dignity and respect for all competitors · Recognise and stand up for their rights and the rights of others · Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own. · To respect and value our world, and the things, both material and alive that exist within it. Through opportunities such as our extra-curricular clubs and Residential Trips, pupils are given the freedom to make safe choices.

Mutual respect

We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them. · We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally. · We celebrate each other's achievements whether that be in or out of school through our weekly Celebration Assemblies and Hot Chocolate nomination invites. · Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.

Tolerance for those of different faiths and beliefs

Our student population is 97% East African Muslim, however, we are a Church of England school. We are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.

Through our behaviour policy, assemblies and daily discussions pupils at St. George's learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
 - Actively engage parents/carers in their child's learning by attending parents evenings, reinforcing our Behaviour policy, attending the Learning Together workshops, and our annual fundraising events throughout the academic year.
- Update parents/carers on pupils' progress every term and during scheduled and unscheduled parent meetings with the class teacher, and produce an annual written report on their child's progress.
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy

Support staff

Support staff will:

- Know pupils well and implement adaptative teaching strategies to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners

- Meet the expectations set out in our curriculum policy, behaviour policy, non-negotiable policy and marking and feedback policy.

Subject Leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject/phase, working with teachers to identify any challenges

Timetable their subject to allocate time for pupils to:

- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence

- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject/phase.
- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in our curriculum policy, behaviour policy, non-negotiable policy and marking and feedback policy.

Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in our curriculum policy, behaviour policy, non-negotiable policy and marking and feedback policy.

Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others.

- Always meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in our behaviour policy.

Parents and carers

Parents and carers of pupils at our school will:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

Governors

Governors at our school will: • Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.

- Monitor the impact of teaching and learning strategies on pupils' progress and attainment .
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

Planning

- Planning takes place half termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.
- Swimming instruction with specialist teachers takes place at the local swimming pool, for Year 5 pupils.
- Weekly plans for English, Mathematics and science are submitted to the deputy head teacher foundation subjects are saved on the shared staff drive at the beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectations.
- Curriculum time for foundation subjects can be planned as continuous study throughout the term, or as blocks of study.
- At St. Georges C of E academy, we are committed to raising the standard of basic skills.
- By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.
- Our Long-term curriculum plans for each year group, maps out a consistent progression of knowledge and skills across the school. Medium-term planning for each year group ensures clarity of coverage and a strong emphasis on progression of knowledge and skills.

- We evaluate the knowledge, skills and understanding that the pupils have gained using clear firsthand evidence from internal assessment data, lesson visits, work scrutiny's and pupil voice discussions about what students can recall about the content studies.
- In addition, we use Arbor to support Teacher Assessment in both Core and Foundation subjects. Subject champions play an important part in the success of the curriculum through a regular programme of monitoring, evaluation and review. They each collate evidence in subject leaders' files and regularly hold pupil interviews in order to check on knowledge and skill acquisition.
- Subjects are planned to ensure progression of knowledge and skills across school. We are constantly striving for improvement and formally review our curriculum delivery on an annual basis; informally on an ongoing cycle to ensure that our curriculum is the best it can be for our students.
- Lessons will be planned well to ensure good short, medium and long-term progress.

Our whole school overviews can be found on the school website:

<https://www.stgnewtown.bham.sch.uk/curriculum-1/year-2-autumn-1>

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls and in the breakout areas. These spaces will be kept safe, clean and ready for pupils to use them.

These areas will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas.
- Flip charts and washing lines demonstrating what the pupils have previously learned about.
- Accessible resources for learning such as books, worksheets and a variety of concrete apparatus.
- A seating layout that allows everyone to see the board and participate.
- Displays that celebrate and support pupils' learning.

Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Pupils that are most able .
- Using support staff effectively to provide extra support .
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress.
- Using ability groupings for certain subjects where appropriate.
- Providing high quality modelled examples to aid independent learning.
- Our SEND policy can be found on our school website:

<https://www.stgnewtown.bham.sch.uk/statutory-information/sen-local-offer>

Homework

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. All home learning will be made available on our school's website or sent home as a physical copy. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

Teaching Strategies and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. It will be given on a daily basis via verbal feedback and in pupils' books. We encourage in the moment /live marking this provides pupils with the opportunity to correct their work immediately and enables teachers to address whole class and individual misconceptions.

Teaching Strategies

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- Provision of an integrated curriculum.
- Teacher observation.
- Discussion and questioning (open and closed as appropriate).
- previewing and reviewing work;
- Didactic teaching.
- Interactive teaching.
- Conferencing.
- Listening.
- Brainstorming.
- Providing opportunities for reflection by pupils.
- Demonstrating high expectations.
- Providing opportunities for repetition/reinforcement.
- Providing encouragement, positive reinforcement and praise.
- Making judgements and responding to individual need.
- Intervening, as appropriate, in the learning process in order to encourage development.
- Providing all children with opportunities for success.
- Using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors. The emphasis of our policy is on a good variety of experiences, and we encourage children increasingly to take an active role in their own learning.

Therefore:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At St. Georges C of E primary academy, we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills;
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum.

This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At St. George's we recognise the importance of formative assessment and the important role it must play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem.

The four elements are: sharing learning goals; **effective questioning; self and peer evaluation; effective feedback**. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Learning Processes and Learning Styles

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles.

These include:

- investigation;
- experimentation;

- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

Assessment, recording and reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils.

It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of National Curriculum Key Stage 2, Year 6 through the use of SATs and teacher assessment.

Phonics are tested in Year 1 and re-tested where necessary in Year 2. In Year 4 the annual Multiplication Timetable Check, optional tests are also taken in Years 3, 4 and 5.

Reception Baseline Assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning.

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;

- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done three times a year through consultations and once through a written report.

Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders /subject leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning monitoring
- Book trawls