Teaching and Learning Policy

Caring, Sharing, Preparing for Life

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AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body at St Erth Primary School. We are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

As a school, we are committed to our mission statement – 'Caring, Sharing, Preparing for Life'. Through the application of this statement we aim that all pupils leave St Erth as confident, aspirational and self-aware learners.

The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance.

This policy should be read in conjunction with our curriculum documents, which will contain specific teaching points for each discreet subject.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At St Erth Primary School we recognise that education involves children, parents, staff, governors, the community and the our Trust (TPAT), and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, and through our core values of hard work, respect and responsibility, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum, adapted where needed so that all can reach their potential;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, metacognitive skills, self-respect, self-awareness, self-discipline and confidence;
- encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;

- develop enduring values of respect, perseverance, resilience, knowledge, aspiration, kindness, nurture and reading;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Metacognition and 'Ready, Reflect, Review.'

How pupil's learn and are taught to learn is central to teaching at St Erth. Staff have engaged in training relating to the development of Metacognition and self-regulated learning within our pupils. Using research from the Education Endowment Foundation (EEF) the staff have developed the school's own approach to explicitly teaching Metacognitive strategies. This strategy should be present in all class teaching throughout the school from whole class sessions to 1:1 work. Staff follow key principals and models from the EEF's research to structure teaching and learning for all.

In order to support the explicit teaching of these strategies and develop self-awareness in pupils staff have developed, **'Ready, Reflect, Review.'** This statement reflects the metacognitive process as illustrated in the diagram below:
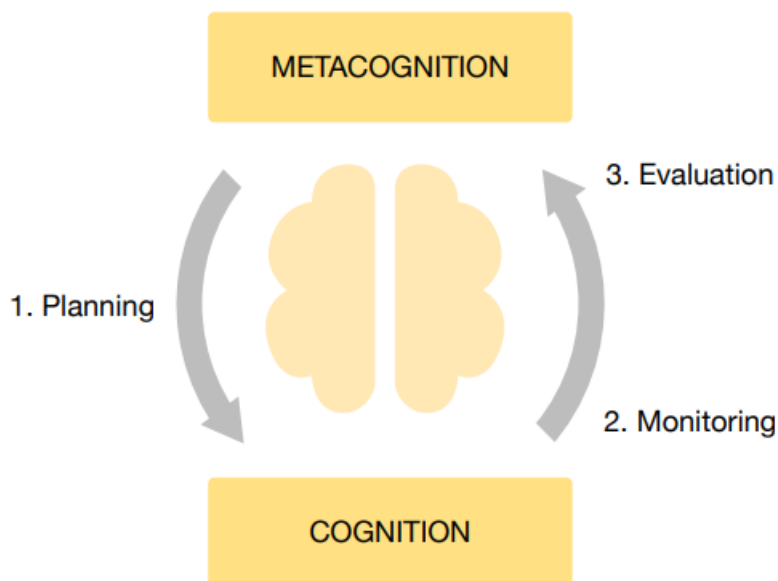
Each step in **'Ready, Reflect, Review,'** has been expanded upon and broken down in detail for pupils. Each class has a display which, at an age appropriate level, teachers use to develop pupils understanding of each stage of the metacognitive process . Questions and prompts are in place for each stage to support pupils in applying each step of the process independently. Teachers will use these support classroom practice throughout the school day.

As well as the process being part of daily discussion and teaching a weekly reward is in place for a pupil from each class who has developed their learning strategies in either of the 3 areas that week. This maintains a high profile and importance for pupils and staff.

Teachers use the following 7 steps to support the structure of individual lessons, as appropriate to the learning in hand, which enable explicit teaching of metacognitive strategies:

1. Activating prior knowledge.
2. Explicit strategy instruction.
3. Modelling of learned strategy.
4. Memorisation of strategy.
5. Guided practice.
6. Independent practice.
7. Structured reflection.

The EEFs guidance is referenced in the appendices to this policy. It sets out 7 whole school approaches to developing metacognition and self-regulated learning. These are re-visited regularly in staff meetings to share best practice and refine teaching further.

1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
2. Explicitly teach pupils metacognitive strategies including how to plan, monitor and evaluate their learning.
3. Model your own thinking to help pupils develop their metacognitive and cognition skills.
4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
5. Promote and develop metacognitive talk in the classroom.
6. Explicitly teach pupils how to organise effectively and manage their learning independently.
7. Support teachers to develop knowledge of these approaches and expect them to be applied appropriately.

The ultimate goal of taking this overarching approach to teaching and learning is to ensure that children are developing the specific disciplinary skills that they will require to become an expert learner in all subjects. An effective metacognitive learner is better equipped to know and remember more and achieve the school's ambition for all to be confident, aspirational and self-aware learners by the time they begin KS3.

Throughout every stage; planning, learning and assessment, the needs of all pupils are considered. There is evidence that the metacognitive process and Rosenshine's seven steps can aid learners at every level, including those with special educational needs, but we also recognise that some need a little more support. While using Metacognitive techniques and strategies, our aim is to scaffold learning in every subject so that learning is accessible, achievable and enjoyable for all pupils including those with special educational needs, while maintaining as much independence as possible. Each curriculum lead has considered and identified strategies, adaptions and scaffolding that could take place for pupils in their subject and these are applied appropriately for learners across the whole school according to need. (For pupils with SEND please read this policy in conjunction with the SEND Information Report and Policy).

PLANNING

At St Erth we are committed to following the programmes of study as required by the National Curriculum 2014. All curriculum areas have a developed sequence of progression running from Early Years to Year 6. These detail what substantive and disciplinary knowledge children acquire in a logical sequence of units of study. These units are broken down into a specific sequence which has clear intent and progression. Each subject's curriculum document will detail additional teaching points and pedagogy that are to be used when teaching the discrete subject. Staff use these documents to create medium term plans for each half term. Our foundation subjects are organised into topic areas to provide coherence to pupils' learning, within these topics each subject is taught discreetly so that subject specific knowledge can be successfully developed.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At St Erth reading sits at the heart of all our curriculum study. The importance of the ability to read effectively, and subsequently the ability to understand and interpret the written word, cannot be understated. It holds the key for unlocking the curriculum and is rightly prioritised. Quality texts are selected to planned in throughout, in line with reading spines, and within topic areas are used to enhance learning across subjects. For pupils that may find literacy harder, we aim to identify these difficulties early and put support in place specific to the needs to the pupil, in order for them to reach their full potential.

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at St Erth School should include over a sequence of lessons:

1. Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
2. New learning is presented in small steps, with appropriate periods of pupil practice after each step (including the need to check back with an adult regularly.
3. All adults have high expectations and foster an ethos of self-belief in the pupils.
4. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
5. When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
6. Scaffolding is used to allow children to be as independent as possible.
7. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
8. Modelling of knowledge and skills by adults is provided for all learning and, where necessary, for consolidation of new learning.
9. Resources are readily available in order to guide, support and scaffold learning.
10. Pupils engage in regular review of their own learning as well as reviewing and discussing that of others.

The key expectations are:

- Continuous review
- Small steps when introducing new learning
- Questioning
- Modelling
- Guided student practice
- Understanding is checked
- Scaffolding
- Independent student practice

These elements overlap with the principles of metacognitive practice as outlined in the previous section. Whereas teaching to develop metacognition identifies specific pedagogy used within lessons, the above principles also apply across a sequence of learning. Through these key expectations being met within a sequence the development of learners who are confident, aspirational and self-aware is further developed and embedded.

Questioning Techniques

The following is not a checklist of techniques that must be present in all lessons but are examples of questioning techniques that support the implementation of Rosenshine's principals and metacognitive teaching approaches.

Questioning techniques	
Cold Calling	No hands up or calling out. Ask everyone and then select who answers. Allow thinking time and emphasise its importance.
No opt out	If pupils get the answer wrong or don't know, go back to them before moving on to check that they now know the answer. Ensure they speak it.
Check for understanding	Ask a selection of pupils to relay back what they have understood about the question being discussed. 'What do you understand?' not 'Do you understand?'
Probing questioning	Make each question and answer exchange and mini-dialogue, probing to explore students understanding.
Think, pair, share	Allocate talk partners, set a question time limit, ask students to think then discuss and report back
Say it again better	Accept students first half formed responses then help them to reframe a better more complete response.
Whole class response	Use techniques like mini-whiteboards or ABCD fingers to provide a simultaneous response from a whole class.

Medium term plans are produced half termly using the format agreed by staff, an example of which can be found in appendices. Plans are saved on the shared drive for subject leads to access and shared with parents to enable them to support their children's learning. Plans reflect the process outlined above. Plans cover all subjects parts from English and Maths, these are communicated to parents in a separate letter termly. All plans will include for each subject: Intent, sequence of lessons, composite outcomes and vocabulary.

Feedback

Feedback at St Erth

We recognise at St Erth that effective feedback to pupils is an essential cog in enabling pupils to achieve their best outcomes. Our approach has been informed by research from the Education Endowment Foundation (EEF) and best practice developed in school. In line with the core principals of our teaching and learning policy, feedback at St Erth is designed to best enable pupils to achieve the overall aim of our curriculum, that pupils should leave St Erth as 'Confident, Self-aware and Aspirational learners.' Therefore, feedback must complement and enhance teaching for metacognition and the application of the principals of instruction. To achieve this, clear principals on what constitutes effective feedback must be clear.

Principals of effective feedback at St Erth.

1. **Lay the foundations for effective feedback**

   - Before providing feedback teachers must ensure high quality instruction and the use of effective formative assessment strategies.
   - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)
   - The table below is key to understanding this process

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

   - In St Erth we pay particular attention to point 5. Enabling learners to understand and manage their own learning journey with effective strategy is key and the ultimate aim of our ready reflect review approach.

2. **Deliver appropriately timed feedback that focuses on moving the learner forward.**
   - Teachers judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. In general, we aim to carry out **live marking** and provide feedback in lessons to move learning forward immediately and reduce workload for teachers. This is generally done verbally. It is also expected that teachers review learning at the earliest opportunity and that this forms part of a review at the start of the next lesson in the sequence.
   - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. It should avoid general comments or those about personal qualities.

3. Plan for how pupils will receive feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers will determine what strategy is most likely to have the desired impact following this outline. Therefore, a number of strategies are likely to be employed - pupil conferencing, same day intervention, whole class feedback for example. However, as outlined in the previous point live marking in lessons will be the most common approach.
- Teachers will provide opportunities for pupils to use feedback as appropriate to the task and type of feedback being received; closing the feedback loop and ensuring learning progresses.

Feedback in Practice at St Erth

Written and Verbal feedback

It is accepted that the impact of written feedback can vary dramatically if the principals of feedback (as outlined above) are not in place. For it to be effective it must be timed appropriately, focus on the task, subject or self-regulation and the pupils must then have time to use this in their work. When these things are in place in has a positive impact. Written feedback can be detrimental to teacher workload, reducing opportunity to develop other parts of classroom practice and must be carefully applied. Verbal feedback must follow the same principals; but benefits from being immediate, giving pupils the instant opportunity to apply it. It also benefits from being more time efficient than written feedback.

Therefore, our approach in St Erth favours verbal feedback, whilst recognising that for some pupils, and tasks, written feedback may be more appropriate.

Practice

- **Live marking** will be carried out each lesson by the teacher. This may be ticks and corrections, written comments or VF to signify that verbal feedback was given. It is not expected that every book will receive marking each lesson. Teachers must target live marking to ensure all groups are regularly included.
- **Ready, Reflect, Review,** is a central part of St Erth's teaching and learning approach. Within feedback it is expected that teachers will always review learning from each lesson and begin the following lesson in the sequence with a review (this may be a task, or reflection) to enable pupils to be ready for the next stage of the learning. This will also take place during lessons and should be signposted to pupils, developing their ability to manage the process for themselves and their own self-regulation.
- Where written feedback is used it is essential that pupils have the opportunity to respond to this. When doing so they will use **Purple Pen**. When Pupils are editing their own work, demonstrating reflection, they will do so in **Purple Pen**.
- Each half term teachers **must mark as a minimum one piece of extended writing in depth** with written feedback (or recorded verbal notes using Showbie) or through individual and group conferencing. Pupils must be given the chance to respond to this using Purple Pen.

This piece of marking will be used to assess pupil progress and set writing targets for the following half term.

- Feedback that is personalised, reflecting the teacher-pupil relationship, is likely to have a greater impact. Teachers will use their expertise to adapt feedback approaches to suit the needs of individual learners, in particular those with SEND, taking into account their IEP targets. For pupils with SEND extra care will be taken to ensure that feedback given is in a form that can be understood and 'received' by the pupil in order for them to progress.

- **It is not expected that every piece of work will show evidence of marking** from the teacher. However, we recognise that pupils put great effort into the work that they produce and receiving recognition for this is essential. Therefore, teachers will use house points HP, raffle tickets RT and stamps to reward pupil's hard work.

- Each classroom teacher will work within this framework to develop efficient methods for feedback that best meet the needs of their class. Therefore, terminology and method may vary slightly between classes. At St Erth we consider this to be a strength. To achieve the ultimate aim of our curriculum for pupils to be confident, aspirational and self-aware they require increasing responsibility in the framework set out for them to work within.

Assessment

Important note: Assessment procedures, for foundation subjects, have been developed throughout 2022/23 and are at the beginning of full implementation (summer term 2023). Their effectiveness will be assessed throughout 2023/24 and will be a key point for school improvement.

Assessment, both formative and summative is carried out for each subject following a clear procedure as laid out below:

English – Reading, Writing and Phonics

Pupils are assessed continually, and staff employ Rosenshine's principles and ensure daily review is in place. Summative assessment happens termly. Assessments are made using the school's curriculum which is recorded for each year group on the school's tracking system, Balance.

Writing assessment

Writing is formally assessed half-termly and recorded on Balance against the objectives that have been taught. The objectives come from the Writing Curriculum which teachers use to plan from and assess against. More informal assessments happen daily in class and children are given support to achieve these objectives through quality first teaching or intervention. Termly moderations happen to ensure consistency of assessments and sharing progress.

Reading assessment

Informal reading assessments happen daily through guided reading sessions and one-to-one reading. Notes are made against these objectives and recorded to plan interventions or further lessons. These assessments are recorded on Balance. Year 2 complete the reading SATs paper in the Summer term and the children are assessed against the TAFs at the end of Key Stage 1. Formal assessments

happen termly in Key Stage 2. These offer standardised scores that go towards teachers' assessments of children.

Phonics assessment

Phonics assessment happens daily and children are supported throughout the day to secure understanding of any misconceptions. More formal assessment happens every three weeks (half way through a phase) and at the end of each Phase. This is recorded centrally and used to help develop any interventions needed. Children who take part in phonics intervention in Key Stage 2 are periodically assessed to monitor their progress.
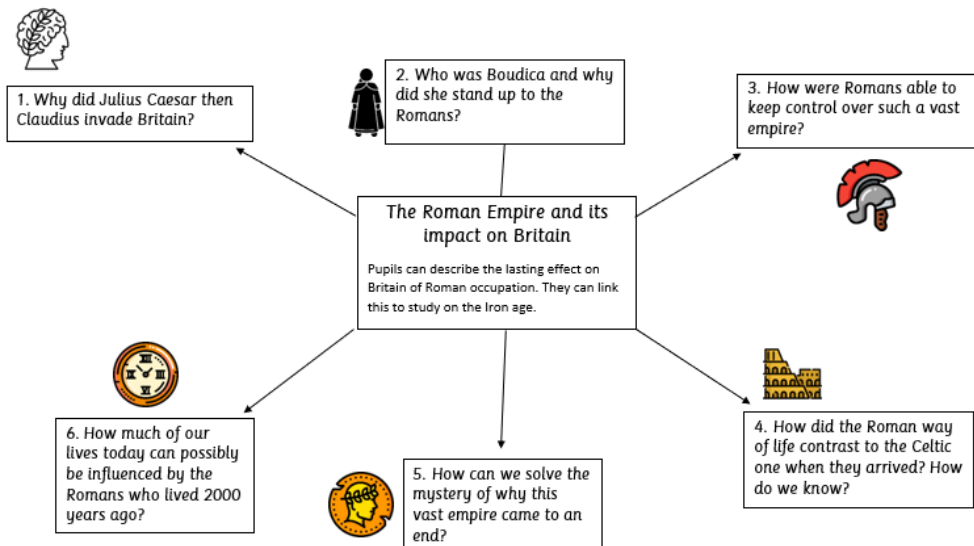
Maths

Pupils are assessed continually, and staff employ Rosenshine's principles and ensure daily review is in place. Summative assessment happens termly. Assessments are made using the school's curriculum which is recorded for each year group on the school's tracking system, Balance. End of unit assessments are carried out and in Key Stage 2 formal tests for arithmetic and reasoning are used termly to support teacher's assessments. Teachers also assess pupil's declarative knowledge in each year group as an on-going formative assessment.

Science, History, Geography & R.E

Key Stage 2

Enabling our children to know and remember more is essential and the desired outcome of the school's curriculum. To support this in all sequences of teaching in the subjects above, children will develop a mind-map of their learning sequence which will be used to enable them to review and reflect upon their learning. This mind-map will sit in their book at the start of each teaching sequence as appropriate. An example can be found below:

Romans in Britain Year 3&4.

1. Why did Julius Caesar then Claudius invade Britain?

2. Who was Boudica and why did she stand up to the Romans?

3. How were Romans able to keep control over such a vast empire?

The Roman Empire and its impact on Britain

Pupils can describe the lasting effect on Britain of Roman occupation. They can link this to study on the Iron age.

6. How much of our lives today can possibly be influenced by the Romans who lived 2000 years ago?

5. How can we solve the mystery of why this vast empire came to an end?

4. How did the Roman way of life contrast to the Celtic one when they arrived? How do we know?

Romans in Britain

Lesson 1: Why did Julius Cesar then Claudius invade Britain?

- Julius Ceasar tried to invade Britain twice before Claudius succeeded 97 years later.
- Romans invaded Britain because it was rich with resources they wanted.
- Claudius invaded for recognition and power.

Vocabulary: Rome, Roman, Empire, Claudius, Caesar, Invasion

Lesson 2: Who was Boudica and why did she stand up to the Romans?

- Boudica was a leader of the Iceni tribe in Britain at the time the Romans invaded.
- Pupils can describe the reasons for Boudica's rebellion.

Vocabulary: Boudica, Celts, Iceni, Rebellion.

Lesson 3: How were Romans able to keep control over such a vast empire?

- The Romans had the most advanced and organised army the world had ever seen.
- Roman soldiers were highly trained, disciplined, well equipped and had clever tactics.
- The Roman army was huge, dedicated and able to build infrastructure.

Vocabulary: Legion, General, soldiers, armour, Centurion, Gladius.

Lesson 4: How did the Roman way of life contrast to the Celtic one when they arrived? How do we know?

- Roman settlements were more advanced both in organisation and culturally.
- Archelogy and studying written evidence from the time allows us to make the comparison.

Vocabulary: amphitheatres, baths, forum, Villa, Roads

Lesson 5: How can we solve the mystery of why this vast empire came to an end?

- Pupils can name several reasons identified by Historians for why the empire fell from: military overreach, invasion, taxation, corruption, political incompetence, cash crisis, rise of Christianity.

Vocabulary: No new vocab

Lesson 6: How much of our lives today can possibly be influenced today by the Romans who lived 2000 years ago?

- Pupil can name several features of modern life that are directly from or influenced by the Roman empire, including: Money, Calendar, Roads, Latin, Time, Numerals, Public Health.

Vocabulary: Latin

For each lesson in a sequence in these subjects, key substantive knowledge is identified by the subject coordinator and class teacher. At the end of each lesson, children record the key substantive

knowledge on the mind-map and add any other knowledge they have drawn from the lesson. An example of this is above.

Teachers will begin each lesson by re-visiting the mind-map and reviewing the key substantive knowledge to this point and ask the children to contribute further.

At the end of the sequence of learning pupils complete a blank mind map, adding all that they can recall against each key question. Their responses are assessed against the identified key substantive knowledge. Teacher observations are used to assess disciplinary knowledge. In this way teachers and subject coordinators are able to accurately assess pupil's success in the development of their substantive knowledge against agreed outcomes, creating consistency and ensuring key knowledge is in place to allow for progression in subsequent units. Simultaneously, teachers are able to assess how much further pupils may have developed their knowledge by they add to their mind-map.

These assessments are used to inform subsequent teaching. Books are retained and passed to the next teacher and assessments discussed at handover.

A summative judgement is recorded for each pupil at the end of each academic year using the school assessment system, Balance.

Key Stage 1

Pupils will be introduced to the mind-map model in Science, History and Geography. This will be teacher led. The mind-map will appear at the start of each lesson for review. Key knowledge from the subsequent session will be added lesson by lesson. Pupil's complete a short quiz at the start and end of a unit to assess how well they have retained key substantive knowledge. Teacher observations are used to assess disciplinary knowledge.

These assessments are used to inform subsequent teaching. Books are retained and passed to the next teacher and assessments discussed at handover.

A summative judgement is recorded for each pupil at the end of each academic year using the school assessment system, Balance.

RE is assessed in Key Stage 1 through teacher judgement, with the evidence base drawn from pupils work and observations. Use of the mind-map for RE is introduced in Key Stage 2.

P.E, Music, MFL, DT, Art, Computing & PSHE

See subject specific guidance for assessment in these subjects.

Subject specific guidance

Each subject has its own detailed curriculum plan. Staff use this document to plan sequences of learning and to guide their teaching approach to each discrete subject. Recorded below is key information for the planning, teaching, assessment and organisation of each subject. Teachers should reference both this document and subject curriculums when planning, teaching or assessing. The information below is a precis and does not represent all curriculum practice but an overview.

English

The curriculum for English is found on school's website and the staff shared drive. Medium term plans are to be produced half termly and saved in Staff shared- curriculum – medium term planning – English plans. Staff must inform the English coordinator if they deviate from the sequence in these plans significantly.

Staff must complete a yearly genre coverage plan to ensure an appropriate range of text types are being taught. This can be found in the same folder as listed above.

Plans must be saved by the end of the of the 1st week of each half term.

Talk for Writing is the primary approach to teaching writing across the school. However not every unit of writing needs to be delivered in this way, allowing teacher to choose other methods to sequence learning such as book studies. This blended approach ensures the flexibility required to meet the needs of all learners.

Summative teacher assessment of writing takes place termly. All judgements are recorded against curriculum objectives on Balance. Staff will be provided with time to complete writing assessments termly. Following autumn term assessment of writing in Years 1-6, pupils are allocated individual writing targets. These are then continuously reviewed and updated throughout the year. Adequate and appropriate scaffolding must be in place for pupils when writing. This will take a variety of forms and pupil's access these with increasing independence as they move through the school, e.g. in year 1 pupils may have a word bank stuck into their book to aid writing, in year 6 they will choose when it is appropriate to get a thesaurus.

Reading is assessed termly using formal testing alongside on-going formative assessment through daily guided reading sessions, these are recorded in floor books. Daily story time is in place in all classes. In EYFS and KS1 pupils will hear and respond to a variety of quality texts throughout the school day. In KS2 there is a termly/half termly class book.

For home reading pupils have a stage book, if they require one, and are able to choose a book from the library to enjoy with their family. Pupils who are no longer on the school's scheme choose their own books for home reading. These pupils are closely monitored through various systems to ensure they are reading regularly and making appropriate choices.

Phonics

The school follows its own systematic synthetic phonics scheme, St Erth Phonics. The handbook, planning and resources are all found on the shared folder. The scheme must be followed with absolute fidelity. Any issues arising from this must be discussed with the phonics lead.

Guidance for home reading can also be found on the shared folder. These systems must also be followed with absolute fidelity.

Maths

The curriculum for Maths is found on school's website and the staff shared drive. Yearly plans for each class outlining the sequence of maths learning planned for the year, informed by The White

Rose sequences, are saved on the staff shared folder by teachers in Curriculum – Medium term planning – Maths. Each unit in the sequence must have a date on which they will begin.

Plans must be saved by the end of the of the 1st week of term. Any significant variations from the planned sequence must be communicated to the Maths lead.

Staff have access to The White Rose to support planning and delivery.

Classes are sufficiently staffed to enable daily 'maths on track' interventions to take place.

When recording work in books it must be dated and have the small step of learning in the sequence clearly marked.

Maths mastery teaching approaches must be used, including providing concrete – pictorial – abstract, modelling.

Summative assessment will take place using end of unit tests and further formal testing on a termly basis. Assessments will be recorded termly on Balance.

Science

The science curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The science coordinator must be made aware of any variations.

Science unit planning is included on all medium-term plans as described in the above section. The science coordinator will monitor medium rem planning and update learning sequences on the curriculum document half termly.

All learning sequences are recorded in science floor books, which are used to assess pupil's disciplinary knowledge against 'working scientifically' objectives, and in science books. All units must have a mind map developed to show the sequence of learning for substantive knowledge – see assessments section above for full protocol.

Staff have access to planning and resources from Pzaz to support the delivery of the curriculum.

Staff plan investigations to follow on from pupil's substantive knowledge being sufficiently developed for them to draw reasoned conclusions.

History

The history curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The History coordinator must be made aware of any variations

History unit planning is included on all medium-term plans as described in the above section.

All learning sequences are recorded in Humanities books. All units must have a mind map developed to show the sequence of learning for substantive knowledge.

Staff have access to planning and resources from Key Stage History to support planning and delivery.

All lessons include the following definition until pupils are able to define it reliably independently: *People who study History are called historians. History is the study of the past. The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future.*

Chronology is a golden thread running through St Erth's history curriculum. All lessons begin with a 'timebox' activity, where pupils revisit the timeline of their history learning, develop chronological vocabulary and review existing substantive knowledge that informs context for the following unit.

Lesson design follows the whole school approach for 3rs e.g. example of how this structure supports them becoming a historian.

Assessment using mind-maps detailed in the section above.

Geography

The geography curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The geography coordinator must be made aware of any variations

Geography unit planning is included on all medium-term plans as described in the above section.

All learning sequences are recorded in Humanities books. All units must have a mind map developed to show the sequence of learning for substantive knowledge.

Staff have access to planning and resources from connected Geography to support planning and delivery.

All lessons include the following definition until pupils are able to define it reliably independently: *People who study geography are called geographers. Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world.*

Locational knowledge is a golden thread running through the school's geography curriculum. The school recognises that without sufficient review of knowledge and repeated chances to do this, in addition to geography curriculum time, pupils may find it hard to retain this substantive knowledge. The start of every Geography lesson will begin with a recap on Locational knowledge, relevant to the pupils' progression through the curriculum. This is considered as non-negotiable. The national curriculum states that in KS2 pupils must learn to, '*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.'* In order to enable pupils to know and remember more and to meet this expectation they again require time and opportunity beyond that provided by curriculum time for geography alone. Therefore, pupils will be given opportunities through guided reading sessions to improve their knowledge to meet the above objective. These sessions will be planned by their class teacher following the cycle below ensuring that pupils become familiar with investigating areas of the world through studying maps and researching their geography.

Cycle	Autumn	Spring	Summer

A	Asia	Europe	North and South America
B	Africa	Europe	Australia

Assessment using mind-maps detailed in the section above.

Art

The Art curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The Art coordinator must be made aware of any variations.

Art unit planning is included on all medium-term plans as described in the above section. The Art coordinator will monitor medium term planning and update learning sequences on the curriculum document half termly.

Sequences of learning are recorded in sketch books. All units must have a mind map developed to show the sequence of learning for substantive knowledge.

Objectives are organised into classes with 2 year groups, the expectation is that children will be developing in these objectives during their 1st year in the class and mastering in the second year.

Staff have log ins to Access Art to support their planning and create clear sequences of learning.

The Art subject lead will plan and lead 3 staff meetings throughout the school year on one the delivery of each strand of the school's art curriculum: drawing – line pattern and texture; painting printing and colour and Collage, sculpture and 3D art.

Assessment: Pupil's sketch books and teacher observations are used to make assessments of pupil progress against the framework set in St Erth's curriculum. A summary teacher assessment is added to balance at the end of each academic year. This is made against the programme of study for that year.

Music

The Music curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The Music coordinator must be made aware of any variations.

Each class teacher will have specialist support for a term from the Cornwall Music Service. This support will be used to help plan effective learning sequences in line with long-term progression taken from the school's music curriculum.

Assemblies will be used to appreciation of music and a playlist will be created for this to complement the school's curriculum.

Singing assembly, Christmas and summer performances provide continuous provision for the singing component of the curriculum.

Music unit planning is included on all medium-term plans as described in the above section. The Music coordinator will monitor medium term planning and update learning sequences on the curriculum document half termly.

Assessment: Pupil's composite outcomes and teacher observations are used to make assessments of pupil progress against the framework set in St Erth's curriculum. A summary teacher assessment is added to balance at the end of each academic year. This is made against the programme of study for that year.

MFL

St Erth teaches French as its modern foreign language. The MFL curriculum can be found on the school's website and the staff shared drive. All teaching must follow the sequence as it is planned. The Music coordinator must be made aware of any variations.

In 2022/23 all KS2 groups will begin with year 3 units, due to MFL not being taught consistently prior to this. Teachers will attempt to move pupils through units at an increased pace to allow current year 3 & 4 pupils to begin the following years in the correct place on the curriculum. This will be reviewed termly so the coordinator is aware of the sequence being followed.

MFL unit planning is included on all medium-term plans as described in the above section. The MFL coordinator will monitor medium term planning and update learning sequences on the curriculum document half termly.

The school's curriculum is supported by the use of Languagenut. Teachers have logins to the platform and pupils' individual profiles. Following classroom delivery teachers will set assignments on the sessions learning for pupils to review prior to the next session.

All written work is to be recorded in the everything else book. Pupils develop a mind-map of their substantive knowledge throughout the unit.

There will be a KS2 French day in the summer term to demonstrate learning through the school year.

Assessment: Pupil's progress in learning vocabulary through reading and listening is monitored through the Languagenut application. Their speaking is assessed through teacher observation and their French books are used to make a judgement on writing. A summary teacher assessment is added to balance at the end of each academic year. This is made against the programme of study for that year.

P.E

St Erth's P.E curriculum is delivered in 2 strands and should comprise 2 hours of curriculum time weekly.

The 1st strand is physical literacy through Real PE. Progression and sequences can be found on the school's website. Detailed plans are found through the Real PE platform, which staff have access to.

The TPAT CD wheel is used for gathering assessments centrally. Assessments are made against the progression framework from real PE. These are completed termly. The coordinator will being

marksheet to staff meeting and ask staff to complete then record on the CD wheel. A summary judgement will also be added to Balance at the end of the academic year.

In KS2 a games strand is introduced, strand 2. A sequence of games can be found on the school's website. BC is developing planning to support these units which will be shared at the start of the Autumn term. Planning will be comprehensive and teachers will simply need to adapt to the context of their pupils.

P.E planning should be included on medium term plans in the agreed format and will be monitored by the P.E coordinator.

The school's extra-curricular offer is strand 3. Pupils will be given the opportunity to engage in extra-curricular physical activity through the school. The school will ensure it offers a wide range of opportunities for competition and festivals within school and with other local schools through engaging with local sports partnerships. The school will also work to provide pathways to community sport through local clubs and organisations, such as Hayle football club.

Computing

The school's Computing curriculum can be found on the website and in staff shared folders. The progression of skills is delivered by working through the units from the iLearn 2 platform. This platform provides detailed unit planning. Teachers must complete all units marked with an asterisk which will ensure national curriculum coverage.

Computing unit planning is included on all medium-term plans as described in the above section. The ICT coordinator will monitor medium term planning and update learning sequences on the curriculum document half termly.

All teachers have logins to the iLearn2 platform to support planning and delivery. Teachers also have access to ICT with Mr P which can be used to enhance units and delivery, in particular when working in a cross-curricular fashion.

A summary teacher assessment is added to balance at the end of each academic year. This is made against the programme of study for that year. Evidence is drawn from pupils' composite outcomes in the units they have studied.

R.E

St Erth school follows the Cornwall Agreed Syllabus for Religious Education. The sequence of units can be found on the schools' website and a copy of the Cornwall Syllabus is in the school's shared drive.

R.E unit planning is included on all medium-term plans as described in the above section. The R.E coordinator supports staff to develop learning sequences and monitors medium term planning, updating learning sequences on the curriculum document half termly.

The R.E coordinator has completed training in 'Understanding Christianity' and planning resources to support teaching in delivering the Christianity element of the curriculum can be found on the school's shared drive.

In KS2, assessment using mind-maps detailed in the section above. In KS1 a summary judgement is added to Balance at the end of the school year.

PSHE

St Erth School follow the Cornwall Scheme for PSHE. The sequence of learning can be found on the school's website and in the shared drive. All lesson planning and resources can also be found on the staff shared drive. The coordinator will update these as the Cornwall Scheme is updated.

Staff are free to identify additional resources and lesson planning to use from other schemes such as Kapow and the PSHE association. When doing so they must ensure that these meet the objectives from the lesson overview sheets in the Cornwall Curriculum.

A record the pupils work in PSHE will be kept in 2 places to allow for assessment of pupils' knowledge and to aid review of the curriculum with pupils. Written work will be in the Pink book, a photographic record of the learning will be kept on Seesaw using the folders option. A summary judgement will be added to Balance at the end of the academic year using this evidence base.

The PSHE coordinator has completed training on the delivery of the Cornwall Scheme and supports staff with panning and delivery. They monitor medium term planning.

The teaching of PSHE is not solely confined to the lessons set out in the scheme. Staff return to the objectives covered across a half term through class discussion, regularly facilitated by class reading. This is facilitated further by weekly assemblies which link to the schools PSHE scheme, School Values and fundamental British Values. These elements are essential for pupils' personal development and should be regularly referenced by staff when offering praise and encouragement to pupils.

DT

St Erth School uses the Kapow scheme of work to support the planning and delivery of Design Technology. The school identified sequence of learning can be found on the school's website and in the shared drive. All lesson planning and resources can be found using each teacher's Kapow login.

A definition for DT is shared at the start of each lesson.

Pupil's learning sequence is recorded in the back of their sketch books and a photographic record is kept in a folder on Seesaw. A summary judgement will be made at the end of the academic year and added to Balance. This will be made against the Knowledge and skills progression from Kapow for that years' programme of study.

The DT coordinator monitors medium term planning.

Homework

We believe that any homework should always enhance learning. Generally, homework will slowly build over the years that a pupil is at St Erth School.

Typically, this is the pattern.

Reception: phonics sounds practice cards are sent home to practice with parents once a child has secure phonological awareness (rhyme, syllables). There is a parent workshop to help parents know how to work with their child on phonics and reading.

Y1/2: Reading books, according to ability, are sent home, parents are asked to read with children at least 4 times a week plus weekly spellings according to ability level.

Y3/4 Reading and spelling continue, and times tables practice is added in.

Y5/6 As above, plus some maths homework.

Technology is integrated as part of this, using programmes which follow a child's own ability level.

We recognise that for some children with Special Educational Needs homework can be very difficult to access, reasonable adjustments are always made to ensure that homework is in the pupil's best interest and is building on their learning. There are many adaptions or changes that can be made to these general expectations, and we work with the pupil and parents to find the best way to benefit the child.