

Woodthorne Primary School
Teaching and Learning Policy
2024-2025



This document outlines the procedures and practices in relation to teaching and learning at the Perry Hall MAT schools. We have a core belief that teaching and learning is defined as follows:

Statement of Teaching

Teaching is facilitating, managing, sharing and developing the learning process in a purposeful direction by enthusing, engaging and motivating the learner. At Woodthorne we endeavour to demonstrate the following effective teaching aspects:





- Planning is clear and effective with appropriate learning objectives that pupils understand
- Teachers plan for opportunities to allow pupils to work at greater depth
- The teacher has good subject knowledge
- There is an appropriate pace to the lesson
- Resources are appropriate and used effectively
- Children's tasks fulfil and consolidate the learning objective and are effectively differentiated
- On-going assessment is used to inform planning and interventions for pupils who need extra support in order to enable and build on previous learning.
- Questioning builds on prior learning, encourages and deepens thinking and moves learning forward
- Focused teaching is in appropriate proportion to independent learning
- Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively
- The teacher is enthusiastic about the lesson content and this is transmitted to the children
- The classroom is well organised with resources readily available to the children
- The children are secure in their understanding of classroom routines and expectations
- The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children
- Staff use positive behaviour management strategies, in line with the school's behaviour policy.
- Effective use is made of opportunities for learning are created and utilised
- All staff strive to promote the core values in every aspect of school life
- Time is well managed and teaching assistants are used appropriately to support pupils
- Positive relationships are built between the teacher and pupils based on mutual respect
- The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards

Statement of Learning

Learning is an ongoing process of the acquisition of knowledge, understanding, habits and skills; and applying them to new situations. Throughout their learning at Woodthorne:

- Children are motivated and enthusiastic about their learning
- Children are able to work independently and collaboratively, as appropriate
- Children are able to proof read and edit their own work effectively
- Children are able to carry out learning tasks independently, sustaining concentration
- Children are able to explain the purpose of learning tasks and links to previous learning
- Children understand the real life purpose / context of their learning
- Children are given tasks which are challenging and move their learning forward
- Children are sure in the knowledge that their work is valued and confident that they are achieving their full potential
- Children are able to understand what they are doing, how well they have done and how they can improve
- All children's needs are appropriately met, with any additional special educational need being supported in a variety of ways and through their IEP
- Reviews of learning are used throughout the lesson to extend, consolidated or reshape their learning
- Evidence through pupils' knowledge, understanding and their books show that progress has been made
- Children are provided with frequent opportunities to work at greater depth

Woodthorne Whole-school vision

 “Inspiring a love of learning to last a lifetime.” 				
We know that children only get one chance at their childhood. We believe that it is our responsibility to provide all children with the highest quality experiences and opportunities throughout primary school. Children may forget us, but they will never forget how we made them feel.				
		Our vision is to <ul style="list-style-type: none"> • Instil courage • Create opportunities • Inspire humanity • Achieve excellence 		
For every child at Woodthorne				
We stand for...	Courage ♥	Ambition 🏆	Respect 🤝	Excellence 🏆
We do this by having...				
A knowledge-rich, cohesive curriculum where children acquire cumulative knowledge	High quality, evidence informed practice	A progressive culture- always looking for ways to improve	Wide and varied curriculum enrichment opportunities	Outstanding personal development
That...				
Gives all children the strongest foundation in their academic life	Ensures excellence in all our practice: academic, sporting, music and the arts	Builds and grows knowledge and understanding of the world and people within it.	Enhances and enriches the subjects with wider experiences	Supports the character development, health and wellbeing of children and staff
For example...				
Comprehensive individual subject discipline overviews	MAT, LA, PKC & STEM, partnership	Exceptional pastoral care	Educational visits, residential stays and in-school visitors	Extra-curricular clubs and teams Sports Leaders
Inclusive internal coaching programme driving professional development	Rights Respecting School Award	Meaningful assemblies	Fundamental British values woven into the curriculum concepts	High quality, flexible, wrap around care
Which feels...				
Collaborative	Ever-improving	Passionate	Positive	Inclusive
Approachable	Empathetic	Supportive	Welcoming	Safe

Values

Our core values are **Courage**, **Ambition**, **Respect** and **Excellence**, which collectively spells out 'CARE'.

Learning is the purpose of the whole school and is a shared commitment. At Woodthorne Primary School, we recognise that education involves children, parents, staff, governors, the community, the local authority and the Multi Academy Trust, 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 courage, ambition, respect and excellence, we aim to:



- provide a caring, supportive, positive, healthy, and safe environment, which has high expectations and values every member 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, ambitious and challenging curriculum;
- 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, inquisitive thinking skills, self-respect, self-discipline and positive attitudes and mindset;
- 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 both independently and collaboratively as part of a team;
- develop core values of courage, ambition, respect and excellence;
- 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.

We recognise that pupils' surroundings have an impact on their positivity and attitude to learning. Our Core Values should be evident through an accessible and well-organised learning environment, the workbooks that the pupils use daily and the cohesive structure of our carefully planned curriculum. This makes it easy to access learning materials and sets the tone for learning. Our displays can be a very useful tool to expand subject knowledge and skills through displaying vocabulary, pictures of processes, celebrating excellence in each other's work etc. We promote our Core Values using the wall space in our school, inside and outside of the classrooms. This embeds our school values and raises aspirations for all.

Curriculum

At Woodthorne Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We teach every subject area discretely to ensure that children acquire coherently structured knowledge in each subject that can be built on year on year. Regular staff and phase meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Our curriculum is **ambitious**. Subject leaders take pride in preparing a knowledge-rich, coherent and well-sequenced curriculum which is deliberately planned so that children acquire the knowledge and skills required for them to transition to their next stage of learning. As it pushes children beyond their day to day experiences, we develop **courage** and we support them every step of the way in their drive for **excellence**. Our curriculum is diverse and teaches them to **respect** different traditions, peoples, cultures, the environment and all of the members of the school community.

Curriculum Principles

We have **5 key principles** that underpin our Curriculum design.

Principle 1) It is **knowledge-rich**.

This means:

- Knowledge provides the driving underpinning philosophy. Skills and understanding are seen as forms of knowledge and it is understood that there are no real generic skills that can be taught outside of specific subject domains for example: the skill of 'enquiry' will be developed within different subject domains e.g. Science or History once a secure foundation of knowledge is present. A child cannot simply be adept at 'enquiry' generally.
- Knowledge is taught to be remembered in the long term, as learning can be defined as a 'change in long term memory' (Kirschner, Sweller and Clarke).
- Knowledge to be learnt by the pupils is specified and not left to chance.

- Knowledge is sequenced and mapped deliberately and coherently. This means, for example, that children in History get a thorough grounding of chronology. In Geography, they develop a clear sense of place and space and in Art a clear progression in artistic styles and techniques.
- Knowledge is interesting. It helps children to see the world differently.

Principle 2) We are **evidence informed**.

This means:

- We use and apply principles of cognitive science. For example, we know that the more knowledge in our long term memory, the more we will be able to learn new knowledge.
- We read widely and are influenced by the work of cognitive scientists, curriculum thinkers and educational consultants including Christine Counsell, ED Hirsch, Michael Young, Professor Daniel Willingham, Dylan Wiliam and Tom Sherrington to name a few.
- We work closely with our colleagues in the Perry Hall MAT and the Wolverhampton Local Authority to collaborate, refine and share best practice.
- We have adopted the Primary Knowledge Curriculum (PKC) to support our delivery of Science, History, Geography and Art. Find more information here: www.primaryknowledgecurriculum.org
- We conduct pupil and staff voice to give us accurate feedback on the implementation of the curriculum in order to inform future design.

Principle 3) It is **ambitious for all**.

This means:

- Our curriculum content includes material that is designed to take children beyond their immediate experiences.
- We employ wave 1 high quality inclusive teaching and learning strategies that support all children in making strong progress. See the SEND Policy and Teaching and Learning Policy for more.
- We have a vocabulary rich environment where high utility tier 2 vocabulary is explicitly taught and academic language structures (PILS) are used to teach and model high-quality oral and written responses.
- Because our curriculum is knowledge-rich, it supports children from the most deprived backgrounds in attaining vital knowledge, experiences and cultural capital.

Principle 4) It prepares children **for the future**

This means:

- Because we study each subject with rigour, we ensure children leave school with firm foundations, a passion for and strong knowledge and understanding in the subject disciplines.

Principle 5) It is **balanced and diverse**

This means:

- We study a diverse range of people, cultures, places, artists, designers, scientists and musicians.
- In History we learn about the Suffragette movement and the History of Human Rights. In Geography, we learn about globalisation, the resources of Africa and the lives of people in every continent in the world. In Art, we study Islamic Architecture, monuments of the Byzantine Empire and Art in the Italian Renaissance.

The Classroom Environment

The classroom will be organised to facilitate learning and the development of independence. For example:

- Well organised, trays labelled, equipment tidy, readily available and accessible to pupils;
- Have attractive stimulating displays and / or interest areas where labelling is informative and the questioning open ended;
- Comfortable and attractive book corners
- Be prepared before the start of any term, with a range of reading materials, Maths equipment, labels, exercise books, interesting posters identifying major topic, artefacts etc;
- Be language rich through use of working vocabulary displays, spellings word banks, posters, books, poems, stories, labelling etc;
- Have evidence of all areas of the curriculum where relevant;
- Areas for imaginative play in EYFS will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources
- Promote the school's core values.

The organisation of the classroom should enable children to:

- To be ready to learn
- Engage in learning opportunities at all times
- Work efficiently and manage their time well
- Allow children to select their own tools to aid their learning

The learning environment should make children feel safe and secure. Furniture should be arranged to allow children and staff to work safely and independently. Displays should be stimulating and interactive where possible. Clearly labelled and language rich displays should reflect the cultural diversity of the school and wider community.

It is the class teacher's responsibility to report any Health and Safety issues that may affect the learning environment and the well-being of all.

Within the classroom and around school, the school rules and core values should be continually reinforced and children positively encouraged to have high standards of behaviour. Every classroom should display and refer to the class charter and 'Good to be Green' poster.

Celebrating Excellence

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Learner of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. 'Values Awards' are also given weekly to celebrate individuals who have demonstrated exceptional role modelling of our core values within or outside of school. 'Staff Star of the Week' is awarded to the individual staff member who has gone 'above and beyond' that week- they receive a golden star pin badge which is worn on their lanyard.

Homework

Homework may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher.

We believe that homework should be set:

- To involve parents in their children's learning;
- To help parents keep abreast of what their child can and cannot do;
- To encourage children to talk about their work to their parents and explain what they are doing and how;
- To prepare children for secondary school experiences of homework;
- To view learning as a life-long process and not just restricted to school hours

The schools agreed practice for homework is the following:

- Reading every night (Reading book and recorded in planner)
- Phonics practice every night (Read, Write Inc)
- Times table practice every night (Times Tables Rockstars)
- Spelling practice every night (Spelling Shed)

Important Information

Class Details

- Found on Arbour
- Class list, with identified SEN & G&T & PP
- Medical information

Class Timetable

- Uploaded onto Sharepoint
- PPA time/Leadership time identified
- All subjects covered weekly
- Identify when someone else is taking your class

Intervention

- Pink and orange WALT's to receive same day/next day intervention (before the next lesson)
- Regular interventions uploaded and updated on Arbour
- In the moment interventions during every lesson to ensure everyone 'keeps up' - AFL used to identify where additional intervention is needed
- IEPs for the pupils (Signed half termly by parents and kept in a sketchbook of evidence in the classroom)

Assessment information

- Data Input/analysis reports found on Arbour
- Teacher assessment – data input onto Scholar Pack in-line with allocated data drop dates.
- On-going summative and formative assessment
- RAPs targets
- Progress reports (Sharepoint)

Planning

All planning uploaded onto school Sharepoint.

- Long-term planning
- Medium-term planning
- Slides/short-term planning – (Labelled: year group, subject, term, week)
- Planning to be adapted/amended based upon assessment.
- Planning to be monitored by subject leads and/or SLT
- Any pupil that has not achieved the learning objective (pink or orange WALT) needs to have an identified and appropriate intervention facilitated, this may be through a developmental marking, an intervention session, 1:1 adult support in the following lesson, pre teaching or a focus group during next lesson, etc.

Organisational strategies

It is important that all teachers use a range of organisational strategies to ensure successful lesson management:

Well planned lessons

Teachers are not required to complete short term or daily lesson plans for subjects; instead, teachers spend time carefully crafting slides and resources that meet the individual needs of every child in their class to support them in accessing learning. Teachers follow carefully sequenced medium term plans in each subject to develop lesson slides and materials. Crucially, the coherence in the long and medium term planning ensures that the teachers' focus can be on deploying their teaching expertise at the level of the implemented or enacted curriculum.

As identified in the planning section, in all classes staff should be prepared before a lesson begins, that resources known to be needed are available, support help is well briefed and the lesson or lessons have a clear objective and structure (the length of introduction, group/task/whole class work and plenary section have all been thought out and planned for). This ensures that there is effective time management and successful learning will take place. There should also be planned extension activities/step for depth opportunities so pupils' learning and progress is not hindered and the most able are consistently challenged.

Clearly identified objectives and expectations

At Perry Hall Multi-Academy Trust we must be clear what we want the children to have achieved by the end of the lesson, how they are going to do it and the expected pace they should be working at. All of this should be shared with the children.

It is important that children know the teacher's expectations: ensuring that routines and procedures related to the ways of working are clearly understood. Particular attention should be paid to the movement of children around the classroom and acceptable noise levels. It is important that all expectations be consistent and constant in their application.

Children taking ownership and responsibility for the classroom

Within the classroom organisation children should be given ownership and responsibility and made to feel this is their classroom and they must take care and have pride in it. At all times children should have consideration for each other, themselves and school resources.

It is important that children are shown how to set out and tidy away resources. It is the teacher's responsibility to teach every child to become more resourceful and independent.

Use of additional adults

It is every class teacher's responsibility to organise effectively and brief any adult who is supporting children within the class – learning assistants, classroom assistants, parents etc to extend children's learning. It is important to make sure that all additional adults receive appropriate information related to the varying needs of the children i.e. learning, medical, behavioural, emotional etc.

Scaffolding

We believe in scaffolding pupils to reach ambitious goals over time. Every child will experience success in every subject. Some scaffolding strategies may include:

- Worked examples – ensuring pupils can see a completed worked example and show several examples where necessary.
- Backwards fading – gradually remove parts of the worked example.
- Gradual release model – I do, we do, you do.
- Pre-teaching and overlearning – identify topics are coming up and identify prerequisites.
- Concrete, pictorial and abstract approaches – use of manipulatives to support understanding of unsecured ideas.
- Deliberate practice – breaking down a key objective into its core steps.
- Prompt sheets and resources.

Monitoring of Teaching and Learning

In order to maintain school improvement and standards of pupil attainment are raised, it is necessary to undertake rigorous monitoring and evaluation of all aspects of the curriculum. The information gained as a result of undertaking monitoring and evaluation exercises will be used to inform future planning, staff professional development and school self-improvement.

Monitoring of teaching and learning in the Trust Schools will take place once a term for each year group across the school. The overall quality of teaching will be monitored, this will be conducted through gathering as much information about the overall picture of teaching and learning over time as possible. It will include:

- Learning walks/lesson visits
- 'Book looks' of children's books
- Talking to children
- Talking to staff
- Key data analysis following data drops
- Monitoring of short and medium term planning
- Monitoring of intervention evaluations on Arbour
- Progress review meetings (including venn diagram documents)

The purpose of monitoring weeks is to ensure that all pupils are consistently receiving the highest quality of education over time and to offer the opportunity for all staff to develop professionally and improve their practice. All monitoring is designed and conducted to allow a professional dialogue between members of staff and appropriate leaders. Therefore, teachers will be invited to attend the monitoring of planning and scrutiny of their books.

Further aims of monitoring are to:

- Identify strengths and weaknesses;
- Provide opportunities to share good practice and celebrate success;
- Impact on teaching and learning, raising standards of attainment and achievement;
- Support the development of the whole child, based on Every Child Matters;
- Provide a vehicle for school improvement;
- Identify and plan interventions for vulnerable learners – these groups are children that are not making the expected levels of progress;

- Alert any significant under achievement in groups of learners that relate to Gender, Ethnicity, FSM, EAL or Looked after Children;
- Provide a clear picture of the schools effectiveness and maps out what is needed to ensure sustained improvement is made;

Assessment and target setting

Assessment is an integral part of Teaching and Learning. It takes a variety of forms:

- Formative Assessment
- Summative Assessment
- Assessment for Learning

Assessment informs planning and enables teachers to set SMART targets - targets which are Specific, Measurable, Attainable, Realistic and Timed. Children receive both oral and written feedback, which encourages them to move their learning forward.

Teachers will be required to make and record teacher assessment on Arbour for the following areas at designated data drops:

- Reading
- Writing
- Mathematics
- Science

Assessment in other curriculum areas

We take the view that the 'Curriculum is the progression model'. That is to say that if the children are learning the curriculum then they are making good progress. This is because the curriculum has been designed in such a way that, for example, in order to be able to learn and understand Year 5 Geography, they will need to have learnt Year 4 Geography. Similarly, if the children are able to fully access and understand the Year 6 unit of work on the Victorian Age, then they will have had to have learnt about the importance of the Industrial Revolution and the effect of the Transatlantic Slave Trade.

In order to check that children are keeping up with the curriculum and whether or not it has been successfully implemented, we make assessment opportunities through the following means:

1) Recaps and mini quizzes at the start of lessons

This supports the act of consolidating knowledge in long term memory and acts as a way for teachers to check the understanding of key curriculum content.

2) End of unit quizzes

These multiple choice quizzes check the children's retention of key knowledge. Designed with the inclusion of plausible 'distractors', the quizzes aim to identify key pupil misconceptions.

3) End of unit essays/double page spreads

These allow children to apply their knowledge to answer an authentic subject related question and they encourage children to develop their disciplinary knowledge, synthesising their learning and answering a question in the style of a subject specialist. For example at the end of the History unit of work on the Transatlantic Slave Trade, the pupils are tasked with answering the question, "What were the causes and consequences of the Transatlantic Slave Trade."

The outcomes of these assessments support teachers and subject leaders in better understanding how well the children are learning the intended curriculum and what adaptations that might need to be made to the curriculum delivery over the short, medium and long term.

Early Years Foundation Stage will be expected to:

- Complete National Reception Baseline Assessment in first 6 weeks of school, based on Communication and Language and Maths.
- Complete initial/baseline judgments in Nursery and Reception, which will be made and recorded on school system Scholar Pack in the first three weeks of the Autumn Term.
- To use the EYFS Framework Early learning Goals as an assessment tool
- Complete the EYFS Profile for each child. Each child's level of development must be assessed against the early learning goals (ELG). Practitioners must indicate whether children are meeting expected levels of development (1), or if they are not yet reaching expected levels (2). The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Early years providers must report EYFS Profile results to local authorities, upon request.
- Use non statutory guidance such as 'Development Matters' and 'Birth to 5 Matters' to support and guide in designing an effective early years curriculum, build on the strengths and meet the needs of the children.
- Record teacher judgements of children's developments in Spring 1 and summer 2.
- Complete the EYFSP at the end of the Reception Year, recording whether children have achieved the ELG and overall GLD (Good Level of Development)
- All assessments will be monitored by SLT. Support will be allocated based on a provision map on a half termly basis

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Data Analysis and progress reports will be shared with year groups at progress meetings following assessments being uploaded.

Predicted targets will be generated from the teacher assessments carried out in the summer term.

Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting secure relationships and a sense of belonging to the school community;
- providing a well-ordered, organised environment in which everyone is fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing excellent relationships, behaviours and work through restorative conversations and consistent reinforcement of high expectations;
- working as a team, supporting and encouraging one another.

All members of Woodthorne Staff will embody our school values and ethos. Staff will model the expectations of behaviour, communication, excellence, kindness and respect that we expect from the children we nurture. Staff will look out for each other, communicate respectfully, demonstrate emotional intelligence in challenging situations and above all, work together as a team.

In the same way that we ensure each and every child at Woodthorne is valued, we too ensure that all staff feel this way. We regularly review staff workload, promote the importance of striking a work-life balance and create a positive working environment with a culture of collaboration and teamwork. Our open-door policy applies to staff, children and families alike. Leaders welcome feedback and ensure that all staff feel listened to and heard.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Personal Development

At Woodthorne, the promotion of pupils' personal and social development underpins all areas of learning. We know that children only get one chance at their childhood. We believe that it is our responsibility to provide all children with the highest quality experiences and opportunities throughout primary school. Children may forget us, but they will never forget how we made them feel.

Personal development encourages, promotes, adopts and embeds a wide range of skills that allow children to develop a lifelong love of learning- our school motto. Personal development is promoted throughout the whole school and wider community- it includes, but is not limited to the following:

- Rigorous, carefully sequenced PSHE and RSE planning
- Almost 400 extra-curricular club places
- School visits/visitors strategically planned throughout the year
- Enrichment days and weeks
- Rights Respecting School Award
- Assemblies focused on embedding core values, singing and celebrations
- Music Tuition- violin, viola, cello, saxophone and clarinet
- Residential visits for all of KS2
- Welly Wednesday's & Forest Friday's in EYFS

- Cross-MAT sports competitions
- Local Authority competitions e.g. Beat the Street & Reading Quiz
- Celebrating 'values award' and 'learner of the week' every week
- Well-structured, rigorous transitions
- Sports Leaders Awards
- School Council and Community Leaders
- Restorative practice
- Involvement in both local and National Projects (Enthuse STEM Partnership, PKC partnership)

Continued Professional Development

The school recognises that top quality teaching comes from expert subject knowledge and lesson delivery and an in-depth understanding of pedagogy (how children learn). Staff are regularly offered CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through performance management, book looks, coaching, mentoring, whole staff, Key Stage and Year Group meetings.

Review

This Policy will be reviewed by the Headteacher, Assistant Headteacher and the Senior Leadership Team in Sept 2024.