East Stour Primary School

Teaching, Learning and Curriculum Policy

Date of Issue	Next Review		To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
Sept 26	Sept 27	1	Curriculum intent Pay Policy National Teaching Standards National Curriculum			

Aims, objectives and expectations

This teaching, learning and curriculum policy has been approved by the staff and Governors of East Stour School and will be reviewed as required. The policy is intended to promote consistency and high standards towards achieving the school aims. It is a practical, working document and will continue to develop over time.
At East Stour Primary School we strive to provide a caring, supportive and stimulating environment to underpin high quality teaching, which we regard as the most important factor that we can use to influence children's learning. To combat the disadvantage and low starting points of many of our children we **must** ensure that we provide the highest possible quality of teaching. In order to achieve this we expect teaching and learning to be consistently good or better. This will be evidenced through monitoring which may include; Learning walks, Marking for Improvement, Pupil voice, Book scrutiny and Progress data.

Outstanding teaching and learning in our school means:-

- A carefully planned and sequenced curriculum with clear end points identifying expected knowledge (and where applicable skills) that should be known, remembered and easily recalled.
- Consistently high expectations of academic achievement and behaviour
- Excellent subject knowledge (staff and students)
- Astute planning and setting of relevant and challenging tasks based on systematic and accurate assessment of pupils prior skills, knowledge and understanding
- Well-judged and effective teaching strategies that successfully match pupils individual needs
- High levels of enthusiasm and engagement that motivate pupils to learn and foster their curiosity and enthusiasm for learning
- Promoting, developing and supporting pupils' high levels of resilience, confidence and independence
- Systematic and effective use of formative assessment during lessons to support learning, identify and address gaps and tailor teaching
- Sharply focused and timely support and interventions that match individual needs, creating a fully inclusive environment
- Progression is carefully planned and sequenced across the school enabling pupils to build logically on prior learning
- Time is planned for children to embed and 'overlearn' essential concepts

At East Stour there is an expectation that all teachers will be aspiring and developing their practice to become consistently exceptional in the learning they provide every day. At East Stour Primary School we believe that all children deserve an ambitious, rich and relevant curriculum with wellbeing and positive relationships at the very heart. We aim to inspire our children to become lifelong learners, providing every child with the knowledge, skills and personal values to empower them to achieve their full potential.

Curriculum

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Make pupils aware of the fundamental British values through the use and application of the schools nine core values
- Work towards carefully planned end points that identify key learning that all pupils know, remember and can recall
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of all children and ensure they are ready for their next stage of learning

Our curriculum at East Stour is underpinned by five core values: respect, empowerment, tolerance, resilience, optimism.
Wellbeing and positive relationships are at the forefront of all we do and we pride ourselves on our provision for this, with every child being seen as unique, and a strong belief that all children can succeed in life with a secure set of personal values.

Please see our **Curriculum intent** statement.

Children learn best when:

- They feel happy, safe and secure
- They are physically comfortable and alert
- They feel valued and appreciated
- They are confident, excited and inspired to learn
- They work in a calm, productive environment
- They are surrounded and inspired by examples of excellence and are challenged
- They are actively involved in their own learning
- Their learning is relevant and practical, drawing from their own interests and rooted in first hand experience
- Their learning is carefully planned and structured
- Teachers have high, but realistic expectations of them
- They understand how to improve
- There is a strong, mutually supportive relationship with home

Therefore teachers must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfill wider professional responsibilities
- Set an excellent example in their own conduct
- Build strong relationships with pupils and their families

Please see more detailed specific subject information at the end of this policy.

Planning

Long Term Plans (yearly maps) are created by each year group to ensure coverage of all national curriculum subjects. This plan works alongside Numeracy - White Rose Planning and Literacy RWI (read, Write inc) and P2W (Pathways to Write) planning, and has been drawn up to facilitate cross curricular links.
Medium Term Plans are used to further develop aspects of the yearly maps, bringing into consideration gap analysis from effective assessments and children's interests.
Short term plans include differentiation, showing how the less able pupils will be developed, and how the more able pupils will be challenged. Pupils' individual needs are to be taken into consideration when planning, as well as pupils' numeracy and literacy targets.
Planning should include:

- Relevant learning objectives
- Relevant subject knowledge, including key words and possible questions
- Differentiation for lower and higher ability children
- Opportunities to review prior learning
- Opportunities for assessment
- Clear list of resources needed

Short term planning will include consideration of how other adults in the room are to be utilised, and it is expected that support staff will be involved in the planning and assessing of pupil progress.

Teachers are free to arrange their timetables to make the most of cross-curricular opportunities and reflect the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive days, to support pupils to keep focused on concepts or to consolidate skills and to allow practical work to flow. Each half-term topic has targeted subjects which will have more time allocated to them over the relevant half-term where possible. Given that Science is still a core subject, more time should be spent on this area. Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place a whole school overview of curriculum will be created, shared and reviewed to ensure coverage of the curriculum and to avoid focusing too much on one subject area.
Books will be used for Literacy, Maths and most foundation subjects. Sketchbooks will be used for Art. Digital class books will be used by year 2 upwards for Music, ICT, PSHE, French and P.E. These will be stored on the GDrive. Floorbooks are used by EYFS and year 1.

End Points and Outcomes
End points for subjects are identified; these are the key learning points and specifically knowledge that we expect the children to remember from the year's learning in each subject. These are mapped out and teachers refer back to previous knowledge regularly and consistently to promote retention.
Each termly topic will also have a planned intended outcome (a composite task), allowing children to demonstrate the skills and knowledge that they will gain. This approach ensures that learning is meaningful and connected, as well as opening it up to be shared with a wider audience either at school or at home. Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is key to our teaching and learning.

Teaching

An effective teacher:

- Is dedicated to every child in their classroom and forms excellent, positive relationships with every child
- Inspires ALL pupils so that they want to learn
- Has high expectations
- Is sympathetic to the needs of all children
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable
- Enables each child to make at least good progress, ensuring they are aware of how to achieve their targets
- Employs a wide variety of interesting teaching methods, taking into account the different needs in the class
- Differentiates teaching to ensure all children are included
- Works in partnership with all staff to maximise the effectiveness of support in the classroom
- Establishes welcoming and open communication with parents
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy
- Ensures the mainstream core standards are in place as a minimum expectation

Please refer to the Teaching Standards (Updated July 2022) for the minimum requirements for teacher's practice and conduct.

SAFE
Teaching is planned and delivered using SAFE (Sequenced, Active, Focused and Explicit). Teaching is progressive and builds upon prior learning blocks. Our teaching activities include lots of movement, action and experiences to engage and inspire children. Subject areas and topics are focused on specific knowledge and skills and children are taught depth and breadth of knowledge, mapped out explicitly in progression maps and planning. Each block of learning will result in final tasks (composite tasks) that will need carefully planned and explicit teaching of the building blocks (components) that make up that task. Careful attention to addressing missing gaps for individual children must be undertaken to ensure children do not have gaps in the learning.

Classroom organisation
Classrooms should be organised:

- To facilitate children's independence through
    - o Clearly labelling resources and ensuring they are easily accessible
    - o Labelling children's trays
    - o Having routines for tidying
    - o Providing children with roles and responsibilities

- Ensuring children have easy access to regularly used resources, such as number lines.
- To promote reading through
  - A book corner that celebrates books, promoting and recommending a range of authors and vocabulary
  - An organised, tidy area
  - Access to independent reading books that match the all children's reading levels

Classroom displays are used to create an attractive, informative and stimulating environment. This should include:

- Prompts to scaffold current learning, ("working walls") which should
  - Be immediate
  - Reflect children's ideas
  - Be changed regularly and relevantly for Maths and English, and termly for topic based work
  - Display organisational information for pupils and adults, including timetables, behaviour management tools, lists, space for weekly literacy and numeracy planning
- Rainbow/ sunshine/Shooting Stars charts (see Behaviour Policy)
- House point system

Shared areas displays are allocated on a regular basis by SLT and should be used to reflect the recent learning within your class.
They should be:

- Based on children's work
- Presented well
- Reflect a variety of abilities
- In a variety of media and dimensions

Transition from EYFS to Year 1
Pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through the RWI Programme and developing their fluency in reading. Year 1 builds upon the EYFS approach to child initiated play.

Outdoor Environment
The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. We have a forest school area that teachers can book and use. Outdoor environments are used in line with the children's learning and areas around the school have been developed to create an exciting environment to learn in. Outdoor sheds are organised and offer learning opportunities, for example English and Maths sheds support children's learning in EYFS and KS1 and the school garden has been developed to support children's learning about their natural surroundings.

Marking and Assessment
Effective teaching and learning must begin with an understanding of what the children already know. Most summative assessments are made at intervals of teaching and learning and usually take a numerical format. At East Stour we use Arbor to record summative assessment 3 times a year. The children are logged as WT (working towards age appropriate) E (Expected) and Exc (exceeding) this data is then used to inform and track Pupil Progress. Teachers will assess summatively based on class work in books, end of unit assessments, and knowledge of the child.
Formative assessments are made on a regular basis by teachers in their daily classroom practice. Teachers are encouraged to use a range of Formative assessment strategies linked to the EFA (Embedding Formative Assessment) programme. Assessment is an integral part of planning and should be used to identify children's understanding throughout each lesson.
There should be evidence of assessment for learning in all teachers' practice including:

- Informative marking with opportunities for pupils to respond and improve their work.
- Engaging in regular moderation
- Regular discussions with children will ensure children are aware of their next steps to take to improve their learning
- Including Peer and self marking opportunities

More detailed information can be found in the school's Marking and Feedback Policy

Target Setting

- Targets are set by class teachers, in conjunction with ELT and these are regularly discussed in Pupil Progress Meetings.
- Targets are set for Reading, Writing and Maths for individuals and groups of children
- Year R targets are once initial baseline assessments have been carried out.
- Targets will be shared with Parents 3 times a year, this includes 2 parents evenings and an end of year report.
- Assessments are uploaded termly to Arbor and used to track pupil progress and adapt children's targets.

Learning

Children learn best when …

They feel happy, safe and secure, shown in:

- Positive, happy, respectful relationships throughout the school
- Fair, agreed rules with clear and consistent rewards, boundaries and sanctions to uphold them
- Familiar routines for regular events eg register, handing out/collecting materials etc enabling smoothly organised classrooms
- Children and adults safe from physical, mental and emotional harm or bullying e. Children and adults confident, adventurous and allowed to learn from their mistakes f. Respect for people and property
- People being appreciated and valued in both words and actions
- Children's learning experiences based on previous learning

They are physically comfortable and alert, shown in:

- Appropriate furniture suitably arranged in classrooms so that nobody is feeling unnecessarily physically constrained
- Water available to children when they need it
- Children not spending too long on the carpet or inactive
- Children being allowed to take breaks to get physical exercise whenever possible e. Fruit and healthy snacks being made available to children at break times

They feel valued and appreciated, shown in:

- Positive, encouraging, affirming words and actions from the teacher to all pupils.
- Teachers ensure that there is time in the routine of the classroom for them to spend one to one time with children.
- Children having time to speak themselves and listen to others.
- Teachers know, acknowledge and encourage the talents, gifts, strengths, aptitudes and interests of the children in their class.
- Teachers actively develop an atmosphere of encouragement and appreciation.
- Social, physical, creative and academic success celebrated through:
    - verbal or written praise by teachers, other pupils, Senior Leaders, Play supervisors and teaching assistants
    - displays of work
    - opportunities to perform or share work within class and whole school during weekly celebration assembly
    - Achieving class marbles that work towards their agreed reward
    - House points for academic work which leads to the award of individual certificates and also leads to points for each pupil's house; daily recognition for pupils on the rainbow or sunshine.

They are confident, excited and inspired to learn, shown in:

- Children being independent in their learning to the highest level appropriate to their age
- Children showing resilience in tackling new learning, being able to learn as effectively from mistakes as from successes
- A wide variety of activities, many based on first-hand experience and all made relevant to the child so that they can see why they are doing what they are
- Exciting starting points to topics
- Inspiring events and activities to aim towards as a climax for the topic

- Activities engaging the children's interests and imagination, with a strong focus on reading and stories.
- Adults asking the children a range of questions to really challenge, develop and support their understanding and thinking
- Children having an active involvement in planning and deciding on their learning. i. Children's learning experiences based on previous learning
- Children confident, adventurous and willing to take risks and learn from mistakes k. A variety of groupings allowing for flexibility and effective teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, house groups etc
- Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available
- Learning experiences supported by visits and visitors.
- Aspects of each class learning based in the local environment
- A global perspective to children's learning.
- ICT supporting their learning whenever possible or appropriate
- A positive attitude to learning resulting in purposeful learning throughout the school day r. Children eager to be successful learners
- Children willing to take risks, within boundaries, and be adventurous learners t. Adults giving clear instruction

They work in a calm, productive environment, shown in:

- Children work quietly, with a noise level appropriate to the activity in hand, but never loud so as to cause distress or disturbance to children's learning or disruption to neighbouring classrooms (including the hall).
- Classrooms organised to be both workshop and gallery
- Children able to work hard in a sustained manner
- Appropriate music being played as a background when appropriate – in particular we recognise that Mozart's music has been shown to help children to work especially well. e. Appropriate lighting – where possible, natural daylight
- Activities on the board at the start of the day
- Children having time to relax and reflect (not a relentless, unforgiving pace).

They are surrounded and inspired by examples of excellence, shown in:

- Classrooms attractively arranged with children's work of high quality attractively mounted and labelled
- Teachers using excellent examples of writing, oratory, art, presentation, drawing etc to inspire children to outstanding standards of achievement
- High-quality classroom displays with a range of interesting pictures, books and artefacts to inspire children.
- High quality resources and materials, clearly labelled and readily available for children to use independently
- Children eager to learn and willing to work hard to achieve it
- An absence of mess and clutter
- A classroom where the topic/theme is immediately clear
- Display boards are carefully mounted and regularly maintained with a range of content: finished children's work; working walls; interactive displays to stimulate interest and inspiration. i. Displays changed regularly
- Displays of artefacts and objects for a range of reasons
- Excellent role models from adults (teachers, teaching assistants and helpers) and children. l. Children eagerly sharing and celebrating each other's successes, including whole-school assemblies
- Opportunities for children to learn from authors, poets, artists, sports people, craftsmen, people noted for their bravery/endeavour, writers, explorers, scientists and others.

They are actively involved in their own learning, shown in:

- Children being taught how to learn
- Children being encouraged to ask 'good questions' – questions that they don't know the answer to but would like to find out

- Children understanding why making mistakes and getting things wrong is positive and helps them with their learning
- Children understanding that they need a growth mindset when tackling learning
- Children understanding their preferred way of learning and being allowed to work using it, whenever applicable
- Children having an active involvement in planning and choosing on their learning e. Classrooms organised for independent learning with high quality resources and materials, clearly labelled and readily available for children to use independently
- Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance of quality.
- Classrooms organised for routines.
- Children routinely involved with self-assessment
- Children having time and confidence to express their own opinions and listen to/discuss those of others
- Opportunities for children to extend and develop their work at home

Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience, shown in:

- Children actively engaged in work from first-hand experience
- Children being able to explain clearly why they are learning something
- Children learning from starting points in the school grounds and the locality
- Children having the opportunity to work outdoors throughout the year.
- A high priority given to the skill of storytelling by teachers
- Teachers reading fiction to children
- A range of pictures, (paintings/photos/drawings etc), books, artefacts, models etc in the classroom for them to use and be interested and inspired by.
- Children working for real audiences and for authentic purposes whenever possible. i. A wide range of extra-curricular clubs where children can explore new areas of learning and practice/extend/develop ones already started
- Children and adults sometimes learning together

Their learning is carefully planned and structured, shown in:

- Teachers plan carefully structured lessons and programs (both long and medium term) to ensure that there is a broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- Teachers systematically assessing and tracking children's progress throughout the school to identify what children know and remember
- Within the structure, freedom and space for children to pursue individual interests and engage in sustained activities.
- The National Curriculum being covered, but time being made available for other activities
- Teachers planning to teach a combination of skills and knowledge leading to understanding that can be applied in other situations
- Teachers knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by children's enthusiasm and other stimuli

Teachers have high, but realistic expectations of them, shown in:

- Children and teachers discussing learning outcomes and expectations
- Challenge for the more able children in every lesson
- A positive 'can do' ethos promoted across the school
- A culture where achievement is expected but also celebrated
- Children developing resilience, stamina and determination in seeing a task through to a successful conclusion
- Children are held increasingly accountable for their work – both quality and quantity – as they progress through the school.

They understand how to improve, shown in:

- Children reflecting on their achievements and areas for development, in work, behaviour, attitudes and relationships
- Children working towards targets set to ensure progression
- Children being increasingly involved in target-setting as they progress through the school

There is a strong, mutually supportive relationship with home, shown in:

- Parents/Carers (and relatives) being encouraged to help children at home through homework and other activities
- Curriculum Newsletters from every class at the start of every term to inform parents of the curriculum for the term and encourage their active participation
- Workshops to show parents how best to support their children in school
- Planned meetings with parents to celebrate achievements and highlight targets and areas for development
- An open door policy throughout the school which makes parents feel that they are always welcome
- Parents encouraged to support the school both in class, with activities such as reading/spelling/art/drama

CheckList for Learning Experiences...
In every lesson a child should experience:

- Knowing what to do
- Knowing why you are doing it
- Knowing when you have succeeded
- Knowing how their link to prior learning (building schemas)
- Having a say in the learning
- Having a go, and then another one
- That getting it wrong is a positive learning experience
- Independence
- Interaction
- Evaluation - personal and class-wide

Staff will need to consider:

- The purpose for the activities they plan
- The careful balance between detracting from learning and enhancing it through the use of hooks and immersion
- Ways to review, reinforce and recall prior learning (including regular checks (or quizzes) to identify gaps)
- Whether a particular concept or task may need 'over learning' through repetition to embed knowledge
- How good their subject knowledge is prior to teaching and seek support where required

Curriculum Subjects

Progression Maps

Each subject lead has created a detailed plan that shows progression across the school. These plans are developed to show the skills and knowledge children need in each year group in order to progress within that particular subject. Each progression plan shows the prior knowledge a child will need to have, and how they can build upon this knowledge in the subsequent years. Each subject is broken down into the categories that match how it is taught ensuring knowledge is developed in a logical and sequenced way.

Every subject excluding Maths and English has carefully chosen end points that align with the progression document. These endpoints identify the specific knowledge (and where applicable skills) that every pupil should know, remember and be able to recall at the end of each term in each year group.

Knowledge Organisers

At the beginning of each topic the children will have a knowledge organiser in their books. This contains key information such as vocabulary, key facts, and information that children will need to use in order to access basic knowledge and understanding from that topic and sequence of lessons. It allows the children to illustrate their current knowledge about that topic and then the knowledge organiser is repeated at the end of the topic so children can demonstrate the new knowledge that they have learnt and remembered. The knowledge organiser at the end should include a deeper and wider amount of knowledge from the children. The knowledge organisers are a tool to clearly focus on children acquiring, retaining and building on knowledge set out in our already sequenced curriculum.

English
Where possible thematic links will be made with literacy genres, fiction and non-fiction books, guided reading books and poetry. Reading is a priority in our school and we use high-quality, age-appropriate texts as a base for our topic planning. This engages our pupils with text, exposing them to a range of high-level vocabulary and encouraging the application of this within topics. 'Pathways to Read' is accessed by the children following on from RWI and has a clearly structured approach towards the process of reading and helping our learners to become fluent and competent readers. The high quality text allows for purposeful yet engaging lessons with a complimentary approach towards the 'Pathways to Write' programme. Vocabulary is explicitly planned and progressive across all years, using the 'Pathways 2 Write' (P2W) programme in years two to six. The scheme uses high quality texts to expose the children to new and exciting vocabulary. We continue to use the Read, Write, Inc (RWI) phonics programme to create a solid foundation for reading. Introducing children to sounds and skills needed to become lifelong readers. We encourage our pupils to read widely and often, using shared and guided reading sessions in addition to class books.

Maths
Maths is delivered using a mastery approach across the whole school. We use the WhiteRose scheme to allow our learners to become fluent in the fundamentals of mathematics, reason mathematically and solve problems. Where possible, areas of Maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning.

Science
Science will be embedded in the topics where appropriate. Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however. Sufficient time will be allocated over a half term to teaching science as it is a core subject.

Computing
Computing will be linked to termly themes to consolidate skills but will incorporate specific lessons to learn new concepts, specifically around programming and e-safety. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work, this will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Foundation Subjects: The Arts/Humanities/Sports/MFL
The Foundation subjects will be integrated into the topic theme and will form the basis of much of the cross-curricular links.

We use Music throughout our curriculum as a tool to support creativity, collaboration and well-being. Music is taught discreetly in lessons through the Charanga music scheme, where children are encouraged to listen, appraise and compose music as well as being woven through everyday school life. Children have the opportunity to learn a variety of instruments and to participate in concerts and choirs. We reinforce our termly value with a whole-school song linked to that value, with each class learning an additional song or musical piece linked to their own class topic.

PE is mainly taught discreetly, following the PE Hub scheme of work. Where appropriate themed approaches may support the PE elements such as dance. We will encourage an active lifestyle and every class will participate each day in the "Daily Mile" or "Movement Minutes" schemes, introduced to help children engage in daily exercise to increase fitness. Many of our children have the opportunity to compete in a range of sporting activities with other schools.

Religious Education is delivered through the 'Understanding Christianity' scheme with aspects of the Kent (KCC) syllabus woven through. The focus is on developing tolerance and understanding through faith stories and the use of questioning.

PHSE and Citizenship are important aspects of our curriculum, and will be taught either discreetly or within a topic depending on the needs of the pupils in each key stage. Circle time will be a core aspect of this. As PSHE is no longer listed within the National Curriculum we deliver the curriculum through the PSHE association syllabus, using key objectives to teach children about Health, Relationships and Living in the Wider World.

MFL is taught in key stage 2. French lessons are delivered via the Lightbulb Languages scheme of work for years 3 - 6. They explore listening, speaking, reading and writing the french language.

Relationships Education, Relationships and Sex Education (RSE) and Health Education will be taught in line with the DfE statutory guidance published June 2019 and mandatory from September 2020. Please see the separate RSE and Health Education policy for more details.

Culture Capital, Our aim is to enrich every child's school experience, to be educated citizens, by creating an environment where they are encouraged to succeed and be the best they can be. Cultural capital is about preparing children with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future. Through our curriculum, all children are exposed to enrichment opportunities which allow them to experience the awe and wonder of the world in which they live, this includes exposure to a wider range of music, art and literature that they may be familiar with from home.

Other information

Supply Teachers:

To ensure continuity, teachers should leave written guidance and clear plans for all planned absences from the classroom. These need to be talked through with the phase team leader. In the event of an unplanned absence the teacher's planning folder will always be available showing lesson plans, timetables and curriculum documents.

School Policies

School policies are set out in the school policy folder on G Drive. It is the duty of each teacher to be familiar with school policies and to apply them. A staff handbook and code of conduct is also available.

Voluntary Helper

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school however volunteers who are parents should not use the staff room at break times and alternative arrangements need to be made.