Learning, Teaching and Curriculum

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"Safe & happy, aiming high"

Our Vision Statement

Moss Lane will provide a happy, safe and inclusive community where expectations are high and where everyone is cared for and valued. Through a creative approach to the curriculum, we will develop active, independent, enthusiastic, confident and successful learners.



'A mission for excellence'

Policy Purpose is to:

- State our philosophy for learning and teaching
- Define our expectations for the environment for learning and teaching including the ethos
- State our systems for planning and organisation of the curriculum
- Clarify our expectations for the delivery of high quality learning activities and lessons
- Set out how we assess and record how children's progress and attainment
- Make clear our commitment to, and processes for, CPD
- Describe how we quality assure our teaching, learning and wider provision.

Policy Aims:

- To support a consistent, effective and cohesive approaches to teaching and learning across the school.
- To provide a framework for individual staff to use to create innovative and exciting learning opportunities for all children to be able to make good or better progress.
- To outline expectations of progress and attainment and the 'Moss Lane' way of achieving them.

Our Overall School Aims & Values

- Offer rich and varied experiences, where learning is fun and children are enthusiastic.
- Develop independent learners, enabling them to reach their full potential.
- Deliver an exciting enquiry based curriculum where children grow. personally, socially and academically.
- Nurture a caring attitude , and a respect for others and ourselves.
- Develop a close partnership between all stakeholders.
- Create a happy, healthy, safe and stimulating environment.
- Provide equal opportunities for all and celebrate diversity.

Our Learning and Teaching Philosophy

As a team of Early Years and Infant practitioners we know that the best learning happens when:

- Children feel safe, enjoy what they are doing and are confident to take risks/ have a go and to make mistakes because they are used to playing and exploring.
- Teachers know the children well and are skilled at matching learning and play activities to the particular needs of the children.
- High expectations of adults provide appropriate challenges for all children whatever their stage of development and encourage children to think for themselves, to make choices and choose ways and methods to do things.
- Children engage in active learning because they are motivated, involved and enjoy the sense of achievement.
- Memorable learning experiences help children to remember what they have been taught and have been learning.
- Core skills are valued and well taught and support children to develop independence and creativity to apply learning and skills in a wide variety of contexts.

The characteristics of effective teaching and learning are:

PLAYING AND EXPLORING - children investigate and experience things, and 'have a go'.

ACTIVE LEARNING - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

CREATING AND THINKING CRITICALLY - children have and develop their own ideas, links between ideas, and develop strategies for doing things.

These aims and values will be regularly incorporated into the daily life of the school through planned classroom work, assemblies and at break times. They underpin our school ethos and British Values. All staff will refer to them frequently, embedding them into the daily life of the school. Our classroom practice and provision will support and reflect this philosophy whilst using the EYFS Framework, including the characteristics of effective learning & the KS1 National Curriculum, as a base for our planning and preparation.

Values and Golden Rules

Values		Golden Rules
Autumn 1	Friendship	Be friendly
Autumn 2	Honesty	Be helpful
Spring 1	Responsibility	Be kind
Spring 2	Respect	Do what we are told
Summer 1	Resilience	Always try our best
Summer 2	Independence	Share and take turns
		Look after our things
		Listen to our teachers

How we will deliver the curriculum
We will use a mainly 'cross-curricular' thematic syllabus to support a rich diet of exciting activities in which pupils can become immersed so that the children develop new skills, knowledge and understanding. We use stories and books to underpin our themes. Themes will be evaluated annually to ensure they are having the impact we want and are inspiring learners.

We also recognise the Characteristics of Effective Learning such as; playing and exploring, active learning and thinking critically and feel these are key being successful. We aim to deliver the curriculum through a varied and integrated day where learning is delivered through a balance of adult directed learning, child initiated learning and adult directed challenges.

NB: In Spring 1 the whole school learns about a water based topic that is linked to the Titanic which is of local historical importance to our school. This ensures a greater depth of learning in this area over time. Our current themes are set out in the following table

Organisation and planning
We plan the curriculum carefully to ensure coherence, skills progression and full coverage of all aspects of the EYFS Curriculum and the National Curriculum 2014, ensuring good progression in all the curriculum areas.

AUT 1		AUT	SPR 1 (Water based topic in depth across the whole school)	SPR 2	SUM1	SUM 2
EYFS	Owl Babies	Owl Babies Christmas	Pirates	Handa's Surprise	Traditional tales	The Bad Tempered Lady Bird
Year 1	Busy Bodies	Let' s Celebrate?	Commotion in the Ocean (Titanic)	I'll Huff and I'll Puff!	What's at the bottom of your garden?	Backpacks and passports
Year 2	Island adventures	Out of the Ashes (Great fire of London)	Icebergs ahoy! (Titanic) Polar	Many Moons Ago	Wild Things! SATS	

We plan our curriculum in three phases.

Long term planning: our Themes programme, the EYFS stages and Early Learning Goals and National Curriculum Aims for the individual programmes of study for KS1

Medium term planning: identifies the key skills, knowledge and concepts to be taught and achieved over the half – term. We use the non-statutory guidance in the EYFS Development Matters and KS1 National Curriculum to support our themes and also include the trips, events, visits & visitors that will happen.

Short term weekly planning: These are specific plans for each class of children and they identify what teachers and teaching assistants will do to deliver learning activities in a well targeted way and how children will be organised to ensure good progress for the different needs of groups and individuals within the whole class group.

Full information for the National Curriculum can be found by clicking on the following link:
https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

We will plan, as far as possible, in a cross curricular way so that children can make links between different areas of learning and apply skills across curriculum areas. This also helps to ensure the weekly timetable is varied and exciting for children and, for teachers, that coverage of all areas is easier to fit in. Teachers are bound by some fixed timings over the week but are free to 'block' teaching at other time to ensure continuity of learning if this is more appropriate. E.g. D&T every afternoon for a week to complete a design project. In addition to this we will deliver a flexible approach to learning through holistic cross year group 'Challenge and Learn' days and individual class teaching days. The curriculum allows teachers to make professional judgements about the amount of time to spend of each curriculum area to make sure children achieve appropriately by the end of the year.

"Wows", Trips and Outings
A "wow" is a school learning experience a child will want to tell a home adult about. All classes are expected to have a "wow" experience at least once a day and a big "WOW" event once a half term to complement an area of the curriculum. A big "WOW" is likely to involve a trip, event, visit or visitor. Full use is made of the local facilities of museums, woods, art galleries, theatres, historical & geographical sites and sites of scientific interest as well as visitors to the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)
A key part of the work of an Infant School is helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities and develop independence. Unless children develop strong social and communication skills it will be hard for them to make full use of the educational opportunities on offer. We will provide frequent opportunity in class, and in assemblies, for children to think about and discuss their rights and responsibilities, the consequences of actions and decisions they take. We will support children to be able to articulate their feelings, emotions and ideas and to listen carefully to their peers. We will engage children in making decisions e.g. about school rules, rewards, how to approach work, resources to use. We will use the Social and Emotional Aspects of Learning materials (SEALs) to support planning and delivery of PHSEC. We will provide opportunities for children to contribute to school life and develop a sense of worth, responsibility, independence and British values through initiatives such as School Council, Eco schools, behaviour mentors and Healthy Schools.

LANGUAGE & LITERACY (Please also refer to the English /literacy Policy)
A rich story and language base underpins a wide range of other learning and understanding therefore we will read or tell stories and rhymes to children at least once a day.

SPEAKING AND LISTENING: because children will not reach higher levels in reading and writing unless they have a strong spoken language we prioritise development of speaking and listening. We prioritise development of speaking and listening so that children reach excellent levels in reading and writing. This will be through a range of opportunities such as: regular role play and small world activities, responding to shared experiences such as film clips, music, art work, stories, current affairs etc. and opportunities during all lesson to explain their thinking and ideas. We will give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. This will take place in a variety of groupings: 1-1, small group, whole class, assembly etc. Teachers will plan to teach specific vocabulary to support children's access to curriculum themes and new learning.
Children will be taught to listen to each other and adults and to respond appropriately.

READING: We want children to enjoy reading a wide range of texts so our first priority is to make sure all children have access to well-presented and good quality stories and information texts. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Each class will have its own attractive and tidy reading area where a small selection of good quality books can be enjoyed. All classes will use the class and main library to develop their library skills, a love and enjoyment of books and reading. In addition, classes will use the ICT resources weekly to read articles and develop research skills to support their independent learning and develop personal interest.
All children will read to an adult each week during shared or guided reading session. This will be focussed on what specific skills the children need to develop. Teachers will record

a reading comment in yellow book liked to LO. "Learning Target …." (Or LT for short) Class teachers will complete weekly Guided Reading notes /records.

WRITING: Talk is the precursor to writing and we will encourage children to rehearse their written work by speaking it first. Adults will model writing so children understand the drafting process. We will put writing into meaningful contexts to help all children see a good reason to become writers. The use of real books as models for writing is built into our themes and encourage children to link sounds and letters to support reading and writing through a structured phonics programme. Adults will use a range of high quality text as a vehicle to teach the features of writing such as; style, grammar, spelling, punctuation and phonics within a meaningful context. Pupils are encouraged to work with increasing independence and individuality through scaffolding and writing frames. To support independence in writing we will teach dictionary skills. Children will produce written work for a variety of purposes and audiences including fact, fiction, prose and poetry. Contexts and purpose for writing will be carefully planned so that all groups of children can be motivated to want to write. We will use the 'Big Write 'and 'Talk for Writing' approaches to support our development of writing.

HANDWRITING: Children need to be at a particular physical developmental stage to be able to control a pencil effectively. Activities to ensure good muscular development in the hands and development of fine and gross motor control will be actively planned for. Children will be taught to form letters in the correct direction to support development of a fluent, joined script. Children will work towards learning the Kingston script as their hand control develops. Children will be expected to take care with presentation of their work whilst adults will be mindful of children's stage of physical development.

SPELLING AND PHONICS: Phonics is one of a range of key skills that support children to become good at reading and writing. We teach daily phonics session for up to 20 minutes and use the phases as set out in Letters and Sounds. We use the Jolly Phonics resources to support this teaching. We also have a programme of spellings that we expect children to learn by Look, Cover, Write, Check method.

MATHEMATICS (Please also refer to numeracy policy for further information.)
We know mathematics is best understood through practical and investigative activity, making mathematical relationships, problem solving and developing good mental arithmetic to speed up mathematical fluency. All our lessons will support this as well as linking the use of mathematics to everyday day situations so it becomes meaningful and purposeful for our children. We will provide children with opportunities to develop and improve their skills in: counting, understanding and using numbers, calculating using the four rules of number using and describing the features of 2D and 3D shapes and knowing and using different measures.

Maths lessons will begin with an oral and mental starter game to rehearse mental arithmetic skills. Lessons will be designed and delivered so that children have access to practical resources, time to think and reflect and play with the mathematical skills and concepts being taught. We will give children plenty of opportunity to develop understanding of a concept and not move children forward until they have mastery of the rule. Children will be encouraged to develop their reasoning and problem solving skills.

SCIENCE

Our science curriculum and teaching will emphasise both factual knowledge and the development of scientific skills. We will plan and prepare science lessons that give children first hand, practical experience to try out ideas and investigate theories and their own hypotheses. We will make use of the local environment to support the science curriculum. We will teach children that success in science develops from trial and error, fair testing and taking risks. We will include learning about famous scientists and the development of key scientific knowledge to demonstrate these principles.
Opportunities are provided, within a cross-curricular framework, to maximise learning and to transfer knowledge and skills from one area of the curriculum to another. Some topic work will be purely science based in order to focus on specific scientific knowledge. Through their work in science; children investigate and provide explanations for the world around them. Much of the learning will come from first hand experiences. We expect the children to find out about themselves and their experiences through observing, exploring, questioning, predicting and investigating.

OUTDOOR LEARNING /ALLOTMENT/WOODLAND SCHOOL

Weather permitting all classes will endeavour to have one lesson a week outside. During the spring and summer term all classes need to have one lesson a week at the allotment.

WOODLAND SCHOOL

All classes go to our Woodland School at Witely Woods once a half term. This is run by the class teacher and an external national trust teacher. Our woodland school is based upon the Forest school model. Please see Woodland School information pack and our website for further details.

ART AND DESIGN

We want all our children to develop creative minds and problem solving skills and Art and Design is a key route to doing this. Children need to develop the technical skills to be able to create and appreciate a wide variety of art forms. We will plan regular opportunities for children to see, experience and respond to a multiplicity of art, craft and design works including the lives and work of artists and link our art and design curriculum to our themes. We will teach children a range of techniques and skills so they can create in two and three dimensional form. We will encourage children to plan, evaluate and modify their work and to be able to demonstrate creativity through making their own choices about the style and media they use to create an individual piece. Children will also be active in planning and preparing displays in class and around school so they have a real context to learn about planning and realisation of a design.

DESIGN AND TECHNOLOGY

Design and technology underpins much of engineering, architecture and manufacturing. It supports core learning skills of problem solving, trial and error and is an important area for the application of skills learned in other curriculum areas. Children will learn about working to a design or plan, testing and realising a design using a range of materials. This will include construction kits, reclaimed materials, cookery and textiles. Practical skills and techniques to support realisation of designs will be planned for and taught so children build up a repertoire of practical skills, e.g. how to 'join' materials, so they have the best chance of success. Our themes will support teaching about designers, engineers and inventors so that children understand the importance of design technology.

COMPUTING

Children will go on to live in a highly technological age where computing skills will play an increasing role in everyday life. We will support a broad understanding of how computing and technological devices can be used effectively. Teachers will ensure frequent use of classroom interactive whiteboard with supporting software, digital cameras and visualizers to support children to be familiar with, and begin to understand, the scope of computer technology. Children will have regular access to the network of touch screen computers and learn pads/. IPads. We will teach children how to use and manipulate both hardware and software to support research and consolidate learning. We will teach discrete computing skills. We will teach children about on-line safety and develop their understanding of potential dangers in an age appropriate way. All pupils will have access to the eSchools class page which they can access from school and home and teachers will update class pages regularly.

GEOGRAPHY & HISTORY

So that children develop a good sense of themselves and the wider world we ensure history and geography skills and knowledge are a strong feature of the curriculum. The humanities involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past and the environment. We will teach children to ask questions about how and why significant events happened and support them in independent investigation and research of some key historical events and geographical phenomena.
To support engagement of children our themes support natural links to geographical and historical study. We will make good use of the local environment and heritage so that children can see and experience for themselves historical and geographical features. Because of the local Jack Phillips connection each year group has a theme that includes studying 'The Titanic' and this develops as a whole school topic in the spring term. We will make regular use of Godalming Museum, Jack Phillips Memorial, the Wey Navigation and other local historic buildings and geographical features. We will also plan trips, outings and events to support learning beyond the immediate area to broaden children's experience and concepts.

MUSIC

The ability to respond to and to make music is recognised as a fundamental human response. There is a known connection between music and the development of mathematical thinking. We will make sure that all children have frequent opportunities to listen to, respond to and make music. We will provide music that demonstrates a wide variety of cultures, styles and eras. At Moss Lane we follow a music program set out by 'Music Express'. Computer programmes will be used to generate and save musical compositions and we will give children planned opportunities to make their own compositions using percussion instruments. We plan opportunities to develop singing skills through weekly singing sessions where we will teach children a variety of songs reflecting a wide range of musical styles and genre to develop and challenge children. Response to music and rhythms is also supported in dance sessions. Visiting music teachers teach a range of instruments to those children whose parents pay for small group /individual lessons.

PHYSICAL EDUCATION

Young children need to be very active to maintain health and develop physical co-ordination. Our Physical Education lessons focus on the development of skills rather than competition. PE lessons will include developing balance, hand eye co-ordination, spatial awareness and body control. This is done through bat/ball activities, team games, dance, athletics, and gymnastics and children learn to work co-operatively in pairs, small groups and as part of a bigger team. Specialist game skills teaching is provided once a week for all classes by a coaching company (SCL). Class teachers will plan and deliver a second PE session each week and over the year to support development of co-ordination, agility, control and creativity through dance and gymnastic lessons. Our

annual sports day on the Burys Field gives children the opportunity to demonstrate their PE skills and the ability to work as a team. Moss Lane School collaborates with other local schools and works as part of the Broadwater confederation and this provides further opportunity for children to participate in other types of physical activity and team games with children from other local schools. We follow the recommended guideline of 2 hours PE a week. We use the Real PE scheme to support our teaching of PE.

SPIRITUAL, SOCIAL AND MORAL & RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Spirituality is an important dimension of the holistic development of young children and does not rely on a religious belief. We promote the spiritual development of our pupils through many aspects of school life in particular our music and art provision. We support social and moral development thorough our PSHCE provision, underpinned by our school Values and our Golden Rules. Adults will model kindnesses, good manners and courtesy towards children and adults everyday as an example for children. Our RE curriculum is planned according to the agreed Surrey SACRE curriculum and will teach children to begin to understand aspects of the major faiths mainly through discussion and research about different festivals, family events and stories from different holy books. As a community school we do not teach any religious beliefs as 'truths'. By law we must hold a daily act of collective worship and this takes place during our assemblies. Collective worship must be 'broadly Christian' in content. As a community school, whilst we have good links with local churches and other religious organisations and places of worship, we do not promote any one faith. We will use stories and songs from a variety of cultures, beliefs and from different parts of the world so children can begin to appreciate both the differences and similarities of children like them locally and around the world.

During collective worship there is opportunity for pupils to:

- Reflect on the values and issues that have been discussed
- Develop a community spirit, a common ethos and shared values
- Develop spiritual and moral awareness
- Pray, if they choose to, in the way they have been taught in their family's faith.

HOME LEARNING, INCLUDING READING (Please also see Home Learning Policy)

- To enhance the home/school partnership we offer the opportunity for children to share some school learning at home. Teachers will plan a weekly home learning task for children in the form of Wonder Work challenges. This will be linked to class work.
- This is sent home each Thursday in KS1 and EYFS will start this in the summer term. Children will bring books back on Tuesday to be shared in class on Wednesday. Tasks should not take longer than 20 minutes to complete and will be well explained and not require families to have any special resources at home to complete the task. In KS1 children will also take home weekly spellings to learn. These will be in their spelling book and are based on high frequency and 'tricky' words.
- In KS1 children change and take home appropriate level colour banded reading books and can change them daily if they need to. In EYFS reading books are changed Mondays, Wednesdays and Fridays. These are accompanied by their yellow reading diaries in which parents and teachers comment. Children will also have the opportunity to choose a library each week which they can take home to share with their family.
- Teachers /LSA will check and respond to work in Wonder Books and Reading Diaries will be checked regularly for any parent communication.

INCLUSION (See SEND Policy for further guidelines).
Inclusion is about ensuring all children, regardless of their situation and life experience, can make the best progress towards attaining all the skills, abilities and knowledge to help them live purposeful and useful lives. Children with SEND, more able, EAL (English as an Additional Language), vulnerable children including those eligible for Pupil Premium Grant are a particular focus for inclusion.

- Our commitment to inclusion means the curriculum, provision and ethos is designed to create and support opportunity for all children to access learning at an appropriate level and to make at least good progress from their different starting points.
- **Special Educational Needs & Disability (SEND)**: We comply with the national requirements set out in the SEND Code of Practice (Jan 2015) and if a child has a special educational need or disability we do all we can to meet those needs so the child can make good progress.
- We do this through good and accurate assessment. It is the responsibility of all practitioners to raise any concerns they may have about a child who may have SEND. The first port of call should be the class teacher or the SENDco who will decide a plan of action. Once a concern has been raised and confirmed parents should always be consulted and informed of the school's concern and parental opinions and knowledge of their child invited and taken into account. In consultation with parents and colleagues the SENDco and class teacher will prepare a support programme.
- The SENDco is responsible for the development of provision mapping, identifying appropriate intervention strategies, advising class teachers and for coordinating the work of learning-support staff to achieve the best possible outcomes for individual pupils.

The school has developed a model of intervention for children experiencing difficulties:

Provision mapping
Outlines the range of additional provision offered by the school to meet the needs of individuals or groups of children and can include: -
Intervention programmes: These are various baselines, timetabled 6 week focussed teaching or activity programmes for pupils who require additional support or challenge. At the end of the 6 weeks the children are re-assessed to evaluate the impact.

- Teachers, with guidance from the SENDco, are responsible for organising and writing their provision mapping targets and ensuring these are carried out accordingly.
- **Specific resources:** Wriggle mats, Fiddle toys, visual timetable, visual que cards, weighted blanket, learning station etc.
- **Timetable modification:** Visiting /working in a different year group, staying inside at playtimes, having additional outside physical play etc.
- **External support:** EP**,** SALT, STIPS team, CAMHS, OT etc

The Code of Practice (CoP)

The CoP sets out different levels of support and intervention.

Wave One

- The effective inclusion of all pupils through quality first teaching (QFT) e.g.
- Effective teaching and learning, class teacher planned differentiation of learning and use of resources.

Wave Two

- School devised and planned additional group or 1-1 intervention e.g. Additional reading, 5 minutes' phonic box, Language for thinking, social skills support, Write Dance, SNAP maths, Drawing and Talking etc.

Wave Three/ Educational Health Care Plan (EHCP)

- Specific targeted intervention for pupils' e.g. specific curriculum modification.
- If a child's needs are more significant, an EHCP is put in place. External agencies such as speech and language therapists, educational psychologist and paediatricians are consulted for additional assessments.

More Able Children

In a similar way to our support to ensure children who find it harder to attain at age appropriate levels we will also offer additional support to children who are attaining, or show significant potential to attain, at levels beyond those normally expected for their age. Depending on the child's area/s of strength teachers will offer additional support, specific teaching or additional opportunity so that the child can continue to make good or accelerated progress. We will be mindful to match the tasks / content of activities to the level of general maturity of the child/ren concerned and monitor the social and emotional development.

Children Learning English as an Additional Language (EAL): Depending on when a child joins the school and their stage of English acquisition we will provide specific and focussed support to ensure children's academic progress is good. Children starting in Yr R often need less support with learning than if they are joining at the start or mid-way through a KS1 year.

Resources will need to be modified and added to, and our use of VAK will support understanding in English. It is important for class teachers to aim to asses children's levels of learning in their first language. The stronger their home language development the better it will be for them to access learning in English.

MOSS LANE'S STEPS FOR 'OUTSTANDING LEARNING'

At Moss Lane we have identified and agreed what will be done in class when delivering the curriculum to support all children to enjoy learning, become independent learners and make good or better progress toward levels expected in the ELGs and national curriculum. These prompts will be a guide.

Features of Outstanding Learning	**What do I need to plan?**	**What would be seen in the classroom**
Engaged and Motivated Learners	Wow Factor Real life connections 70/30 talk (pupil/teacher) VAK approach Topics related to children's interests Success and challenge Exciting resources Specific www & ebi feedback on learning To clearly model examples of learning Active pace	Fascinators: an exciting way to start the lesson using resources, visual prompts or challenges Discussion around the big picture and how the concept being taught fits into the real world Use of talk partners or trios Pupils will be doing 70% of the talking VAK will be event in during direct teaching and throughout learning At the start of topics teachers will allow time to find out specific areas of interest All pupils will be appropriately challenged and experience success and failure Resources are engaging and promote high curiosity and interest Children who can reflect on 'go go green' and 'oh oh orange' for themselves and others Pupils will be clear on what is expected, pupils will make good progress The atmosphere has a buzz
Talk for Learning	70/30 rule Opportunities for talk Talk partners and Learning Trios Allowing thinking time Teach and model vocabulary Blooms questioning (Higher order) Open ended Q's Range of arenas to talk AFL self and peer assessment Space for talk Different grouping	70% children's purposeful talk Seen throughout the lesson e.g. introduction and mini plenaries Learning partners and trios are established and being frequently used Time given for pupils to think for a period of time then respond Vocab displayed, pupils encouraged to use technical and adventurous language Blooms questions displayed in rooms. Adults using the range of questions Pupils given opportunities to talk in whole class, assembly, small groups and pairs Pupils can identify 'go go green' and 'oh oh orange' in their own and others learning Physical spaces for pupils to talk e.g. role play, small cosy areas and outside

	Teacher time to listen and talk to children	Mixed ability, gender, EAL and SEND groupings Teacher joining in in pupils conversations and allowing children to lead the topic
Personalised learning	Plan for children's interest Challenges differentiated Flexible grouping VAK Remember to Success Criteria Individual and group targets Pathway plans meet individual needs	Use of mind maps to gather children's ideas and interests All pupils will be challenged appropriately and achieve success & failure Pupils will be in a range of grouping e.g. ability, mixed, gender mixed or not VAK will be evident in introduction and mini-plenaries Shared orally and in writing and referred to during learning time and learning marked against. Pupils know targets, CT reminds pupils of targets at the start of lessons, learning will be marked against with targets in mind Pupils inspired by the achievements of others
Reflective learning	Thinking time Mini plenaries Time to reflect on previous learning Specific success criteria / remember to ... Pupil targets Displays reflect a mixture of celebrations, working wall and tools for learning Teaching makes links to big ideas and how skills and concepts fit into the real world Opportunities for pupils to re-enact experiences	Pupils given opportunities for thinking time Mini plenaries used as a tool for moving learning forward Time at the start of lessons to reflect and act on the feedback from previous learning Pupils will assess their own and each other's learning against SC/ remember to… x 2 per week Individual pupils know their targets and what they have to do to achieve them Pupils know where to look in classroom for tools to aid learning Time for pupils to make links from their learning and how it fits into the real world Opportunities for role play scenarios

Challenge	Differentiation (flexible) Pupils to decide the level of challenge Open ended challenges Blooms Tax questioning to extend thinking Plan to allow pupils to fail Teach to the top Divergent thinking	A balance between CT deciding challenge level and pupils selecting own challenge Pupils selecting a challenge appropriate for them 'Low floor high ceiling 'challenges Pupils are challenged in their thinking Pupils are taken out of their comfort zone and develop resilience High expectation on all pupils Open ended challenges Motivated learners
Questioning	Key questions linked to topic Question opener (fascinators) Blooms taxonomy– higher order Q's Differentiated Q's in marking & feedback Philosophy for learning Q's Provide answers for pupils to generate Q's Talk for learning in pairs or learning trios Pupils generate own questions Thinking time No hands up	Time at the start of topics or learning to raise questions or answer An interesting question is asked to gain interest and motivation Range of open questions Differentiated questions, open rather than closed, either or questions Pupils raising own Q's and voting for the best Useful particularly in maths Partners or trios established in class Pupils know what a question is and have the language of questions Time after a questions is asked for pupils to think e.g. 30 seconds before they answer Lollipops system in place and used to select pupils to answer

Resilience, Perseverance and stick ability!	Plan for the children's interests Opportunities for pupils to 'get stuck' Philosophy of learning problems Divergent thinking sessions e.g. maths/science Discuss the language and stages of learning Share real life problems e.g. Dyson, Apollo 13 Teach strategies to get 'unstuck' Mini plenaries	Pupils decide on the direction of topic learning Pupils are challenged enough to experience failure Pupils can talk about where they are in 'the pit' Opportunities to fail and problem solve maybe over a few lessons Pupils understand the strategies of problem solving e.g. trial and error, methodological Unstuck poster prompts in class Discussions where pupils share their problems and other pupils suggest ways to solve Pupils are happy, engaged and motivated in their learning Use of visualizers to share / celebrate mistakes www and ebi evident in talk and written feedback Resilient learners comfortable with being stuck
Independence	Child centre learning around their interests Challenges for pupils to choose Range of resources available Pupils are taught '2 before me' Questioning supports independence All adults have a high expectation	Children deciding to areas within a topic to learn about Pupils are able to select the level of differentiated challenge rather than always the adult Pupils can select the resources they wish to use. E.g. in maths Pupils know to first think or try for themselves, ask a friend then an adult' Pupils are not told the answer when stuck, question are used to enable pupil to become 'unstuck' Adults do not automatically jump in to help but give pupils time to solve themselves

LEARNING ENVIRONMENTS

Appendix 3=See Presentation and Display policies for our expectations for presentation of work.
Appendix 4= See Non-negotiables for classroom resources/organisation.
The organisation and appearance of our shared areas and classrooms can have a significant impact on children's attitudes and their safety. Easily accessible and safely organised resources, well presented and tidy spaces set positive examples and will encourage children to take care of resources and to take pride in the presentation of their work. A well organised school also sends a positive message about our values and expectations to the wider community. Overly 'busy' and colourful classrooms can distract children and do not always help children to see and use the information they need to support their learning. We are aiming for a more natural background on our display boards, allowing children's learning to be eye catching.

Classrooms should:

- Be friendly, welcoming and organised for pupils and visitors and support good learning attitude
- Be an interactive resource supporting teaching, learning and assessment effectively through clear prompts, models, good examples and information helping children to understand where they are in their learning, what their next steps are and that they can access easily during daily lessons.
- Celebrate children's learning and achievements in classroom displays- work in progress as well as finished work.
- Have tidy, accessible and well prepared resources.
- Have an attractive forward facing book area that promotes reading.
- Be safe, secure and fun!

ASSESSMENT & ACHIEVEMENT (Please also see the Assessment Policy and appendix 2) Accurate assessment is an integral part of the teaching and learning cycle. We use both formative and summative assessments to assess children's levels of attainment and development. We use the EYFS stages of development and the National Curriculum KS1 guidance as well as agreed examples to help us benchmark pupils. To support consistent understanding and agreement of expectations of stages and levels by all teachers we regularly discuss and moderate work and learning.

Formative assessment/ assessment for learning is part of every good lesson when teachers judge and check out how well children understand against the aims of the session / LT / expected levels. Some of these assessments will be recorded as observations, some will be kept on a record sheet and much will be instant. Formative assessment will be built on and used during a lesson to change plans/emphasis so that learning can be modified either for the whole class, groups or individual children. Summative assessments will be made at regular intervals to see how well a child/ren has gained new knowledge, understands a concept and can use new skills following a block of work and what progress they have made towards end of year targets. These assessments may be 'tests' or set pieces of work carefully designed to support children to demonstrate what they can do independently or a holistic look at a range of work and evidence in a particular area, e.g. Maths. All assessments will be used to help teachers to provide next steps in learning for individuals, groups and whole classes.

Assessing Reading

To assess reading levels and progress PM Benchmark materials and testing will be used. Each term class teachers will select six children of different ability levels to check the accuracy of their teacher levels. Group reading activity and learning progress will be recorded using agreed recording sheets/formats.

Recording Summative Assessments

We use the 'Target Tracker' an on-line programme to manage and store our assessment data. It is used as a tool to help us track individuals' progress and to evaluate the progress of classes and groups. Year R teachers will enter the baseline data by Autumn Half-term. Year One baseline will be the end of EYFS data. We update this data each half term. Children arriving mid-year or at a time other than Reception will be assessed by the class teacher and this data added to the system.

Pupil progress meetings happen at end of each term with SLT. Appendix 2 shows the new step levels with an age appropriate guide to help you understand whether a child is at average, below or above average expectations for their age group.

Expected Progress over a Year

Children all start learning at different stages. We want all children to make good or better progress from their stating points. We have matched 'steps' in learning to particular criteria to guide our assessments. To make good or better progress children need to make the following progress:

EYFS =5 steps **Yr 1**=5 steps **Yr 2** = 6 steps

Marking

Marking is part of our assessment and learning objectives will be included on children's work where appropriate for assessment and benchmarking purposes. Any work which demonstrates the learning objective will be highlighted in green pen (green great) and development points will be in orange pen (oh no orange).Teachers will also leave developmental feedback marking at the end of a piece of work as appropriate. Please note, we 'deep mark' one literacy, one maths and one foundation subject learning at least once a week per child. We are mindful that for many of our children long written feedback is not helpful and therefore much marking will take the form of verbal feedback. See **Appendix 1** for the agreed marking symbols.

PROFESSIONAL DEVELOPMENT AND ACCOUNTABILITY

We want all our staff to be able to deliver high quality teaching experiences and the school is committed to helping all members of the staff team to grow and develop their professional skills in a supportive way. Monitoring of teaching and learning helps senior leaders to identify strengths and development needs so that good practice can be shared and professional support offered to develop staff skills further. In addition, monitoring helps to identify where the focus should be for appraisal objectives and how well staff are developing towards achieving them.

The leadership team will use the teacher standards (including those specifically for NQTs), job descriptions, agreed school policies, and OFSTED criteria to benchmark the quality of teaching and learning. This is so that senior leaders can have an accurate view of staff performance over time so they can be sure children are getting the best opportunities to make good, or better, progress.

Subject /phase leaders will also monitor and evaluate the quality of learning and standards in their subject areas. They will evaluate children's progress and attainment data and make recommendations to the SLT and create and carry out action plans to develop their subject area.

In rare cases when poor teaching does not improve with support the SLT will use the school's capability processes to ensure children do not lose out on learning.

Reports on the quality of teaching will be given to the Governing Body who have a legal responsibility to monitor children's achievement and the quality of teaching.

HOW WE MONITOR

Observations /Drop in /Pop in /Learning walk

1. **A drop in**: the leadership/subject leader might just drop in for 5-20 mins. This is to ensure that teaching and things agreed are consistent e.g. are tasks well differentiated? Do children know what they are learning?
2. **Pop ins**: Someone just popping in to give a message or see a child may see something in the classroom/lesson that they feel should be fed back to the teacher /learning support assistant.
3. **Observations**: Observations of learning and teaching will happen each term. These may be general or focussed on a particular priority. Developmental feedback written will be given after observations.
4. **Learning Walk**: A 'learning walk' is a walk around the school focussing on a particular aspect of learning and teaching, e.g. the deployment of support staff, high order questioning, group work etc. General team feedback will be given.

ROLE OF SUBJECT LEADERS (Middle leaders)

The school will aim to provide non-contact time each term to allow subject leaders to carry out the key duties involved with their role which include:

- Leading policy development.
- Being a lead practitioner in their specialist area.
- Monitoring and evaluating provision, progress and attainment in their specialist area and writing action plans to address areas for development.
- Supporting colleagues to develop best practice and subject knowledge to maximise progress.
- Responsibility for purchase and organisation of resources.
- Keeping up to date with national and local developments in their particular subject area, and sharing this with colleagues.

ROLE OF GOVERNORS

Governors support, monitor and review the impact of school policies on teaching and learning. In particular, they will: -

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and appraisal policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.
- Act as a critical friend, providing challenge and support to provide the best provision for the children of Moss Lane.
- Ensure best value procurement.
- Ensure that the school Buildings support best teaching and learning practise.
- Ensure health and safety regulations are rigorously adhered to.

TRAINING AND CPD

At Moss Lane we are committed to making sure every teacher is a good or outstanding teacher, and we employ a range of strategies to aid in CPD, such as:

- Coaching and mentoring by leaders and with peers
- Informal observation (e.g. pop ins)
- Discussions with children (formal and informal)
- Formal observations
- Learning trios
- Learning walks
- Work scrutiny and moderation & agreement trialling of standards and expectations

- Peer monitoring of classroom environments
- Monitoring planning documents against evidence in pupils' work and their achievement.

The Leadership team will identify the CPD needs of all practitioners derived from:

- Governmental requirements.
- Individual practitioner's subject knowledge needs.
- Whole school curriculum focus.
- Evaluation of monitoring data

Training and CPD will:

- Meet identified individual, school or national development priorities.
- Raise pupil achievement.
- Respect cultural diversity.
- Respond to practitioners identified needs regarding professional knowledge, experience, skills and level of expertise.
- Be strategically planned to ensure school development priorities are met.
- Be value for money.

Every member of staff will be pro-active and engage in CPD sessions and career progression processes positively. It is their responsibility to be reflective, to continue to evaluate personal CPD needs and to ensure they are kept up to date with pedagogy through the use of professional networks, articles and journals. Staff record all the CPD they have undertaken and its impact in the CPD training Log in staff share.

COACHING AND MENTORING

Coaching and mentoring is one of the primary methods of meeting personal CPD needs, and is intended to support, challenge and enable practitioners to further develop their practice. We expect all colleagues to engage with this process and to act on advice and feedback promptly. Staff will work collaboratively and, particularly following CPD activities, share good ideas and systems as widely as possible and take new ideas to SLT for potential adoption as school policy. All teachers are given opportunities to observe the good and outstanding practice of colleagues.

RELATIONSHIPS WITH PARENTS/CARERS

Parents/carers are welcome into Moss Lane School because we value the vital role of parents in supporting their children's learning and progress and know they know their children well.

We will encourage open communication and positive relationships through:

- Informal conversations in the playground
- Parental events: harvest, concerts etc.
- Opportunity for parents/ carers to make after school appointments to meet with class teachers to discuss any ad hoc issues
- Termly consultation evenings to talk about children's progress and targets
- Curriculum workshops
- Supporting activities in classes, helping on trips
- Class newsletters and whole head teacher school newsletters
- An annual report about their child's learning and progress

Appendix 1

When making recorded work teachers will use the symbols below:

Highlight orange	Incorrect spelling. Not every spelling, focus on common exception words . (above the word and underline the incorrect spelling)	T	worked with class teacher
	Punctuation missing Children will fill in the punctuation in a red pen.	I	independent work
	Start at the margin	P	worked with a partner
	Word or phrase is missing	A	worked with another adult
	Check this makes sense	S	Any work delivered by a supply teacher will carry an S in front of the usual notation
P	Presentation	VF	Verbal Feedback
TS	Check the tense (yr 2 only)	PA	Peer Assessment
Go Go Green		**Uh Oh Orange**	

Appendix 2
Progress stages

	Target tracker steps Levels for years 1 & 2	**National Expectation**
	P scales 1-8	ARE for children in year 1 & 2 who are not yet working on the national curriculum due to special educational need. P scales can be used until next year. Then the Engagement Model will replace them
YEAR 1	1b	
	1b+	
	1w	
	1w+	Average end of year 1 expectation
	1s	
	1s+	
YEAR 2	2b	
	2b+	
	2w	
	2w+	Average end of year 2 expectation
	2s	
	2s+	
YEAR 3	3b	
	3b+	
	3w	
	3w+	
	3s	
	3s+	
NOTES: 1, 2 & 3 relates to the year group. b , w & s = beginning, within & secure		

Appendix 3
Presentation Expectations
Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

Expectations for teaching staff

- Remember – Staff are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids to model good practice.
- All handwriting which is on display for the children – on the interactive Whiteboard, books, flip charts, display – should be legible, consistently formed (using school handwriting script) and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the date and learning objective.

Expectations for children
Use of pencils and pens

- Pencils should be used in all books.
- Margins in books and on paper should be drawn in pencil if required.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- Children taught to use a ruler when underlining.

Expectations for handwriting

- The school scheme is the agreed scheme for teaching handwriting.
- Kingston font is the preferred style for presenting work and formats to children.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.

Expectations for layout in children's work books

- All work on paper should be named and dated.
- All work in books needs to be dated using the numerical style (e.g. 5/3/51) to avoid wasted time.
- Learning objective, where appropriate will be clear at the start of a piece of work.
- Children will be expected to use pencils and crayon, not fibre or felt tips, in exercise books.
- The use of margins, underlining and leaving lines empty after a paragraph and before a new piece of work will be explained to children and reinforced regularly.
- Children will be encouraged to put a single pencil line through any errors and not to try to scribble over or erase the changed word/s or numerals.
- Children will be taught and encouraged to write legibly, and on lines in books, using the school agreed script Kingston and adults will use this when presenting any written items to children.
- When using squared paper in maths children will be taught and encouraged to use one square per digit, when doing calculations. Symbols should be clear and children should

leave appropriate spaces below and to the side of calculations to aid accuracy and clarity of work.

- Children will be taught not to waste paper and to start new work below previous work rather than starting a new page.
- They will be taught how to underline previous work and clearly title and date new work.

Books

The front cover needs child's full name and subject area (English, Mathematics, and Foundation).

Appendix 4 - 'Classroom Musts'

Class & school rules, rewards and sanctions Visual & weekly timetable Grouping for guided work in English, Maths, topic **Maths displays**: Days of week / Months of the year, Number lines/ 2D / 3D shapes **English displays**: Alphabet frieze /Phonics aids /Di/trigraphs (as they are taught), sentence rules Learning walls- exemplars as relevant; phonics-tricky words /wow words, topic words 'Remember to.' Success criteria Handwriting script & exemplars 'Theme' information & displays inc. specific vocabulary Terms topic in class easily identified	E-SMART Internet safety display Displays of children's work Role-play /small world activities to support language development and storytelling Classroom equipment made accessible & labelled to support independence and choice (Art equipment etc.) A well organised and attractive forward facing book corner & listening area Planning easily available to all adults Fruit bowl/ water station

What must be in the EYFS Provision

Defined areas	Indoors	Outdoors
Book corner & Listening area Computer stations Snack bar Role-play Whole class & group teaching areas Construction Art/DT /Creative workshop Graphics station (writing etc.) area) Discovery table / workshop Maths and Literacy Malleable and fine motor	Visual & weekly timetable & Must do challenges on display Children's birthdays Grouping for guided work Days of week / Months of the year Number line 1-20, alphabet frieze, words of the week, phonemes & digraphs (as they are taught) School and class rules, rewards and sanctions Learning walls -exemplars as relevant; phonics-tricky words /wow words, topic words Literacy + vocabulary display Maths + vocabulary display Theme display with resources + vocab. Learning walls Handwriting script & exemplars Success criteria (Remember to.) Displays of children's independent work E-SMART Internet safety display	Sand / water/ large construction Environmental signs, notices and numerals Provision that supports Physical development e.g. activities for hand eye coordination/spatial awareness/bat & ball skills/ balance/ challenge and risk taking/co-ordination/wheeled toys Expressive arts and design e.g. Music & theatre area /role play/small world-builders' trays Understanding the world e.g. Reference books, magnifiers, bug pots, clip boards, Development of Literacy & Mathematics e.g. opportunities to mark make/write and record, read, count, match colours and shapes, order items, tally etc. differently to indoor learning experiences

Appendix 5

British Values
PROMOTING BRITISH VALUES

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."
At Moss Lane School these values are clearly underpinned by our Aims & Values Statement and are reinforced regularly and in the following ways:

DEMOCRACY

Democracy is evident in the values of the school. All children are treated fairly and have an equal right to express their views and to be listened to. Pupils develop an understanding of the principal of democratic elections through participation in our School Council when School Councillors are elected in a ballot by their classmates. The active use of the School Council, to seek the thoughts of peers, put forward ideas, carry out activities and changes that have been discussed and agreed by the majority is fundamental to the democratic process. Children's views are actively sought on school issues via questionnaires.

RULE OF LAW

Our school day runs smoothly and safely because the agreed rules, rewards and sanctions are effective. The need for community rules is reinforced throughout regular school days, as well as when dealing with making positive choices in class discussions and at school assemblies. Children are taught the reasons behind school rules, taught the importance of observing those rules and what the consequences will be should they choose not follow any of the rules. Visits from authorities such as the Police reinforce the message that we all have a responsibility to follow laws and that there are consequences when laws are broken.

INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for children to make confident choices, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety Policy and PSHEC lessons whilst also recognising the responsibility they have to others within the group, school and community.

MUTUAL RESPECT

Our children thoroughly enjoy lessons and are active learners who display very good behaviour because they understand the right of all children to learn and thrive in an atmosphere of mutual respect. The school promotes respect for others and this is reiterated through our classroom rules as well as our Behaviour Policy. Children take part in discussions during Circle Time when they are expected to treat the opinions and views of others with respect, even if they differ from their own.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

All staff are committed to developing with the children the language needed to express their views, emotions and feelings so that children are able to negotiate with their peers and resolve any disagreements peacefully. We actively seek opportunities to enhance pupils' understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity through the real life experiences of their peers. Assemblies and discussions involving prejudices and prejudiced based bullying are being followed and are supported by learning in RE and PSHEC. Please see RE Policy.

Appendix 6 - Ofsted Framework Nov 2020
Grade descriptors Overall Effectiveness

Outstanding (1) The quality of education is outstanding. All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement. Safeguarding is effective.
Good (2) The quality of education is at least good. All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good. Safeguarding is effective
Requires improvement (3) Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement. Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.
Inadequate (4) The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.

Grade descriptors for The quality of education

Outstanding (1) The school meets all the criteria for a good quality of education securely and consistently. The quality of education provided is exceptional. In addition, the following apply. The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, 79 and good progress has been made towards this ambition. Implementation

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Reading is prioritised to allow pupils to access the full curriculum offer.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

Pupils' work across the curriculum is of good quality.

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

The quality of education provided by the school is not good

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.

The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.

The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. School inspection handbook November 2019 No. 190017 52

Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)

The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.

Expectations of pupils with SEND are low, and their needs are not accurately identified, assessed or met.

Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Grade descriptors for Behaviour And Attitudes

Outstanding (1) Outstanding (1)

The school meets all the criteria for good in behaviour and attitudes securely and consistently.

Behaviour and attitudes are exceptional. In addition, the following apply:

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
Good (2) The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately82 as a last resort. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
Requires improvement (3) Behaviour and attitudes in the school are not good. Pupils are safe and they feel safe
Inadequate (4) Behaviour and attitudes are likely to be inadequate if any one of the following applies. Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour. Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms. A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school. Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work. Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement. Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Grade descriptors for Personal Development

Outstanding (1)

The school meets all the criteria for good in personal development securely and consistently.

Personal development is exceptional. In addition, the following apply:

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others

Good (2)

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.

Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks87 to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Requires improvement (3)

Personal development in the school is not good.

Inadequate (4)
Personal development is likely to be inadequate if any one of the following applies.
A significant minority of pupils do not receive a wide, rich set of experiences.
Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk. Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.
Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
Pupils are unprepared for life in modern Britain.

Grade descriptors for Leadership and Management

Outstanding (1)
The school meets all the criteria for good in leadership and management securely and consistently.
Leadership and management are exceptional. In addition, the following apply:
Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
Staff consistently report high levels of support for well-being issues.

Good (2)
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Leaders protect staff from bullying and harassment.
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

Leadership and management are not good.

Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support.100

Leaders are not doing enough to tackle weaknesses in the school.

The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.

The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.

There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this. Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.

There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.

Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

Grade descriptors for Early Years

Outstanding (1)

The school meets all the criteria for good in the effectiveness of early years securely and consistently.

The quality of early years education provided is exceptional. In addition, the following apply:

The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties
Good (2) Intent Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. Implementation103 Children benefit from meaningful learning across the curriculum. Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning. The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. Impact

Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.

By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Requires improvement (3)

The effectiveness of the early years is not yet good.

Inadequate (4)

The effectiveness of the early years is likely to be inadequate if one or more of the following applies.

A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.

Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.

Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.

By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space and measure.

Children are not well prepared for the next stage of their learning, particularly those who receive additional funding or have SEND.

Strategies for engaging parents are weak and parents do not know what their child is learning or how to help them improve.

The attainment and progress of children, particularly those who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably.