

# Teaching, Learning & Assessment Policy

## St. George's Junior School



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# 1. Teaching and Learning principles and aims

“To work in partnership to educate, nurture and empower.”

## MISSION STATEMENT

To achieve outstanding outcomes for the children in our community by providing an innovative, challenging and linear learning experience that equips them to live content and successful lives.

Our Vision Statement: “Excellence & Enjoyment Are Achievable”

Our Teaching and Learning philosophy is influenced by research and evidence-based impact. This policy has been written to exemplify the embedded practices in our school, based upon the work and research of John Hattie, Education Endowment Foundation, Growth Mindset, Meta-cognition and self-regulation and Rosenshine’s principles. We believe teaching and learning is built upon a rich curriculum, knowing how to teach and the application of effective evidence-based approaches. We strive upon providing teaching and learning experiences that result in achieving and securing the best outcomes for our pupils. The implementation of the teaching and learning policy draws upon and combines both assessment, and marking and feedback because we believe these are integral to, and are the main ingredients in ensuring progress.

Progress is defined as a state of ‘moving forward’, to which we embellish in ensuring our education offer enables pupils rich opportunities to progress both academically, and socially and emotionally, resulting in confident, determined and resilient learners.

St. George’s Teaching and Learning policy aims to ensure that our pupils are provided with high quality learning experiences in line with our Curriculum Intent statement to consistently attain a high level of pupil achievement. We endeavour to provide our children with educational experiences that are enjoyable, purposeful and inspirational; ensuring it is tailored to pupil needs and interests. It is our intention to develop confident learners, who take ownership of their learning and are proud of their achievements, whilst providing them with a skill set that will make them a life-long learner.

Our school has a positive and caring environment and we expect children to adopt the vision of ‘Our St George’s Way’. This aims to encourage children to have the self-discipline, thinking and communication skills to enable them to take responsibility and accountability for their own education and approach to learning. ‘Our St. George’s Way aims to:

- Be kind, supportive and caring to all
- Be polite and show good manners in all that you do
- Treat others the way you would like to be treated
- Show respect for our school and other people’s belongings.

## 1.1. Aims

We aim to:

- Foster a safe, calm and happy atmosphere which results in the highest standards of behaviour, courtesy and consideration for others
- Encourage children to develop a positive self-image which enables them to tackle new challenges
- Celebrate differences and value cultural diversity

- Provide an interesting and stimulating curriculum which helps to develop lively enquiring minds and independent learners
- Promote environmental and ecological awareness within the school and the wider community
- Nurture and celebrate individual ability and talent through the provision of a wider range of opportunities and enrichment activities
- Enable and empower teachers to teach as effectively as possible.
- Ensure children learn as efficiently as possible acquire the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Promote and adopt a collaborative ethos where we learn from each other through sharing research and evidence-based practice in teaching and learning to achieve the best outcomes for pupils.

We have very high expectations which lead to excellent academic achievement and ensure that children will reach their full potential in their personal, creative, physical, moral and spiritual development.

## **1.2. Our Curriculum Intent**

At St George's Junior School our bespoke curriculum is broad and balanced taking into account our school's unique characteristics. We will ensure that our curriculum is memorable and relevant. Our curriculum is co-designed by teachers and pupils, where a thematic enquiry based approach enables children to lead and teachers to facilitate the learning. We believe that learning should be enjoyable, investigative and enquiring, where there are no limits to curiosity and a thirst is developed for new experiences and knowledge.

### ***Curriculum Intentions:***

- To recognise pupils' prior learning and provide progressive and exciting learning experiences.
- To build resilience and become creative, critical thinkers and nurture a passion for learning.
- To develop pupils' aspirations demonstrating possibilities for their future lives.
- To allow individuals to become well-rounded and emotionally stable citizens.

The St. George's Way, our School Values and a Growth Mindset underpin all that we do in school to encourage pupils to be resilient and independent as well as understanding the importance of collaboration. High expectations in language and communication strengthen the pupils' ability to learn at a deeper level, enabling them to articulate their learning; demonstrating quality thinking and application of skills and knowledge.

Within the St. George's community, every child is recognised as a unique individual, and we celebrate and welcome differences within our school to develop a culture of inclusion and diversity. Physical and mental wellbeing are prioritised within our curriculum design allowing children opportunities to exhibit spiritual, moral, social and cultural understanding.

We provide enrichment opportunities to engage learning where community involvement is an integral part of our curriculum and learning is facilitated through a range of experiences such as involvement of families and visitors, assemblies, educational visits, curriculum events and topic days.

Pupils leave St. George's Junior School with a sense of self-belief and have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

*For further information on our curriculum offer, our website has subject pages, detailing each subject intent, along with long term year group plans and medium term plans for each term. These are regularly reviewed and evaluated by year groups teams and our curriculum teams.*

### **1.3. Behaviour for learning expectations**

The ethos at St. George's Junior School is based on positive behaviour management: a system that expects children to encourage positive behaviour from each other and be exemplary role models in demonstrating 'Our St. George's Way'. We use Our St. George's Way combined with Empower Trust values of 'respect and integrity' to set clear school values and expectations for staff and pupils to follow, enabling our school community to be a positive, supportive and encouraging learning environment. At St. George's, our 6 core values are centred around:

- **Honesty and trust**
- **Resilience and determination**
- **Tolerance and mutual respect**
- **Excellence**
- **Appreciation**
- **Responsibility**

We aim to develop individuals who make positive choices and do the right thing because they are well-informed. At St. George's, our consistent approach results in responsible pupils who are able to learn, appreciate their lessons, make friends and be enthusiastic within their school community.

St. George's has adopted a culture of 'Growth Mind-set', which permeates throughout our school. In promoting a 'can do attitude and an optimistic approach', staff and pupils apply this in modelling and managing behaviour, helping to promote and retain positive behaviour and learning attitudes. This embedded practice, along with our Metacognition and self-regulation approaches to learning builds upon pupil independence to set goals, monitor, and evaluate their own developments. We aim to develop pupils who, through Growth Mind-set, have self-belief, and are motivated to achieve in all areas of education.

## **2. Teaching and Learning at St. George's Junior School**

Teaching and Learning at St. George's is based upon appropriately high expectations of outcomes for our pupils, to which our curriculum invokes appropriate challenge that engages our pupils' commitment to invest the time in their learning. We capitalize on, and build upon pupil confidence to attain and achieve the desired learning intentions, facilitating and supporting pupils to have goals to master in their learning. The elements of what makes teaching and learning successful at St. George's are driven by staff expertise and knowledge in how to effectively deliver our curriculum through applying innovative evidence-based teaching practice.

## **2.1. Effective Teaching and Learning approaches**

Core to our Teaching and Learning policy is ensuring the following occurs across our curriculum subjects to scaffold and develop surface learning:

- Enhance learning by activating prior knowledge - teaching focuses on pupil knowledge, level of attainment, as well as accounting for prior learning, experiences, skills and interests.
- Place a rich emphasis on incorporating vocabulary.
- Put reading comprehension into context.
- Concept mapping and making links.
- Rich discussion and a range of questioning.
- Metacognitive strategies to develop independence and, along with Growth Mind-set, adopt a 'can do attitude'.
- Facilitate problem-solving teaching.
- Use assessment and feedback to identify next steps and aid pupil progress.
- Teachers and Teaching Assistants work in partnerships to maximise outcomes for all pupils.
- Staff follow the school's behaviour policy to promote a calm and purposeful teaching environment.

## **2.2. Learning environments**

At St. George's, we provide a rich and varied learning environment because we believe that a stimulating and exciting classroom environment sets the climate for learning. Our learning environments aim to be attractive and conducive to learners and users, promoting independent use of resources to aid understanding. All classrooms promote working walls to aid pupil learning, and 'check it stations' to support pupils in independently assessing and monitoring their understanding. Essential to the delivery of our curriculum is ensuring classroom displays promote key areas of focus in developing knowledge and skills: Growth Mind-set, vocabulary building, and reciprocal reading strategies.

## **2.3. Vocabulary**

We recognise vocabulary as an important foundation to our curriculum, with reading being central to this due to 90% of vocabulary being encountered through reading and not in everyday speech. We strongly believe pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. We are focused on ensuring that pupils get repeated exposure to vocabulary to enable them to make connections, build upon learning and increase their knowledge. Throughout our curriculum, teachers build in opportunities to develop vocabulary actively, building systematically on pupils' current knowledge. All subjects in our curriculum make links between known and new vocabulary and discuss shades of meaning, resulting in pupils' ability to expand and apply new vocabulary choices in writing. Building in opportunities to clarify new words and improve comprehension are woven in through reciprocal reading approaches to ensure pupils can understand the meaning of words they meet in their reading across all subjects.

## **2.4. Assessment**

### **Core principles and aims of assessment**

There are three broad forms of assessment. Each of these have purpose in aiding pupil learning and achievement.

- Formative assessment – this comprises of day to day assessment to find out what pupils know; next steps are then taken to consolidate or extend pupil learning.
- Summative assessment – this is completed at the end of a topic or unit to review learning and retention of knowledge. Termly test using NFER testing materials to compare against standardised benchmark. Reviews of pupils with SEN through assessment of Pupil Centred Plan targets.
- Nationally standardised summative assessment through end of KS2 national curriculum tests (SATS).

## Our approach to assessment

Type of assessment	Our approaches	Impact
<p><b>‘Formative assessment</b> refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course’</p>	<p>Rich questioning through providing higher order questions and supplementary questions to extend understanding based upon assessment for learning.</p> <p>Short quizzes and retrieval practice</p> <p>Learning by questions</p> <p>Use prior knowledge to build upon and plan next steps</p>	<p>Pupils can elicit their understanding through explaining, clarifying and discussing their ideas.</p> <p>Provides both pupils and teachers with information about the understanding of the learning content, using this to shape/adapt teaching as necessary to move learning forward.</p>
<p><b>Summative assessment</b> is used to assess at the end of a unit or a point in time. It is used to compare to a standard or a benchmark.</p>	<p>NFER testing for:</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Reading</li> <li>• Maths</li> <li>• Arithmetic</li> <li>• grammar</li> </ul>	<p>Gives good indication of knowledge that has been retained and enable teachers to decipher and plan to address learning needs.</p> <p>Establishes where pupils are in relation to national standards and enable teachers to assess learning targets and next steps based upon analysis of tests.</p>
<p><b>Peer assessment</b> involves pupils taking responsibility for assessing the work of their peers against a set assessment criterion. This enables pupils to engage in feedback with each other.</p>	<p>Marking of work together</p> <p>Providing feedback based upon given criterion</p> <p>Collaborative conversations</p>	<p>Peer assessment provides a structured learning process for pupils to assess and provide feedback to each other on their work. It helps pupils develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work</p>

<p><b>Self-assessment</b> is defined as 'the involvement of learners in making judgements about their achievements and the outcomes of their learning' and is a valuable approach to supporting pupil learning, particularly when used formatively.</p>	<p>Check it stations</p> <p>Feedback recordings from teachers</p> <p>Marking against a toolkits/given criteria</p>	<p>Gives pupils ability to be reflective in their learning and to identify strengths and areas for improvement, using this knowledge to influence future work and learning outcomes.</p>
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## 2.5. Attainment and progress

Attainment is measured by statutory assessments against the standards set out in the national curriculum at the end of each key stage. Schools will monitor attainment termly through summative assessment to determine pupil progress in line with baseline starting points.

Progress is defined as a state of 'moving forward'; this, in relation to attainment, means that pupils will be making progress if they maintain or exceed their attainment bracket year on year. As the curriculum demands increase year on year, pupils will be making progress if they continue to meet the attainment band assessed against the year group content.

At St. George's, we view progress as being visual and a core element of daily teaching and learning. Below are some examples of how attainment and progress are tracked. These are essential in identifying gaps and moving pupil learning forward through consolidating and deepening understanding.

Subject	Attainment is tracked through:	Progress is visual and evident through:
Maths	<p>Teacher assessment on Insight</p> <p>Standardised Score (SS)</p> <p>NFER on Insight</p> <p>Arithmetic scores</p>	<p>Tracked on Insight</p> <p>Pupil progress meetings (monitored and reviewed)</p> <p>Challenge by choice</p> <p>Teacher Assessed understanding of objectives</p> <p>Evidenced based interventions/PCPs</p> <p>Kahoot questions and retrieval practice</p> <p>Learning by questions</p> <p>Sumdog</p> <p>Books and work sample evidence</p>
Writing	<p>Teacher assessment on insight</p> <p>Regular assessment against writing targets for each year group</p>	<p>Tracked on Insight assessment system</p> <p>Targets</p> <p>Moderation</p> <p>Compare to standards</p> <p>Hot and cold writes</p> <p>Marking and feedback</p> <p>Peer and self-assessment</p> <p>Pupil progress meetings (monitored and reviewed)</p>



		Sumdog spelling Progressive spelling approach to marking Pupil progress meetings (monitored and reviewed) Books and work sample evidence
Reading	Teacher assessment on Insight SS NFER on Insight	Tracked on Insight assessment system Evidenced based interventions/PCPs Whole class reading and reciprocal reading Comprehension (orally and recorded) Fluency observations Pupil progress meetings (monitored and reviewed) Kahoot questions and retrieval practice Learning by questions Books and work sample evidence
Foundation subjects Science Spelling		Kahoot questions and retrieval practice Learning by questions Books and work sample evidence Comprehension (orally and recorded) Whole class reading and reciprocal reading Knowledge organisers Assessment and achievement against knowledge and skills progression grids

### 3. Feedback and assessment

Our main strategy for marking is based on the ‘no written marking’ and ‘whole class feedback’ approach based on research by Clare Sealy, Joe Kirby, Daisy Christodoulou and Jo Facer. Our policy is underpinned by the evidence of best practice in ‘feedback’ from the Education Endowment Foundation (EEF) and the work of John Hattie. Using evidence-based research, we assess and feedback to pupils by adopting a range of strategies that are proven to be successful in moving learning forward.

#### 3.1. Our approach to feedback

We believe feedback is a powerful feature of successful teaching and learning. At St. George’s, we understand feedback as addressing ‘the gap’, aiming to reduce where pupils are in their learning and where they are meant to be. Feedback is aimed at getting pupils to

reach success points through: providing cues that capture attention to focus on succeeding; direction of the process needed to complete the task; providing information about misconceptions, and offering motivational responses to pupils to devote and apply more effort or skill.

An important aspect of feedback is the identification of 'error' and the application of different processes to restructure understanding. Feedback enables pupils to know if they are correct or incorrect and direct them to pursue alternative strategies or seek further information. Our Growth Mindset is woven into our feedback approach, helping our pupils to recognise that success is not always achieved the first time, but errors enable opportunity to achieve what we know and can do in moving forward.

### **3.2. Core principles of feedback**

- The sole purpose of feedback is to further pupils' learning.
- Feedback is given as close as possible to the learning episode; this may be at differing points during the lesson, or the following lesson feedback session.
- Timely feedback is more powerful in achieving next steps and should be reviewed at the earliest opportunity to positively impact future learning.
- Feedback is integral to our assessment for learning approach in identifying stages of understanding and applying effective strategies to further secure/consolidate or embed new learning.
- Feedback should encompass Growth Mindset and Self-Regulation and Metacognitive approaches to support pupils in developing their confidence that they as independent learners, can make their learning happen and work towards success.

### **3.3. Aims for assessment and feedback**

Assessment and feedback work together and timely assessment and feedback through a continuous sequence of learning successfully impacts upon pupil achievement. To achieve this, we aim to:

- Monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement
- Provide evidence for assessment, recording and reporting
- Give pupils accurate feedback on their progress and achievement
- Promote a positive self-image for pupils through encouragement, praise and value of their work
- Celebrate and reward pupils' achievement and progress
- Agree and set challenging targets for improvement
- Enable pupils to self-evaluate their work and take responsibility for setting their own targets

### **3.4. Effective feedback strategies:**

- Live/verbal feedback
- Peer feedback
- Feedback through Learning by Questions (LbQ) platform
- Seesaw feedback (verbal explanation or annotations or both)
- Stretch it/fix it (1:1 feedback or small group if based upon same learning outcome)
- Whole class feedback
- Check it stations

## What does feedback look like at St. George's Junior School?

The following table exemplifies some of the approaches/strategies adopted. This is not limited to solely these examples.

Type of feedback	How does this look in a learning environment?	Evidence of this in practice
Immediate feedback	<p>Verbal response from teacher or teaching assistant</p> <p>Use of questioning to re-direct learning (misconceptions, consolidation or extension)</p> <p>Annotations/use of marking codes in a piece of work</p> <p>Discussion and modelling from adults in response to pupil work</p> <p>Voice over recordings/video models via seesaw learning platform</p> <p>Talk partners around learning</p> <p>Peer feedback</p> <p>Awarding positive praise (merits) in line with school behaviour policy</p>	<p>Pupil demonstration of skill or verbal explanation of knowledge</p> <p>Assessment points during the lesson to determine level of understanding</p> <p>High quality questioning from class teacher and teaching assistant.</p> <p>Stretch it/fix it sessions observed/examples in books</p> <p>Stretch it/fix it sessions on seesaw</p> <p>Feedback acknowledgement on seesaw</p>
Summary feedback	<p>This can take place at the end of an activity or at the end of a lesson.</p> <p>It can be with groups or with the whole class.</p> <p>It provides the opportunity to evaluate learning within the lesson</p> <p>Use of toolkits to evaluate learning</p>	<p>Lesson drop in/observations/learning walks</p> <p>Self/peer assessment in books</p> <p>Verbal feedback</p> <p>Comments and feedback symbols (books or seesaw)</p>
<p>Review</p> <p>Assess understanding of knowledge and skills and required next steps</p>	<p>This level of feedback takes place away from the teaching point. Adults will monitor books identify strengths, basic errors, presentation concerns and misconceptions. This will be noted by adults as part of their feedback notes</p>	<p>Moving pupils into new groups</p> <p>Setting targets and next steps</p> <p>Annotations on teacher planning of changes needed</p> <p>Adaptations to teaching sequence in response to assessment and feedback.</p>

	<p>Teachers are informed of next steps and this can be delivered as whole class feedback at the start of the next lesson</p> <p>Pupils could have a symbol/directed instruction to respond to a specific/targeted area of learning</p> <p>Use of technology e.g. listening to teacher feedback (could be group or individual)</p> <p>Learning conversations to deliver feedback and model next steps</p> <p>Setting purposeful tasks to challenge pupils in their next steps</p> <p>Adaptations to future lessons</p> <p>Marking used to support the feedback in modelling next steps and ascertaining pupil understanding</p>	
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Our policy is based on incisive, direct verbal feedback and well-planned, responsive teaching and learning. Teachers are not expected to consistently use marking as a form of feedback in children’s books, unless where they deem it necessary to do so. We expect teaching staff to use their professional judgement and skills to identify pupil strength and areas for development. To achieve this, staff will ‘actively’ feedback on work either during a lesson or after, comprising of observation and questioning. Written marking, as a form of feedback will be minimal because we believe time spent receiving timely verbal feedback has a more positive impact upon learning. Where it is felt acknowledgement marking is required, teachers will use the marking codes and correction techniques/modelling examples.

**Live Feedback**

Teaching staff will give high-quality, immediate feedback during lessons. This is mainly verbal and in response to the learning for that lesson, enabling a positive movement on aiding progress and understanding. The approach to live feedback could be through whole class feedback, to identified groups, and sometimes to individuals. The use of ‘check it stations’ enables pupils to get immediate feedback so they can check their own work before moving on. Adopting such strategies creates independence and develops meta-cognition approaches to learning, simultaneously allowing for maximum efficiency in providing live feedback.

## **Peer Feedback**

Pupils give positive and constructive feedback to each in pairs or in small groups. Peer feedback is a valuable reflective tool, however to achieve quality feedback within the learning sequence, pupils will be guided and led by class teacher in how to best deliver this.

## **Whole class feedback**

Teachers will use feedback grids to record details of pupil learning and understanding of lessons. This is a crucial document because it drives the feedback and learning cycle. This method of feedback is adopted in English and where necessary, utilised across the curriculum. The whole class feedback approach addresses, but is not limited to:

- Work to praise and share
- Need further support
- Presentation
- Basic skills errors
- Misconceptions and next lesson notes

## **Verbal Feedback at the start of the next lesson**

In making assessments of pupil understanding through questioning, observation and review of completed work, teachers will prepare the feedback that is needed to aid the process of achieving next steps in learning. This form of verbal feedback is used to fix errors, address misconceptions and build upon pupil success. The expectation is that a feedback session of at least five minutes will be given to children at the start of the lesson, this is however flexible and the amount of time spent given to feedback and to the groups of children will be based upon professional judgement of pupil need.

Teachers and teaching assistants will skilfully plan activities which enable pupils to:

- Fix any identified misconceptions or errors
- Edit and improve their own work following direct verbal feedback
- Practise or build on their successes from the previous lesson

The tasks set around feedback will depend on the area of learning, the age and ability of the children.

## **Marking**

Marking is a form of feedback and we recognise it has a place in providing pupils with feedback. Where marking is deemed to be the chosen form of feedback, it will be used in the following forms:

- Use of pink and green to highlight success points and areas for development
- Marking codes to highlight specific errors e.g. grammar/presentation
- Spelling codes/annotations using our termly spelling marking approach

### **3.5. Monitoring of feedback**

The impact of feedback should be evident in the children's work, pupil voice and online learning platforms such as Seesaw. Persistent errors should be promptly identified and addressed; where this proves not successful through Quality First Teaching, additional provision must be planned and delivered. Cohort leaders and subject leaders will monitor this closely, and it will be an important focus of work scrutiny and lesson observation. Governors will oversee this policy and its implementation.

## 4. Our curriculum offer

At St. George's Junior School, we have curriculum teams, which comprises of staff with skills set to plan, monitor and implement subjects across the school, ensuring curriculum content, knowledge and skills permeate throughout KS2. Our teams are:

- Citizenship and Wellbeing
- Creative Humanities
- STEM (Science, Technology, Engineering and Mathematics)
- Languages (English and Modern Foreign Language – French)

### 4.1. Citizenship and Wellbeing

This team consists of PSHE, RE, PE, SMSC and British Values, working closely together to encourage and support the wellbeing, health and personal development of our pupils as world citizens in modern Britain.

#### PSHE

**Through personal, social, health and economic education (PSHE), we aim for pupils to become healthy, independent and responsible members of society now and in the future.**

Our PSHE curriculum will:

- Develop mutual respect and promote diversity by encouraging pupils to put forward their own views whilst also understanding the views of others in order for pupils to become fair, tolerant and confident adults in a forever challenging world.
- Encourage critical thinking in order to challenge and question when something feels wrong; to help develop a sense of self-worth; and ensure happy, resilient learners.
- Enable children to manage risks through developing an understanding of a healthy and safe lifestyle;
- Promote a Growth Mindset to develop confidence in making the most of their abilities and embed metacognitive strategies so that all children can understand and reflect upon the way they learn.
- Support the social and emotional development of children and young people through the teaching of relationships and sex education following the Shropshire RSE programme.

#### RE

**To develop children's awareness and tolerance of different religions and cultures in their local community and the wider world.**

Using the Discovery RE Syllabus as an underlying structure to form the basis of our planning, our pupils are given opportunities to:

- Understand, explain and appreciate the beliefs and practises of world religions, significant religious celebrations and world festivals through a variety of learning experiences.
- Recall, articulate and build upon knowledge of key religious terminology.

- Critically analyse religions, cultures and communities from the wider world alongside their own beliefs, values and experiences.
- Acknowledge and develop their personal beliefs, values and identify by drawing upon their understanding of world diversity.
- Become tolerant citizens in preparation for life in the local community and wider world.

## **PE**

### **To develop pupils' experiences and enable them to achieve personal successes, appropriate skills and the confidence to partake in any physical activity.**

Our PE curriculum allows children to:

- Model positive sporting behaviours of passion, belief, respect, honesty, determination and teamwork as demonstrated in the School Games model.
- Embed daily activities promote physical and mental wellbeing in order to encourage a healthy, sustainable lifestyle.
- Achieve personal goals and strive for excellence, pupils are inspired to participate in competitive and inclusive sports events both individually and as a team.
- Represent the school and with opportunities to compete in intra-school, interschool, regional and national events.
- Participate in a range of physical activities, in order to widen their sporting experiences and engage all learners.

## **SMSC & British Values**

Spiritual, Moral, Social and Cultural (SMSC) development of the children and the promotion of British Values takes place across all aspects of learning at St George's.

We believe it is vitally important that our learners are able to succeed in our ever changing society and are prepared for life in modern Britain. Throughout their lives as individual and global citizens, they will encounter a diverse array of beliefs and cultures.

As a school we are required to promote British values through the SMSC development of our pupils. The British Government defines these as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs.

All of these are experienced in a variety of activities, including class discussions, assemblies, visitors, workshops and lessons. SMSC development at St. George's illustrates the ethics and values of the school community, including governors, parents and the wider community and is reflected throughout our ethos, policies, curriculum and assemblies. Children's successes are also celebrated weekly.

## **Values at St George's**

SMSC is demonstrated through the values our pupils demonstrate, their attitudes towards learning, socializing and the world's society. We celebrate our school values, including British Values and SMSC values, to ensure all children are ready for their next steps. Our pupils are expected to play a positive role and contribute to school life and the wider community through following the values of the St. George's Way. Each half term, there will be a whole school focus on a specific value which will be incorporated into lessons and collective worship:

- Honesty and Trust
- Tolerance and Mutual Respect
- Resilience and determination
- Excellence
- Responsibility
- Appreciation

### **4.2. Creative Humanities**

The creative humanities team comprises of art, geography, history and music.

#### **Art & Design**

**To develop children's enjoyment and appreciation of the visual arts, whilst fostering creativity and making cultural links.**

At St. George's Junior School:

- Pupils have the opportunity to record from first-hand experience and from imagination.
- Pupils develop opportunities to select their own ideas for use in their work.
- Pupils develop their ability to control a range of materials, tools and techniques.
- Pupils develop increasing confidence in the use of visual and tactile elements and materials.
- Pupils foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

#### **Geography**

**To inspire learners' geographical curiosity of the wider world using our rich and diverse county to develop their understanding of an ever changing environment.**

At St. George's Junior School:

- Pupils will have the opportunity to visit rivers, places of interest and areas of natural beauty
- Our beautiful Shropshire surroundings and vibrant local community give pupils the opportunity to undertake field work that helps them to compare and contrast their learning with the wider world



- Physical, environmental and human mapping play an integral part of understanding the changing local and wider world
- A broad range of resources enable children to deepen their understanding and develop geographical skills across KS2
- Pupils have the opportunity to explore their own impact on the world through engagement in Eco-club and whole school initiatives to reduce, reuse and recycle. Our 'Bike It' group also encourage pupils to partake in initiatives, such as 'The Big Pedal' and 'The Golden Lock', to reduce pollution and encourage healthy lifestyles

## **History**

**To deepen the children's understanding of the impact of the past on our lives today, using our rich local history to ignite curiosity of the historical wider world.**

At St. George's Junior School:

- We visit sites of local historical importance to develop an understanding of the impacts different ages have had on our local area and a sense of cultural heritage.
- We develop chronological thinking so that pupils are able to understand the links between time periods.
- We develop knowledge about significant events in British history with a particular focus on trade through time.
- We develop knowledge and understanding of how Britain is part of a wider European culture and we study some aspects of European history.
- We develop knowledge and understanding of some historical developments in the wider world.
- We develop an understanding of historical enquiry, including how evidence is used to make historical claims.

## **Music**

**To develop a love and understanding of music through active musical appreciation, composition and performance.**

At St. George's Junior School:

- Music is foremost a practical subject where pupils are actively involved in making, listening to and responding to music.
- We encourage and nurture the expression of ideas and feeling through music with the development of vocal and instrumental skills while learning about cultural, historical and scientific links.
- Our dedicated music room is equipped with a wide range of high quality instruments that facilitate a rich musical diet.
- Music is embedded into school life and is used as a vehicle for wider community involvement and curriculum enrichment.
- Additional opportunities for peripatetic tuition and extra-curricular activities are available for pupils wanting to develop specific musical interests.

### 4.3. STEM

STEM at St. George's incorporates the subjects of Mathematics, Science, Design and Technology, and Computing. Through the STEM subjects, pupils develop key skills including problem solving, critical thinking, creativity, communication and digital literacy. These subjects cultivate pupils' knowledge and understanding of the world around them, and the processes, both natural and technological, that shape it.

#### Computing

**To develop children's experience and understanding of computing, inspiring them to use it in varied and creative ways to prepare them for a future in an increasingly digital world.**

- Pupils will be able to express ideas confidently and creatively using varied software and be comfortable using a variety of digital hardware resources. They will understand how the technology works and to be able to use it competently and make choices regarding its suitability for a given task.
- Through computer science, pupils develop computational thinking skills to solve problems and create things for a purpose. Pupils understand the processes involved in creating, testing and fixing algorithms to ensure a successful outcome.
- Pupils understand how to use technology safely and responsibly, recognising acceptable and unacceptable behaviours and knowing ways to report concerns about content and contact, helping them become responsible digital citizens.
- Technology will be used across the whole curriculum with pupils making links between subjects, the skills they have acquired and their application in different areas using appropriate technical language.
- Pupils learn to be efficient users of computer networks and search technologies. Understanding the services they can provide and the opportunities they offer for communication and knowledge.

#### Design and Technology

**To develop children's experiences and understanding of design and making, inspiring their curiosity about how and why products are made to enhance our lives.**

At St. George's, our design and technology curriculum provides learning opportunities that foster children's creativity and imagination.

- Evaluation of past and present design and technology will allow children to develop a critical understanding of its influence on the local and wider community. Use local driver links to support appreciation of the design making process.
- Develop our pupils' reflection and evaluation skills, allowing them to critically explore the world around them. Through working both as individuals and teams, children will learn to become resourceful, enterprising, innovative and capable citizens.
- Use perseverance and problem solving skills to build and refine products that are fit for purpose and meet design briefs in a broad range of meaningful, relevant contexts through which they can acquire life-long skills.
- Use creativity and imagination to make products that satisfy real-life problems and provide them with the skills to reason and become resilient learners. This encourages children to become aware of other's needs, wants and values, as well as their own.

- To use design in all forms to develop and understanding that skills can be applied across a range of subjects. This is done through:
  - Food technology
  - Textiles
  - Mechanical systems
  - Structures

## Maths

**For every child to develop a comprehensive understanding of the interconnected nature of mathematics, equipping them with the skills of number fluency, reasoning and problem solving required for everyday life.**

At St. George's Junior School, we inspire all pupils to become confident, curious and enthusiastic mathematicians. To achieve this, we provide a curriculum which incorporates the following key principles:

- Developing pupils' number fluency by building on the foundations introduced in Key Stage 1. Progressing pupils' conceptual understanding, ability to see patterns and securing their sense of number through increasingly complex, varied and frequent practice which enables them to recall and apply knowledge with speed and accuracy.
- Teaching and learning will provide opportunities for pupils to investigate, question and reason about different mathematical concepts through conjecture, generalisations and making links. Pupils will be challenged to use accurate mathematical language and provide justification and proof to support them in their line of enquiry.
- Mathematics will be considered in context, with pupils applying their skills and knowledge to solve a range of problems from across the curriculum and in real life situations. Teaching will encourage pupils to identify the relationships between different areas of mathematics, break problems down into small steps and communicate their findings to others.
- The development of a 'Mathematical Mindset' is integral to pupils' engagement within the subject, allowing them to persevere and overcome the challenges they face. Developing this mindset enables all pupils to succeed and enjoy mathematics.
- where suitable, teachers will use technology to extend, support and engage learning both inside and outside of the classroom.

## Science

**To develop children's scientific knowledge and understanding; fostering their curiosity to investigate the biological, chemical and physical processes that shape the world around them.**

At St. George's Junior School, we inspire all pupils to become confident, curious and enthusiastic scientists. Our curriculum aims to:

- Use local drivers, such as Shrewsbury's link to Charles Darwin, to develop an understanding of the nature, processes and methods of science through different types of enquiries that help them to ask and answer relevant questions about the world around them.

- Build upon the learning and skill development of the previous years, ensuring pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Develop the essential scientific enquiry skills to deepen pupils' scientific knowledge. These skills are embedded into lessons to ensure they are being developed throughout key stage 2 and new vocabulary and challenging concepts are introduced. These skills embed a respect for the materials and equipment pupils handle with regard to their own, and other pupils' safety.
- Provide opportunities for our pupils to use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including digital technology, diagrams, graphs and charts.
- Provide problem solving and investigation opportunities that allow pupils to lead their own learning. Pupils are encouraged to ask their own questions and are given opportunities to use their scientific skills and research and discover the answers.

#### 4.4. English

**Intent: To deliver an engaging, progressive English curriculum which teaches transferrable, life-long communication skills through reading and writing.**

##### Reading

At St George's, our sequential curriculum inspires a love of reading. The teaching of reading promotes a learned practice of seeking knowledge, information and enjoyment of the written word which allows children to become confident readers and access the curriculum.

- We follow a whole class reading approach throughout the school, where children enjoy stimulating and accessible books. These class books expose children to a range of rich vocabulary and a variety of genres, which supports learning across the curriculum and promotes linguistic conversation for reading, writing and spoken language.
- Children are immersed in a culture of reading for pleasure, where a variety of authors and genres are available through our reading spine in our well-resourced libraries. Children explore a range of cultures, societies and heritages through their reading. Teachers are role models in developing a love of reading where - both at home and at school - reading is celebrated.
- Our reciprocal reading approach at St George's is underpinned by metacognitive teaching. Children learn more and remember more through explicitly exploring reciprocal reading skills (question, clarify, summarise, predict) across a range of contextual fiction and non-fiction texts which are interwoven across the curriculum.
- Reading at home is celebrated at St. George's and parents are encouraged to enjoy a love of reading with their children. Children keep their own reading journal; this can be in their own reading diary or as an interactive journal on Seesaw. This online platform allows children to orally discuss their reading, read passages of their books to teachers and apply their reciprocal reading skills. As an additional home learning resource, children can log in to our online reading platforms: e-books and curriculum visions.
- We believe in building on the vital foundations of reading through the teaching of decoding and synthetic phonics. Children take home phonically matched reading books - we have a range of phonetically decodable books which children can access from year 3 – year 6.

## Writing

Writing at St George's is taught through a purposeful and progressive curriculum: children enjoy writing confidently and are able to articulate enthusiastically through the written word.

- Throughout key stage 2, children will become confident writers through embedding the progressive, transferable skills outlined in the national curriculum. We follow a Talk 4 Writing approach to teaching, which has been adapted to our bespoke curriculum. This approach enables children to understand the writing process and write a range of genres. Children are able to independently edit, self-correct and proof read their own writing as they progress through the school.
- Our enthusiastic writing culture is embedded through a range of high quality, progressive, purpose-written model texts which expose children to rich vocabulary, structure and writing techniques. Teachers are role models and model writing through a metacognitive methodology in every area of the curriculum.
- Both reading and writing are drivers for our school and are closely intertwined. Our cross-curricular approach to teaching and learning means that writing is purposeful and children are enthusiastic about the written word. Our strong reading spine ensures that children are exposed to a range of writing styles and genres.
- Grammar and handwriting are taught in line with the National Curriculum through the context of the children's wider learning.
- Our teaching of writing includes a range of supportive strategies (including digital technology) to address the needs of individual classes and children. Shared and guided writing, up-levelling and editing of writing are a part of our writing process – an aspect of learning which is promoted during our author visits.

## Spelling

The spelling curriculum at St George's is designed to embed a strong understanding of phonics, morphology and etymology. Children are enthused and engaged to explore spelling patterns, learn about words in context, develop strategies and embed these spellings through their writing.

- On entry to St. George's, year 3 children are assessed and any gaps in their phonic knowledge are identified. Gaps in children's phonic knowledge are closed through targeted intervention groups and are continued throughout key stage two.
- Spelling at St. George's follows the sequence set out in the National Curriculum. Each year uses the Read Write Inc. scheme to compliment the progressive teaching and learning of spelling.
- Across the school, children are regularly assessed and are given spellings tailored to suit their spelling age. Children are set weekly spellings which they practice at home and in class. These spellings are linked to spelling patterns that are taught and vocabulary that is used across the curriculum.
- Our progressive spelling lessons intend to move children on in their orthographic understanding by targeting specific gaps in their spelling knowledge; exploring patterns and rules in spelling investigations and by using a variety of strategies to help support all learners. During lessons children are encouraged to articulate words, patterns and processes previously learned, this metacognitive approach enables knowledge to move from short-term to long-term memory.
- Children are encouraged to use a wide range of resources to support spelling learning and application. Children have access to dictionaries and thesauruses and

are encouraged to use these as a matter of habit; the use of these is modelled through teaching regularly.

#### **4.5. Modern Foreign Languages**

Children will develop an appreciation of modern foreign languages, building a foundation for future linguistic learning. Teaching raises an awareness of a multicultural and multilingual world where children will learn to communicate and understand a second language.

- St. George's MFL curriculum follows a progressive sequence of teaching throughout key stage 2, building upon skills and knowledge. The 'Rising Stars' scheme supports teaching and learning of MFL across the school. Children will learn to communicate effectively with increasing fluency and respond to both the spoken and written word.
- Children will learn language through a variety of methods including role play, interactive resources and exposure to linguistic books, to conversational skills. A metacognitive approach underpins the teaching of language and across the curriculum.
- Children will learn to write purposefully and in context at varying lengths in the French language.
- The study of MFL gives children an insight into different cultures and French speaking countries. Pupils will develop an understanding of the importance of communicating with people from different cultures and a positive attitude to developing their own language skills.
- Children will begin understand the concept of language and will explore the differences and similarities between French and English.

### **5. Monitoring of Teaching and Learning**

Central to the success of this policy is the effective monitoring arrangements to review, reflect and amend accordingly.

#### **5.1. The Role of Senior Leadership Team and Subject Leaders**

- Monitor effective implementation and consistency of the Teaching and Learning Policy and all procedures linked within it: curriculum, assessment, marking and feedback.
- Work with staff and pupils to monitor teaching and learning through learning walks.
- Review children's work to ensure consistency of approach and challenging pitch of learning through lesson observations and the scrutiny of children's books.
- Implement pupil voice to include children's views on their learning experiences.

#### **5.2. The Role of Governors**

Governors determine, support, monitor and review the school policies on teaching and learning through:

- Working with the Senior Leadership Team and subject leaders to monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensuring that staff development and appraisal policies promote good quality teaching.
- Monitoring the effectiveness of the school's teaching and learning policies.

### **5.3. Staff**

- Our curriculum teams of staff are highly skilled in monitoring and evaluating the impact of delivery of curriculum subjects.
- All staff receive regular training and professional development opportunities to exercise and exemplify the best practice encompassed within this policy.
- Staff acknowledge their role in providing the best teaching and learning opportunities for all pupils and will regularly engage in reflective practice through observing and engaging with colleagues.
- Staff seek to keep themselves well-informed and up to date with pedagogical approaches and practices in teaching and learning.

### **5.4. The Role of Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We work in partnership to inform and support our parents in giving their children the necessary guidance at home.

#### **We do this by:**

- Providing curriculum overviews for each half term, made available on the school website.
- Holding Parent consultation evenings to share pupil progress and next steps.
- Provide regular workshops for parents to support them in aiding their children's learning.
- Offering 'meet the teacher' events at school.
- Providing detailed communication and up to date school events.
- Sharing 'help' leaflets on different aspects of learning and clear guidance and support materials to support home learning on our website.

We believe that parents have the responsibility to support their children's learning and the school in implementing this policy.

#### **In collaboration, we expect parents to:**

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Ensure they inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil their obligations as set out in our Home School Agreement.