



St Luke's School

Teaching & Learning Policy

2019-2020

Index

Page	Content
3	St Luke's School Consistencies
5	Quality First Teaching
8	Planning and Record Keeping
9	Marking and Feedback
13	Assessment
17	SEN
19	Environment as the third educator
22	Quality Assurance and Monitoring
24	Reporting to parents
25	Early Years Foundation Stage
Subjects	
26	English
30	Maths, Science & Foundation Subjects

St Luke's School Consistencies

Rationale:

At St Luke's School, we view learning as a journey, each year building upon the skills and knowledge developed previously. We understand that for pupils to be fully engaged with all aspects of the curriculum, a secure knowledge of the key skills for English and Mathematics is vital. Therefore, all aspects of our curriculum ensure that opportunities are provided for pupils to consolidate and further enhance these skills.

By the end of Key stage 2, we aim for all our pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We expect them to have developed:

- A love of reading
- A thirst to enquire; ask questions and find out
- Positive relationships
- Good behaviour
- An ability to problem solve both within and outside the classroom
- Key Maths and Literacy skills to prepare them for their next phase of education

Our aspiration is that children's learning in our school is Outstanding, enabled by Good/Outstanding teaching. To support this a degree of consistency is required. The list below are the school's consistencies. These strategies have been found to be the most beneficial and key in promoting progress and raising attainment for the pupils in which we serve. **We aim to have these evident as part of everyday classroom practice.** Through monitoring by the Senior Leadership Team, Subject Leaders, Class Teachers, Teaching Assistants and as part of ongoing quality assurance and observation processes these strategies we aspire to observe these strategies in every learning the children experience.

Expectations:

Teachers have high but achievable expectations of learning and progress for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards (and presentation) in books. For example, pupils who are assessed as a Year 2 Secure writer must always produce writing of at least that level in every circumstance. Teachers must not accept learning at a lower level.

Pace

Teaching sessions are well paced to make effective use of time and respond to the learners emerging needs within the lesson. No learning time is wasted as a result of careful planning and organisation of lessons. Pace is aided through the use of the following: **please note this is not an exhaustive list.*

- An interactive starter which engages learners and initiates thinking at the start of a lesson.
- Focus group teaching which does not necessarily involve the whole class at all times throughout the lesson. This ensures that learning is always well pitched to individual need.
- Mini plenaries – spread throughout the session: these ensure that all pupils make progress within a lesson.
- Plenaries: this ties the learning within a lesson together and allows pupils to apply their learnt skills/ knowledge in different contexts. These should be used as an assessment tool and feed into the learning journey for the next day. These should incorporate the school feedback approach (brain, buddy, boss).

Pitch

All lessons are well differentiated and pitched to support and challenge **every** learner including EAL, SEN, JPP and More Able learners.

Pupils should be encouraged to become independent learners, making informed choices for themselves. The classroom should be set up to support "Continuous Provision" which allows pupils to develop independence e.g. in the younger classes learning through experience, play and choice. In older classes this is represented through the ability to choose resources themselves to aid their learning (dictionaries, iPad, mathematical resources, thesaurus etc.). Learning walls should support children in becoming independent, providing a resource to aid learning.

Climate for Learning

Teachers create a positive learning environment where children are interested and engaged through positive pupil/ teacher relationships. An environment where pupils are not afraid to make mistakes should be created by establishing clear systems of support. Learning walls should be used to capture learning in the moment and act as a resource to develop independence. The classroom should be set up to allow children to access resources independently.

Quality of Inclusion

Lessons should be well planned and differentiated according to personal need. Ability based groups are only used when necessary and groups should always remain fluid. Learning is differentiated for Emerging, Developing & Secure groups. Pupils are never referred to using terms such as bright or low ability. Provision may need to be made for individuals, according to individual need. Examples of strategies used at St Luke's:

- The use of iPads to record instructions/ questions/ learning tasks for pupils who are not fluent readers.
- Word/ picture banks are used to stimulate ideas for EAL/ SEN learners, please note that ALL learners can benefit to visual stimulus.
- Scaffolded sheets help learners to structure their thoughts and ideas.

Positive behaviour

Positive behaviour management is evident in all lessons with clear expectations and boundaries consistently reinforced, ensuring a safe learning environment for all. At St Luke's raised voices should be avoided and other behaviours strategies should be used to gain the attention of the class.



Quality First Teaching

“Outstanding Achievement For All”

Quality of Teaching, Learning and Assessment (Jersey Schools Review framework)

The most important purpose of teaching is to raise pupils’ achievement. Observers consider the planning and implementation of learning activities across the whole of the school’s curriculum, together with teachers’ marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They also evaluate teachers’ support and intervention strategies and the impact that teaching has on the promotion of pupils’ spiritual, moral, social and cultural development.

When evaluating the quality of teaching in the school, observers will consider the extent to which:

- The teaching in all key stages and subjects promotes pupils’ learning and progress across the curriculum.
- Teachers have consistently high expectations of pupils.
- Teachers improve the quality of learning by systematically and effectively checking pupils’ understanding in lessons, and making appropriate interventions.
- Reading, writing, communication and mathematics are well taught.
- Teachers and other adults create a positive climate for learning in which pupils are interested and engaged.
- Marking and constructive feedback from teachers contributes to pupils’ learning.
- Teaching strategies together with support and intervention, match individual needs.

Teaching and Learning at St Luke’s School

Teachers have a good understanding of where each child is in his/ her learning and use Assessment for Learning (AfL) strategies to give quality feedback to promote future planning and learning.



AfL opportunities are planned for in ALL lessons and include: observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self-assessment and peer assessment. Where written feedback is given and next steps set, **children must be given time to respond**. Purposeful intervention takes place by the teacher (within the lesson) when misconceptions occur and this is evident through formative written feedback on pupil’s learning.

Delivery of lessons

Delivery of lessons are made up of a variety of different strategies: guided (focus) groups, shared learning, modelling (all learning should be modelled), paired learning, group learning, independent learning and whole class teaching. It is important to note that not all strategies will be used in one lesson, careful planning of lessons will determine which are the best strategies to use to fulfil the learning focus. A defined focus for the teacher during independent learning activities must be planned for- moving between groups or working with a focus group to support and extend learning.

Learning Intentions

At St Luke's School, our aim is to provide high quality teaching that enables pupils to achieve their full potential. It is only when they fully understand what they are learning, why they are learning it and how they are going to achieve it, that they will be successful learners.

Learning Intentions (LI) must be clear to children. They all must know what they are learning and why they are learning it. They also need to see the point of the LI in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This requires teachers to have fully explained the Learning Intentions in context, the students have engaged with them and can explain them.

- LI needs to be repeatable
- It needs to be usable as a target
- LIs can be too small/narrow to make a difference
- Quality of marking is in direct correlation to the quality of LI
- What do you actually want them to achieve? Rather than DO...
- If LIs are too contextualised to the activity then feedback and marking may improve that narrow activity **but not lead to progress over time**
- LIs may need to be repeated lots of times and in different year groups

'If learning is to be enhanced it has to be rich, based upon a continuum: a journey with multiple endings. Along this journey the learner needs to know where they are and more importantly where they are going and how they get there.'

David Spendlove, Putting Assessment for Learning into Practice

Language Bank for Learning Intentions

Knowledge	Understanding	Skills
<ul style="list-style-type: none">● Label● Name● Define● Describe● Recall● Identify● Sort● Retell● List● Recount	<ul style="list-style-type: none">● Interpret● Retell (*from another characters point of view)● Predict● Analyse● Explain● Summarise● Sort (KS1) Categorise (KS2)● Create● Match (KS1)● Change● Organise● Describe● Apply● Empathise (KS2)● Sequence	<ul style="list-style-type: none">● Retell (*with expression)● Make (*notes)/ create● Locate● Interpret● Compare● Use● Demonstrate● Explain● Analyse● Perform● Research● Organise● Design● Skim/ scan● Justify

Knowledge, understanding, skills... what are they?

Knowledge	Understanding	Skills
<ul style="list-style-type: none"> • Remembering/ retaining information • What one knows/ going to know/ has to know • End result/ bigger picture • Key words/ phrases/ facts • Previous experience • Learn first • Describing what you know • Facts at the most basic level • Prior knowledge • Recall facts 	<ul style="list-style-type: none"> • Gaining independence/ confidence • Expression of own ideas • Inform others • Using own words to explain (paraphrasing) • Prediction • Analysis • Questioning • Application of prior knowledge- doing something with it • Comprehension • Inference • E.g. role play a word problem (Maths) 	<ul style="list-style-type: none"> • Ability to apply knowledge understanding and extend • Independence • Show others how to... • Ability • Application • Practical/ hands on • Demonstration and application of knowledge and understanding

Success Criteria/Steps to Success

At St Luke's School, we believe that consistency is key in ensuring high quality teaching and high standards for all. Learning Intentions are supported by Success Criteria or *Steps to Success* which may be differentiated according to need, allowing pupils to self-assess their learning.



Planning and Record Keeping:

The key to Quality First Teaching (QFT) is Quality First Planning. To ensure that this happens the following should take place:

- It is important to note that short term (weekly) planning should remain organic, constantly evolving reflecting the needs of the children.
- Planning is completed using the National Curriculum. All topics have been chosen in line with the requirements set out, employing cross-curricular techniques where possible.

All lessons are effectively planned with a clear learning outcome at the end. All lessons have a clear learning intention and steps to success which are shared with the pupils at different points within the lesson. Learning questions are referred to throughout the session, especially during independent learning when feedback is given.

Long Term Plans

- Long term plan has been negotiated with staff and designed with coverage in mind.
- A visual Roadmap provides the big picture and framework for what is to be taught. It allows knowledge and skills to be cross curricular when appropriate and ensures learning is built upon without repetition.

Medium Term Plans

- Subject Leaders use the Long Term plans to generate Medium term planning for their subject from years 1 – 6. Class teachers are then able to adapt specific areas, in negotiation with Subject Leaders, to personalise for specific cohorts.
- Class teachers highlight/tick off/make notes on a printed copy of each plan for their class (stored in the class Planning Folder). This is then used by Subject leaders to monitor coverage and to evaluate/amend for future plans.
- Medium term planning for every subject contains the expected headings:
 - Success Criteria,
 - Key/New Words,
 - Whole Class,
 - Activity,
 - In their Books:
 - Number of worksheet required (*ideally none!*).

Short Term Plans

- Short term plans are not monitored or collected by SLT. Their purpose is to allow teachers to feel prepared and to share any instructions/guidance for any support workers or teaching assistants.
- A suggested format is provided:

St Luke's School Short Term Planning

Subject: _____ Further Challenge	Next Steps – Further Challenge
Further Support	Next Steps – Further Support
Misconceptions, Key Skills & Notes	WALT: Activity:

Planning Files

- The school aims to offer the children a broad and balanced curriculum. The planning file is a working document which must be available in the classrooms at all times (stored on/next to the teachers desk) and gives a clear picture of what has been planned, what has been taught and an evaluation of the outcomes which teachers use to plan future work. Teachers are asked to highlight areas that have been covered/make notes (on Medium term planning). All planning files include long term, medium term. Short term plans may also be stored here but there is no expectation for this to occur.
- The following information should also be accessible in planning files: Numeracy/ Literacy groups, register of any medical need/SEN/JPP, current timetable, split list, class layout + seating plan (if appropriate), Assembly order.

Maths Planning

- Maths planning is stored electronically on Flip Charts (which are amended daily).
- All classes follow either the EYFS Curriculum Framework or National Curriculum. The NCETM, White Rose and "Maths No Problem" are used alongside the National Curriculum - It is expected that teachers are flexible with the use of these and use regular gap analysis and assessment information (plotted on Educater Tracking System) to plan for progress "[Matching the learning to the needs of the children *not* blindly following the curriculum](#)".
- Children's starting points are used (including results from any standardised assessments and progress in sessions) to **plan for progress** and fill any gaps in knowledge or skills.
- 80% - 90% of maths teaching should be focussed on Number.



Marking and Feedback

The marking of children's work, either written or verbal, should be regular and frequent and conducted by teachers and teaching assistants.


Using the Verbal, Brain, Buddy & Boss method ensures that ***every piece of learning is receiving feedback.***

- ★ Teachers should look for strengths before identifying improvements when marking work.

Any marking should be linked to learning intentions/ Steps to Success / targets – these should be highlighted in green on the Learning Intention/Steps to Success at the start of the work (there is no need to re-write these when you are marking!).

There are 4 types of marking:

- Challenge
- Reminder
- Instruction
- Example

 We tend to over rely on reminders! So try to use all types.

- ★ Challenge marking is good for More Able Pupils (MAPs).

Feedback

Effective feedback requires planned time for children to respond and make improvements. Such time is most effective when included “in the fabric of the lesson”; for example, by asking pupils to look for a success after 10 minutes and an improvement after another 5 minutes. Teachers should provide verbal and/or written feedback to children. Feedback should **make a visible difference.**

- Needs to be meaningful and Needs to motivate
- Teachers focus on the bits that matters rather than *everything*: Thinking about “what is the purpose of this piece of work?”, “Was it achieved?”, “Could it be improved?”
- **Progress** should be checked constantly rather than the *activity*
- **All adults** should give quality feedback
- Look for visible progress and impact - **Feedback should make a difference**
- **‘Catch Up’ marking is a waste of time!!**

Feedback cycle

- **Verbal**
 - Use wisely then check in for visible signs of progress.
 - There is no need to recorded in books to show that verbal feedback has been given to this group – however if teachers wish to record (perhaps to enable them to monitor impact of their verbal feedback as part of a *Visible Learning Action Research*) they should use “VF” or a verbal feedback stamp.
- **Brain & Buddy – Purple Pen Marking**
 - Children should be **explicitly trained** in the process of self-evaluation/peer assessment. Sentence starters or specific guidelines stating what the child marking

the work are looking for should be provided. These should be focussed on looking for success measured against criteria and suggesting improvements.

- Children should agree some “golden rules” of response partner/ peer assessment/ feedback work, to safe guard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestion and of the peer assessment should be monitored by the teacher.
- **Boss – Green Pen Marking**
 - Books taken away for feedback to be given.
 - Time is given at the start of the next session for children to read **and respond** to the marking.
 - **Visible signs of impact should be seen in the next piece of work.**
- ❖ **All pieces of work produced by the children should be marked or feedback using the above guidance. This is true for all subjects.**
- ❖ Marking and Feedback will be monitored as part of the “book look” quality assurance in key Stage meetings, during pupil conferences and in pupil progress/moderation meetings.

Spellings

Marking and feedback should be focussed on the learning intention and success criteria. However there may be times when a child repeatedly makes a spelling mistake that needs to be highlighted (a **maximum** of 3 spelling corrections may be highlighted in the marking and feedback). Best practice would then be to provide this word as one of the spellings to be tested. The child may be asked to re-write the correct spelling in their writing book (teachers need to check that the word has been spelt correctly).

Presentation

- ✓ All learning is to be dated using the written date – e.g.: Thursday 7th September 2017 (from Year 2, Autumn 2,). When printed LI/SC is used the date should be added to this thus avoiding wasted learning time – however in Upper Phase for Maths sessions Roman Numerals may also be used (as a way of reinforcing this element of learning through the year).
- ✓ LI/SC printed labels (with date) to be stuck into all children’s books, even if the child is absent – this will allow missed learning to be monitored. “Absent” should be written under the label and then ruled off to enable the rest of the page to be used next session.
- ✓ All learning must be marked clearly with either the Learning Intention or a Title and underlined (Y3+)
- ✓ Labelled exercise books should show name of child, year group and subject.
- ✓ Children should be encouraged to be aware of the visual impact of their learning (especially layout and spacing) using margins where appropriate
- ✓ Children should be encouraged to take pride in their books and respect them
- ✓ All books should have a plastic covers.
- ✓ A line should be left blank between the title/learning objective and written learning
- ✓ **Erasers should not be used.** Children should cross out errors with one line only (using a RULER) – **this will need to be taught.**

- ✓ Children are not to leave whole pages blank. They should be ruled off from the day before.

Handwriting

Handwriting at St Luke’s is important as we want pupils to take pride in their learning, presenting it to the very best of standards. Teacher’s handwriting in books should also model expectations for their year group, following the school handwriting policy (eg Adults should only be joining their writing if this is the expectation for their year group). Adults handwriting should be neat and on the line being mindful not to “graffiti” the children’s work.

Focus questions

When quality assurance of the marking and feedback occurs it will be using the following focus questions:

Focus questions
Is pupils’ work marked regularly and demonstrates an equal amount of VF, Brain, Buddy, Boss?
Does the marking relate to learning objectives?
Does the marking identify pupils’ strengths and make explicit what they have done well using “2 stars”?
Does the marking provide explicit guidance for pupils on how to improve using “wishes”?
Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?
Does the presentation show care and attention, and high expectations?
Are comments written by children presented neatly and clearly for children to read?
Are adults comments presented neatly and clearly for children to read, adhering to the school’s marking policy?

2019/2020 – Feedback and Marking is the focus for our Phase Action Research projects. As such each phase will be using these guidelines as the default with adaptations made as per the specifics of the research being undertaken.



Pupil Engagement

Pupil engagement is **fundamental** to pupil progress within a lesson. This does not mean that pupils are just 'being compliant' within a lesson but are active participants who are completely absorbed in the learning which is taking place, they are in a state of 'flow'. Flow is characterised by six key areas:

- a) Teacher input is **minimal**
- b) Children have appropriate **skills**
- c) Tasks are appropriately **challenging**
- d) Goals are **very clear** and **worthwhile**
- e) Feedback is **immediate**
- f) Tasks are **motivating**

Pupil independence

Pupils should be encouraged to become independent learners, making informed choices for themselves. The classroom should be set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionaries, iPads, mathematical equipment, thesaurus etc.). Learning walls should support children in becoming independent, providing a resource to aid learning. The following strategies have also been highlighted in recent lesson observations as examples of good/outstanding practice:

- **Lollipop sticks/mini-me** to determine who answers questions. Each stick represents each pupil. Once children have been allowed to discuss a question/ statement, a lollipop is drawn to determine the pupil. This ensures that all pupils are fully engaged at all parts of the lesson.
- **Talk time:** Talk time is used to give learners an opportunity to process their answers and thoughts before contributing to the class. This allows all learners to be included and raises self-esteem. Talk time must be structured with key questions/ talk frames. Learning partners should be changed regularly and best practice is to have mixed ability to allow modelling of high level language scaffolds. This should be no more than 3 minutes.
- **Use of sound timer:** to develop routines, expectations and maintain pace, learners should be given an allocated time to discuss/complete learning etc. The timer is used to draw pupils attention, promoting routine and independence.
- **Mini whiteboards:** these are used in carpet sessions to engage learners. Getting pupils to scribe answers/ ideas/ thoughts during carpet time ensures that learning is not passive which will lead to inadequate teaching.
- **Sound buttons/iPads:** these are used as a tool to develop independence among lower ability pupils. Questions can be recorded, instructions stated and information shared via sound buttons. This will take away the requirement to read and allow pupils to focus on other skills. It also promotes independence, crucial in all learners.

Assessment

Rationale

Assessment is at the heart of all learning programmes. **Assessment for Learning (AfL)** is an **integral** part of **everyday practice** and should form the **bulk of your assessment** practice. However, **summative assessment** should be used to **back up** our teacher judgements, not make the judgement for you. Understanding the abilities and needs of all the pupils in a class is essential in order to ensure that planned learning programmes provide the most effective learning opportunities. It is the duty and responsibility of the school as an organisation to monitor and track progress of individual pupils and groups of pupils to ensure that they are making appropriate rates of progress towards national standards.

Centralised Assessments, moderation & Data gathering

Year 6 End of year Assessments (**SATS**) – tests taken at the end of Year 6 in GPS, Reading and Maths.
Reception, Year 2 and Year 6 – moderation teams work with these year groups through the year to ensure consistency in teacher assessments across the island.

Evidence of pupils meeting the statements must be evident in children’s learning (books/ observations/ feedback/ tests etc.) Evidence should be from a variety of sources. As a school we continually add to our bank of moderated and standardised exemplars which aid the tracking of attainment.

Assessment Tasks:

	Autumn	Spring	Summer
EYFS	Internal baseline assessments (completed by the end of the first 2 weeks) Ongoing profile observations Phonic/Number assessments (Rec)	Ongoing profile observations Phonic/Number assessments (Rec)	Ongoing profile observations Phonic/Number assessments (Rec) Profile data: Development Matters/ELG Checklists for hand up External Moderation
Year 1	Key skills check Running Records Phonics assessments Unaided writing Teacher assessment	Key skills check Running Records Phonics assessments Unaided writing Teacher assessment	Key skills check Running Records Phonics assessments Unaided writing Teacher assessment
Year 2	Key skills check Running Records Unaided writing Teacher assessment Phonics check – if required	Key skills check Running Records Unaided writing Teacher assessment Phonics check – if required Practise test papers	Key skills check Running Records Unaided writing Teacher assessment External Moderation COPs Assessments– to screen for possible dyslexic tendencies/working memory issues.

Year 3	Key skills check Running Records Unaided writing Teacher assessment Edinburgh Picture Test – to identify areas of learning strength and areas to support.	Key skills check Running Records Unaided writing Teacher assessment	Key skills check Running Records Unaided writing Teacher assessment
Year 4	Key skills check - Spellings Running Records Unaided writing Teacher assessment	Key skills check- Spellings Running Records Unaided writing Teacher assessment	Key skills check- Spellings Running Records Unaided writing Teacher assessment
Year 5	Key skills check Running Records Unaided writing Teacher assessment	Key skills check Running Records Unaided writing Teacher assessment	Key skills check Running Records Unaided writing Teacher assessment
Year 6	Key skills check Running Records Unaided writing Teacher assessment	Key skills check Running Records Unaided writing Teacher assessment Practise test papers External Moderation	Key skills check Running Records Unaided writing Teacher assessment Y6 SATs tests External Moderation

All Year Groups – PIRA (Reading) and NFER Maths Assessments each term – analysed by class teacher to inform next steps in teaching.

Teacher Assessment: It is important to note that any summative assessments must be used in conjunction with Teacher Assessment. They are used to inform teacher assessment but should not be used as standard. Teacher Assessment can be gathered using the variety of formats:

- Running Records (reading)
- Key skills: completed termly (a copy to be given to parents/ carers during termly open evenings)
- Levelling pieces of Maths learning in books
- Levelling pieces of extended writing
- Unaided writing
- Gap analysis/end of unit assessments
- Guided Reading observations and notes from Guided Reading file (reading)
- Notes from observations/ plans from questioning/ focus group work.

Subject Specific Assessment

Science

- Unit Coversheet to be included in all science books (Yr1-6) at the start of a new unit. This will include useful vocabulary for the Unit: school template is saved in Teacher shared/Curriculum/Science/Unit Coversheets (These are for Teachers to highlight and track progress which can then support Educater assessments). These need to be revisited at the end of a unit before the next coversheet is added.

- All Science learning to be recorded. This could be as a photograph with written explanation, labelled diagram, experiment write-up etc. This can be different on a weekly basis e.g. written methodology one week, photo of an experiment the second week etc. This is detailed in the Science Medium Term Planning.

Pupil Progress Meetings:

Aims of Pupil Progress Meetings

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.
- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend St Luke's School.
- To challenge teachers to assess and analyse their programme provision to ensure it best meets the learning needs of all pupils.
- To support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

Actions and Expectations

- Pupil Progress Meetings are held once per term – PPM are hosted by HT/DHT or Phase Leaders. External consultants may also attend PPM if appropriate.
- During these meetings specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- All staff should come to the PPM prepared with ideas of actions which will address identified issues. Evidence of the extent to which teachers and teams are prepared for these meetings contributes to PR&A.



SEN:

Teachers are responsible for the progress of ***all*** children in their class – this includes SEN. In effect **all teachers are teachers of SEN.**

SEN File

- Every class teacher maintains an SEN Inclusion file for their current pupils in their class.
- In compliance with DATA Protection requirements Class Inclusion Files need to be stored securely and away from public view.
- The SENCo will collect in all Inclusion files termly for monitoring and updating.
- On arrival in school any reports from outside agencies will be copied by the office staff and copies will then be left in class teacher's pigeon holes (Green folder) ready for reading and then filing in class Inclusion folders.
- Class teachers are to share reports with TA's working in class for their information. SENCo's will refer to these in planning and review meetings with TA's allocated to run specific interventions.
- SEN Inclusion file contents include:
 - Class Provision Map
 - Copy of TA support timetable
 - Paperwork for children currently on RON
 - Ordinarily Available Document
 - SEN Definitions
 - Notes from SEN Meetings
 - Notes from meetings with other professionals/parents

SEN Inclusion Register and PARM Meetings (Planning and Review Meetings)

- Each term the SENCo will complete the whole school SEN Inclusion register. This will then be sent to the Dept. The Register details the numbers of children at SEN and RON status.
- All Inclusion Register DATA will be updated termly following data submitted by teachers (and in some cases lead intervention staff) on SPTO.
- At the start of each term the Head teacher and SENCo will meet to compile a prioritised list of pupils for Ed Psych involvement/ assessment/support or guidance that term. (Pre- Parm meeting)
- The resulting PARM meetings will take place at the start of each new term and will be attended by the Head teacher, SENCo, Ed Psych, Well Being Facilitator, EWO and Behaviour Support Team member. Discussions will be around the best way forward for supporting each pupil reviewed.
- Class Teachers will be kept informed of any Ed Psych, EWO, EBD involvement as applicable.
- Information of any school based meetings/assessments will be listed on the school weekly dairy sheet as applicable.

Provision Maps

- The Provision Map is to record all learning support strategies and interventions across the year group. Provision map are to be a working document that is added to and amended (as required) throughout the term.
- TA's are to be involved in this process as part of weekly planning and review meetings.
- After an initial meeting with SENCo, class teachers are responsible for ensuring that the class provision map is filled in and up to date.

- At the start of each term class teachers are to print out the current working copy of the Provision map and place in the front of Inclusion Folders.

ILP's: Individual Learning Plans

- All children on the Inclusion Register currently working with an outside agency are to be on an ILP:
 - There may be exceptions to this e.g. where we believe a child is most likely to be requiring outside agency support in the near future or in readiness for Ed Psych involvement. We may ask for an ILP to be started in order to monitor progress or concerns. (NB ILP's are frequently requested when we make referrals to other agencies. Some agencies ask for the last two or three on occasion to prove we have planned interventions ourselves before requesting their support).
- SMART Targets will be set based on reviewing a pupils work, performance against previous targets, their behaviour and may also be taken directly from support agency advice and recommendations.
- ILP's are read by the SENCo and then shared with parents at the start of each term by class teachers.
- Children should be involved in the writing and reviewing of their ILP. (Age appropriate)
- ILP's are to be ongoing working documents and be reviewed formatively throughout the term.
- An electronic copy of ILP's should be saved in the SEN folder on Teacher Sensitive area with a signed paper copy stored in the Class Inclusion Folder.
- Relevant dates for the writing, reviewing and sharing of ILPs will be detailed on the school calendar.
- ILP's should be set up/reviewed and shared with parents by the end of the second week of each new term.

SEN File

- Class Provision Map
- Copy of TA support timetable
- Paperwork for children currently on RON or SEN action.
- Ordinarily Available Document
- SEN Definitions
- Notes from SEN Meetings
- Notes from meetings with other professionals/parents

English: SEN

- Children having been identified as working well below the expectations of the year group will have an alternative spelling session planned using the Early Phase format and Letters and Sounds word lists
- Specific SEN activities and resources (including NESSY, 5 minute box and toe-by-toe) can be used by these identified children: please refer to the KS1 SENCO or KS2 SENCO for specific advice and guidance.



Environment as the third educator

Principle

At St Luke's, we believe that the ethos of the school is reflected through children's interaction with each other, staff and through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school buildings. As a School, we believe that displays play an important part in encouraging enthusiasm for learning and for celebrating the achievement of our young people. We follow current research that states best practice is for neutral backgrounds which reduces visual stress/distractions for children with SEN (ie ADHD/ASC) and highlights the children's work. As such all display boards at St Luke's school are backed with hessian with internal walls painted white.

Our aims are:

- ✓ To provide a visually stimulating learning environment for all.
- ✓ To promote continuity and coherence across the school.
- ✓ To celebrate children's achievements and give purpose and value to children's learning – every child's learning matters.
- ✓ To give children positive affirmation and feedback that the learning has been appreciated and celebrated.
- ✓ To develop children's aesthetic awareness.
- ✓ To enable the children, staff and visitors to gain an instant insight into the diversity of the learning going on in the school.
- ✓ To provoke children and adults to think and ask questions to stimulate learning
- ✓ To boost children's self-confidence.
- ✓ To show the attainment and progress achieved by the learners.
- ✓ To provide information which supports learning (high frequency words, number charts etc).
- ✓ To establish expectations for teachers and support staff.

Learning Walls

Learning walls are based on the 'working wall' approach where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Pupils' learning should be displayed throughout the different stages of the learning journey with reference to the checklists. Relevant vocabulary based on current learning should also be evident. Learning walls should be available for Maths, Literacy and Science. These reflect current learning with aids and scaffolds as a guide and support for independent learning. However depending on the current theme a learning wall may be also applicable for Foundation subjects.

Display to showcase learning

- ✓ Learning is displayed in classes, corridors and other shared areas and the focus of these can be topic/theme led with cross curricular links (including Maths, Literacy, PSHE). It is expected that the central topic the class is studying will be clear.
- ✓ Best practice is to use both handwriting and computer fonts on displays – ideally comic sans should be used to support SEN children.
- ✓ Best practice is that displays contain the learning intention/Success Criteria/Steps to success or a description so that the learning that has occurred is clear.

Displays should be changed regularly – 1 shared area display (per class) should be changed each half term – the focus for each half term is provided in advance on the school calendar.

As displays change they are re-cycled to maximise impact. Shared Area displays are moved to the hall and hall displays are moved to classrooms (for either additional display or being added into children's books).

English

- All classes must have an English learning wall. This should be updated regularly to reflect the current learning. It should include VCOP, sentence types (A Peat) and grammatical terminology as per year group expectations. Examples are available on the teacher shared network.

Maths

- All classes must have a Maths learning wall. This should be updated regularly to reflect the current learning. It should include times tables, number lines and vocabulary/terminology as per year group expectations

Science

- All classes must have a Science learning wall. This should be updated regularly to reflect the current learning. It should include examples of children's questions, current themes and vocabulary/terminology as per year group expectations

Specific subject displays: what we would expectat in each classroom

Subject	Display	How Often are these changed?	
Literacy	Learning Wall / Interactive display (with extension activities, questions etc.)	<i>Dependent on unit</i>	
	<table border="1"> <tr> <td> Early Phase/KS1: <ul style="list-style-type: none"> Alphabet HF words Days of the week Handwriting formations (joins (Y2) </td> <td> KS2: <ul style="list-style-type: none"> Examples of handwriting joins Spelling patterns (specific to year groups) Grammar aids </td> </tr> </table>	Early Phase/KS1: <ul style="list-style-type: none"> Alphabet HF words Days of the week Handwriting formations (joins (Y2) 	KS2: <ul style="list-style-type: none"> Examples of handwriting joins Spelling patterns (specific to year groups) Grammar aids
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Numeracy	Learning Wall / Interactive display (with extension activities, questions etc.)	<i>Dependent on unit</i>	
	<table border="1"> <tr> <td> Early Phase/KS1: <ul style="list-style-type: none"> Number line Key vocabulary for 4 operations 100 square 2D/ 3D shapes </td> <td> KS2: <ul style="list-style-type: none"> Place value grid Key vocabulary for 4 operations 100 square (Y3-4) 3D shapes </td> </tr> </table>	Early Phase/KS1: <ul style="list-style-type: none"> Number line Key vocabulary for 4 operations 100 square 2D/ 3D shapes 	KS2: <ul style="list-style-type: none"> Place value grid Key vocabulary for 4 operations 100 square (Y3-4) 3D shapes
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Science	Learning Wall/ topic display with relevant vocabulary represent. Relevant books should also be present, allowing pupils to find out new information.	<i>Dependent on unit</i>	
Creative Curriculum /Topic	Topic displays should be reflective of the current topic. A title (could be in the form of a question), key vocabulary and images/ photographs should be	<i>Every half term: ongoing, reflective of current learning.</i>	

	displayed to stimulate learning early in the topic. Topic boards should be updated with learning as the topic progresses, reflecting the learning journey.	
Reading Corner	Reflective of current topic: information gathering to inform current/ future learning (if it lends itself easily). Front facing books, questions and artefacts should be displayed. Author focus Positive reading environment (cosy, lots of front facing books, engaging, tidy etc.)	<i>Every half term</i>
RE/ PSHE/ Art	Reflective of current topics, inclusive of captions titles etc. These may be cross curricular. These should be reflected, where possible, in cross curricular themes.	<i>Every half term</i>
Rights Respecting (UNCRC)	Using the UNCRC, the rights of the child should be reflected in displays, according to the right which is being promoted. The class charter (created during the first week) must be displayed at all times.	<i>Ongoing</i>

Other points to consider

Reflective of diversity

We are proud to be a diverse school, with many cultures and languages represented. This should be evident in all classrooms (for example through bilingual signage, photographs etc).

Organisation

Neat and well organised, with labelled drawers and cupboards, to support independence so that all children know how to access resources to support their learning.

Neat and tidy

All areas should remain neat and tidy and resources kept in the correct place. Books in the book corners should be front facing where possible.

Health and Safety

Display and organisation does not pose threat to H&S.

Teacher's Area

Models the high expectation we have of children – neat, organised and professional. All paper work neatly filed away and no clutter evident. **Sensitive Data should not be on display.**

Quality Assurance and Monitoring Practice

We value our staff and regard wellbeing highly; therefore our feedback is supportive and constructive, whilst recognising that the most effective way to develop practice is to provide developmental feedback to staff. All monitoring at St Luke's is undertaken in order to promote professional development and to quality assure the practice across the school. We conduct a range of monitoring activities in order to create a full and accurate picture of the teaching and learning. Monitoring activities are undertaken by leaders, external consultants and School Review Framework. Monitoring activities are used to inform whole school development planning and to set targets for individual teachers and Key Stage teams.

Monitoring Schedule		
Monitoring Activity	Frequency	Conducted by
SLT Lesson observations	10 minute "drop-ins" at random intervals through the term. Bullet pointed development points provided with any specific support provided by Subject Leaders. Observations relating to specific CPD or subject specific may be carried out at other times as agreed.	HT/DHT/SLT External consultant and reviewers as required
Subject Leader Observations	Core subjects = half termly Foundation subjects = termly The Observation and follow up support (team planning/team teaching/class teacher to observe/etc) can be at the request of the class teacher, suggested following SLT "drop-in" or as part of the Subject Leaders development plan.	Subject Leaders
Learning walks	Termly	HT/DHT/Subject Leaders
Planning monitoring	Core subjects = half termly Foundation subjects = termly	SLT/Phase Leaders/Subject Leaders (medium term planning)
Book Monitoring	Half termly	SLT team
Pupil Conferences	Weekly	HT/DHT
Pupil Progress Meetings	Termly	HT/DHT/SLT
Internal Moderation Meeting	Termly	DHT/Moderators

Internal/Tri-School/ Moderation Meetings

Together with a trained moderator or Senior Leader they will go through pupil books identifying evidence of progress over time. This will be done through a dialogue using questions as a stimulus. An example of types of questions that will be explored:

- Show me where you think your marking has made a difference.
- How would you judge the quality of pupil's presentation and organisation as the learning progresses through their book?
- In what ways has marking improved your teaching.

- What is the level of learning achieved at the start of the book? How do you know this? What is the level now and how good is the progress since the new book was started?
- How do you know that the learning given is challenging enough?
- Show examples of where pupils have assessed their own learning, acted upon guidance and have increased their independence.
- What level would you give this piece of learning? Why?
- Show me where you have adapted teaching/ activity as a result of your marking in order to increase challenge/ address misconceptions.

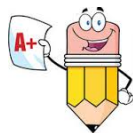
Through these conversations, teachers will be able to level pieces of learning and build up a 'picture of progress' for each child.



Pupil Voice / Conferencing (Book Bingo)

In weekly Whole School Community Assemblies a number from the registers is selected at random – these children then meet with the Senior Leadership team to share the learning in all their books and to take part in pupil voice / conferencing. These are conversations which we have with the pupils focusing on the pupil's views on the quality of teaching and learning and by getting the children to bring along their books; they can develop their ability to talk about their learning. At each conference there is always a conversation that relates to safeguarding to enable Senior Leaders to establish perceptions, clarify misconceptions and be alerted to any safeguarding or health and safety issues.

Staff are provided with any relevant feedback in the form of two stars and a wish. Any developmental points are monitored by SLT to ensure they are actioned to enable consistency in approach across the school.



Reporting to Parents/Carers

At St Luke's we report to parents/carers each term in a variety of ways –some formal and others informally.

Pupils' progress in all year groups will be regularly reported to parents at parents' meetings. The system which will be used to track this progress is Educater, accessible online on all computers, Mac's, laptops and tablets.

Term	Reporting methods
Autumn Term	<ul style="list-style-type: none"> • Year group information meeting (two sessions to enable those while multiple children to attend 2 class meetings) outlining curriculum and expectations for the year. • Autumn “settling in” data sheet. • Parent evening to meet the teacher and discuss the data sheet. • Half termly (start and end) ILP setting and review – including meeting with parents plus weekly reflections on progress in the planning folders. • Additional appointments at teacher or parent request. • Showcasing of learning events- Community assemblies & sharing sessions.
Spring Term	<ul style="list-style-type: none"> • Half termly (start and end) ILP setting and review – including meeting with parents plus weekly reflections on progress in the planning folders. • Spring term “Academic” data sheet. • Parent evening to meet the teacher and discuss progress, attainment and data sheet. • Additional appointments at teacher or parent request. • Showcasing of learning events- Community assemblies & sharing sessions.
Summer Term	<ul style="list-style-type: none"> • Half termly (start and end) ILP setting and review – including meeting with parents plus weekly reflections on progress in the planning folders. • Summer term “summary” data sheet. • Parent evening to meet the teacher and discuss progress, attainment and data sheet. • Additional appointments at teacher or parent request. • Showcasing of learning events- Community assemblies & sharing sessions



EYFS

St Luke's School's Guide to Excellent Practice in the EYFS

The EYFS is an extremely important stage as it prepares children for their future learning and success. We adhere to the Early Years Foundation Stage Framework which is based on promoting children's safety and welfare, learning and development and partnership working with parents.

All young children are entitled to high quality educational provision so that they are helped to become confident, effective and independent learners.

At St Luke's the EYFS strives to ensure:

1. All children are treated as **unique learners** who are valued, included and safe. No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, social class, disability, gender or ability; inclusion is actively planned for and promoted.
2. Play is valued as a key way in which children learn. Children engage in adult-directed activities and in those which they initiate themselves. Children have time to investigate, to become **engrossed** and to complete activities.
3. The **partnership** between home and school is positively nurtured. The personal contexts of children's families, cultures and communities are acknowledged and valued. Practitioners build positive relationships with parents in order to work effectively with them and their children.
4. The curriculum is relevant, imaginative and stimulating. The curriculum is planned to ensure children develop physically, linguistically, intellectually and emotionally. It **builds on what children already know and can do** and inspires a confident disposition to learning through relevant, imaginative, challenging and enjoyable experiences.
5. Practitioners are **effective, trained and knowledgeable** in promoting challenging and enjoyable learning and teaching for young children. Implementation, provision and practice are coherent in their aspirations for excellence in promoting early learning and teaching.
6. The provision is purposeful, inviting and engaging. Indoor provision and resources **encourage and challenge** children to learn and grow in a carefully planned environment. Outdoor provision is available for learning and teaching in all areas of the curriculum. It enables children to learn by working on a larger, more active and exuberant scale than is possible indoors.
7. Planning ensures that **all children make progress** in learning based on steps towards the early learning goals. Planning is based on direct observations of children's interests and play
8. **Assessment is an on-going and a continuous process.** Assessment for learning is based on observing children and responding appropriately, based on the knowledge and understanding gained through these observations. Records are manageable, useful and purposeful in planning and are promoting continuity of learning.
9. **Staff work cohesively as a team** as the best partnerships happen when everyone respects and values the other's knowledge, expertise and experiences and are able to contribute these for the benefit of the child.



English:

At St Luke's School, we believe that reading; writing and good communication skills are fundamental in ensuring that children are equipped for everyday life. Therefore, these skills are taught in discrete lessons but also throughout all aspects of the curriculum.

Subject	Purpose
Reading Journal entries contained in Writing Books	To develop fluency and reading accuracy of sentence structure and grammatical awareness.
Guided Reading	To develop reading fluency, comprehension skills and a love for reading.
Phonics	To develop a solid understanding of the different sounds which make up words, to be used as a reading strategy. The phonics resource which we use is predominantly "Letters and Sounds" however teachers may compliment this through resources from other sources, if appropriate.
Literacy	To develop an awareness of different genres through reading, writing and speaking and listening activities.
Grammar/ Punctuation & Spelling (GPS)	To develop grammar, punctuation and spelling skills.

Reading



- Reading sessions should take place in the morning
- Children should read approximately 114 books per year based on 3 reading sessions per week over 38 weeks relative to age and stage. (Above Level 24 the amount of books will reduce as chapter books, newspaper articles and other forms of text are introduced).
- In Reception and Year 1 children should have a variety of stories read to them every day including planned shared reading sessions and big books.
- Differentiated Reading will be evidenced in short term planning.
- In Key Stage 2, it is the expectation that the reading session will begin with 15 minutes reading followed by independent follow up work to be evidenced in the reading journal.
- To avoid losing any of the books please take a full set (even if you only have a small group).
- To ensure that reading sets are correctly returned and ready for the next user it should be an adult that collects and returns guided reading books. Self-selection "home readers" books are stored within class and children are trained to change these independently (with support in the younger classes).
- All guided reading books are returned the week before the end of term so that stocks can be checked and records updated.
- Reading assessments (PIRA) occur termly.
- Moderation of reading will take place regularly – internally or as part of our Tri-School partnership. The first moderation should include reading evidence handed up from the previous year as well as any new evidence.

Reading File

- Each class has a reading file (this is handed up upon the transition of the class to the next year group).
- The reading book list is highlighted and dated and kept in the reading file.
- Reading file contents:
 - A list of the reading groups/individual readers (with their current reading level noted)
 - A separate section for each group/individuals readers
 - A highlighted and dated book list per group of readers (differentiated)
 - The current benchmark sheet (if level is L20 or below) is used when an improvement is noted and reading levels are requiring reassessment.
 - If reading above L20 running records are used as formative assessment to ensure reading standard is maintained.
 - A reading notes section (including observations of children's inference, deduction and comprehension skills) to store evidence from guided/reciprocal reading sessions.
- Reading files will be collected in termly by the Senior Leadership Team (in their role as English Lead) to quality assure.

Reading level 1 to 20

- Children reading Level 20 and below should have their guided reading book sent home after each session
- Reading Journals, which contain activities associated to guided reading sessions, are used once per week as a minimum.
- It is an expectation that all children reading above Level 20 should be taught reciprocal reading.

Benchmarking

- Formal benchmarking must be carried out once per term up to reading recovery Level 24 with children having a good comprehension, inference and deduction skills as well as the ability to read accurately and fluently
- Running records sheets are completed 1 per child. The minimum expectation is 1 running record per half term for children reading at level 24 and below.

Phonics

- Phonic sessions are to be held twice a day in EYFS/KS1, following the "Letters and Sounds" programme.
- Phonics (Letter sounds and sight words) should be checked at least half termly until children are secure
- When phonics are secure in KS1, children should be provided with an independent reading activity such as comprehension cards or reciprocal reading (with some written evidence that this has taken place)

Reading Record

- Parents must sign the reading record to show reading has taken place and teacher must keep a record of the books sent home. A new book may only be sent home once the previous one has been returned
- Reading teacher assessment judgements highlighted on SPTO.
- Reading targets/Next steps must be set at least each half term and stored inside the front cover of the book – SMART targets mean that no target should be "carried over" – if a target

has not been achieved it will require breaking down into smaller, achievable steps. SMART targets should be achievable in a half term.

- Reading records/journal entries in writing books will be monitored as part of the “book look” quality assurance in key Stage meetings.

Writing



- It is the expectation that writing will take place daily in every class. This should include cross curricular writing such as writing up science experiments, research, recounts, etc.
- All writing should be marked as per the marking and feedback guidelines.
- Sentence types (A Peat) are introduced in Reception. Sentence types language needs to be consistent and could be part of the literacy learning wall
- The writing book expectations must be stuck into the front of writing books.
- Writing targets/Next steps must be set at least each half term and stored inside the front cover of the book – SMART targets mean that no target should be “carried over” – if a target has not been achieved it will require breaking down into smaller, achievable steps. SMART targets should be achievable in a half term.
- Moderation of writing will take place regularly – internally or as part of our Tri-School partnership. The first moderation in Autumn term should include the books handed up from the previous year as well as any new books.
- Writing books will be monitored as part of the “book look” quality assurance in key Stage meetings.

Unaided Writing

- Unaided writing will take place 1 per half term with the final one of the year being undertaken on transition day by the new class teacher.
- Genres to cover are: Non-fiction, short story, recount, poem, letter and one other. They should link to reflect the current learning of the class. A checklist at the beginning of the year needs to be glued in the book then the teacher to date the genre once it has been covered.
- Unaided writing will be completed in an unaided writing book. The work is to be marked in accordance with the marking and feedback guidelines.
- Unaided writing books must be handed up to the next class teacher on transition day
- Unaided writing books should begin once the children are working at EYFS secure 40-60.
- Unaided Writing books will be monitored as part of the “book look” quality assurance in key Stage meetings.

Handwriting

- Handwriting should be timetabled each week and is to be undertaken in **writing books**
- A ‘Pen Licence’ is available to be earned from Year 3 once the National curriculum requirements are met. All children should use a school pen e.g. Berol

Spelling

- Spellings are taken from the National Curriculum. It is essential that spellings being sent home to learn either printed or, if written by the children, are checked by the teacher to ensure that the children have written the word correctly.

EYFS & Yr1

- Once children can read some sight vocabulary and phonically regular words, children can be taught how to spell them
- Letters and Sounds spelling word lists should be used in addition to the NC word lists (from Yr1)
- Sight vocabulary should be taught using: Look at the word, say the word, (take a picture), write the word
- Phonically regular words should be taught using: Say the word, segment the word, write the word
- Spelling words can be sent home to practise (up to 10)
- Dictated sentences should be introduced once children are able to spell some sight vocabulary and phonically regular words

Spelling

- Children will learn 10 spellings each week as part of their homework using the spellings they have logged
- As well as learning the spelling of these words, they will work on the meaning of the words as well
- Spelling sentences may be given as regular spelling homework



Mathematics:

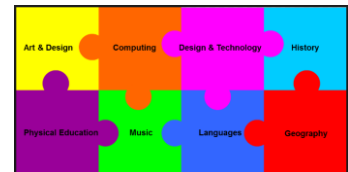
The teaching of Mathematics at St Luke's School is structured to promote the following:

- Development of key skills to ensure that all pupils can recall and apply knowledge quickly and accurately.
- Opportunities to solve problems across all areas of the curriculum.
- Opportunities for children to reason and communicate their mathematical ideas.
- It is the expectation that Maths will take place daily in every class. This should include cross curricular maths such as in science experiments, research, etc.
- All Maths should be marked as per the marking and feedback guidelines.
- Maths targets/Next steps must be set at least each half term and stored inside the front cover of the book – SMART targets mean that no target should be “carried over” – if a target has not been achieved it will require breaking down into smaller, achievable steps. SMART targets should be achievable in a half term.



Science:

Science is a **core** subject: However in Early Years Foundation Stage - Continuous Provision is planned for and provides opportunities for all children to access resources and provision that supports their scientific development. (in EYFS Science is a specific area and not a prime).



Foundation Subjects / Creative Curriculum / Topic Learning

Computing

Evidence of teachers and children using technology should be evident within the classroom. This may be ICT learning or published learning which has been word processed.

History/Geography/RE/PSHE:

Creative Curriculum/Topic learning includes Geography, History, RE and PSHE and some knowledge aspects of Science; these subjects must be evident in all topic books. Please see the guidelines for the minimum requirements per half term:



Specialist teachers/tutors/development officers (e.g. Art/ Music/ PE)

There will be times when subjects are taught using specialist teachers or development officers to further develop teacher's knowledge and understanding of specific subject areas. Teachers must be present at this time; It is important to note that this time is not PPA time but is an opportunity to develop and enhance both subject knowledge and pedagogy.