Ireby Church of England Primary School
'Created to do Good' Ephesians 2:10

Curriculum, Teaching and Learning Policy

Signed by:

_____ _____ Head Teacher Date: 15th September 2026

This policy is reviewed and amended as and when required

School Governance:

Responsibility of the Head teacher and staff

Curriculum Intent, implementation and Impact Policy

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1 Our Christian vision: 'Created to do Good' Ephesians 2:10

Our Christian vision has its roots in the book of Ephesians with 'Created to do Good' at its heart – for 'God calls us His workmanship or His artwork. We are something crafted, with skill and a purpose, by God.'

In his letter to the Ephesians, Paul explores God's plan to bring all of creation together as a loving family to use their unique talents and passions to serve and love one another. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. 'We are one big family, made up of lots of different people.'

In-line with our role as a Church of England school, to serve the local community and provide an education for children of all backgrounds, including those of different faiths or no faith, our Christian vision is for our whole community and enables us to:

Grow a strong and loving community: 'one big family,' using our unique talents and passions to serve and love one another.

Support our children's academic, social and spiritual development: through a rich curriculum where all can flourish.

Teach our children dignity and respect: through experiencing our world, meeting people, learning from them and participating positively in our communities.

Educate resilience through: embracing challenge, solving problems, learning from mistakes and supporting the process of learning.

2 INTENT

Our ultimate objectives are that all pupils, including those with SEND and additional needs, achieve strong academic progress and personal development.

This section outlines our overall curriculum plan, including its structure, sequencing and the specific knowledge and skills pupils are expected to acquire.

Statutory and non-statutory guidance

National curriculum

Our curriculum fulfils the statutory requirements for all subjects outlined in the National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in Ofsted's research reviews.

New research and developments

Our curriculum, supported by Kapow, is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

Broad and Balance Curriculum

Strands

Every subject has specific strands based on the National curriculum which run throughout the curriculum.
Each curriculuim area has been planned with these identified strands running through each unit, ensuring balanced coverage of the different areas related to that subject. More detailed information can be found in each subjects policy.

Progression

Each subject has a progression of skills, knowledge and vocabulary document which provides an overview of the skills and knowledge covered in each phase and strand for that subject.

It explains how skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National curriculum.

New learning tends to be weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and practised in later years. As a result, knowledge accumulation may look heavier in some year groups than others.

Spiral curriculum



Our curriuclum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – pupils revisit key knowledge and skills in different contexts, as well as familiar themes across every subject area
- **Increasing depth** – each time a skill is revisted, it is covered with greater complexity.
- **Prior knowledge** – prior knowledge is utilised so pupils can build upon previous foundations rather than starting again.

Broadening Horizons

Each subject defines specifically how it will support our children to broaden their horizons. For example, this can involve starting with familiar contexts, such as the pupils' local area, and concrete experiences with materials, animals and plants, before learning to explain phenomena using subject specific language, models, and evidence.

Our curriculum supports pupils' development from learning within their experience towards a deeper understanding of abstract concepts.

Wider Knowledge and Skills

Digital literacy

Each subject states clearly how it will support the development of children's digital literacy. For example, our curriculum integrates technology through digital representations, research tasks and interactive activities. This helps develop the children's ability to find, evaluate and use information effectively. In Key Stage 2, every child has their own dedicted laptop which they use on a daily basis. This daily interaction across every subject strongly supports their progress in digital literacy.

Oracy

Lessons encourage discussion, debate and presentations across a range of topics. This enables pupils to articulate their understanding, justify their opinions and engage in collaborative learning.Throughout our curriculum, pupils use oracy to enhance their learning by thinking aloud, questioning and discussing activities.They develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

Every curriculum subject states how it specifically promotes awareness of environmental issues by enabling pupils to explore topics such as climate change, the use of natural resources, biodiversity and the impact of human activity on ecosystems.

Across a range of subjects, pupils develop an understanding of sustainability and the importance of caring for the natural world. Understanding climate change is crucial for comprehending the interconnected systems that sustain life on Earth. As outlined in the Department for Education's 2023 guidance, educating pupils about the planet's evolving conditions is a national priority. The guidance encourages all schools to

create climate action plans and provide sustainability-rich learning environments.By investigating environmental issues through for example science, PSHE and geography, pupils are encouraged to think critically, act responsibly and feel empowered to contribute to a more sustainable future.

Critical thinking

Every subject area identifies how it will support the development of our children's critical thinking. For example they can analyse data, compare different perspectives and draw conclusions from findings. This helps them question assumptions and form reasoned conclusions based on their discoveries.

Personal development

Every subject area identifies how it will support our children's personal development with focus on SMSC, British Values and Cultural Capital. (See our Personal Development Policy and Inclusion policy)

SMSC

Our curriculum supports SMSC (Spiritual, Moral, Social and Cultural) development by encouraging children to:

- Explore different perspectives
- Collaborate with others
- Appreciate cultural diversity through subject-specific content

British Values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Ofsted defines cultural capital as the essential knowledge and experiences that pupils need to succeed in education and life, emphasising schools' role in providing access to enriching opportunities.
Our curriculum broadens pupils' experiences through experiencing our world, meeting people, learning from them and participating positively in our communities.
Our curriuclum helps pupils appreciate cultural diversity, develop global awareness and communicate with confidence in an increasingly connected society.

Continuity of learning

Our curriculum subjects align with the statutory EYFS guidance. Key themes and skills introduced in EYFS are revisited and developed further in Key stage 1, ensuring continuity and progression.
This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in Key stage 1.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced. In Key stage 1, oracy, questioning and storytelling help children transition from informal to more formal subject-based learning.

Development of key skills

Our curriculum supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in Key stage 1.
Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

Our curriculum connects with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a seamless transition. It fosters independence and confidence, supporting children as they adapt to the expectations of Key stage 1 learning.

Inclusion and Diversity

Our curriculum has been designed to represent a range of cultures and races. Where appropriate, colonial choices and their impact on a range of issues are explored. Our curriuclum's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
Within sensitive units, questions have been included to support children's lived experiences and backgrounds. Resources and case studies are carefully considered to encourage the children to think about their role in society and to respect the many ways in which people's lives have been influenced. Our curriculum supports children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

Development of High-quality Universal approaches including high-quality adaptive teaching with curriculum designed for all learners and inclusive school environment

Explicit instruction

Explicit instruction focuses on clear explanations, modelling and frequent checks for understanding, and typically includes the following elements:

- Breaking complex concepts or skills into small steps;
- Introducing ideas using examples and non-examples;
- Using clear and unambiguous language during explanations;
- Explicitly teaching vocabulary and modelling steps to complete tasks;
- Anticipating and checking for common misconceptions;
- Providing multiple opportunities for guided, then independent practise.

Evidence across a range of curriculum areas consistently indicates that explicit instruction improves learning outcomes for all pupils and especially those with additional needs.

Feedback

Feedback helps pupils understand what they have done well, identify areas for improvement and understand how to improve. Effective feedback is typically: This links to our Curriculum, teaching and learning policy.

- Specific, clear and actionable;
- Focused on specific learning goals rather than the individual learner;
- Tailored to the age, needs and prior knowledge of pupils;
- Genuine and supportive, encouraging continued engagement with learning;
- Paired with opportunities for pupils to respond to and learn from it.
- Evidence across a range of curriculum areas consistently indicates that effective feedback improves learning outcomes for pupils with additional needs.

Scaffolding

Scaffolding is temporary support that enables pupils to complete tasks they could not yet complete independently. Effective scaffolding can be visual, verbal or written and is typically:

- Informed by an assessment of pupils' current knowledge or skill;
- Task-specific rather than based on beliefs about pupils' learning styles, which are not supported by evidence;
- Removed gradually to build pupil independence;
- Supported by metacognitive prompts that transfer responsibility to pupils;
- Used alongside other classroom strategies, including modelling.

Evidence across a range of curriculum areas consistently indicates that scaffolding and other cognitive and metacognitive strategies can improve learning outcomes for pupils with additional needs

Positive relationships

Positive relationships between school staff and pupils, among pupils, and with parents and families, are a foundation of an inclusive school and at the heart of our Christian vision at Ireby. Our relationships are strengthened by:

- Knowing our pupils and understanding their context and needs;
- Greeting our parents at the school gate every morning
- Speaking to parents and children at home time
- Spending time on school trips together

- Communicating high expectations and belief in every pupil through our Christian vision
- Ensuring every pupil has a supportive relationship with all our staff – through how we speak to them and how we demonstrate mutual respect.
- Helping pupils to develop friendship through all our work – including collective worships

Evidence suggests that positive relationships, high expectations and a sense of belonging support engagement, participation and positive behaviour.

Calm classroom environments

Calm and predictable classroom environments help pupils to focus on learning, participate fully and feel safe. Calm classroom environments are supported by:

- Calm voices – we aim for conversational level – even whispering to create a calm effect
- Establishing clear routines and expectations for behaviour and learning throughout the day – even our pencil pots are well organised
- Teaching, modelling and reinforcing expected behaviours;
- Using consistent responses to behaviour across staff and lessons;
- Explaining why routines and rules are in place, to increase pupil buy-in and relating this to British values
- Recognising and praising positive behaviour and engagement;
- Considering environmental factors including lighting, noise and physical layout.

No Hands up

Asking children to respond to 'hands up' is a common part of schools' teaching but at Ireby, we recognise that this can cut down opportunities for learning and talk.
At Ireby we therefore don't favour a hand's up approach. Instead, following a question, children might be given time to think and process their answers, and share ideas with partners. Random or targeted selection then ensures all have the opportunity to express their thinking and contribute to our calm classrooms.

Evidence suggests that calm and predictable classroom environments can support engagement and learning for pupils with additional needs.

IMPLEMENTATION

This section outlines how the curriculum is taught in the classroom –including teaching strategies, learning activities and the use of resources.

Timetabling and structure

Each subject policy will define the time deciated to teaching in the timetable as we as the class structure. For example, we dedicate two hours to geography each week. There are three geography classes. Key Stage 1, Lower KS 2 and Upper KS 2 which allows us to plan a two-year rolling programme. This will vary between some subject.

Our school day – structure and routines

Our school day officially starts at 8.45am, but children start to arrive from 8.30am. The day starts calmly, with purpose and focus. Between 8.30am and 8.45am, children use laptops to access on-line learning tasks for example on Spelling Shed or TT Rockstars for their times tables. At 8.45am across KS 1 and KS 2, there is a focused 15 minute handwriting session (see handwriting policy) supported by Read, Write, Inc. Between 9am and 9.15am there is a structured spelling session supported by Read, Write, Inc.

At 9.15am we start either phonics or English. Phonics is taught in specific coloured groupings and English starts from Year 2 for those who have graduated off phonics.

The timings for break are strictly adhered to and by 10.30am all children across KS 1 and 2 will be back in class for their daily maths lessons.

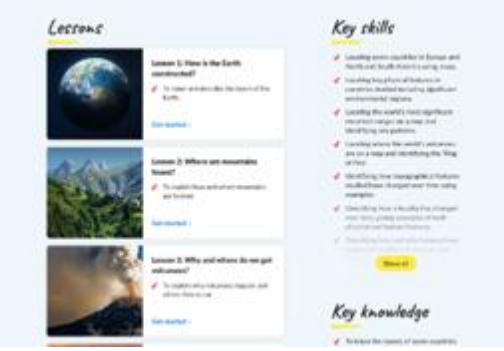
Routine and structure support our calm learning environment and rigor is an ingrained part of our learning culture.

CPD

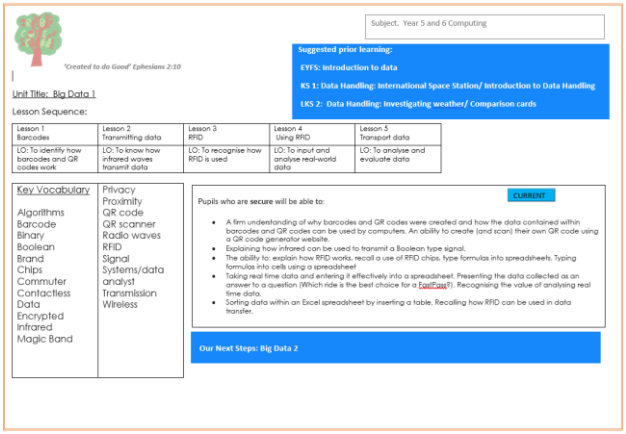
All curriculum areas are supported by specific schemes which in turn supports teachers in delivering the curriculum effectively through clear and informative CPD videos and resources. These videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

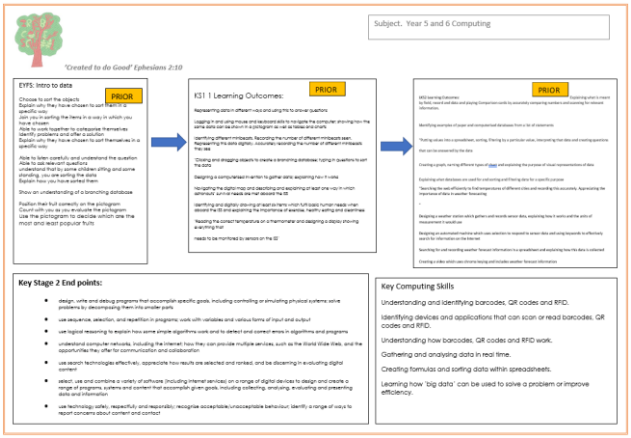
Unit Structure

Every subject has a long-term plan which is carefully designed using a sequence of units. Each unit has between 5 and 7 lessons, carefully sequenced to support the development of skills and knowledge.
These units contain all the necessary lesson links, resources and information relevant to the unit being taught and also relates to key documents, such as the Progression of skills and knowledge and vocabulary progression.
Units also build on knowledge or activate prior learning and outlines cross-curricular links.



Example of a unit structure





Our teachers also produce unit overviews which we share with all children at the start of a unit (glued into children's books). This also shows all vocbualry, all pre and post learning – so we know where this unit fits into our sequence, the outcomes for the unit and the sequence of learning objectives for each unit. This is referred to with the children as they journey through the unit.

Lesson Structure

From Key Stage 1 onwards, every lesson we teach follows a similar structure. This structure allows children to become familiar with their learning as they embed routines. It also supports children's transition from KS 1 to KS2. Teachers use the vocabulary of this structure with the children and the structure is also highly visible in children's books and floor books. The structure is:

- **Recap and recall -** Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

- **Attention grabber** - A short, engaging activity designed to hook pupils into the new learning in the lesson. This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.
- **Main event** - The core part of the lesson, where children engage in activities that develop their understanding of the learning objective. This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.
- **Wrapping up** - A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

If you were to spend time in our lessons, our aim to ensure that you would observe a consistency of approach across our teaching staff and through every lesson.

SEND

Our curriculum is designed to be fully adaptable for pupils with SEND. Every lesson has support on how activities adapted and modified to meet the needs of all learners.

Children learn in a variety of ways. As such, our lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

Embedding adaptive teaching throughout our curriculum ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral curriculum

Every curriculum area incorporates a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

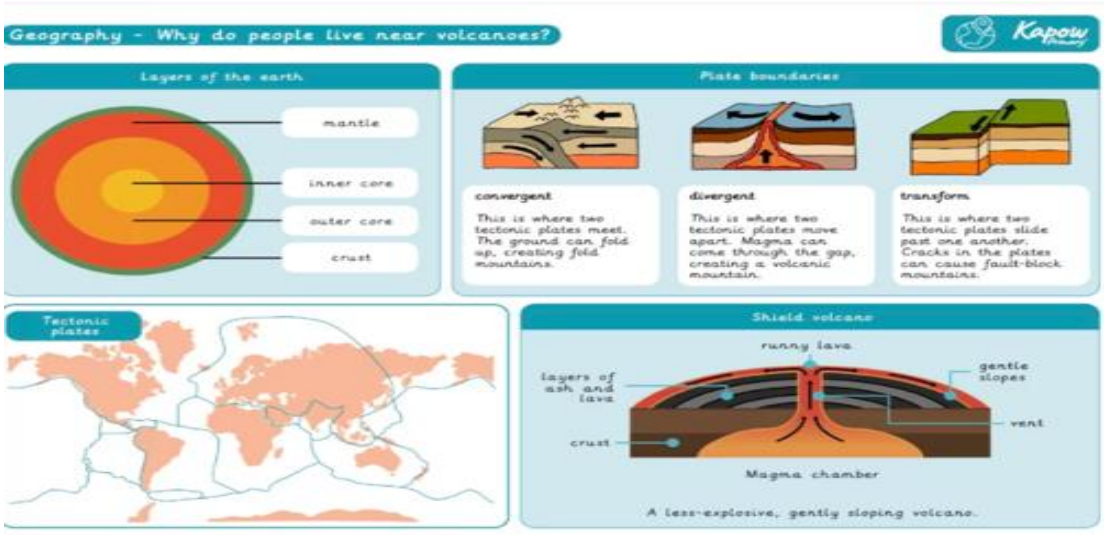
- **Revisiting key concepts –** pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth –** concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention –** regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development –** pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning –** by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

Every unit of work across our curriculum is supported with a knowledge organisers. These are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention. Knowledge organisers will be found at the start of every unit in every child's book and is shared with them across lessons.

- **Essential knowledge at a glance –** summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.
- **Key vocabulary –** provides a list of subject-specific terms with definitions to develop pupils' language and understanding.
- **Clear and visual layout –** organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.
- **Support for retrieval practice –** helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.
- **Teacher and pupil-friendly –** acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.



Example of a knowledge organiser

Recap and recall

- **Activates prior knowledge –** helps pupils make connections between new and existing learning, reducing cognitive overloads
- **Strengthens memory pathways –** retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding –** teachers can quickly assess what children remember and address misconceptions before introducing new content.
- **Builds confidence –** regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning –** revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout our lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written

Understanding a high-quality outcome

Teachers understand what a high-quality outcome will look like and will have made expectations clear to children through teacher modelling. This approach is heavily supported throughout our English curriuclum.
Teachers understand that it is the quality and clarity of our modelling that sets the expectations for high-quality outcomes. If teachers do not clearly model a high-quality outcome, then we cannot expect children to achieve a high-quality outcome. Only when our modelling is high-quality, can we set high expectations for all our children.
The teacher's role is to support all children to achieve these high standards through the fostering an inclusive environment which encourages equal opportunity for all (see above).
Teachers may use tools such as visualisers to model high-standards and celebrate success.

IMPACT

This section outlines how the curriculum checks what pupils know, understand and are able to do as a result of studying subjects.

Assessment

Formative
Lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative
Each unit across the curriculum has an assessment quiz which we complete at the start and end of a unit, and Knowledge catcher, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Evidencing progress

Written outcomes
Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice
Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheets
The Assessment spreadsheet helps to help track pupils' attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

Endpoints

All units work towards children achieving the standards outlined on the 2014 National Curriuclum. Endpoints for each subject can be found on subject specific policies.

Moderation of standards
Teachers use national exemplification materials to make judgements about the standards of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.
Teachers continually moderate levels of children's work every term. It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by the LA, as part of statutory regulations. We were last moderated in KS 2 in June 2026.

4 Evaluating our impact

Understanding the standards

Once a lesson has started, learning objectives will be shared and high-standards modelled. Teachers then start to use strategies that enable us to constantly gain feedback from our children on how they relate to our teaching and how they are progessing towards the expected standards.

Feedback: Verbal and written

Once we have formatively assessed children's learning during or after a lesson, we then give appropriate feedback (written or verbal). Giving and responding to feedback is a highly effective way to support children's progress (EFF 'Feedback').

We recognise that in order to maximise this learning opportunity, teachers need to have expert subject knowledge to give the right advice in the right way as well as an understanding of the standards expected during the lesson.

Verbal Feedback

During a lesson this is done 'in the moment' directly to a child, and demands confident teaching strategies, subject knowledge and understanding of the standards.

Our objective is to give clear and concise feedback which addresses misconceptions or gives opportunities to further learning and achieve our standards for that lesson. Where verbal feedback has been given, teachers will mark the work with a VF (in green). We then give children opportunity to respond, which they are expected do in purple pen. When monitoring our effectiveness, we look at whether or not VF led to progress towards the standard.

Written feedback/ Marking:

Feedback helps pupils understand what they have done well, identify areas for improvement and understand how to improve. Effective feedback is typically: This links to our inclusion policy:

- Specific, clear and actionable;
- Focused on specific learning goals rather than the individual learner;
- Tailored to the age, needs and prior knowledge of pupils;
- Genuine and supportive, encouraging continued engagement with learning;
- Paired with opportunities for pupils to respond to and learn from it.
- Evidence across a range of curriculum areas consistently indicates that effective feedback improves learning outcomes for pupils with additional needs.

Written feedback can be given during a lesson or between lessons. It has most impact when discussed with a child. All written feedback is completed before the children start the next lesson in that subject.

When giving written feedback, teachers have agreed the following:

- Teachers look for evidence that a LO has been met to the required standard, during or across lessons, independently.
- Pink pens will be used to denote where that evidence is found – this could be the form of a tick or a simple comment.
- Where teachers notice a misconception or opportunity to improve the quality of children's work towards the expected standard, a mark will be made in green pen. We use this sparingly and may be limited to 1 or 2 greens for a piece of work (depending on the child).

Teacher's use the following marks:

- Ticks (pink)
- Green dots
- Underline in green for spelling
- Where Verbal Feedback has been given (VF) marked in green pen.
- Where teachers had to model in books, or sit with a child for longer periods during a lesson to ensure that standards were met, teachers will mark that work with a Teacher Support (TS) in green pen.
- When a teacher has sufficient evidence that a child has achieved the expected standard 'independently', they will highlight the LO for that lesson using a green highlighter.
- Where a child's work has an imbalance of TS or VF marked on it, even if this helps them to achieve the standard during the lesson, the LO cannot be highlighted green. Instead, highlightinhg should be delayed until there is clear evidence that the objective has been met.
- As teachers, we are the intervention. We use our professionalism and rigour to support every child to achieve the objective. This could be in the moment, between lessons or early in the next lesson. The aim is for all LO to eventually be highlighted green at the earliest opportunity.

Common errors

Teachers will note common errors that are made by a significant number of pupils and use them to inform immediate teaching points during a lesson or influence future teaching;

Self and peer review

When appropriate, children may review their own or another child's work, but this would be with the learning objective and success criteria for the work and clearly modelled exemplar in mind. It will involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher.

The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own. Children will often analyse high-quality work in order to identify clear success criteria.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus; e.g subject specific vocabulary or some common exception words.
- f it is something related to the pupil's spelling learning.

We do not correct all spelling and grammar in a piece of work as evidence shows this is likely to demotivate a child and led to potential disengagement.

To support our aims, we recognise the need for high-quality continued professional development of all our staff including; the sharing of good practice, collaborative work with colleagues in other schools and training from recognised sources of expertise which we achieve through engagement with on-line resources that support our curriculum deliver, CPD across our cluster schools and through our participation in the WELL project and other national organisations.

Identifying children's need: Evidence-based support prioritising early intervention

Our priority for inclusion is to focus on high-quality universal provision from day one at Ireby. By focussing on high-impact, evidence based, inclusive strategies, it is our aim to ensure that no gaps open in our children's learning. Our assessment is rigorous and our focus relentless. Every staff meeting we have as our first agenda

item – the needs of our children. Should gaps start to become evident, then we support by reviewing the pupil and asking how best we can support.

For some pupils, adaptations and additional support might only be needed for a short time, while for others they may be needed on an ongoing basis. It needs to be effective and manageable.

Class effective adaptation is often about increasing intensity – for example through the provision of more examples, more feedback or more opportunities for practice.

Effective adaptations typically:

- Are task-specific, and informed by ongoing assessment of need;
- Enhance elements of high-quality teaching, e.g. additional modelling;
- Are proportionate, timely and removed if no longer required;
- Promote the development of pupil independence over time;
- Are considered as part of whole class planning

At Ireby we recognise that ineffective adaptations might:

- Be based on broad diagnostic labels or assumptions about need;
- Require teachers to create artificially distinct tasks for different pupils;
- Reduce the need for pupils to think about what they are learning;
- Cause teachers to lower expectations for particular pupils, e.g. because of SEND or socioeconomic status;
- Make it harder for pupils to develop independence over time.

An so we work hard not to employ these strategies.

Support from teaching assistants

Support from teaching assistants can have a large positive impact on pupils with additional needs. However, how teaching assistants are deployed is key and not all ways of deploying teaching assistants improve pupil outcomes. Teaching assistants are most likely to improve learning outcomes when:

- TAs deliver targeted interventions to small groups or individual pupils;
- Specific training is provided, often as part of a structured programme;
- Support from TAs supplements rather than substitutes support from teachers;
- TAs prioritise supporting pupil thinking, rather than task completion;
- TAs and classroom teachers communicate effectively with each other, including to ensure that interventions are well-linked to classroom content.

Evidence related to TAs delivering targeted interventions is consistently positive and considerably stronger than evidence related to the general deployment of TAs in classrooms.

Selecting targeted interventions

High-quality universal provision should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.

When considering an intervention, we consider whether an additional intervention will be delivered by the class teacher or a trained teaching assistant (TA). Given the importance of teaching quality, it is optimal for delivery to be by a qualified teacher; however evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so. Our aim is to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.

At present there are relatively few programmes in the UK for which there is secure evidence of effectiveness and so we don't use programmes that are 'unproven' or backed by evidence of impact.

We also use this model to support our decision-making:



The Graduated Approach

Where pupils continue to experience barriers to learning despite high-quality teaching, the school follows the Graduated Approach outlined in the SEND Code of Practice. (See our SEND policy for further details)

The Graduated Approach Cycle

Assess

Identify strengths, needs and barriers to learning using assessment information, observations, parent views, pupil voice and specialist advice.

Plan

Agree outcomes, support strategies, responsibilities and review dates with parents and relevant staff.

Do

Implement the agreed support and monitor progress.

Review

Evaluate impact, consider pupil and parent views and determine next steps.

This cycle is repeated as necessary to ensure provision remains effective and responsive. The Graduated Approach is an ongoing cycle rather than a one-off process. Information gained during each review informs future planning and support.

13. SEND Support

Where provision is additional to or different from ordinarily available provision, a child may be identified as requiring SEN Support.

This may include:

- Small-group interventions
- Precision teaching
- Speech and language programmes
- Social skills programmes
- Emotional wellbeing support

- Specialist equipment
- Individual support plans

Parents will always be involved in planning and review.

Presentation of work in children's books:

All children are taught to have pride in their work and the presentation in their books. Every piece of work must reflect this. Dates and learning objectives must be clear and underlined. Our handwriting policy states that initially, the first sentence in any piece of written work should reflect the work being completed in a child's handwriting session. As their fluency improves, so this expectation will rise as the year progresses.

As the school year progresses, so work must also be indepth and be of sufficient quantity that sufficiently demonstrates the building of skills over time. At every stage, teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, mathematics. These have been taught and may be on display. They make it clear what well presented work in the subject looks like. Children's work will be celebrated.

Teacher's handwriting must model the style at each handwriting stage (see our handwriting policy) relating the year group being taught.where the child is not able to read and respond in the usual way, other arrangements for communication must be made

Our learning environment:

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. Strong relationships are built on mutal respect and care for all and support the delivery of our Christian vision, 'Created to Do Good' Ephesians 2:10.

Class display is used to support the building of skills and knowledge over time and to commit knowledge to long-term memory. An example of this could be facts and figures vital to learning – such as phonics sounds or times tables, or more complex connections through the development of a timeline that links every period of history we study or working walls for English.

Class display is also used to inform and to celebrate children's work and progress. Displays should be informative, well organised and accurate. Handwriting, where used should model required standards identified in our handwriting policy.

Our classrooms are bright, airy spaces; conducive to learning. They are tidy and highly organised. The children are trained to be part of keeping it this way – even pencil pots are highly organised. These are life skills that will support their future development.

The role of Parents and carers and extended family

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Daily interaction

The head teacher and staff meet parents twice a day, every day. Families are welcomed at the school gate and staff mingle with parents informally at the end of each day on our playground. Through this approach we develop strong relationships with every parent, and discuss progress and support on an ongoing basis. We also just get to know them as people and chat about their daily lives – we have many fascinating parents and getting to know them often helps us support our curriculum.

One-One parent meetings

If we feel that a discussion goes beyond an informal playground chat, we invite parents in for a coffee and more indepth chat.

Parents' Evenings

In the autumn and spring term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss how the pupils have settled into their new class, the importance of attendance and punctuality and how they can support their child. At the second meeting of

the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against end points in the Key Stage and again discuss ways to support their child.

Written pupil reports

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year.

We write individual comments based upon children's learning and how they interact in school. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the standards achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics. Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.

We offer parents and carers of pupils in the EYFS the opportunity, at parents'meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' briefings to explain our school strategies for various aspects of the curriculum such as phonics.
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school (class newsletters)
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate through parent voice.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance and punctuality record possible;
- to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

At different times we also invite parents in to class to learn alongside their children.
This builds our relationships and supports our Christian vision and every week, we invite parents in to discuss and choose books in our library working with our teachers.

Evaluating the effectiveness of this policy:

The headteacher and teachers responsible for monitoring and evaluating the effectiveness of this policy in achieving the Christain vision and aims of our school. This will be achieved through:

The finding of these evaluations feedback in to our School Self-Evaluation and into our School Improvement Planning.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the effectiveness and impact of our school's Curriculum, Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if necessary.

Appendix

Agreed colours and symbols for marking

Teachers/ Teaching Assistants

- Use pink pens for positive comments relating to the achievement of the expected standard or LO – including ticks and comments
- Green pens for points of improvement including:
  - Dots
  - Comments
  - Modelled examples
- VF where verbal feedback was given and children have improved the quality of their work
- TS where higher levels of modelling or 1-1 teaching intervention was required during the lesson or between lessons
- SP where spelling requires review
- Highlighted LO where sufficient evidence is available of independently meeting the standard
- Highlighted amber where the balance of TS or VB has not provided sufficient evidence of independently achieving the standard
- 'I' marked where children have 'independently' met the standard

Children

- Use purple pen/ pencils to improve their work when responding to feedback
- Pink pencils when peer marking for positive comments/ ticks
- Green pencils for improvement points and dots