

### **St Gregory's Curriculum Statement:**

Teaching and learning is at the heart of everything we do. We are committed to ensuring that our school develops and refine their curriculum so that it has breadth and depth, and is challenging, engaging and enriching for all pupils, whatever their starting points. The development of **resilience, reflection, responsibility** and intellectual **curiosity** is as important to us as academic excellence.

### **TEACHING AND LEARNING POLICY**

#### **AIMS OF THE POLICY**

At St Gregory's Catholic Primary School we are committed high quality teaching and learning to raise standards of achievement for all children. '**Nothing But the Best Will Do**' reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

#### **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At St Gregory's School, we recognise that education involves children, parents, staff, governors, the community and beyond, and that for optimum benefit all should work closely together to support the process of learning. To make a difference when working in partnership, we aim to:

As a school, we are committed to our mission statement – '**In the joy of the Gospel, we will work together to be kind, fair and honest, and become the people Jesus calls us to be**'

**St Gregory's Catholic Primary School promotes high achievement, respecting rights, as well as enjoyment in learning for life, so that children will:-**

- Have high esteem;
- Respect themselves, others and the environment and the diversity of our immediate community and the wider world;
- Be equipped to make informed choices and be **responsible**;
- Have enquiring and **curious** minds;
- Be highly motivated creative learners;
- Respect religious views and moral values of other ethnic backgrounds and ways of life;
- Respond to challenges set;
- Feel secure enough to face any failure become more **resilient** as part of the learning process;
- Develop initiative and skills necessary to set personal challenges;
- Work independently and collaboratively;
- Be **reflective** and have an understanding of themselves and others as learners;

- Achieve their potential;
- Be listened to and their opinions valued.

### **Our mission for the school**

#### **We believe each pupil will succeed through experiencing quality in:-**

- A broad, balanced, challenging and inclusive curriculum;
- A welcoming and stimulating learning environment;
- Pupil focused teaching;
- Teaching that responds to the needs of all learners;
- An enriching programme of extra-curricular activities and visits;
- A varied and up to date range of learning resources;
- An ethos of support, challenge and encouragement to succeed;
- Learning partnerships between school, home and the community.

#### **We demonstrate our commitment to working as a thinking school in a learning community by:-**

- Ensuring that learning and teaching are part of an evaluative process;
- Striving for continuous improvement in all that we do;
- Working collaboratively towards common goals;
- Ensuring open and effective communication;
- Encouraging a strong community atmosphere;
- Becoming and remaining a 'Healthy School';
- Enabling pupils to develop emotionally, socially, physically, spiritually as well as intellectually.

#### **Our Team Aims: Making a difference**

- To create a safe, calm, stimulating and nurturing learning environment.
- To create an environment in which children and families know themselves to be valued.
- To deliver an inspiring and engaging creative curriculum which supports our pupils to become successful learners, confident individuals and responsible citizens.
- To give constant opportunities for every child to experience active and creative learning through our curriculum.
- To create a successful learning partnership between school, home and the wider community
- To encourage a thirst for learning and to model life-long learning.
- To develop and build on every person's talents.
- To promote confidence, self-esteem and resilience, giving children the courage to face any failure as part of the learning process
- To support our pupils to overcome barriers, realize ambition and aspire to achieve in school and beyond
- To provide opportunities for all children to flourish.
- To embrace the "whole child" and build upon their personal experience, enabling pupils to develop emotionally, socially, physically, spiritually as well as intellectually.

- To encourage pupils to develop independence, achieve their potential, respect each other's rights and show compassion to all.
- To teach our pupils to be **responsible**, **reflective**, **resilient** and **curious** in all that they do.



## Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

## Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

### **Teachers will endeavour to:**

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's Home Learning policy and give due importance to any Home Learning;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- Committing to the school family and its golden rules
- attending school regularly and punctually;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- supporting school events;

- voluntarily helping in the classroom.

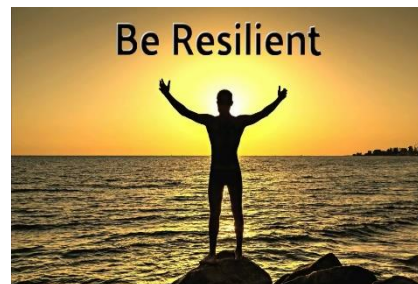
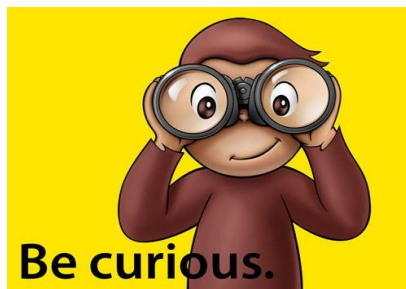
## Planning

At St Gregory's Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow a **bespoke** curricular approach to learning where subjects are taught through a topic but as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool.

At St Gregory's Catholic School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. Our curriculum is driven by four core drivers.

### Our curriculum is designed with the following drivers in mind:





## **Our Curriculum Intent- What does our curriculum mean to us and how do we use it for our children**

### **Intent- What we want?**

At St Gregory's Catholic Primary School, we intend for our curriculum to be a broad and exciting one; focused on providing children with experiences in all subject areas both indoors and outdoors. Our curriculum has been designed with research at the forefront of everything do.

We actively seek to have a vocabulary rich curriculum with the opportunities for deep learning and regular retrieval activities. Our curriculum is designed in a way that gives our pupils opportunities they may not get away from school, purposefully closing the experience and knowledge gap. Vocabulary is core to our curriculum design.

Our curriculum has a huge focus on pupil's personal development and explicitly teaches pupils how to understand their feelings and actively supports pupils who may have had adverse childhood experiences.

### **Implementation- What we do?**

In English, pupils are encouraged to explore and learn about the genres by dissecting, experiencing, digesting and talking about them. English is linked where possible to the themes to ensure crossover of vocabulary but our main focus is based on selecting high quality text. Pupils are given the opportunity to learn stories and examples of great models through talk for writing. This immersion in the story gives pupils opportunity to build confidence and provides experience. Our pupils are encouraged to develop their Grammar and Vocabulary skills throughout through careful planning and interweaving.

Our marking policy is in place to challenge learners and make them think. Pupils are challenged to think about spellings and word choices. Pupils are encouraged lesson by lesson to plan, edit and redraft their writing just like authors do. Exciting stimulus such as the outdoors, great book, wonderful stories and visual literacy is used to hook learners in and pupils have a range of things available to them to help them to succeed. Vocabulary is a keen focus of our school and it is weaved through our teaching. The intent for a high focus on vocabulary is purposeful and deliberate.

Mathematics is delivered through the Maths No Problem scheme and adopts the mastery approach to learning. The school has financially invested heavily both in resources and staff training. A high-quality mathematics education at St Gregory's therefore provides our children with a foundation for understanding the world, the



ability to reason mathematically, an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.

Our bespoke curriculum focuses on three key areas across the school and is spread over the three terms.

Autumn: We are Chorley a local study.

Spring: Passport to Europe and the World.

Summer: Our Amazing Planet.

The curriculum gives the children and opportunity to appreciate the world around us through all the foundation subjects.

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At St Gregory's, we aim to develop mathematicians who are:

- **Resilient** and willing to have a go;
- Fluent with procedures and fact recall;
- Confident to explain using a range of sentence stems;
- Inquisitive and follow their own lines of enquiry;
- **Reflective** and can evaluate their answers and the answers of their peers;
- Creative with an ability find their own solutions;
- Able to visualise their maths;
- Enjoying maths whilst always being challenged.

In line with the national curriculum for mathematics, St Gregory's aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science is taught discretely following the national curriculum themes all being taught through the use of the SC1skills. Key vocabulary sheets are used throughout the year to provide low stake retrieval testing as the year goes on. Challenging pupil's knowledge and understanding of key themes.

Music, PE, RE are all taught discretely using the bespoke curriculum objectives. Children are taught Swimming in Year 3 and additionally we supplement our music

teaching with whole class music teaching and specialised music tuition through the Lancashire music service. We have additional sports coaching through, Chorley School Sports Partnership and also through the Upskill coaching company, who provided specialised coaching to help support teacher knowledge and ensure pupils are being taught strong skills. Our physical focus is also supplemented by our school's commitment to the daily mile, Change 4 Life and the Commando Joe's programme

Our Forest school is used to teach Art, Geography, DT and Science, in the outdoors as well as helping pupils to make personal developments and improve their Wellbeing. The physical skills required in the forest school also help pupils to develop healthy habits and get regular physical exercise. The outdoor learning is also an opportunity to experience new things and broaden vocabulary.

### Impact

The focus on vocabulary and providing our pupils with experiences helps increase our pupil's chances to access the curriculum and close the attainment gap. Pupils have a broader vocabulary understanding. Experiencing a broad curriculum with indoor and outdoor learning, with a focus on personal development helps to grow the whole child making them into rounded, well-mannered and resilient citizens of Britain.

Good quality teaching of a broad and balanced curriculum means pupils get to experience a depth of curriculum that is not limited to Reading, writing and Maths but also developing pupils physical, cultural, social and religious attributes. The opportunity to have a range of experiences will improve pupils well-being, develop character, resilience and improve personal development and offer the children a rich and memorable learning experience.

### **Subject leaders have a variety of roles. These include:**

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Head teacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses.
- Report to Governors on outcomes and next step learning

Teachers ensure breadth and balance to the curriculum and endeavor to make use of cross-curricular opportunities to enhance learning.



## Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioral achievement.

## **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our SENDCO where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

## **Home Learning**

Home Learning is considered to be a valuable element of the learning process.

At St Gregory's Catholic Primary School, we set home learning tasks to encourage parents to work with their children at home. The Learning project give parents and pupils a choice of different learning projects to work on and pupils home learning is rewarded and celebrated. Additional, more formal activities may be set by the teacher depending on the needs of the children.

We believe that home Learning should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of Home Learning;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for Home Learning is that:

- Home Learning is set on a regular basis, for all years, in line with our Home Learning policy;
- Home learning will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- Home learning may sometimes consist of preparation for work yet to be done;
- Home learning should sometimes involve the participation of the parents;

### **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short low stakes tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

### **Effective marking:**

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Deputy or Head teacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Head teacher will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

### **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;

- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At St Gregory's Catholic Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At St Gregory's we pride ourselves on the key knowledge that all children retain from learning. Teachers, parents and children are guided by the highly effective knowledge organisers on the website. These help all learners to hold onto the facts and are vital in moderating subject knowledge for Senior Leaders, Subject leaders and Governors.

At school we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements,

underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At St Gregory's Catholic Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, (e.g. VAK.)

Planning will incorporate as many styles of working as possible. These styles include:



- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

## **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At St Gregory's Catholic Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Head teacher and Chair of Governors.

**Reviewed January 2022 by all staff and Head teacher.**