

Learning Policy – Torre C of E Academy

“Our mission at Torre is to create an environment where God’s children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us.”

Pray, Potential, Praise, Persevere, Pride, Peace

The staff at this school are committed to raising standards and providing the best education for the pupils in the school, within the Christian ethos.

Introduction:

The curriculum at Torre is organised into themes and discrete subjects. Children are taught to use their ‘Achievosaurus’ in Early Years and Key Stage 1 and the five key learning skills across in Key Stage 2, across the curriculum (see Appendix A):

- Children are taught to use a variety of tools – ‘Torre’s Ten Tools’ to develop their independence skills (See Appendix B).
- We have a positive culture of making mistakes at Torre and work hard to support the children in having a ‘growth mindset’. Each classroom has a ‘mistakes board’ where the ‘best mistake’ is celebrated. Pupils are encouraged to know that making a mistake is a positive thing as it means we are learning.
- There is an over-arching theme for each term that provides a link for all subject areas.
- Maths, RE, Computing (programming), PE are not linked unless there are obvious and meaningful links for learning.
- There are planned opportunities to develop and extend maths and English skills across the curriculum.
- Story-telling, Opening Doors to Quality Writing (Bob Cox) and Let’s Think in English’ are our key strategies for teaching the skills of writing.
- Handwriting is taught at least 3x weekly.
- The Read Write Inc programme is followed for the teaching of phonics in EYFS and KS1. The Read, Write, Inc Spelling Programme is used for teaching spelling when pupils are at the appropriate stage in Read, Write, Inc. Phonics.
- Reading is taught through Read, Write, Inc until children have completed the programme and then Guided Reading is used, which has a high level of challenge and covers the breadth of reading materials and skills (see Appendix C)
- All other curriculum areas are taught using a SOLE (‘Self Organised Learning Experiences’) approach (see Appendix D)
- Learning Reviews end the week. Learning Journals show the learning journey and are shared with parents. These are posted on the school website from Nursery up to Year 6.
- Check-in and Check-out for starting and ending markers to the week. These ensure children are ready to learn and have learned.
- Poetry is read to children each day. Pupils build up a repertoire of poems which they have learned by heart. As well as poetry, in the EYFS, traditional rhymes and songs and Nursery rhymes are routinely part of everyday activities.

In this school there is:

- Effective planning that takes account of the learning needs of all pupils;
- Effective teaching that motivates and inspires all pupils to achieve their best work;
- Relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- Appropriate continuity and progression in the learning of all pupils from EYFS to Year 6;
- A combination of the best features of educational practice whilst implementing the National Curriculum, national strategies, story-telling and critical skills.
- Teachers use PPA time to plan together (where possible), share expertise, standardise, moderate and benchmark. Teachers then adapt agreed planning to meet the assessment needs of the children in their class.
- There is a high level of subject knowledge and best practice and this is led by subject leaders. Monitoring information provides subject leaders with the information needed to ensure their subject is taught well and consistently across the school. English and Maths subject leads are involved in paving the way for best practice locally.

Children:

In this school teaching and learning ensure that all pupils:

- Are excited by learning and motivated;

- Achieve their potential and know what they have to do to improve;
- Use self-assessment strategies;
- Can use their critical learning skills;
- Have confidence in their own ability;
- Experience an appropriately challenging curriculum;
- Have equality of access to learning and subjects of the curriculum;
- Experience a range of learning approaches;
- Work individually and as a member of a team;
- Have their progress in the key skills of learning monitored and recorded;
- Work with a number of adults;
- Learn in a positive atmosphere where there is respect between adults and pupils;
- In EYFS children begin to use self-assessment strategies;
- Begin to develop key learning skills and dispositions as well as independence skills.

The learning environment:

- Facilitates and supports learning;
- Enables pupils to develop their ideas through independent enquiry, and use their critical skills;
- Promotes English and maths skills, including story-telling;
- Promotes spiritual development;
- Is a flexible learning space;
- Promotes reading;
- Promotes the development of key learning skills and independence through using a SOLE approach and ‘Torre’s Ten Tools’;
- Promotes first hand real life experiences, including role play;
- Is current; and has a balance of pupils’ learning and permanent displays to support learning.

EYFS learning environment:

Play based learning environment

(SOLE): Inside

A variety of activities linked to the EYFS curriculum and the children’s interests/learning are available within the inside learning environment. These are discussed initially with the whole class. Some of these activities will have a learning question/challenge clearly identified/modelled to the children via a picture or sound button etc. Adults will support the children’s learning by posing questions to develop and challenge their thinking or skill.

The children are encouraged to visit the different areas of independent learning during SOLE time during the week and this is done through adult support and interaction.

Play based learning environment

(SOLE): Outside

The outside environment will always be available for children to use, whatever the weather. When raining the under cover areas will be available at all times and wellie boots to access other areas. When the children are using the outdoor area it is supervised by an adult who will be supporting and extending the children’s learning through their SOLE experiences.

A variety of activities linked to the EYFS curriculum and children’s interests are available outside. The adult supports the children to access the environment with questions/challenge clearly identified/modelled to the children using a picture/sound button as outlined on the planning.

Nursery: An inside and outside SOLE planner will displayed each week with ideas linked to the topic. However, activities will be adapted and changed throughout the week based on individual’s needs and development. (Observations will inform these changes). The planner is discussed daily and all adults have an input as to the development of activities and challenges.

Reception: Children are encouraged to post any independent learning into their filing box in our ‘SOLE Sorting Office’, this is then added to their special Learning Diary. Each child has an online Tapestry learning diary where observations, photographs and videos are shared at school and by families at home. Teachers and teaching assistants use observations to continually adapt the learning environment and planned activities to ensure the next steps in learning are taking place for every child.

Observations

Incidental observation slips are available at all times for all adults to access (Nursery). These should be used daily to record snapshots of progress/learning for individuals during SOLE, guided groups and large group inputs. These short observations and annotations are discussed with all staff so that the children’s next steps inform future planning and also provide an

opportunity for all adults to be aware of strengths and weaknesses. Once they have been discussed they are placed in the child's learning diary. Changes are noted on the planning. This process also takes place in Reception however instead of slips an online learning diary is used called Tapestry.

Long observations will be carried out for every child who needs one, once a term during SOLE. Next steps will be followed up through planned in activities within the environment. The decision for which child will receive a longer observation will be decided upon based on need/ evidence/ difficulties in certain areas of the EYFS etc.

Phonics

Phonics is taught daily following the Read Write Inc phonics programme. In nursery these activities are taught within whole class and as part of a guided group. In Reception the children are split into 4 groups based on their phonic assessment with advice from the reading manager. Children are regularly assessed for progress in phonics and results from these assessments inform changes to groupings.

Mathematics development

Children take part in a daily whole class or smaller grouped maths session . A guided maths activity linked to the teaching input is delivered in small groups. Maths activities are available during SOLE time so children can practice their skills independently.

Reading

All adults are to encourage the children to develop a love for books in the EYFS. The children are able to access a wide variety of books during their child-initiated play. During a specific theme there will a selection of texts that link to this theme in order to extend and develop their understanding further.

Adults regularly spend time in both the inside and outside book areas reading and discussing books together with children. Books are shared daily as a class or as part of a guided group activity. In nursery children will take home a book from to share with their family once a week. In reception children will change their levelled phonetic reading book twice a week and share with their parents at home. Alongside these their current RWI reading book will be sent home and a library book.

Storytelling

Week one - (Daily) The children will learn the story and actions using the story map. The role play area will be developed using the children's ideas and story language and images

Week two - (Daily) They will continue to learn the story. In adult guided time children take part in a variety of activities linked to the story e.g. sequence the story using pictures from the book, acting out sections and talking about the characters.

Week three - As a class the children will innovate, change one element of the text and re-learn with the innovation.

Throughout the English cycle there will be numerous opportunities to make mark within the role play area and mark making table. Activities might include writing about characters or a section of the story, using word mats, using different writing and mark making resources

Writing

Children will complete several activities both within SOLE and guided groups linked to writing and developing fine motor skills. The writing activities cover a range of genres.

Children will be offered opportunities for independent writing within the environment both inside and outside. Writing is celebrated daily using examples of children's work at the end of each session. In reception the children's writing is displayed on the writing wall and children are able to flick back through previous pieces of writing on this wall to celebrate how far they have come.

Modelled writing

Modelled writing will take place 2/3 times a week during whole group and guided groups. Teachers model the writing process within these sessions and informally during SOLE.

Non Negotiables:

How your classroom and outside the classroom must look:

- Labels. Some hand written and some typed.
- Working walls to make display purposeful.
- Questions to challenge thinking.
- Trays and resources labelled – appropriate at the children's level.
- Paper bin and non-recyclable bin in every classroom.
- Lights and projectors off when not in use.

- Tidy up and put things away daily.
- Shared areas tidy up what you use. These must be left tidy at the end of each day.
- Guided activities based on assessment, not pre-planned over the week. Annotated planning shows this.
- Learning made clear to the children in every lesson within the context of the learning journey.
 - As you tell children the learning question, explain what their learning will look like. Children need to understand the term learning.

- Key skills on display.
 - 'Men'/Achievosaurus
 - Class contract
 - Key skills sheet

- Appropriate Read, Write, Inc. charts up to the end of key stage one
- Appropriate sentence types on display – KS1/2.
- Book area – in each room.
- Class name. Children must know this
- Behaviour. Pegs all classes. Consistency across the school.
- Class Prompt – poster re/ behaviour
- Pegs Reception to KS2
- Torre's Triumph Texts (TTTs) to be sent out for achievements over and above the expected
- Classes rewarded at the teacher's discretion.
- Lollipop sticks – colour coded. These can be used to minimise 'hands up'.
- Log behavioural incidents on 'Behaviour Watch'.
- Wind chimes for attention. All classes. Use these to gain children's attention.
- Uniform – letters to go home if children are not in uniform. This is the Blue Letter.

Teaching facilitates learning:

- The role of the teacher is primarily to facilitate learning.
- Planning high quality learning opportunities based on assessment is at the heart of learning at Torre. Teachers use the teaching sequence where appropriate to support learning.
- Modelled, shared and guided activities ensure children achieve their potential and promote the standard to aspire towards.
- Uses a range of effective and appropriate teaching styles;
 - Torre's Ten Tools;
 - Uses, where appropriate, direct teaching (class, groups and individual pupils);
 - Discussion and debate;
 - Question and answer – with extended questioning;
 - Role play and drama;
 - Story-telling;
 - Fieldwork;
 - Use of ICT where appropriate;
 - Use of the outdoors;
 - Use of first-hand, practical enrichment experiences to bring learning to life.

The learning Cycle:

All subjects follow the same general approach to learning. This is based around models of good practice. The school uses and adapts the National Curriculum to meet the needs of the children at Torre.

The big picture follows loops for learning.

- The big loop for learning sets the context for the theme – Hook leading to outcome.
- Along the way smaller loops for learning plot the progression of the theme.
- Loops for learning lead to the big outcome. Loops for learning include Torre's Ten Tools, learning facilitation and direct teaching experiences.

The process for planning each loop for learning is based primarily on the needs of the children and an understanding of benchmarks for each age group. This is the process that is followed at Torre.

- Assess where children are and identify next steps for learning – class, groups and individuals.
 - Plan guided groups – based on assessments from previous session. These children are taken on need, not physical place in class (i.e., there is not a rota of guided groups – gp 1 on Monday Gp 2 on Tuesday etc..)
- Plan a learning activity, leading to the intended outcome.

- The input should be short and involve the children. The ‘teaching’ may not come directly from the teacher, but may be from a more indirect source where the children are expected to ‘find out for themselves’.
- Remember – the point of the input is to facilitate learning!
- There are clear objectives, outcomes and success criteria - these are shared with the children in the form of Learning Questions.
- Split screen planning allows for key skills to be made explicit and academic planning.
- Children start a session by reviewing learning from last session.
- Deliver/facilitate session.
 - Children know how to demonstrate learning.
 - Adapt the session to meet the needs of the children – be flexible.
- Assess children during the session – observations, discussions, marking and feedback.
- Assess learning and begin the cycle again.

Learning:

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

The Learning Approach at Torre is:

- **A collaborative learning community** – This encourages teachers and pupils to support one another in pursuit of clearly articulated goals.
- **Experiential learning** – This creates an environment in which pupils are allowed to experience real-life contexts that reflect life outside school.
- **Problem-based learning** – This uses thoughtfully designed ‘challenges’ as the primary (but not exclusive) teaching approach.
- **Results-driven learning** – This involves pupils in carefully designed experiences that develop knowledge and understanding.

See Appendix B for ‘Torre’s Ten Tools’ and ‘Achievosaurus’.

Writing

At Torre we follow the Pie Corbett approach to story-telling once per term and we base one unit of planning per term on Opening Doors to Quality Writing or Let’s Think in English resources. We also teach discrete Let’s Think in English lessons across the school.

Story-telling in KS1 and KS2.

The texts used in story-telling are carefully selected to link with the current topic. The full story is abridged to no more than four hundred words, which enables the children to learn the text off by heart, using actions and a story or text map to help them. The story then provides a structure and scaffold for them to be able to write their own story.

Fiction

Each story fits into one of the following story types:

- Wishing tale
- Warning tale
- Losing tale
- Finding tale
- Tale of quest
- Tale of defeating the monster
- Meeting tale
- Tale of fear

We ensure that children cover all these story foci as they move through the school.

The abridged texts are carefully written ensuring that they take into account the children’s next steps based on assessment for learning. For example, a class who have difficulty in using direct speech, would have an adequate amount of this included in the abridged text.

At Torre we follow a progression in sentence types, text structure, punctuation and story-making language. This progression has been carefully written in conjunction with the National Curriculum. The sentence types used are based on materials produced by Alan Peat. The children are introduced to a variety of sentence types in the abridged texts which they learn. These sentence types are also used to teach the children most grammatical points as well as the relevant technical language.

The story-telling cycle (fiction)

Imitation – familiarisation

During the first few sessions, the children get to know the model story by learning the abridged text through story-telling or re-reading. The children are thoroughly immersed in the story and are hooked in it by completing a variety of drama and creative activities.

Innovation – re-using a well-known text

Innovation usually takes around six to seven sessions.

Once the children know the story really well, they then explore the language used by the author and other technical and grammatical areas requiring work. The children 'box-up' the text, which involves looking in depth at each part of the model story and analysing the language choices and sentence types used by the writer as well as the overall composition of the story. An aspect of the story is then 'innovated'. This is done by substituting, adding, altering or changing the viewpoint of the original story and then re-writing it. The whole of this process is modelled for the children. They are given clear learning questions and also success criteria showing them what needs to be included. On completion of this piece of writing, the work is peer marked using 'two stars and a wish'. Writing partners also look at the success criteria and spot each individually if they feel they have been met. Teachers then also spot the success criteria and mark in accordance with the 'Marking and Presentation Policy'. Focused guided group work is used where needed to ensure that all children are reaching their potential and achieving the success criteria. Pupils are expected to edit and improve their work under some guidance from the teacher. Marking may indicate a particular section of writing to be edited (see Marking and Presentation Policy).

Invention – making up a text

The final stage in the cycle allows children to apply what they have learnt to their own, completely unique story applying feedback from the whole class crib sheet after targeted teaching. The focus tale type must be adhered to. The children plan their story using a boxing up grid, but receive no modelling, guidance or success criteria from the teacher. This final piece of writing is used for assessment purposes.

PLEASE NOTE THAT IN THE AUTUMN TERM IN YEAR 1, CHILDREN SPEND THREE WEEKS COMPLETING THE IMITATION AND INNOVATION STAGES OF THE STORY-TELLING CYCLE AND DO NOT INVENT.

Non-fiction (two weeks)

As a school, we have agreed a particular structure for all genres of non-fiction texts. Children are taught a 'chant' to go with each genre, with actions to accompany this chant where appropriate.

Children look at a range of examples of the focus non-fiction genres and identify the key features of the text types, noticing the structure which ties in with the chant. Pupils have a 'boxing up grid' to support them in the planning process, which also incorporates 'sentence types' that work well with each genre. Teachers support the children in planning, writing and reviewing their own piece of non-fiction by modelling, supporting and guided the children towards their written outcome. Everything the children are asked to do, the teacher models first.

Opening Doors to Quality Writing

These resources are very much about high level of challenge in terms of the quality texts that are used as a starting point. Teaching in these blocks is very much about use of great text to stimulate and promote high quality writing from the children after high level modelling from the teacher. The texts used are classics and require deep comprehension and understanding at the start of the block (see Appendix E for overview of unit coverage).

Let's Think in English

This approach is standalone and delivered as a discrete lesson to pupils once per fortnight. The lessons are based on cognitive acceleration. All discrete sessions are done orally with no recording at all. Pupils work in mixed ability groups to discuss and unpick a text. Although the discrete lessons are very much focused on reading, comprehension and inference, some extended writing blocks are planned throughout the year using the Let's Think Lessons as a springboard. These blocks would replace an Opening Doors to Quality Writing block and would fit into one term alongside an English unit (see Appendix F for overview of unit coverage).

Poetry

On completion of the fiction and non-fiction cycles, one week will be dedicated to poetry where the children read and write their own poetry.

Story-telling in Torre EYFS

THE EYFS staff have agreed that:

Our chosen Story-telling text will be closely linked to our half term theme and will inform many of tasks and activities taking place in our classrooms.

Each half term we will select a range of poems, nursery rhymes and songs to learn by heart which complement our story-telling text. We will also read poems and rhymes to delight and entertain our children. This will include revisiting nursery rhymes.

The Story-telling Cycle

Imitation

We will spend 2 - 3 weeks on the imitation/immersion stage of story-telling.

This is in line with the Reception classes at Trevithick LA and our own story-telling experience in the EYFS over the last two terms. At Trevithick the Nursery classes were not involved in story-telling.

We will teach the children to use Makaton signs alongside the key words in our Story-telling text. During the imitation stage we will take every opportunity to perform our story to other staff and children, our parents and visitors to our classrooms.

Once we have learnt to tell our story we will send a mini version of our story map home in each child's blue reading diary.

Innovation

In weeks 4 and 5 we will innovate/change our story. This may involve substitutions, additions, alterations and changes of setting and character. We will not create a new story map but use post it notes or overlay pictures on our original story map. These will show a new character or new setting; Dear Zoo becoming Dear Farm, or same setting new character; Elephant and the Bad Baby becoming Dinosaur and the Bad Baby.

Non-fiction

In week 6 we will focus our studies and activities on a non-fiction text related to the subject of our story-telling text eg dinosaurs, farm animals, gingerbread.

Poetry

In a seven week term, or should all the above be covered in five weeks, we will spend the outstanding week(s) focusing activities and tasks on one of the poems or rhymes we have been learning alongside our Story-telling text.

Class teaching, group and individual activities and tasks

During each week of the cycle we will conduct large and small group focused, modelled and shared story-telling activities. We will provide a variety of linked individual mark making opportunities in the Nursery and Reception classrooms and outdoor area. In the Reception classes modelled and shared writing and individual provoked writing and guided writing tasks will be directly linked to the text and the stage of the story-telling cycle.

We have agreed, for the present, not to use an individual story-telling book.

Story-telling Wallet

Whilst retaining story maps and resources created for future use, we intend to create a class wallet for each story. This wallet would contain a story map, the story précis and illustrations of the Makaton signs used. The contents of the wallet would facilitate revisiting the story in the EYFS and also later in KS1 and KS2.

Outcomes

We foresee a flexible range of outcomes including; drama, a wall display*, school publication, a class book, individual writing, individual guided and provoked writing, audio/video recordings and/or photographs, a board game, sorting and matching

activities, a presentation: to other classes, in assembly and/or to parents, photos and captions for a class web page, an animation, role play, and indoor and outdoor activities.

Planning

We will use an adapted version of the newly devised story-telling loop planning tool to plan future story-telling cycles. For ease of planning certain titles have been designated to match half term themes. These books may be replaced if a different but equally appropriate text is chosen by individual staff and agreed with the team. Staff should beware of using text that may have been allocated to classes in KS1 and KS2. To ease pressure on resources the two reception classes will alternate themes and texts, using the same two texts over a single term. When this is not possible ie Christmas the two classes will use a different but complimentary text.

Review of story-telling in EYFS

As the EYFS team we will frequently review our story-telling practise in light of experience and may make agreed minor changes. Any major changes would only be made after discussion with and the agreement of the school Literacy Co-ordinator.

*Such displays can later be made into a big book which may be passed up with children or placed into the school library or alternatively retained as model for future EYFS activities.

Maths:

Teachers plan for maths using the Rising Stars planning framework which is in alignment with the National Curriculum. All resources are available to teachers online and these may be edited according to the needs of the children. Children are taught become fluent, to reason and to become problem solvers in maths.

Rising Stars is a complete mathematics programme that covers fully all aspects of the National Curriculum 2014. Mathematical ideas are linked together into four areas – Number Sense, Additive reasoning, Multiplicative reasoning and Geometric reasoning. Children are taught in two or three week blocks and will revisit areas more than once – building on previous understanding.

Staff will assess the needs of their children and will plan blocks of lessons around these four areas. Resources from the White Rose Maths Hub – Small Steps Guidance, may also be used to support planning as these resources are rich in reasoning questions and activities. However, they do not follow the same pathway as the Rising Stars Framework so care must be taken not to miss any key areas.

The planning process will begin with a learning journey through the unit of work with opportunities for reasoning and problem solving built into these journeys. Teachers will identify key questions which will develop children's reasoning skills.

The subject leader for maths will have sight of these 'Learning Journeys' before the unit of work is taught. This will allow the identification of additional resources, reasoning opportunities and possible mastery learning that could form part of the teaching unit. The subject leader will also be available during some teaching time to support the teaching and learning of maths throughout the school.

Additional resources available to staff include the Teaching for Mastery resources (White Rose Maths Hub) and resources from the NCETM.

RE:

The RE curriculum at Torre C of E Academy adheres to the law, reflecting that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching practices of other principle religions represented in Great Britain (Education Reform Act 1988, Education Act 1966). Two thirds of the RE curriculum will be Christian based. The other religions studied are Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism – a non-religious world view – will also be studied. Torre C of E Academy is committed to ensuring that a minimum of 5% of discrete curriculum time throughout KS1 and 2 is dedicated to RE. RE is viewed to be a core subject.

In the Foundation Stage, RE is not seen as a discrete subject but as a contributor to the areas of learning, especially in the prime areas of:

- Personal, Social and Emotional Development
- Communication and Language

and the specific areas of:

- Understanding the World
- Expressive Arts and Design

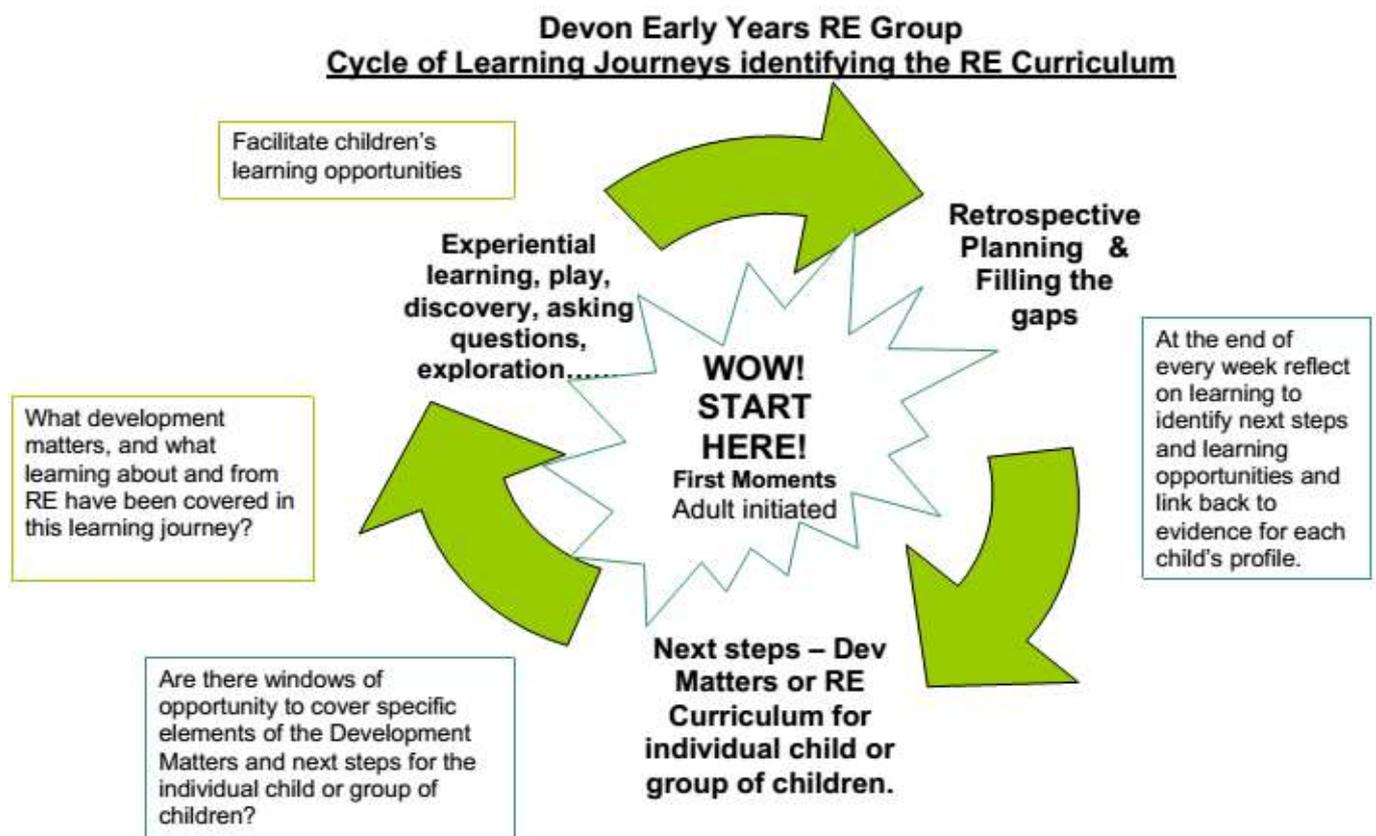
Work is recorded in large plastic pocket books for each class in EYFS and KS1, but in KS2, pupils have individual workbooks.

The long-term plan (see appendix) is content led but teachers will implement a range of teaching and learning strategies appropriate to achieve the desired outcomes. 'Learning Questions' and 'Giggle Sheets' will be used before and after a unit of work. These will be based upon the outcomes listed in the long-term planning.

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we are confident that all parents and teachers will feel comfortable with the religious education being taught at our school.

EYFS

In the EYFS Torre C of E Academy, we follow a Devon SACRE publication published by Babcock called 'WOW! Exploring RE in the Early Years'. Children start their learning journey with a WOW moment, which then guides them through a learning journey. The learning journey reflects good practice in the Early Years and is designed to act as a stimulus for developing quality RE. The WOW moments are opportunities where children develop the capacity for awe and wonder.



Computing:

Computing is taught weekly using a class set of iPads. Pupils work on coding during this time using programmes such as Purple Mash and Espresso Coding.

During other curriculum time, other aspects of ICT are taught using the Microsoft Surface tablets and the iPads.

Science, and the foundation subjects:

All other subjects are taught through SOLE and Dazzle Days. We have an identified set of assessment criteria for progression in development of skills, which teachers use to support planning and to ensure appropriate pitch and expectation.

Science has a high focus placed on it during SOLE and is often the subject of any whole class work and also of guided group activities. Science always has at least two 'must do' activities during every three weekly SOLE cycle.

Geography and history are the main focuses for our half termly topics, so one of these two subjects will always be being taught through SOLE.

Art, Design and Technology and music are taught on Dazzle Days which take place every half term. The teaching sequence of skills is taught throughout the course of this day. The subject leader supports planning. The skills taught on the Dazzle Day are the applied further during SOLE as a 'could do' activity.

Risk Assessment:

Children use appropriate resources, related to the curriculum area.

Risk assessments are both formal and informal – depending on the session.

For example, a DT lesson may have a short Risk Assessment due to use of tools.

A trip will have a formal RA – these are uploaded to 'Evolve' online.

A maths lesson is likely to have a RA – purely in the teacher's head – as it is likely only to include responses to behaviour.

Monitoring and Evaluation:

In the planned programme of monitoring and evaluating the quality of teaching and learning, the school:

There are planned opportunities for monitoring:

- Subject leaders are released when needed.
- Half termly SLT learning review.
- Planned and un-planned learning walks.
- Blinks – every teacher completes two blinks per half term.
- Planned monitoring of learning linked to SIP.
- Half-termly lesson observations or learning walks.
- Staff – rota to include in monitoring activities.
- Team Leaders working alongside teachers in their team each week to improve practice.

Autumn 2017