

HEATHCOTE

Primary School

Curriculum Policy

This policy was adapted by Headteacher Lara Jeffries and Andy Mitchell. It will be presented in draft version to the full staff compliment for discussion and revision. The final version will be presented to Governors for consideration, approval and adoption.



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Date completed: May 2017 Review date: May, 2018

Curriculum Policy and Practice

This policy should be read in conjunction with the Heathcote Primary School Learning and Teaching Policy.

Heathcote Primary School is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision for the development of *confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

Rationale:

Heathcote Primary School aims to deliver a **21st century curriculum** that inspires and challenges all of our pupils, staff and parents. The school aims to equip pupils with the skills and knowledge to develop their understanding of the world around them and to develop **key learning dispositions** that will prepare our pupils for the next stage in their learning journey. In an ever shifting global cultural climate, Heathcote Primary aims to ensure that the curriculum is current, relevant and engaging to the pupils it serves, taking account of British values of democracy, tolerance, mutual respect and individual liberty and the Community Academies Trust (CAT) vision for *Ensuring Excellence*.

Policy:

- The National Curriculum is used to plan, teach and assess pupils from years 1 to 6 in all subjects using a holistic, **practical, personal and experiential** approach.
- The skills involved are subject specific and show progression in each subject through EYFS, KS1 and KS2 to ensure that pupils can study in **depth** and **master** key components of learning.
- The school adopts a thematic approach to the teaching and learning of these skills. This empowers staff to ensure that skills can be taught in the most **creative, current and relevant contexts** for pupils and can be led by the cohorts' **interests and needs**.
- The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 in Pre-School and Reception.

A whole school **strategic** approach to the planning, teaching and assessment of the curriculum ensures that pupils receive a **broad** and **balanced** curriculum that takes account of the Primary National Curriculum 2014.

- Teaching staff will ensure that skills are appropriately **differentiated** in the planning and teaching stages to ensure a personalised approach to learning that takes account of SEND and more-able pupils so that pupils can **lead**, and be **responsible** for, their own learning.
- The curriculum ensures links are made between subjects where appropriate. Subjects may be taught in blocks to allow creativity and flexibility within the curriculum to develop sustained pieces of work and to explore spontaneous teaching and learning opportunities.
- The school will use "Cornerstones" to track, monitor and **assess** individual progress in core subjects.

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- The school aims to use new and emerging technologies, the learning environment, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- Extra-curricular activities during lunchtimes and after school such as art, drama, music and sports clubs allow children to develop their interests.
- Residential visits will develop children's social interactions, independence, self-reliance, confidence and skills for the future. These visits, which could include trips to France, Marle Hall Outdoor Centre or Cornwall are intended to inspire a love of learning as well as developing collaboration and a high level of independence.
- Opportunities will be taken to extend the curriculum through visits and visitors.
- Physical activities provide opportunities to develop skills, coordination, and teamwork as well as promote a healthy lifestyle. Learners are given the chance to take part in competitive sports representing their house and school teams.
- The arts will be used to develop the children's skills, interests and confidence and will be given value through opportunities to perform and display to other children within the school and the community.
- Pupil voice will be used to ensure a relevant and enjoyable curriculum. Teachers will take children's interests and evaluations of topics taught to guide direction of future learning to ensure the Heathcote curriculum is appropriately personalised, localised and secures high levels of enjoyment.

In Practice:

- Subject leads are responsible for the annual auditing, evaluation and refinement of the skills for their subject. The curriculum lead and SLT will ensure the Heathcote Primary Curriculum is meeting the needs of its learners and the wider requirements of the CAT.
- Teachers will use the long term planning formats to ensure that skills are strategic grouped over the course of the year.
- Class teachers will plan a thematic sequence of learning based on identified skills. Please note that the sequence may vary in time dependent on the context and number of skills being taught.
- Class teachers will use 'Cornerstones' software to assess individual pupils against their progress.
- Class teachers will regularly update and evaluate the 'Cornerstones' assessment to ensure that they are strategically aware of the needs of the cohort. This will then be passed on to the next year group team at the end of the year, where the cycle will continue.
- Class teachers will lead curriculum meetings for parents in the autumn term
- Parents' Evenings take place in the autumn and spring terms, with regular termly 'Drop-ins' to view books.
- Year group assemblies take place in the spring and summer terms.

Highly Differentiated Curriculum

Pupils who find it difficult to access the curriculum due to individual needs have access to a personalised curriculum through consultation with class teacher, SENDCo and other relevant agencies.

Monitoring and Evaluation:

- The use of targets will encourage children to become assessment literate learners who develop a growth mindset.

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- Coverage of targets will be highlighted within Target Booklets which will be passed on with each class as they move through school.
- Subject Leads will conduct an audit for their subject to ensure curriculum coverage and maintain a subject leader folder.
- A range of monitoring activities will be planned and included in a termly monitoring timetable. This involves lesson observations, learning walks, scrutinies of work and environment audits that will evaluate the impact of the curriculum on teaching and learning. Governor monitoring is embedded in this schedule.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.

Through the delivery of this policy, Heathcote Primary School aims to deliver a *world class* education to all pupils and prepare them for the life-long adventure of learning.

Learning and Teaching Policy and Practice

This policy details how Heathcote Primary School delivers high quality learning outcomes that reflect the context of the school, its community and the values of the Community Academies Trust (CAT). We are committed to achieving the highest possible outcomes for its pupils. This policy details how our vision for the development of *confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Rationale

Heathcote Primary School has continued to refine its pedagogical approach to teaching and learning. The school has built upon a thematic *learning* model to create a bespoke and personalised approach which we firmly believe creates the best conditions for our learners to thrive and achieve. This approach to teaching and learning, in combination with our curriculum development, are the two strands that have been embedded throughout all aspects of school to ensure that all our learners fulfil their potential. The school is aware that there is no one method or simple approach that holds the key to successful learning; children need to be equipped with a range of strategies to tackle the challenges they face. The school believes that children should be given responsibility for their own learning, and aims to create independent, resilient and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever-changing society. Our policy also reflects the CAT's vision for *Ensuring Excellence*.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- enable pupils to build on prior learning and make new connections;
- ensure that pupils have time to *demonstrate* and *consolidate* their learning outcomes.
- foster children's self-esteem and help them build positive relationships with other people;

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- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computers, iPads and other technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- listening and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity; and,
- outdoor learning in the EYFS and opportunities for Forest School experiences.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We ensure that, whenever possible, active and collaborative approaches to learning are considered.

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. We co-construct a set of success criteria to ensure the pitch

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and challenge of every lesson is at the correct level; to promote the very highest standards. When planning work for children with special educational needs we give due regard to information and targets contained in the children's EHCPs. We have high expectations of all children, and we believe that their work here at Heathcote Primary School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children. We review the progress of each child regularly and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or Target Booklets. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Each of our staff makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. If children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy teaching assistants and other adult helpers as effectively as possible. They are highly valued para-professionals and they collaborate very closely with teachers to secure maximum impact on the children's learning. Sometimes they work with individual children and sometimes they work with small groups. Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work during the year or in Achievement Assemblies. All classrooms have a range of fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. This is managed within the ongoing process of performance management and annual appraisals. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The Role of the Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;

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- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We employ a range of strategies to communicate with parents about their children's learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, and numeracy;
- sending information to parents at the start of each term/half term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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

- ensure that their child has the best attendance record possible (target 96.5%);
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- attend Parents' Evenings appointments and curriculum meetings;
- attend achievement and year group assemblies and concerts;
- provide feedback on homework and annual reports;
- promote a positive attitude towards school and learning in general.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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THE SCHOOL PLAN

ENSURING EXCELLENCE

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INTRODUCTION:

This document is one of 2 key documents that describe the “way we do things around here”:

1. **Ensuring Excellence** – a description of school expectations linked to how we put our ‘non-negotiable’ values into practice to a *consistently* outstanding level lesson-to-lesson, day-to-day.
2. **The Learning Improvement Plan** – This describes our priorities encompassing the vision for the school and *our* aspirations for innovative development work in the months and years to come. The priorities have been informed by findings from our Evaluative work, OFSTED outcomes and the Performance Management Framework.

Our Values & Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, *expectations and standards* that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are *empowered* to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – Personal ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

Achievement – Social (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well-being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identity

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how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our school is among the best in the country.

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Ensuring Excellence – Values into Practice

To ensure our values are a reality for the young people in our care we all agree we will ensure the following:

PRECISION <i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i>	CONSISTENCY <i>Every period, every day</i>	This will be a success if...
The Power of Education – instilling a 'crucial sense of possibility'	<ul style="list-style-type: none"> • Know every child well and use specific information to understand that every child is special. Understand their abilities and plan individualised next steps with great skill. Find time for 1 to 1 each day. • Identify how and why children learn and intervene with a relentless focus on achieving potential and removing glass ceilings. Aim high. • In planning, effectively differentiate lessons that motivate, engage and absolutely guarantee children enjoy their learning experience all children, • Ensuring that skilfully differentiated activities ensure that • In lessons, hook children's interest and complete attention by presenting them with provoking and exciting 'theme launches' and lesson starters. • Use 'first hand experiences'. Share 'where our journey ends' giving a sense of what is possible. Make the 'impossible possible' and 'investigate often'. • Be positive. Demonstrate passion and enthusiasm for the curriculum and bring it alive by regularly inviting in the community and enriching the curriculum with inspiring visits linked to the theme and cultural activities. • Develop 'immersion days' in which deepen and enriches their learning. • Shape the curriculum and home learning by asking children 'what they know and what else do they want to know.' • Deepen knowledge skills and understanding by developing a love of 'home learning' because of high interest activities offered in imaginative ways. • Share great things. Spot the successes of every child in and out of school, offering rewards and wide recognition for pastoral, academic and wider contributions such as in achievement assemblies. • Be skilled at offering meaningful praise liberally and genuinely. 	<p>Learners make <i>rapid and sustained</i> progress</p> <p>Lessons are stimulating, challenging, and learners are engrossed in their work.</p> <p>Staff value learners' efforts and personal achievements; there is a high level of success in motivating and developing all learners including</p>

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	<ul style="list-style-type: none"> • Develop focussed and planned 'whole class listening time' where all children speak and are heard and feel their contribution is valued. • When interacting with children ask ourselves 'How much progress have all children made and how many have made outstanding or good progress?' • Act as a role model exemplifying excellence, use other role models to show possibilities. • Develop learning environments in and out of the classroom which are supportive, interactive, and which exemplify and celebrates success by: <ul style="list-style-type: none"> – Exhibiting and celebrating every child's achievements. – Offering stimulating interactive displays which encourage interaction. – Encouraging and valuing children's responses. – Ensuring the learning environment is precisely labelled, and resource. rich, with opportunities for choice over learning style and materials. selected, as well as sources for further research. – Offering a wide range of subjects to view and interact with. 	those in vulnerable groups, such as those with Additional Educational Needs (AEN – SEN, HA, MA, LA, PP, Young carers, Looked after etc.)
Living Inclusivity – valuing students as individuals	<ul style="list-style-type: none"> • Be emotionally intelligent. • Understand the power of genuine heartfelt praise and regular reward. • Value individuals and show mutual respect. Take time to get to know children as individuals by interacting with them regularly, their parents and pre-school settings through e.g. Parent's evenings, home visits, stay and play sessions, personal interest photos. • Be a skilled listener, available to discuss and understand concerns. Show you care. Demonstrate you remember things children have said to you. • Know the special gifts and talents of children by encouraging parents and children to contribute to information about them. • Find time for 1:1 out of lesson time to develop a positive relationship with children and their parents at parent's evenings and regular contacts. Develop extra- curricular and team building opportunities. • Catch children 'being successful' and use praise and rewards copiously. Reward academic and social equally. • Encourage self and peer assessment. Allow children to teach others. • Ensure children and parents know we are all on the same side, developing excellent relationships resulting in valuable 'home/school partnership'. • Differentiate and group flexibly, encouraging regular adjustments to ability groups once attainment has been secured. • Intervene with a relentless focus on achieving potential, 	<p>Most learners have high self-esteem, can learn from their experiences and overcome difficulties.</p> <p>The proportion of learners at age 16 who find employment or undertake further education and or training is well above the national figure</p> <p>All staff (support and</p>

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	<p>maintaining flexible groups and plan for 'accelerated progress' to target success.</p> <ul style="list-style-type: none"> • Mentor academically and pastorally using circle time and nurture groups where required. Encourage pupil voice e.g. School Councils. • Use internal expertise and external agencies appropriately to support children requiring ongoing or one-off support in their time of need • Ensure support staff share in planning, understand children's specific barriers, are well directed and have a positive impact on progress. • Use accurate progress information in a variety of ways to inform and plan for all groups accurately. • Promote morals and values through meaningful SMSC and British Values opportunities. • Develop confidence by accepting that mistakes happen and we can try again and succeed. 	<p>teaching) have very good relationships with all learners and consistently provide them with well-judged advice and guidance.</p> <p>Learners are only excluded when their needs are greater than we are professionally equipped to deal with.</p> <p><i>Students feel supported in their choices and have access to a wide range of resources to inform their decisions</i></p>
<p>Our Professional Best – <i>ensuring excellent relationships for learning and behaviour</i></p>	<ul style="list-style-type: none"> • Engage and include all the children. Build and model positive relationships with children and be relentlessly optimistic, understanding that excellent relationships are the key driver. • Consistently apply our co constructed behaviour policy, focussing positively on reward. Reward small things such as uniform and manners. • Encourage older children to support younger ones, modelling expected behaviours, offering responsibility to those exemplifying our standards. • Have high expectations. Remind children regularly of our agreed rules, testing behaviours outside of these against them. Catch them being good. • Implement and openly support agreed school routines. • Actively model being the best examples, explain and exemplify children's responsibility to 'act first' when others behaviour does not meet our standard. Give them the opportunity to resolve their 	<p>Behaviour is exemplary; learners are self-disciplined and resolve differences by looking at alternatives and making choices.</p> <p>Attendance is consistently</p>

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	<p>own conflicts e.g peer mediation.</p> <ul style="list-style-type: none"> • Meet and greet. Ensure children arrive on time because they are rewarded; routines are comprehensively understood, supported and widely shared through the school's publications and by staff. • Appreciate that one professional's actions can impact on the work of others – positively or negatively <ul style="list-style-type: none"> ○ Never walk by a problem leaving it for someone else, taking direct and prompt action to reward appropriate behaviours in line with policy. ○ Small acts of courtesy and politeness are noticed and rewarded. ○ Model calmness by 'never shouting' and reducing pressure. ○ Develop the highest standards of behaviour and manners outside lessons by exemplifying regularly through public promotion and recognising 'old fashioned manners'. ○ Practise and encourage mutual respect, fairness and friendliness. ○ Challenge prejudice in every form at every opportunity. • Reach out to parents by engaging them, inviting them in and informing them about children's learning through celebrations and publications. 	<p>well above the national figure, and unauthorised absences are rare; learners arrive in good time for the start of our school day and for lessons.</p> <p>Learners are self- aware, and they have well- developed values, principles and beliefs which inform their perspectives on life.</p> <p>Learners cooperate very well with staff and other learners.</p> <p>Learners challenge prejudice</p> <p>Learners' conduct is exemplary; mutual respect prevails and peer support is achieved.</p> <p>Learners play an active part</p>
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		<p>in maintaining an excellent climate for learning and an environment free from bullying and harassment.</p> <p>Learners are confident that incidents will be dealt with swiftly and fairly</p>
<p>Teaching – ensuring excellent progress within and over lessons</p>	<ul style="list-style-type: none"> • Develop powerful learning experiences that have variety and include in different forms: <ul style="list-style-type: none"> ○ Plan learning and ‘play based’ activities which are activity based and practise skills taught. Support cross curricular links. Go outside! ○ Ensure EVERY child makes progress without exception. ○ Be flexible. Cater for all needs by planning for interactive individual, peer and group work, conducted in a variety of age appropriate learning environments and presented in forms to engage all. ○ Hook children’s interest and attention by presenting them with precisely planned exciting ‘starters’ which take account of their interest and ability. ○ Include theme based learning experiences which develop relevant links between subject, giving relevance and a platform to practice new skills. ○ Clarify the journey end as a presentation, ‘take home product’ or performance with ‘real-life audiences’ to give relevance to the learning. ○ At the start of learning, ‘model quality’, present activities which provoke and excite. Present learning which allows decisions on own level of challenge. ○ Involve children in constructing meaningful learning objectives and agreeing success criteria which guide and support quality responses. ○ During learning, regularly offer real-life problem solving activities and ‘multi-sensory activity’ and physical movement in a variety of ways. ○ Throughout lessons offer activity based learning activity and the opportunity to work with different groups and demonstrate learning in different ways. ○ Ensure the ratio between teacher talk and pupil activity allows children sufficient time to develop quality responses. 	<p>Learners make exceptional progress.</p> <p>Lessons are stimulating and challenging and activities are closely matched to individual needs. Learners are engrossed in their work.</p> <p>Learners are involved in the assessment of their work, set individual targets.</p> <p>Teacher planning is modified within and</p>

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	<ul style="list-style-type: none"> ○ Regularly adapt learning and deal with misconceptions early by developing mini-plenaries which encourage individual evaluation, so that challenge is always present but attainable. ○ Mark and assess WITH the children. Encourage formative assessments by staff and children using devices which recognises key successes and clarifies next steps. ○ Allow time for reflection on feedback and the opportunity to respond. Encourage children to edit, mark and correct their errors using criteria. ○ Survey children's understanding of learning processes, ensure they have the vocabulary to talk about their own learning e.g. 'success criteria'. ○ Plan plenaries which allow pupil assessment of level of success and next steps. ○ Offer home learning activity which deepens and widens learning in exciting and imaginative ways. ○ Teaching assistant and other professionals have a precise understanding of each child's needs and the ability to move them on to their next stage because they share planning, assessment and the development of learning activity. <ul style="list-style-type: none"> ● Use data in a sophisticated way to: <ul style="list-style-type: none"> ○ Identify and address the learning needs of individual children. ○ Identify gaps, checking improvement through diagnostic checks and finding out what exactly will unlock the next steps in learning. ○ Find and address common trends, as well as individual issues, set challenging targets based on ongoing precise assessments. ○ Group children to maximise impact of teacher/teaching assistants. ○ Track progress precisely and intervene with targeted interventions using accelerated progress plans, checking their success regularly. ○ Identify and rectify curriculum gaps and any teaching weakness ○ Moderate and share our standards through regular moderation set pieces, sharing best practise and what is most successful. ○ Develop progress meetings which challenge and account for progress of individual children. ○ Encourage and inform parents to support their children's learning ○ Support children to see success and turn negative 'I can't' to 'I can't yet'. ○ Complete surveys and audit 'interest levels' to ascertain interest/understanding. 	<p>without the lesson context based on assessment information.</p> <p>A thorough programme of assessment is used consistently across all subjects.</p>
Leadership – Ensuring learning centred leadership impacts in the	Our leaders: <ul style="list-style-type: none"> - Ensure that professional dialogue is positive and of high quality. - Ensure monitoring and evaluation is accurate and occurs regularly. - Ensure 'excellence' is modelled frequently. - Colleagues are encouraged to innovate and lead. Their contribution 	<p>Learners make exceptional progress</p> <p>Leadership at all levels is</p>

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<p>classroom and on student's outcomes "a well led school is well led by many"</p>	<p>is praised, valued and respected through exemplification of best practice</p> <ul style="list-style-type: none"> - School improvement planning is based on accurate evaluation of successes and areas for improvement and has clear and well understood success criteria and time frames for improvement. - Leaders seek and achieve external challenge and validation through awards and verification. - Shared vision is based upon accurate evaluation and desire to always improve. <p>Quality is maintained and verified by:</p> <ul style="list-style-type: none"> o Accurate monitoring and evaluation occurs frequently via peer reviews, internal learning walks, informal learning triads. o Externally verification. o Openly sharing success as 'best practice ' o Issues are corrected by high quality support and professional development much of which is provided by internal expertise. o Develop a review cycle which is shared by everyone, monitoring the quality of teaching and learning – formal/informal. o Survey children regularly through our half termly focus on learning. o Scrutinise planning, work and teaching triangulating evidence. o Analyse data, focusing professional development and monitoring on areas of weakness. o Involve parents and our wider community partners. <p>Develop and support others:</p> <ul style="list-style-type: none"> o By effectively managing performance and a clear understanding of roles and responsibilities. o Understand that everyone is a leader. o Run meetings at every level which shares best practice and where 'teaching and learning' is the key focus. o Ensure colleagues are in an environment where they can 'learn the job, on the job'. Motivate colleagues. o Ensure consultation, collaboration and collegiality. o Be emotionally intelligent, have empathy. o Recognise and reward achievements genuinely. o Develop and model great communication and great leadership. o Coach and mentor colleagues to be the best they can be, sharing good practice within hubs. o Develop future leaders- be relentless in building capacity and finding the talent that exists within. o Ensure recruitment processes are rigorous in identifying the best. o Ensure staff have access to relevant and appropriate CPD. <p>Maintain High Expectations:</p> <ul style="list-style-type: none"> o Relentlessly seek out the next thing that is only good that 	<p>dynamic and often inspirational. A clear vision for the future directs and guides staff and learners.</p> <p>Evaluation is embedded in our school's practice at all levels. Improvement planning and strategic thinking is ambitious with clarity about goals.</p> <p>Staff across our school provide excellent teaching, learning and care for young people. Professional learning is informed by school planning, valued by staff, and its effectiveness is evaluated.</p>
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	<p>should be outstanding. Implement strategies and support where needed.</p> <ul style="list-style-type: none"> ○ Strive for perfection and never dilute expectations or be complacent. ○ Don't 'go native', ask others 'how are we doing'. Welcome peer review. ○ Model what is expected in and out of lessons. ○ Work collaboratively within school and across our school. ○ Ensure professional empathy. ○ Be accountable and hold others to account. 	
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"I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. It is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised"

Haim Ginott