Ashdown
Primary School

Learning & Teaching Policy

Now includes the following policies:
Assessment
Feedback to Children
Monitoring & Evaluation
Home Learning

Review Date: February 2026

Next review date: Summer 2027

Vision

Empower everyone to discover their potential, develop the skills to thrive with confidence and compassion, and make a positive difference in the world.

At the heart of our vision are our three key drivers:

People, Planet and Potential

People: we put **people** first. Kindness, inclusion, respect and support are the golden threads that run through our school day. Our school community is ambitious yet supportive; a place where everyone is valued and belongs.

Planet: We care deeply about our **planet** and our responsibility to protect it. We learn together how to make choices that are sustainable, kind, and thoughtful—helping children become global citizens who care about the world around them.

Potential: We believe every child and adult in our school community has **unique potential,** and it's our job to nurture it—whether that's academic, creative, social or emotional. We are an ambitious, supportive community where success is celebrated in all its forms.

Ethos Statement

We value everyone, nurture their strengths and enable them to flourish.

Values

Caring, Curious and Confident

Equal Opportunities

At Ashdown Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Ashdown Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of the building and have disabled toilet facilities within the school.

As with any additional needs the schools work closely with parents and appropriate outside agencies

Contents:

1. Introduction
2. Vision, Ethos and Values
3. Curriculum and Pedagogy
4. Principles of Effective Learning and Teaching
5. Planning for Learning
6. Assessment for Learning (Feedback and marking)
7. Assessment
8. Home learning
9. Monitoring and evaluation

1. Introduction

At Ashdown Primary School we offer a vibrant learning environment where every child is supported to thrive academically, socially, and emotionally. We are committed to fostering a nurturing and inclusive environment where every child can flourish. At Ashdown, we ensure that our curriculum not only meets the educational needs of our children but also helps them grow into ambitious and creative individuals. We believe in the potential of every unique child and strive to provide the support each one needs to succeed.

Our school is a community where creativity is encouraged and celebrated. We understand that learning extends beyond traditional academics; it is also about developing lifelong learning skills and a love of learning.
Through a variety of innovative approaches and a holistic curriculum, we provide opportunities for our children to explore their interests and discover new passions in a supportive and caring environment.

We pride ourselves on being an inclusive school, where diversity is embraced and all members of our community are valued.

2. Vision, Ethos and Values

2.1 OUR VISION

Empower everyone to discover their potential, develop the skills to thrive with confidence and compassion, and make a positive difference in the world.

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OUR ETHOS

We value everyone, nurture their strengths and enable them to flourish.

This means, at Ashdown…

We value everyone At Ashdown, we value every member of our community—children, staff, and families alike. We recognise the unique qualities, backgrounds, and contributions that each person brings, and we strive to create an environment where everyone feels seen, respected, and supported. By celebrating individuality and fostering belonging, we build a school community where all can thrive together.

Nurture their strengths We are committed to nurturing the strengths, talents, and potential of every child and adult in our school. Through compassionate support, personalised learning, and a culture that encourages curiosity and growth, we help individuals recognise what makes them strong. By providing guidance, encouragement, and opportunities to develop, we empower everyone to grow in confidence and skill.

Prepare them to flourish At Ashdown, we prepare our children not just for academic success, but for life. Through rich learning experiences, strong relationships, and a focus on wellbeing, we equip every child with the knowledge, resilience, and character they need to flourish. Our aim is to ensure that when they leave us, they are ready to embrace new challenges, contribute to their communities, and step confidently into their futures.

OUR VALUES

Caring, Curious, Confident

Caring: How we treat people and our world

At Ashdown, caring means showing kindness, compassion, nurture and support in everything we do. We treat everyone with respect, inclusion and tolerance, valuing each person's individuality and perspective. By acting with honesty, trustworthiness and fairness, we create a community built on strong relationships and mutual understanding. Our school is a place where being helpful, thoughtful, welcoming and safe is simply part of who we are. We take pride in looking after our world too — through eco-awareness, active citizenship and a commitment to caring for our wider community.

Curious: How we learn, think and imagine

Curiosity is at the heart of learning at Ashdown. We encourage children to question, explore and be inquisitive about the world around them. Through creativity, imagination and innovation, we inspire new ideas and foster a love of discovery. A learning mindset drives us to explore widely, think deeply and seek meaning, developing intelligence through active engagement. We celebrate big dreamers and unique thinkers, reminding every child that endless possibilities await when they are brave enough to imagine and explore.

Confident: How we face challenges, make choices and develop the skills needed for learning and life

Confidence at Ashdown means having the resilience, perseverance and patience to keep going, even when things are challenging. We want children to grow in bravery, independence and self-belief, developing the courage to take on new experiences. Adaptability, thoughtful risk-taking and consistent effort help them learn from mistakes and discover their strengths. We teach responsibility and the importance of making good choices, encouraging positivity, reflection and resourcefulness as essential life skills. Through this, every child learns to step forward with confidence — ready for learning, ready for life.

3. Curriculum and Pedagogy

At Ashdown, our curriculum is brought to life through high-quality teaching that motivates, challenges and inspires every learner. We are committed to providing a consistent pedagogical approach across all subjects, ensuring that learning is meaningful, connected and ambitious for all pupils. Our teaching practices are designed to develop curious, independent thinkers, while offering the structure, support and enrichment needed for every child to thrive academically and personally.

Across all subjects, teaching:

- Fosters curiosity, independence, and deep thinking
- Includes modelling, explanation, guided practice, and independent application
- Uses high-quality subject vocabulary
- Connects new learning to prior knowledge
- Uses assessment to adapt teaching
- Provides rich opportunities for oracy and discussion

- Offers enrichment and memorable experiences
- Includes cross-curricular links

Curriculum subject policies

- Rather than have 13 subject policies, appendix 2 contains policy statements for each area. These should be read in conjunction with the learning and teaching policy and contain protocols and procedures pertaining specifically to those subjects.

4. Principles of Effective Learning and Teaching

Our teaching is grounded in:

- High expectations for all pupils.
- A curriculum that builds progressively on knowledge, concepts, and skills.
- Engaging, relevant, sequenced learning opportunities.
- Responsive teaching shaped by high-quality feedback.
- Evidence-informed pedagogy.
- A consistent whole-school approach to assessment.
- Safe, purposeful, inclusive learning environments.
- Strong cross-curricular connections.

Effective Learning Features

As with all learning, irrespective of the learning structure chosen, teachers must:

- Understand their rationale for how to structure learning and base this on what would be most effective in terms of benefitting children's learning; teachers should make a deliberate and purposeful choice
- Ensure any and all activities provide a curriculum learning objective
- Ensure the learning objectives of all activities are clearly explained to, understood by and are accessible to all children
- Ensure children are active in the learning process and limit the time they spend passively listening to adult instruction
- Carefully consider how to introduce new learning to ensure effective and engaging models of learning are used
- Maximise the opportunities for purposeful, learning-focused dialogue between children, as well as between children and adults

Learning Structures

There are no set ways to structure lessons. However, there are some suggested best practices that will support the Ashdown Curriculum and learning and teaching approach.

Continuous Provision

- In EYFS and KS1, a model of continuous provision has been consciously adopted.
- Children have access to high quality enabling environments
- Carefully planned independent and adult focus learning challenges are designed to maximise learning and the development of key skills, such as independence, resilience and collaboration.

Challenges

- Often used within the continuous provision approach in EYFS and KS1 but can be used in KS2.
- These are activities that children either approach in an order they choose, or are called to try by an adult
- At least one will be led or supported by an adult
- Children approach the other activities independently
- There is no set number of activities, and teachers are free to design the number according to what suits the planned learning and their class.

- Learning from independent challenges is reviewed throughout the day and feedback is given

Rotations

- These are activities that are part of a rotation of activities with children changing activity after each 'session'
- At least one will be led or supported by an adult
- Children approach the other activities independently
- There is no set number of activities, and teachers are free to design the number according to what suits the planned learning and their class.

Whole class teaching

- Teachers might choose to use a whole class model of teaching
- These sessions do not need to be a specified length; teachers are free to decide the length of time needed according to what suits the planned learning and their class
- This should not be the default structure for learning/lessons

Inclusion

Through our approach to learning and teaching, Ashdown is committed to creating an inclusive, ambitious environment in which every child can thrive. We strive to remove barriers to learning and maintain high expectations for all pupils. Learning is carefully scaffolded yet appropriately challenging, ensuring that every child is supported to reach their full potential. We provide adapted resources and learning environments that respond to individual needs, and we ensure that the curriculum reflects diverse experiences and identities. Across the school, pupils with SEND, those learning English as an additional language, disadvantaged pupils, and high-attaining learners all receive tailored support and challenge so that they can make strong progress.

Each subject has detailed inclusion guidance embedded into its policy statement.

Enabling Learning Environments

An enabling learning environment is central to our approach at Ashdown. We know that for children to learn most effectively, they must feel safe, valued and supported. Our classrooms are therefore designed to be calm, well-organised and inclusive spaces where every child can thrive. Learning environments reflect high expectations and provide the structures and resources pupils need to succeed. Learning walls evolve alongside the current curriculum content, helping children to revisit and deepen their understanding. Where appropriate, pupils have access to manipulatives, scaffolds or prompts that enable them to participate fully and confidently in learning.

We also ensure that our classrooms celebrate diversity, achievement and pupil voice, helping every child to feel seen and represented. By cultivating environments that promote safety, belonging and academic ambition, we create the conditions in which all learners can flourish.

5. Planning for Learning

Purposes of planning

- To provide a consistent, easily referenced framework to ensure all the children have access to a broad, balanced relevant curriculum which provides continuity and progression and takes individual differences into account whilst meeting the needs of the National Curriculum.
- Successful learning & teaching relies upon well considered planning which not only identifies the intended learning (WALT), pupil task and area of study that the child is to follow but also ensures the progressive development of skills, knowledge, concepts and attitudes.
- Planning must incorporate the elements of the curriculum so the key principles of a creative curriculum are embedded in all we do to ensure lessons:
    - raise standards
    - are relevant
    - develop independent learners
    - develop key skills & knowledge
    - are inspiring and memorable
    - prepare children for the future

- engage the pupils and others
- meet the needs of all learners, particularly those with SEND or who are disadvantaged.

The main purpose of planning is to enable teachers to design and deliver well targeted sequences of scaffolded lessons that allow pupils to make good progress against the National Curriculum or Foundation Stage Curriculum. Planning needs to be accessed by, and supports the work of, many adults working within the school. Planning must be based on what children ***need to learn*** and ***not on the activity*** the children will be engaged in. Planning is driven by continuous formative assessment and up to date knowledge of each child's prior attainment.

In order to provide consistency in learning and teaching throughout the school and to enable teachers to teach as effectively as possible, there is an agreed framework for Long, Medium and Short-Term planning.

Long-Term Planning (LTP) Appendix 1

The Long-Term plan is the planned programme of study for each subject across the school from Foundation Stage to the end of KS2.

The Long-Term plan for all subjects identifies the aspects of those subjects which are taught in cross curricular units or discrete blocks. These are organised into themes per year for each year group. There are two types of LTP document – one which outlines the learning planned, and the other outlining coverage through coverage of curriculum content. This is to ensure that the curriculum is kept broad and that unnecessary repetition of activities in subsequent years does not occur.

In addition, each subject has a document outlining the expected and planned cumulative progression in learning from Early Years through to Y6.

Medium-Term Planning (MTP) Appendix 1

Medium Term Plans set out the sequence of learning for each subject over a half-term or term. These plans are written by subject leaders for all year groups from Year 1 to Year 6 and are reviewed regularly in response to monitoring, staff feedback and pupil voice. They ensure that learning is coherent, progressive and aligned with national expectations.

Each MTP must include:

- Intended Learning Objectives identified as concepts, skills, knowledge and attitudes.
- Reference to the National Curriculum.
- Suggested activities that will allow the Learning Objectives to be achieved and how these will be sequenced to promote progression.
- The main resources required to deliver the curriculum.
- Ways in which the Learning Outcome might be assessed
- Explicit cross curricular links
- Where the learning is building on previous learning, and where it will be built on in the future.
- Further links to other curriculum areas to be made by class teachers.
- Opportunities to develop writing across each curriculum area.
- Opportunities to explicitly teach British Values

Teachers are expected to follow the Learning Objectives and National Curriculum links set out in the MTPs. However, class teachers may adapt activities or contexts for leaning to suit the needs of the children in their classes this is not only permitted but *actively encouraged*. However, it must be done with the permission of the subject leaders or Head of School to ensure there is no unnecessary repetition of activities across the school.

Medium Term Plans are available for the full academic year. Before each term begins, teachers must map the planned learning onto the Termly Curriculum Map (Appendix 1). This map must be uploaded to the school website, and parents should be directed to it so they are informed about what their children will be learning.

Short-Term Planning (STP) Appendix 1

Short term planning is responsive and forms a key part of assessment for learning at Ashdown. Short term plans / feedback forms evidence teachers' observations and reflections from the lesson and remove the need for written marking. Short-term lesson plans should be concise and meaningful.

They should:

- Be the refinement of the Medium-Term Plans into a lesson/activity based on the feedback from the children's learning in the previous lesson/activity.
- Be used flexibly across from week to week and from day to day allowing teachers to respond to children's needs easily without having wasted time planning weeks in advance.
- Not be reused from previous years – this is the role of the MTPs. Each lesson should be refocussed for each new class, not reused from the year before. (Using hard copy plans rather than electronic copies means this is less likely to happen).
- Ensure that PPA time is used for planning exciting contexts for learning, and focussing on the children's needs and the sequences of learning.
- Show where children at all levels of prior attainment will be supported and challenged.

Completed short term plans/feedback forms should be kept in hard copy in planning folders. This is to minimise time completing the paperwork, and maximise time thinking about the learning, questioning, delivery and assessment. The planning folder will be kept in the classroom for ease of reference and as evidence of planned learning and teaching over time. The folder belongs to the class and not the individual teacher to help part time staff access plans written by their partner teacher.

The short-term plans should include the following elements:

- How the lesson builds on previous learning
- The context for the lesson (activity)
- Learning objectives (concepts, skills, knowledge, attitudes) – the "WALT"

Planning, Preparation and Assessment (PPA)
All Teachers with a timetabled commitment to teaching are eligible to 10% of that contact time as PPA. This is timetabled annually and where possible allows year group teachers to work together. The school respects teachers' professional judgement to determine how best this time is used so long as it is for Preparation, Planning and/or Assessment. It is also recognised that on many occasions the PPA time alone is not enough time to finish all the planning necessary for effective teaching and in this case, under the terms of the school teachers pay and conditions document, teachers are expected to finish any outstanding planning, preparation or assessment outside of this time as is necessary to carry out their professional duties effectively.

6. Assessment

Effective assessment provides every child with meaningful opportunities to demonstrate what they know, understand and can do, while also helping to identify their next steps in learning. It enables teachers to plan with greater precision, ensuring teaching is responsive to pupils' needs. Effective assessment also supports parents in understanding and engaging with their children's progress. At a whole-school level, it offers valuable information that helps leaders evaluate learning, identify strengths, and ensure that vulnerable groups are well supported.

Assessment for Learning
Assessment for learning involves using ongoing assessment and verbal feedback in the classroom to raise pupils' achievement by giving them the opportunity to make immediate improvements to their learning and skills. Assessment is closely linked to teachers' curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what "next steps" should be planned. Children's progress can then be assessed against the learning intentions in the curriculum planning. Teachers adjust the planned learning based on their reflections of children's learning each day; planning and assessment form an ongoing cycle.

Our approach to feedback is grounded in the evidence of best practice identified by the Education Endowment Foundation (EEF) and other expert organisations. Research from the EEF highlights that effective feedback is a powerful tool for improving learning when it:

- Redirects or refocuses the actions of the teacher or learner towards a clear learning goal;
- Is specific, accurate and clear;
- Encourages and supports further effort;
- Is used sparingly so that it remains meaningful;
- Requires pupils to identify and correct their own mistakes, rather than providing answers for them;
- Alerts the teacher to misconceptions that can be addressed in subsequent teaching.

In addition, research from the Department for Education into teacher workload identifies written marking as a significant pressure on staff. In response, we have explored alternatives to traditional written marking that continue to provide high-quality feedback aligned with EEF guidance and the DfE's emphasis that feedback practices must be meaningful, manageable and motivating**.** We also recognise the NCETM's guidance that the most important work teachers do is the teaching itself, supported by thoughtful lesson design and preparation.

Our Key Principles

The following principles form the foundation of our school's approach to feedback:

- **The primary purpose of feedback is to improve learning.** All feedback—whether immediate or delayed—should directly support pupils in making progress.
- **Evidence of feedback is not the goal.** We do not create or require additional written evidence for external scrutiny; the quality of feedback lies in its impact, not in its visibility.
- **Feedback empowers learners.** Feedback should encourage pupils to take responsibility for improving their own work, rather than shifting the cognitive load to the teacher.
- **Written comments are used only when necessary.** They are reserved for the few pupils who cannot identify errors independently, even with guided modelling.
- **Feedback is timely.** Pupils should receive feedback either within the lesson or in the next appropriate lesson, with the 'next step' usually addressed in the next learning episode.
- **Feedback operates within our wider assessment system.** It supports the provision of appropriate challenge and helps ensure pupils make strong progress over time.
- **We recognise the fragility of new learning.** Teachers avoid assuming long-term learning from evidence gathered close to initial teaching. Feedback should inform teaching decisions both at the point of instruction and at distance, helping to determine whether learning has been securely retained.

Types of Feedback

It is vital that teachers evaluate children's learning in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

Immediate feedback – at the point of teaching

- Includes teacher gathering feedback from teaching within the course of the lesson, often from questioning
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task

Summary feedback - at the end of a lesson/task

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self or peer- assessment against an agreed set of criteria
- May take the form of a quiz, test or score on a game
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need

Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

- Part of the next lesson will be spent giving feedback to the class about strengths and areas for development
- Errors and misconceptions are addressed

- Time given for development areas to be worked on and improved

Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

- 'Check it' activities
- End of unit or term tests or quizzes

Summative Assessment
More formal assessments may be carried out from time to time, but formal testing is not encouraged and not endorsed as a reliable assessment method. Summative assessment judgements are made based on whether a child is on track to achieve end of Key Stage national standards. Star Reading and Maths Test may be used 3 times per year to support judgements.

Statutory Assessment
Data is reported to the DfE in certain year groups and at specific times of the year. These are as follows:

- EYFS Baseline (within 6 weeks of children starting in EYFS)
- End of Year 1 Phonic Screening Check
- End of Year 1 Phonic Screening re-checks with Year 2 where necessary
- End of Year 4 Multiplication Tables Check
- End of Key Stage 2 Statutory Assessments Tests (SATS)
- End of Key Stage 2 Writing Assessment (teacher judgment)

Whole School Assessment System
The school uses Insight as a data system. Teachers record summative assessments in Reading, Writing and Maths on this system in the child's class marksheet, stating the projection whether the child will be: below, working towards, expected, or at the greater depth standard at the end of the academic year, 3 times per year for years 1-6. Moderation takes place with all of the teaching staff 3 times a year and standardisation takes place once a year.

3 times per year developmental review meetings will be held by the Leadership Team (with SENDCo in attendance where appropriate). These meetings will further evaluate the consistency of assessment as well as monitoring of pupil progress in all subjects.

If a teacher judges a child has regressed at any point in the year or that previous data was inaccurate, which will alter their attainment grade negatively, then this must be discussed with a Head of School before data is changed with a clear explanation for this.

Assessment in the EYFS
Children in the EYFS are tracked as being on track or not on track to achieve the 'Early Learning Goals'.
We use Insight as a summative assessment tool at the end of terms 2, 4 and 6 to assess the Areas of Learning in the EYFS Profile.

At the beginning of the year an internal baseline assessment is made. This is shared at the first parents' evening and the children's next steps are identified. Children's significant achievements are recorded through careful observations of individual learning focussed tasks and how they talk about their learning.

At the end of the EYFS year the EYFS Profile completes the picture of everything children have learned and are able to do. This is reported to parents in July, so parents know if their child is at the age-related expectation or emerging.

Assessing pupils with SEND
Pupils identified on the SEND register are assessed in line with other pupils. However, for a small number of SEND children who are significantly below their peers and make progress in smaller steps, further tracking takes place against smaller SMART targets, formulated in conjunction with parents, via the child's Additional Needs Plan.

Feedback and scaffolding
Some children, particularly those with SEND, may require additional feedback and scaffolding to enable them to access learning. Scaffolding is one of the five evidence-based approaches that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support children with SEND to make good academic progress.

It is important that scaffolding is considered as a temporary measure that is removed when no longer required as the aim is to promote independence over time. Scaffolding can be visual, verbal or written. When a child requires a high level of scaffolding, adults may need to correct errors for the child or provide structure for the parts a child finds challenging. Over time the child should start to attempt challenging parts using strategies learned via interaction with adults, before being able to complete all parts of a task independently, competently and confidently.

Reporting to parents
All assessment data on individual children is available at any time to parents on request. Progress from the previous term, and attainment against age related expectations will be formally reported to parents at the end of terms 2, 4 and 6 and through parents' evenings in term 1, 3 and 5. EYFS children have the progress indicator shown at parents' evening as well.

7. Home Learning

At Ashdown, our approach to home learning is shaped by consultation with families and staff, alongside careful consideration of current research into how homework affects primary-aged children's learning and well-being. Evidence consistently shows that, while traditional homework has limited impact at this stage, short, purposeful tasks that reinforce what has already been taught can be valuable—particularly when they encourage positive parental involvement and help children articulate their learning. For this reason, our home learning focuses on brief, meaningful activities that connect directly to classroom teaching, make their purpose clear to pupils, and support the development of key skills and attitudes.

8. Roles and Responsibilities (Monitoring and Evaluation)

Children's learning is the responsibility of everyone in the school community and it is vital that everyone plays their part in supporting the children's development.
All stakeholders should:

- Support the school's ethos and values
- Adhere to school policies
- Fulfil their roles in supporting the development of the children in our school

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Plan and design learning that engages and motivates the learners in their class
- Sequence learning in a way that allows pupils to make good progress from their starting points
- Use assessment to adapt learning to meet the needs of all learners
- Deliver high-quality feedback
- Maintain high expectations
- Carefully monitor pupil progress, identifying barriers and steps to address gaps in learning
- Ensure all children, particularly those who are disadvantaged or who have SEND, are given the best possible opportunities to make progress from their starting points
- Actively engage families in their child's learning through class pages on the website, sharing learning on social media, sharing assemblies and workshops where appropriate
- Participate collaboratively in Developmental Review meetings
- Update families on pupils' progress by:
    - Holding Parent Consultations (in Terms 1, 3 and 5)
    - Providing a report on the child's achievements and progress (in Terms 2, 4 and 6)
    - Having informal conversations (as appropriate and necessary)
    - Meet the expectations set out in the school's policies

Support staff
Support staff at our school will:

- Support teaching and learning with flexibility and resourcefulness
- Use effective feedback as required and feedback observations of children to teachers

- Scaffold learning without removing independence
- Meet the expectations set out in the school's policies

Subject Coordinators
Subject Coordinators at our school will:
- Create and share clear intentions for their subject with staff, governors and families (as appropriate)
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Carefully consider and provide resources for staff that enhance provision of their subject
- Drive improvement in their subject, working with teachers to identify any challenges
- Sequence their subject curriculum to allocate time for pupils to:
    - Achieve breadth and depth
    - Fully understand the topic
    - Know more, do more and remember more
    - Make links between new knowledge and existing knowledge
- Monitor progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing teacher assessments
- Improve on weaknesses identified in their monitoring activities
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the school's policies

Senior leaders
Senior leaders at our school will:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and children to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring, including through IMPACT meetings*
- Provide input to, and monitor the impact of, continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote collaboration at all levels
- Address underachievement and intervene promptly
- Ensure effective monitoring through Developmental Review meetings**
- Meet the expectations set out in the school's policies

* IMPACT meetings are held every two to three weeks by phase leaders with class teachers to coach and mentor teachers to enable them to address the action points arising from any monitoring and evaluating of their practice. Phase leaders will have impact meetings twice each short term with Heads of School, and Heads of School will have an impact meeting with the Executive Headteacher once per short term. This is in addition to any appraisal reviews. (Please see appraisal policy). These sessions can be coaching, mentoring, one to one CPD or supervision. The agenda should be driven by the staff member, and include acting on feedback from monitoring exercises.

** Developmental Review meetings are held bi-termly (3 times per year) and consist of each teacher meeting with members of the Leadership Team to discuss the children's progress and attainment holistically. This includes learning looks, learning walks / videoed lessons, pupil voice and data analysis. Planning and feedback is also monitored but alongside the teacher so questions can be asked and a professional discussion can be had in order to move the teacher on in their professional development. A summary is produced by the Senior Leadership Team (SLT). If at any time, there are concerns around a teacher's performance or a class's progress then a full SLT review can be implemented. This would consist of the 5 areas looked at previously without the class teacher present, and a pupil progress meeting would be held separately to this with the teacher.

Children
Children at our school will:
- Take responsibility for their own learning, and support the learning of others
- Demonstrate a positive attitude to learning and support the same in others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to
- learn

- Be curious, ambitious, engaged and confident learners
- Take responsibility for their targets and strive to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the school's policies

Families

Families of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to learning and teaching
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the school's leaders to account for its
- implementation
- Make sure other school policies promote high-quality teaching, and that these are being
- implemented

APPENDIX 1

Long term plan format per year group:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English						
Maths						
Science						
Computing						
History						
Geog						
Design Tech						
Art						
Music						
PE						
RE						
PSHE						
MFL						
Visits / visitors						

Long term plan by subject:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						

Medium Term Plan format:

Medium Term Curriculum Plans		
Curriculum Area	Term	Year group
National Curriculum reference		
Learning Objectives	Suggested Activities/Ideas	**Resources**
Assessment Opportunities	**Links should be made to:**	

Short term plan/Feedback form CORE SUBJECTS:

Ashdown Primary School Lesson Plan

Date: …… Lesson……. Date…… Lesson……

Further Challenge	Next steps - Further Challenge
Further Support	Next steps - Further Support
Misconceptions, key skills & Notes	WALT: Activity:

Short term plan / Feedback form FOUNDATION SUBJECT:

Ashdown Primary School Lesson Plan

Date: …… Lesson…… Date…… Lesson……

Further Challenge	Next steps - Further Challenge
Missing work/ key knowledge issues	Next steps - Further Support
Misconceptions relating to key skills (whole class or individual)	WALT: Activity:

Termly Curriculum Map:

Ashdown
Primary School

Termly Curriculum Map (what, where, when)
Year group: XX Academic year: XXXX/XX

Week beg (date):	English	Maths	Science	Comp	History	Geog	Design Tech	Art	Music	PE	RE	PSHE&C	MFL	Visits / visitors

Ashdown termly map

1/1

APPENDIX 2:

Curriculum Subject Statements (alphabetically):

Art
Computing*
Design Technology (DT)
English*
Geography
History
Maths*
Modern Foreign Languages (French)
Music
Physical Education (PE)
Personal Social Health Education & Citizenship (PSHE&C)
Religious Education (RE)
Science*

*denotes a core subject

Policy statement for Art

Aims (teaching)
Art is a visual language with core building-blocks (visual elements), such as line, shape, space and colour. Language, be it audial or visual or else, is communication. It follows that we can learn to express ourselves and to communicate ideas with others through the medium of art, a visual language. Like poetry, once we begin to understand the building-blocks of our language, we can begin to experiment with them in order to find new and different ways of communicating ideas, feelings, thoughts and emotions.
Technical: The building blocks of art are taught through the progression of skills from Year 1 through to Year 6: please refer to the 'Progression of Skills and Cumulative Learning' documents. Skills are revisited and built upon throughout the child's time at school.
Context: The children are given opportunities to see historical and current professional contexts for their developing skills, in order to place their own learning and development as an artist into context.
Product & Reflection: The children are given opportunities to reflect on their own study and that of others, in order to improve on technical skills and to become more fluent in the visual languages of their peers.

Objectives (learning)

Concepts: Enhances imagination; Encourages exploration; Provides opportunity for experimentation; Nurtures emotional growth; Feeds creativity; Enables transfer and application of skills.	Knowledge: Famous artists; Art forms i.e. painting, Art movements in history; Art tools and resources (including maintenance); Art Vocabulary; Progression of technical skills.
Skills: Looking; Researching; Evaluating; Drawing; Painting; Collaging; Recording; Sewing/embroidering; 3D modelling; Printing; Articulating an opinion; Communicating visually; Fine motor skills.	Attitudes: Forming an opinion; Evaluating work by self and others; Freedom of self-expression; Reflection upon likes and dislikes to inform improvement; Resilience (appreciation and understanding of own journey).

Approaches and methods
Teacher to begin module by teaching key skills (Line drawing, shading, etc). Revisit key skills and build upon them over the course of the module (Teach, model, practise, assess). Encourage time to view artistic subjects in depth and to form and discuss independent interpretations (e.g. not simply painting a banana from memory, but perceiving and replicating the banana's attributes in situ, then making conscious personal decisions to alter perceived reality, if desired, for effect). References to art history & artists made for every project (Encourage discussion and comparisons with own work). Regular peer and self-assessment opportunities will be provided.

Cross curricular links
Art can be used, universally, as a means for children to demonstrate their understanding of learning via a different medium. E.g. Drawing from descriptions of literature; Illustrating historically accurate scenes; Maths modelling. Observation skills can be practised further in disciplines such as science: i.e. Observing and commenting on changes and differences, leading to more meaningful discussions on various experiments/ findings. Practising reflective discussion can assist the child to make progress through self-evaluation. This can be brought across to fuel I.M.P.A.C.T discussions with peers and teachers. Appreciation of different methods and opinions can also lead to progress in all areas of the curriculum: By encouraging children to adopt different approaches to their learning, there are more potential paths to success. There are also well-established direct links with computing and design & technology (animation projects).

Health & Safety
Aprons should be worn when using paint, clay, PVA glue, charcoal, ink or any other transferrable material. All resources must be cleaned and returned to the art cupboard as supplied.

Inclusion
Art provides a friendly context that is accessible to all. All levels of art, from all stages of the process should be celebrated, including through display around the school. Care should be taken to meet the needs of children with the following issues which may affect their learning within the art curriculum: Colour Blindness, Visual Impairment, Fine Motor Delay and Autistic Spectrum Conditions (ASC).

Also refer to:
Art Progression in Skills, Cumulative Learning in Art documents

Policy statement for Computing

Aims (teaching)

To deliver a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. Teaching should highlight the fact that computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Teaching should ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Objectives (learning)

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use logical reasoning to predict the behaviour of simple programs and use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
- use technology safely and respectfully; recognise acceptable/unacceptable behaviour; keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- recognise common uses of information technology beyond school.
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Approaches and methods

Computing will be taught as both a discrete subject and embedded within cross curricular themes, focussing on the three strands; Computer Science, Digital Literacy and Information Technology.

Cross curricular links

Opportunities for embedding the use of IT will be made with each subject area where appropriate both for creativity and access to reference material and support resources. In English, for editing, presentation and publication. In Science, for data logging and presentation. In Art, understanding colour mixing and photography.

Health & Safety

Children will be taught discreetly about, as well as regularly reminded of, e-safety issues following guidelines from kidsmart.org.uk and other providers. Children will keep their passwords to online resources private and report concerns to class teachers.

Inclusion

Computing provides children with the skills required to access the modern world, care should be taken to meet the needs of children with the following issues, which may affect their learning of the Computing curriculum: dyslexia, visual impairment, global delay, fine motor delay, ADHD and epilepsy . Where required, special accessibility equipment, such as enlarged keyboards and child-sized mice will be used. Teachers will provide additional strategies and resources specifically for those children to enable them to have the same opportunities as their peers, such as adapted printed/on screen materials. Text, visual aids, will be checked for clarity and accessibility (font, print size, background) Some children may have sound and light issues where screens and interactive whiteboards need to be non-reflective to reduce glare. Headphones may be offered to support those with auditory difficulties. Pupils with poor motor control are offered alternative methods to digital recording, eg. scribing, mind maps, images, video and voice recording. To ensure all

children feel represented in their learning, diverse examples and images should be shown, shared and interacted with.

Also refer to:
E-safety & acceptable use policy; Computing Progression in Skills, Cumulative Learning in Computing documents

Policy statement for Design Technology

Aims (teaching)
Design Technology education involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. There are four core activities children engage with in DT as part of a sequenced project:
•Activities which involve investigating and evaluating existing products
•Focused practical tasks in which children develop particular aspects of knowledge and skills
•Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'
•Discussing and evaluating design ideas and end products created

Objectives (learning)
In Design and Technology, children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety. Design Technology education helps develop children's skills and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.
Design and Technology teaches children to understand food and nutrition and have opportunities to learn to prepare and cook a variety of predominantly savoury foods using a range of cooking techniques and for the children to understand the seasonality and origin of food.

Approaches and methods
DT can be taught at our school in lessons every week, or as a block of sessions in one week.
DT is taught across three terms during each school year.

Cross curricular links
Skills learned in DT also help with learning across the curriculum. Their knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in Computing through the children's use of computer control and, naturally, in art and design.

Health & Safety
Risk assessments will be carried out prior to any learning that involves sharp implements or cutting, anything hot, or any activity that carries a risk of some kind.

Inclusion
All children should be given access to DT learning opportunities and timetabling should be considered if extra adult help, including Parent volunteers, is needed. Teachers will consider any additional needs- physical or social and emotional- that a child may have and adjust the curriculum as necessary. Teachers will provide relevant and specific additional strategies for that child to enable them to have the same opportunities as their peers (eg left -handed scissors, sprung or electric scissors, jumbo pencils, use of templates, food allergies and asthmatics.). Pupils might require adapted printed materials. Text, visual aids, etc are checked for clarity and accessibility (font, print size, background) Pupils with poor motor control are offered alternative methods to written recording, eg. drawing, scribing, word processing, mind maps, digital images, video and voice recording.

Diversity
Children will consider the 'something', for 'someone, for 'some purpose' that they engage in projects with in a context of reaching a wide range of cultures and backgrounds, and acknowledge the contributions made by these cultures.

Also refer to: Health & safety policy; DT Progression in Skills, Cumulative Learning in DT documents

Policy statement for English

Through our English curriculum, we strive to help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, to foster a passion for reading, and to equip them with the skills needed to become lifelong learners.

Aims (Teaching)

- To promote enjoyment and appreciation of language and literature.
- To build and apply a broad and wide-ranging vocabulary.
- To develop children's motivation to read broadly and for pleasure, with a love of books (including non-fiction) that extends beyond the classroom environment.
- To enable children to apply key comprehension strategies which deepen their understanding of texts and help them to construct meaning.
- To teach the basic skills of spelling, punctuation and grammar so that children have the necessary tools to read and write fluently.
- To develop the confidence and competence to express views, experiences, feelings and ideas both orally and in writing.
- To establish high expectations for teachers and pupils.
- To instil ideas of acceptance and understanding by ensuring a curriculum rich in diverse texts which help children to look through the eyes of those who are different from themselves.
- To promote continuity and coherence across the school's two sites.

Objectives (Learning)

- To be effective, competent communicators and good listeners.
- To express opinions, articulate feelings and formulate responses to a range of texts using appropriate technical vocabulary.
- To promote an interest in words, their meanings and develop a growing vocabulary in both spoken and written forms.
- To enjoy, engage with and understand a range of text types and genres.
- To be able to write in a variety of styles and forms showing awareness of audience and purpose.
- To develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- To use grammar and punctuation accurately.
- To understand and apply spelling conventions.
- To produce effective, well-presented and coherent written work.

Approaches and Methods

The ideas, grammar and techniques of writing are taught using the principles of 'The Write Stuff', Transforming the Teaching of Writing by Jane Considine.

Using a broad range of high-quality texts and short aminations; this bold and clear framework is delivered using teaching sequences which include experience days and sentence stacking lessons. Experience days involve pre-teaching/learning of contextual information and sentence stacking lessons allow teachers to prepare children for writing by modelling the writing process whilst thinking out loud about language, punctuation and grammar choices. Each sentence stacking lesson builds on the last one until the children have written a full unit of study. Narratives are broken down into plot points and non-fiction writing is broken into the 'shapes' of writing with descriptive sub headings. The aim of this approach is to show the children what a complete piece of writing should look like, while developing coherence and an understanding of the writing process.

The children's exercise books are presented in double-page spreads (from Year 2 onwards) with a thinking side on the left-hand side. On this page the children CHOT (chat and jot) words and phrases to provide inspiration for each of the 3 learning chunks which are built upon in a sentence stacking lesson. The right-hand side of the page is referred to as the writing side. On this page the children use the teacher model as a

starting point and then ‘deepen the moment’ using the structural framework of The Writing Rainbow which is in the form of 3 comprehensive tiers of lenses (ideas, grammar and techniques). Within these lessons, vocabulary is explored using ‘thesaurus thinking’ as a means of developing and broadening language choices and considering them in terms of intensity and positive and negative intent.

At the end of each unit the children complete an independent writing task which gives them the opportunity to apply what they have learnt. The writing cycle is then completed by evaluating, revising and editing their writing.

In Years 2-6, additional teaching of spelling is delivered in short, discrete sessions each week using the No Nonsense Spelling scheme and the children are taught to use a range of spelling strategies including segmenting into syllables and word building on a day-to-day basis.

At the infants, decoding and spelling are taught using Essential Letters and Sounds. This Systematic Synthetic Phonics programme allows pupils to apply their phonic knowledge for reading and writing in daily sessions.

Comprehension skills are developed from Year 1 onwards in whole class reading sessions, which focus on applying strategies to deepen understanding of the text. These include making predictions, inferences and connections, clarifying, summarising, retrieving information, asking questions and evaluating authorial intent. Whole class reading sessions centre around a shared text, which will often be the same as the text used for writing, or will be linked by genre, theme or topic. Compelling links are made between reading and writing, as learners begin to identify elements of the writing rainbow when reading, and as powerful language and sentence structures identified in reading are applied in writing.

A love of language and an ever-extending vocabulary are at the core of both reading and writing. In KS1, new vocabulary is developed through literature and foundation topics. In KS2, learners are taught to examine etymological links between new vocabulary and words that they already know, and to explore its use with prefixes, suffixes, synonyms and antonyms. All children should read at home, at least 3 times a week. This should be recorded in the diary pages of the children’s journal.

Children have regular handwriting lessons in KS1 which prepare for joined cursive handwriting by years 2/3. Handwriting is taught as necessary in KS2.

Cross curricular links

English skills are at the heart of all learning, and are necessary to access many areas of the curriculum. There are strong links to Maths, History, Geography, RE, Art and PHSE.

Health & Safety

The general requirements for health and safety apply in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Inclusion

Lessons should be scaffolded to meet the diverse and complex needs of individuals. Teachers will take into account any additional needs that a child may have and adjust the curriculum as necessary beginning with identification of those requiring early intervention for phonics. Teachers will be mindful of any child with dyslexic tendencies, supporting them as required by adapting teaching styles and avoiding certain activities (such as copying from a board or reading aloud in front of the class) which could hinder the child. Teachers will provide additional scaffolding strategies and resources (such as providing vocabulary prompts on chotting sheets) for a child with additional needs, to enable them to have the same opportunities as their peers. Specific, tailored interventions will be provided where needed to support a child and help them to make progress (this could be anything from fine motor skills support for writing, spelling, handwriting, decoding, fluency or comprehension support).

Also refer to**:**

Handwriting policy; English Progression in Skills, Cumulative Learning in English documents

Policy statement for Geography

Aims (teaching)

To deliver a high-quality Geography education to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will strive to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Objectives (learning)

To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
To ensure that pupils are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Approaches and methods

Geography will be taught as both a discrete subject and embedded within cross curricular themes, focussing on the four strands; Locational Knowledge; Place Knowledge; Human and Physical Geography; and Geographical skills and fieldwork.

Cross curricular links

Opportunities will be made in other subject areas, where appropriate, both for creativity and access to reference material and support resources. In English, texts may be chosen to complement geographical study and in Maths, links will be made to statistics and graphs.
Links with Computing can help children's learning in Geography through access to databases, maps, weather charts, satellite images, tourist information and the latest news of events around the world.

Health & Safety
Some learning may be outside in the local area and children will be regularly reminded of risk assessment criteria when carrying out geographical fieldwork.

Inclusion
Vision impaired pupils will have access to audio devices to support their learning, for example talking globes and the use of the audible function on Google Maps. Special consideration and sensitivity for refugee pupils who may find some aspects of Geography triggering will be provided. Stories of resilience and hope will be incorporated and personal experiences shared by refugee pupils if they feel comfortable to do so. Whilst carrying out Geography field trips, pupils with allergies and hay fever will be clearly noted on the risk assessment and adjustments to the itinerary to minimise exposure to allergens will be made. Field trips will be planned as much as possible to locations with lower pollen counts or during times when pollen counts are lower.

Also refer to:
Off site visits policy; Geography Progression in Skills, Cumulative Learning in Geography documents.

Policy statement for History

Aims (teaching)
To deliver a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Objectives (learning)

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Approaches and methods
History will be taught as both a discrete subject and embedded within cross curricular themes, focussing on the five strands: chronological understanding, range and depth of historical knowledge and understanding, interpretations of history, historical enquiry and organisation and communication.

Cross curricular links
Opportunities will be made within each subject area, where appropriate, both for creativity and access to reference material and support resources. In English, texts may be chosen to complement historical study.

Health & Safety
Trips and visits to be conducted in accordance with risk assessment requirements.

Inclusion
We teach history to all children, whatever their ability and individual need, providing learning opportunities that enable all to take part in history lessons fully and effectively and make good progress. We respond to children's diverse needs by creating effective learning environments; securing motivation and concentration; providing equality of opportunity through teaching approaches; using appropriate assessment approaches; setting targets for learning that build on children's knowledge, experience, interests and strengths and are attainable and yet challenging and help all children to develop their self-esteem and confidence in their ability to learn history.

Also refer to:
Off site visits policy; History Progression in Skills, Cumulative Learning in History documents

Policy Statement for Maths

We aim to provide all pupils with a mathematics curriculum which will produce individuals who are: literate, creative, independent, inquisitive, enquiring and confident.
We aim to provide a stimulating and positive environment and provide resources so that pupils can develop their mathematical skills to their full potential.

Aims (teaching)

- To provide children with a challenging, engaging curriculum, centred around children using manipulatives, such as; counters, multilink, bead strings and numicon, delivered with problem solving at the heart of our mathematics teaching.
- To give children the tools to solve abstract and real-life mathematical problems, using reasoning and logic, both mentally and in written formats.
- To enable all children to become mathematically fluent, appropriate to their age or stage in development.
- To enable all children to understand and use vocabulary correctly and to develop a positive attitude to maths.

Objectives (learning)
Our pupils should, appropriate to age and ability:

- have a sound and secure understanding of place value.
- be able to recall basic number facts. These are simple addition, subtraction, multiplication and division facts which are often referred to as number bonds. Adding and subtracting large numbers, long multiplication and division, telling the time and counting money are all concepts of mathematics that children will encounter early on in their life. Therefore, if they have mastered number facts, they will find it easier to solve problems more quickly and understand the relationship between numbers.
- use a range of mental and written strategies to solve number and word problems.
- understand skills, concepts, knowledge and appreciate patterns and relationships within; number, measurement, shape, space and statistics to ensure accuracy and speed (fluency) and being able to choose the correct method (efficiency) when solving and explaining problems.

Approaches and methods
Ashdown Primary School uses a Maths Mastery approach as a basis for teaching. Maths Mastery aims to embed a deep, long-term, secure and adaptable understanding of the subject, by enabling all pupils to acquire a solid understanding of the mathematics that has been taught. This approach will be supported with materials from NCETM PD spines, alongside a variety of other resources, using a Concrete (show it) – Pictorial (draw it) – Abstract (explain/prove it) format throughout each lesson. Most lessons will be practical, follow smaller steps, and teachers will use: repetition of stem sentences, open-ended questions and tasks, maths stories and tasks with increased demand.

We have created Long-Term Plans which provide an overview of units to be taught and the length of time for which they should be taught. Each unit is then broken down into smaller units under the headings of skills, knowledge and concepts. Teachers follow the objectives set out in the Medium-Term Plans and plan sequences of learning for each mathematical concept / theme. Learning from each lesson is recorded following the School's Marking Policy and teachers plan the next session based on this. Teachers assess children's learning against The National Curriculum objectives and use this to record their termly data. This data is also reported to parents termly so that they are aware of their child's progress and attainment in mathematics.

From years two to six, mathematics lessons are held daily. Children are taught in mixed ability classes and have access to a range of manipulatives to support their learning. In year one, children learn through whole class teaching with a sequence of learning across each week; teaching is supplemented with independent challenges during independent learning time. Year one also uses a continuous provision approach, providing a range of maths learning opportunities throughout the day, both inside and outside the classroom. Children in all years are supported by the use of a mathematical "working wall," which teachers use, during lessons, to aid learning.

Assessment and planning will continue to follow the school's current policies.

Cross Curricular Links
English skills are crucial when children are discussing, proving and explaining mathematics and methods. During science lessons, children use a wide range of measuring devices in real-life contexts and read a variety of scales. DT develops children's skills and knowledge in design, structures, mechanisms, cooking and electrical control. Art uses symmetry, perspective, ratio and shape in the form of pattern making and tessellations. Mathematics is used in music lessons when children sing songs, clap rhythms and follow beats. It also explores time and speed through learning about tempo, and equivalent fractions, when using music notation. History is centred around dates and sequencing events chronologically. Through the teaching of Geography, children will use coordinate skills and knowledge of number for reading scales. PE actively incorporates mathematics through children using counting and calculating during games. Time, distance and speed of races involve children in using maths facts, calculating averages and converting between different measures. Through computing, children produce graphs and tables when explaining their results. Pupils have access to the web-based programmes MyMaths and Times Tables Rockstars to further their learning. Children are also presented with real-life situations and contexts through PSHE and RE lessons, which enable them to encounter problems, independently or collaboratively.

Health & Safety
Manipulatives should be used sensibly and safely. Some lessons may require a risk assessment which must be completed prior to the lesson being taught.

Inclusion
We maintain an awareness of and aim to provide equal opportunities for all our pupils in mathematics. We are a Diversity aware school that continually strives to reduce the gender gap down and considers cultural background and SEND, both in our teaching attitudes and in the published materials we use with our pupils. We include all the following elements which ensure that all children are receiving quality teaching and learning: high expectations, developing relationships and knowing pupils well, inclusive learning environment, age, interest, quality feedback, engagement through hands-on approach, questioning and modelling for challenge, scaffolded learning, and developing independence.

Staff will have training in or research dyscalculia and know that that more often than not, dyscalculia is co-occurrent with one or more other conditions or learning difficulties such as dyslexia, dyspraxia or ADHD/ADD. They will monitor children who show signs of mathematical difficulties such as dyscalculia and take these into account within planning and resourcing. E.g. teachers could highlight or circle key words and numbers on word problems, allow extra time on tests, give step-by-step instructions and have the pupil repeat them. Provide charts of maths facts or multiplication tables as recall can often be an issue.

The maths mastery approach supports children with these kinds of barriers by encouraging them to represent maths in a concrete and pictorial way enabling children to establish concrete meaning of abstract symbols and concepts.

Children with sensory issues will have access to manipulatives that they feel comfortable with so they can still represent their understanding of mathematical concepts.

Previously high attaining pupils will always be taught alongside their peers and challenged through direct higher order questioning enabling them to deepen their understanding of different mathematical concepts.

Also refer to:
Calculation policy; Maths Progression in Skills; Cumulative Learning in Maths documents

Policy statement for Modern Foreign Languages (French)

Aims (teaching)
Our overarching aim is to stimulate and encourage children's curiosity about language. We aim to broaden awareness of the multicultural and multilingual world. Children will extend their knowledge of how language works and explore differences and similarities between English and French. This will provide a valuable educational, social and cultural experience through which our children will develop communication and literacy skills and lay the foundations for future language learning.

Objectives (learning)
Our learning objectives are separated into the following areas; listening, speaking, reading, writing, grammar and intellectual understanding. Throughout their study, the children will:

- Listen and respond to spoken language
- Recognise and apply phonics knowledge within the French language
- Engage in conversations by both asking and answering questions
- Develop speech in full sentences using familiar vocabulary
- Describe people, places, feelings and actions both verbally and in writing
- Read and appreciate text in French
- Write phrases from memory
- Understand basic grammar of French (such as feminine and masculine nouns, gender agreement of adjectives and nouns and the conjugation of high-frequency verbs)
- Learn about the countries where French is spoken and their historical links
- Understand French daily life, social conventions, traditional stories and celebrations

Approaches and methods
Although pupils are provided with many opportunities to express themselves in writing, children spend most of their time in French lessons speaking, listening and interacting – more than in most other subjects. They take part in roleplays, conversations and question and answer study, singing songs and reciting, performing and responding to a wide range of aural stimuli. This emphasis on communication underpins children's capabilities in oracy, which is critical to effective communication in any language as well as a key foundation for literacy.

Cross curricular links
Learning French broadens our understanding of other cultures which links in with our RE, PSHCE and geography learning. There are also clear links to maths, as well as reading and writing.

Health & Safety
The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. French teachers will refer to the school's Health and Safety Policy.

Inclusion
The learning of a modern foreign language is accessible to all KS2 pupils. In order to overcome barriers, resources and activities are adapted to respond to the individual children's needs. All lessons adopt a multi-sensory approach, reinforcing learning through repeated practice of key words and phrases, singing songs and the use visual aids. Vocabulary mats with pronunciation guides are available for use and pupils have access to large print and pictorial bi-lingual dictionaries. The learning of French will also take into account the diversity within the nation and the similarities and differences with our own culture.

Also refer to: MFL Progression in Skills; Cumulative Learning in MFL documents

Policy statement for Music

Aims (teaching)

- To provide children with a challenging, engaging music curriculum with the children making music at the heart of it.
- To enable all children to have the opportunity to engage in a range of musical opportunities whether that be specific musical instrumental teaching and/or singing.
- To give children the opportunity to listen and respond to a wide variety of music and for there to be links to other subjects wherever possible.
- To give children the tools to develop skills and attitudes that can support learning in other subject areas and that are needed for life and work; for example: listening skills, concentration, creativity, intuition, preference and working with others.

Objectives (learning)

Our pupils should:

- Be provided with the opportunity to compose their own pieces of music both individually and collaboratively
- Hear and play a range of musical instruments and include those in their compositions
- Create/improvise repeated patterns with a range of instruments
- Use their voices expressively by singing songs, clapping rhythms, speaking chants/raps and rhymes
- Be given opportunities to rehearse and perform in front of each other
- Listen with increased concentration to a range of music from a variety of genres/periods of music and to be able to recall sounds with increasing aural memory
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- Suggest improvements to their own and others' work commenting on how the learning intentions have been achieved
- Identify orchestral family instruments
- Be able to read notes and know how many beats they represent (minim, crochet, semibreve, quaver, rests)

Approaches and methods

A highly skilled music teacher is employed to teach Key Stage 1 up to the end of Key Stage 2.
The areas of music teaching – singing, playing, improvising, composing, performing, listening and appraising, applying knowledge and understanding form the basis of effectively delivering the music curriculum. The music elements of beat, rhythm, pitch, duration, tempo, timbre, dynamics and structure will be progressively introduced, discussed and understood. Music activities are planned in such a way so as to encourage full and active participation as well as enjoyment by all children irrespective of their ability.

Cross curricular links

Music can be linked to most other subjects, most specifically to Maths (counting-beat, rhythm and notation work) and Topic (History, Geography) areas.

Health & Safety

Equipment should be used carefully and returned in a good state.
Recorders if shared need to be washed thoroughly and wiped over with antiseptic wipes before use.
Pupils should be briefed beforehand when carrying heavier instruments (such as drums) to other classrooms.
Events outside of school or outside of school hours, such as music concerts will need to be assessed by the staff member in charge and general risk assessments will be checked.

Inclusion

Music learning activities are planned in such a way as to encourage the full and active participation of all pupils, including those with ASD. Working together in pairs and small groups develops social skills and promotes cooperation. Developing instrumental skills includes the transferable skills of hand-eye coordination. Class based singing and learning of an instrument helps to develop concentration skills and self-discipline, making it a good way for children with ASD to work with other children in a non-stressful situation. However,

some lessons may become loud and hence the need for devices such as noise-cancelling headphones, which will be provided.

Also refer to:
Music Progression in Skills; Cumulative Learning in Music documents

Physical Education curriculum statement

Aims (teaching)

The aims of Physical Education at Ashdown Primary School are to engage all children in a challenging and exciting curriculum which encourages an interest in living 'healthy active lifestyles'. We believe that Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make a positive impact on their own health and well-being. Working collaboratively, the cluster PE Partnership aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations.

We aim to give children some experience across various sports and activities, both team and individual, to include;

Games, Gymnastics, Dance, Outdoor & Adventurous Activities, Swimming, Athletics.

These activities will see children build fundamental skills and also strong social skills in order to complete various tasks set for them. PE will give children the tools to develop skills and attitudes that can assist their learning in other subjects at school, and that are also needed for life and work. These will typically include listening skills, leadership skills, awareness, and co-operation. The school's vision for Physical Education is to provide all the children with an opportunity to take part in a wide variety of sports. The children will be taught that some of these skills are transferable into other sporting subjects. All physical activities are carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated.

Objectives (learning)

Here at Ashdown we encourage all children to:

- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- To lead healthy, active lives.
- To develop their ability to 'strive to be their best', by working at maximum effort.
- Have a keen interest in sports and taking up sports clubs
- Play fairly and always show their best sportsmanship
- Recognise and celebrate the achievements by their peers.
- To evaluate their own and others performance
- Be able to demonstrate a knowledge of rhythm and timing in dance activities.
- Participate in games activities within various roles (e.g. officiating/coaching).
- Choreograph and perform various movement patterns.
- Use their bodies to be able to display various feelings and emotions during aesthetic activities.

Approaches and methods

The lessons will be taught through many styles of teaching including command, reciprocal and guided discovery.

Cross curricular links

Physical Education will be linked to other subject areas such as maths, PSHE, and science.

Health & Safety

The equipment used will be checked annually to ensure it is in a good state of repair and any issues found during the year should be reported to the subject leader. Pupils will be briefed before lifting any equipment (e.g. benches and gymnastics equipment). There will be adequate supervision in the swimming pool when teaching and a qualified life saver present at all times during lessons. Risk assessments will be carried out for any off site activity and be followed by the member(s) of staff attending the event.

Inclusion:

All pupils will be planned for within the PE curriculum and the lessons should be made accessible to all and a range of equipment can be implemented to extend or support our pupils. Our PE curriculum includes topics on Inclusion sports for all children to understand and learn the difficulties others may face in sport. We also may adapt: Equipment – colour, shape, length of handle, size, texture, weight ;Interaction – ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers ; Position – adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile

guidelines to aid orientation ; Rules – additional 'lives', changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules ; Space – distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area ; Speed – varying speeds, e.g. slower or faster, using 'still' apparatus, e.g. large 'golf' tee

Also refer to: PE Progression in Skills; Cumulative Learning in PE documents

Policy statement for Personal, Social, Health & Citizenship Education

Aims (teaching)

There are three core themes of primary PSHE:

1. Health and Wellbeing (including statutory Relationships and Sex Education)
2. Relationships (including statutory RSE)
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

Personal development is at the heart of the curriculum: developing responsible, respectful and active citizens, promoting equality of opportunity, promoting an inclusive environment, developing pupils' character and giving them the qualities they need to flourish in society. There is a focus on developing pupils' **confidence** and **resilience,** so that they can keep themselves mentally healthy and start preparing for the next phase of education and beyond.

Objectives (learning)

- Building confidence, resilience and self-esteem, whilst promoting the key skills of active listening, self-reflection and empathy.
- Identifying and managing risk, making informed choices and understanding what influences their decisions.
- Health and safety – balanced diet, exercise regime, awareness of personal choice related to drugs, alcohol and tobacco and body safety (consent and law relating to sexual relationships).
- To understand the Equality Act of 2010 and the associated protected characteristics of diversity. To recognise and celebrate equality and diversity in all its forms.
- Communication of ideas and views to others, negotiation, collaboration and team work. Giving constructive feedback to others whilst recognising the need for peer approval and the effect of peer pressure and stereotyping/media.
- Developing strategies to resolve disputes and conflict through negotiation and respect of other points of view.
- To know why and how rules and laws that protect themselves and others are made and enforced. Understand and practice democracy. Understanding that everyone has human rights and that there are consequences of anti-social and aggressive behaviours. Exploring rights, responsibilities and duties and what being part of a community (local and national) means.
- Evaluating economic choices, the role of money, work/careers and enterprise.
-

Approaches and methods

PSHCE and RSE will be taught as both a discrete subject and embedded within cross curricular themes. It should also be taught as part of the everyday SMSC curriculum (social, moral, spiritual and cultural).

Cross curricular links

Opportunities for embedding the teaching of PSHCE will be made with each subject area where appropriate and there should be a daily teaching opportunities through the SMSC curriculum. PSHE links with Science, R.E. and Computing.

Health & Safety

Children will be taught and regularly reminded of online safety, referring to the 4C's of online risks: content, contact, conduct and commerce.

Inclusion

PSHE is at the heart of children's spiritual, moral, social and cultural development and therefore care should be taken to meet the needs of all children, with special consideration for: Neuro Diversity, Autistic Spectrum Conditions (ASC), religious and cultural backgrounds and beliefs, ethnicity, gender and sexuality. Provision will be made by employing a wide range of visual resources as needed, pre-teaching key concepts, breaking

learning into small stages/tasks, making use of peer support and always using concrete, non-ambiguous language. An inclusive learning environment should aim to offer multi-sensory approaches as appropriate, develop effective peer relationships and communication and suitable adjustments will be made according to the needs of the child e.g. differentiated resources and extra support during lessons. Educating children in diversity is also paramount as it increases creativity, encourages open-mindedness and provides a wealth of opportunities. It lays down the foundations for an inclusive society that embraces differences.
Pupils may have parental permission to be excluded from some aspects of the RSE curriculum but NOT from objectives delivered through the Science Curriculum

Also refer to: RSE (relationships and sex education) policy, Equalities Policy, E-safety policy, PSHE Progression in Skills; Cumulative Learning in PSHE documents.

Policy statement for RE

Aims (teaching)
To use RE as a tool to support teaching, learning and management across the curriculum. We aim to enable children to become confident, tolerant, respectful, self-aware learners through a focus on learning about and learning from religious and non-religious viewpoints.

Objectives (learning)

- knowledge and insight into beliefs, values and principles and ability to reflect on aspects of their own lives;
- developing an awareness of the human quest to make sense of the world and the human predicament and seek meaning and purpose;
- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth;
- learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religions and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other world views perceive the value of human beings and their relationships with one another, with the natural world, and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues;
- learning about beliefs and values and different understandings of the spiritual life, spiritual development and spiritual practices in religious and other traditions;
- responding to religious stories, artefacts and places of worship.
- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influences on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- studying a range of moral issues, including those that focus on justice, promoting racial and religious respect and the importance of personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience

Approaches and methods
RE will be taught as both a discrete subject and embedded within cross curricular themes. It should also be taught as part of the everyday SMSC curriculum (social, moral, spiritual and cultural).

Cross curricular links
Opportunities for embedding the teaching of RE will be made with each subject area where appropriate and there should be a daily teaching opportunities through the SMSC curriculum.
In PSHCE valuing and respecting cultural and religious diversity and moral issues.

Inclusion
Where required, special consideration needs to be accounted for with children of certain religious and cultural backgrounds and beliefs. Parents/carers have the right to withdraw children from all or part of the RE curriculum.

Also refer to: Equal opportunities and diversity, British Values, United Nations Declaration of the Rights of the Child; RE Progression in Skills; Cumulative Learning in RE documents

Policy statement for Science

Aims (teaching)
Science should be 'hands on' and exciting in order to stimulate children's curiosity, leading them to ask questions and seek answers to those questions. Through high quality science education children should develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They should develop an understanding of the nature, processes and methods of science through different types of enquiry that help them answer scientific questions about the world around them. High quality science should make sure children are equipped with the scientific knowledge required to understand the uses and implications of science today and in the future, it should also provide the science capital to allow every child to see themselves as a scientist, through the representation of a diverse range of scientists. Children should develop scientific skills as they progress from Year 1 through to Year 6, see skills progression in Science folder.
Science will be taught for at least 2 hours per week per term. It has been found to be more beneficial if Science is taught on a regular basis (i.e. weekly rather than 'en bloc') to enable scientific enquiry skills to be embedded. Science is a core subject and therefore should be celebrated through regular display (2D and 3D, interactive, and information).

Objectives (learning)
Knowledge:
All living things and their habitats, Animals including humans, Plants, Materials, Rocks, Light, Forces, Evolution, Earth and Space, Electricity, Sound.
Skills:
Ask and answer questions using a variety of types of scientific enquiry; Make observations which become increasingly detailed; Take measurements using a range of scientific equipment; Gather and record data; Identify and classify; Make predictions; Record and report findings; Identify naturally occurring patterns and relationships; Discuss and explain findings.
Attitudes:
Forming an opinion; Working cooperatively; Listening to and respecting ideas; Respect for evidence and evaluate critically; Respect for the environment and living things; Respect for own health and safety.

Approaches and methods
Science should be taught in line with the schools Science Vision. It should in the large part be practical with the development of scientific enquiry skills being part of every lesson with children taking a lead in their learning. Effective teaching strategies will successfully engage all pupils in their scientific learning. Well framed questions, knowledgeable answers and the use of discussion will promote deep learning.

Cross curricular links
Links can be readily made with English, Maths, Geography, History, PHSE, Art and Computing.

Health & Safety
A health and safety briefing needs to be given at the beginning of every practical session. There should be a risk assessment for general science in the classroom plus additional risk assessments when working in an outside area, gardening activities etc. Use of protective equipment such as goggles, lab coats, wellington boots, gloves etc should be researched and planned for. CLEAPSS is also referred to for guidance on all aspects of safety during practical science sessions (http://science.cleapss.org.uk/).

Inclusion
Science should provide a practical and stimulating environment which is accessible to all children regardless of first language, disability, race, gender, cultural or socio-economic background. We ensure that consideration is taken to minimise or reduce any barriers so that all pupils can fully take part and learn. We endeavour to include the following elements to ensure that all children are receiving quality teaching and learning; High expectations, the development of good relationships to give awareness of children's limitations and possibilities, an inclusive learning environment, with scaffolded resources when required, an ability and age-appropriate curriculum with challenge through open ended questioning.

Also refer to:
Health and safety policy; Science Progression in Skills; Cumulative Learning in Science documents.