ST GILES C.E. PRIMARY SCHOOL
Teaching & Learning Policy

At St Giles, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an inclusive environment in which members of our school are secure and confident, irrespective of gender, sexual orientation, disability, ethnicity, social, cultural or religious background (please refer to our Equal Opportunities policy).

This policy was reviewed and updated in line with our Christian values and beliefs, 'Behaviour and Discipline in Schools and (UNCRC).
In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body. At St Giles C.E. Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

As a school, we are committed to our vision:
'You must love one another as I have loved you.' John 13 v 34. Working together with love we will provide a happy and nurturing environment where all will, 'learn to love and love to learn', making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos, we will celebrate and embrace the richness of our community.
Learn to Love - Love to Learn

'You must love one another as I have loved you.' John 13 v 34

The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced, and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance.

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

PRINCIPLES OF LEARNING

Learning has been defined in cognitive psychology as ***an alteration in long-term memory****: "If nothing has altered in long-term memory nothing has been learned." Progress, therefore, means knowing more (including knowing how to do more) and remembering more.*

OFSTED 29 Jul 2019

Learning is the purpose of the whole school and is a shared commitment. At St Giles Primary School we recognise that education involves children, parents, staff, governors, the community, and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, and through our core Christian values of Forgiveness and reconciliation, agape, compassion and community, equality, inclusion, service, and stewardship, we aim to:

- provide a supportive, positive, healthy, caring, and safe environment, which has high expectations and values all members of the school community.
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils tomake the best possible progress and attain the highest personal achievements.
- ensure children can develop as literate, numerate and technologically competent individuals,within a broad, balanced, exciting, and challenging curriculum.
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
  provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental, and emotional development of the pupils.
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, and positive attitudes.
- encourage all children to be enthusiastic and committed learners, promoting their self - esteem,self-worth, and emotional well-being.
- develop children's confidence and capacity to learn and work independently and collaboratively.
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness, and trust.
- encourage children to respond positively to the opportunities, challenges, and responsibilities of a rapidly changing world.
- encourage children to value the diversity in our society and the environment in which they live.
- encourage children to become active and responsible citizens, contributing positively to the community and society.
- Develop children's cultural capital.

ETHOS

As an inclusive Christian school, the school values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving, and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom in line with the school vision and motto.

Learning to Love - Loving to Learn…

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

- providing a calm and effective working environment, in which each child can produce his or her best work.

- providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- providing positive role models.
- providing a fair and disciplined environment, in line with the school's behaviour policy.
- effective management of their professional time.
- developing links with all stakeholders and the wider community.
- valuing and celebrating pupils' success and achievements.
- Acknowledge that *everyone* is a learner.
- reviewing personal and professional development to ensure a high level of professional expertise.

ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

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

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

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- recognise and be aware of the needs of each individual child according to ability and aptitude.
- ensure that learning is progressive, continuous and builds on prior learning.
- be good role models, punctual, well prepared and oraganised.
- demonstrate, always, our core Christian values of forgiveness and reconciliation, agape, compassion and community, equality, inclusion, service, and stewardship.
- keep up to date with educational issues.
- provide clear information on school procedures and pupil progress.
- have a positive attitude to change and the development of their own expertise.
- establish links with the local community to prepare pupils for the opportunities, responsibilities, and experiences of life.
- work collaboratively with all involved in education to develop a shared philosophy andcommonality of practice.

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

- ensuring that their child attends school regularly, punctually, well-rested and in good health.
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- demonstrate, always, our core values of hard work, respect, and responsibility.
- providing support for the discipline within the school and for the teacher's role.
- supporting the work of educational targets and becoming actively involved

in the implementation of any support programme.
- participating in discussions concerning their child's progress and attainment.
- ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour.
- allowing their child to become increasingly independent as they progress throughout the school.
- informing the school of reasons for their child's absence.

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

- attending school in good health, maintained by adequate diet, exercise and sleep.
- attending school regularly and punctually.
- being oraganised, bringing necessary equipment.
- conducting themselves in an orderly manner in line with the expected behaviour policy.
- taking increased responsibility for their own learning.
- demonstrate, always, our core Christian values of forgiveness and reconciliation, agape, compassion and community, equality, inclusion, service, and stewardship.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc.
- presenting themselves as positive role models to be emulated.
- organising activities and events throughout the year to extend and deepen pupils' knowledge, and skills.
- supporting school events.
- voluntarily helping in the classroom.

CURRICULUM

The school is proud to be able to offer a rich, broad, and wide curriculum which enhances learning across the curriculum, beyond core subjects. Our school's vision aims that every child should leave St-Giles with confidence, the ability and desire to make the world a better place. The curriculum is defined by principles of learning rather than set content. Leaders including Governors have mapped a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This has been achieved through the planning of the revised the National Curriculum 2014 securing breadth and ambition. The school has established professional relationships with key organisations to create a deep and wide curriculum based upon a balance between knowledge, key skills, and application across the whole curriculum. For example, the History and Geography curriculum has been planned in consultation with both the Historical Association and the Geographical Association and Rising Stars ensuring key skills and knowledge is built upon each year. As a result of the school maximising the expertise of professional associations, implementing schemes of work and associated resources. Teacher workload has significantly reduced with more professional time available to teachers to develop and secure their own subject knowledge and plan teaching and learning to underpin 'High Quality Teaching 'adapted to meet the needs of all groups of learners.

The school is committed to ensuring all children access Quality First Teaching with appropriate and timely interventions rotated so that children do not miss any aspect of the curriculum.

Some subjects such as History which can have a cross curriculum theme (for example World War II in Year 6 linked with writing and geography) However, we have developed our curriculum in foundation subjects to be more discrete to ensure the skills and knowledge required meet National Curriculum expectations.

Subject overviews are reviewed with all staff yearly to ensure knowledge is built on over time andthese plans- 'Curriculum Letters' are shared with parents at the start of each term.
High quality teaching: The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. At St Giles we focus on developing teaching practice over a sustained period to drive meaningful change in our setting. (EEF-*Moving forwards, making a difference A planning guide for schools 2022–23)*

School plans to maximise teaching quality include:

- high quality daily teaching: the 'five-a-day' approach.
- improving literacy and mathematics outcomes.
- securing effective professional development; and
- using diagnostic assessment to address learning gaps.



The school has made significantly long-term investment to ensure that high quality CPD is available to all middle (subject) leaders as well as affiliation with esteemed associations. Other organisations that the school works in partnership with include P.S.H.E association, R.E. today and Keele Science Learning Centre. Accessing specialist CPD, planning and resources also extends into the arts, music and P.E. Planned learning opportunities include music, whole class instrumental tuition, specialist dance, sport, theatre, and drama. The school places high priority upon the development of the whole child and the well-being of all to implement a rounded curriculum to support and develop mindfulness and well-being.

This year the school has embarked on RHS campaign for school gardening. Our mission is to give children opportunities to grow and connect with nature. We encourage our pupils to explore outdoors and learn to care for plants and our planet.

The school is proud to offer a comprehensive programme of music and sport to all pupils during and after the school day and is a proud partner school to outside clubs and organisations which provide excellent coaching and teacher CPD through sports premium.

CURRICULUM PLANNING

Medium term plans and weekly plans are based upon previous assessment data, pupil need and subject expectation.Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At St Giles Primary School, we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in standard English and to use Mathematics at a proficient level to facilitate learning across the curriculum for our children to be successful in later life. (Appendix 1-Exemplars of weekly planning core subjects)

Rosen shine (2010, 2012) summarised at least 40 years of research on effective classroom instructionand devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at St Giles Primary School should include over a sequence of lessons:

1. Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
2. New learning is presented in small steps, with appropriate periods of pupil practice after eachstep (including the need to check back with an adult regularly).
3. All adults have high expectations and foster an ethos of self-belief in the pupils.
4. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow upaction as necessary to secure learning).
5. When answering questions or solving problems, time is given for rehearsal and reflection and"talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus can demonstrate their knowledge, skills and understanding.
6. Scaffolding is used to allow children to be as independent as possible.
7. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
8. Modelling of knowledge and skills by adults is provided for all learning and, where necessary,for consolidation of new learning. Huge focus on vocabulary development in line with vocabulary spine tool for each year group.
9. Learning walls are regularly referred to guide and support learning.
10. Pupils engage in regular review of their own learning as well as reviewing and discussing thatof others.

The key expectations are:

- Daily review (Retrieval Practice)
- Small steps when introducing new learning including focus on ambitious vocabulary.
- Questioning
- Modelling (I Do)
- Guided student practice (We Do)
- Understanding is checked.
- Scaffolding
- Independent student practice (You Do)
- Regular review

Pupils with special educational needs receive a range of support in line with their primary need, this includes 1:1support if appropriate which is overseen by the class teacher and the SENCo. Extra support is given in the classroom through carefully planned adaptive Quality First Teaching and scaffolding in line with current 'Assess, Plan, Do, Review' documents. Additionally, advice is sought

from relevant external support agencies when and where the need demands it.

(See Special Educational Needs & Inclusion Policy)

Subject leaders have a variety of roles. These include:

- taking the lead in curriculum development to ensure progression and continuity in their subject throughout the school.
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
- monitoring progress in their subjects and advising the SLT on action needed, taking responsibility for the purchase and organisation of central resources for their subjects.
- using release time to support colleagues.
- keeping up to date through reading and attending relevant courses.
- Ensuring the governing body have up to date information on subjects.
- Talking with confidence about their subject and attainment in their subject.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of curricular opportunities to enhance learning and to ensure children have an opportunity to a progressive curriculum.

ORGANISATION

The learning environment is managed in such a way as to facilitate different styles of learning. Opportunities are made for:

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

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

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

- book corners are comfortable and attractive to promote a love of reading for pleasure.
- pupils are involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including working walls to support understanding and learning.

Classroom support is available in the form of both learning support assistants and students on placement. These are used at the discretion of the class teacher. Students assist with the many aspects of school life, including supporting reading and helping with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.
(**See the Induction Policy**)

School has invested in high quality software to reward children's behaviour and learning behaviours

(Track It Points) in 2021 which is now consistently used through school allowing teachers and SLT rewarding pupils for learning behaviours, politeness, personal achievements, Christian values, and personal recognitions. Children are rewarded when demonstrating any of our core Christian values of Forgiveness and reconciliation, agape, compassion and community, equality, inclusion, service, and stewardship.

ASSESSMENT, RECORDING AND REPORTING

Formative Assessment

A range of strategies must be used to ensure effective formative assessment including, open-ended and differentiated questioning, talk partners, use of mini-whiteboards, guided group work, time for reflection and review using strategies such as thumbs up or down or traffic lights to ascertain understanding (with appropriate action taken quickly to secure learning), self and peer assessment. If, by the end of the lesson, it is clear the child has not met the learning intention then additional teaching/ intervention to address misconception can be put in before the end of the day or before the next lesson and planning should be adapted for the next lesson.

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

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) using SATs and teacher assessment. Phonics knowledge is tested in Year 1 and re-tested where necessary in Year 2. Year 4 Multiplication Tables Check -This check is administered internally. These results are then reported to the local authority and to parents.
Optional tests are also taken in Years 3, 4 and 5. Baseline assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.
(See Assessment Policy)

Suitable tasks for assessment include:

- group discussions.
- short tests in which pupils write answers.
- specific assignments for individual pupils.
- discussions in which children are encouraged to appraise their own work and progress.
- pupil observations.
- SATs.
- NFER, (standardised reading assessment) NFER (standardised maths assessment), NFER (standardised grammar, punctuation and spelling)

Our main aim at St Giles' is to enable the children to become independent writers with a clear purpose and audience using the seven components of the writing process. These include planning, drafting, sharing, evaluating, revising, editing, and publishing. Writing strategies are explicitly taught using the 'gradual release of responsibility' model as explained above in the reading section. Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the English National Curriculum 2014.

Children are taught early spelling skills through RWInc and encouraged to write emergently from an early stage. RWInc Spelling resource is used from Year 2-6 alongside the Literacy and Language resource by staff from Y2-6 to plan the teaching of writing and spelling. Children are taught appropriate spellings for their own development as indicated in the 'New National Curriculum' for English. The two statutory appendices – on spelling and on vocabulary, grammar, and punctuation – give an overview of the specific features that are included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers endeavour to show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Teachers use shared writing and the modelling of writing for teaching the children to develop their writing skills. Guided writing is used with focus groups to improve children's writing skills and as an effective formative assessment tool.

Handwriting is taught weekly outside of the literacy lesson in KS2 using the Nelson Handwriting scheme. In addition, all 'Literacy & Language' lessons in KS2 begin with a handwriting warm up as part of learning readiness. In EYFS and Key stage 1 letter formation is taught alongside RWI stages.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and termly staff meetings are arranged for teachers to compare judgements and agree standards. St Giles staff also work with colleagues in our cluster to ensure that our judgements are accurate and consistent. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

MARKING:

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes, and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Marking should serve a single purpose –to advance pupil progress and outcomes.
(***See Marking & Presentation Policy***)

Recent research states:
'If there's a single principle teachers need to digest about classroom feedback, it's this: the only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time. *'William, D., (2014). Is the Feedback You're Giving Students Helping or Hindering?*

At St Giles we focus on the principles which underpin good feedback rather than the way in which it

is delivered, according to a new guidance report published today by the Education Endowment Foundation (EEF).

These key principles form the first three recommendations of the report and provide the central messages that run throughout the guidance. They state that teachers should:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.
2. deliver appropriately timed feedback, which focuses on moving learning forward; and
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

(See Marking and Presentation Policy)

All results from assessments are analysed and used to inform future planning. Directed time is allocated to staff to ensure the assessments support planning. Use of the analysis tool with NFER allow staff to ascertain gaps in learning and these are discussed in pupil progress meetings with the Deputy Head teacher and SENCo after assessments have been completed in December, March and June.

MONITORING AND EVALUATING

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Performance Management cycle through Professional Growth Meetings informs learning and teaching.

QUALITY FIRST TEACHING

At St Giles Primary School, we believe deploying Quality first teaching (QFT) based on 'High Quality daily teaching: the 'five –a-day' approach published by EEF to engage and support the learning of all children. The goal with Quality First Teaching strategies is to ensure that all whole-class teaching is as inclusive as possible.

Quality First Teaching demands 100% participation from the pupils, and sets high and realistic challenges. It expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

Adaptive teaching refers to the idea of modifying instruction to meet a pupil's individual needs and learning styles. Scaffolding refers to **modifications** you make while designing and teaching lessons that allow all pupils to be successful in learning the same content which means children are 'keeping up' rather than catching up. Scaffolding involves breaking up the learning into parts so that pupils can gradually tackle more complex materials independently, whilst still accessing the learning objectives.

The key characteristics of QFT as:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling, and explaining on the part of the teacher (linkedto Rosen shine Principles)
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work ndependently.
- No cap on learning
- Fluidity of grouping
- Marking / assessment within or at the end of the session will inform weekly/daily planning.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Rosenshines's principals mirror many of the expectations of QFT.

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

- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work.
- interactive teaching.
- listening.
- brainstorming.
- providing opportunities for reflection by pupils.
- demonstrating high expectations.
- providing opportunities for repetition/reinforcement.
- build on prior learning.
- providing encouragement, positive reinforcement, and praise.
- making judgements and responding to individual need.
- intervening, as appropriate, in the learning process to encourage development.
- providing all children with opportunities for success.
- using a range of communication strategies – verbal and non-verbal.

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

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

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

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

"Children are more likely to learn successfully if they have their basic physical needs met, feel unthreatened, secure, safe, and valued, have a sense of belonging to the school environment and are engaged, motivated and involved. They can see the relevance of what they are doing and know what outcome is intended. They can link what they are doing to other experiences and understand set tasks.They have the physical space, materials and tools required to fulfil their tasks. Distractions are minimaland groupings allow individual or group work to take place."

Primary Strategy 2004

Teachers at St Giles Primary School feel that pupils learn best when:

- they are happy, healthy, and alert – receptive and positive.
- they are interested and involved – learning is relevant and stimulating.
- the purpose of a task is understood – they understand why they are doing it.
- they feel secure – in terms of environment, relationships, and learning.
- they feel valued – teachers and other adults care about their development as learners.
- they have opportunities to explore and take risks.
- they are actively involved, making choices, and taking responsibility in their learning.
- they have an element of control and can work with independence.
- they receive positive feedback and praise for achievements.
- the learning environment is well-organised, and resources are easily accessed.
- tasks are differentiated, matched to the child.
- learning is built on existing knowledge and experience – clearly defined small steps.
- they have opportunities to talk about their work, reflecting, discussing, and sharing ideas.
- the teacher is knowledgeable, enthusiastic, and motivated.

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

Successful teaching takes account of children's prior learning and must ensure continuity and progression. At St Giles Primary School, we focus our teaching on the principles of Rosen shine:

Linked to the above, successful teaching is:

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

RESOURCES

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

- there is a range of appropriate, accessible, high-quality resources available for which pupils can

select materials suitable to the task in hand.

- all children know where classroom resources are kept and the rules about their access and use.
- children are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
- the class library is a valued resource and used appropriately.
- children work together to establish an attractive, welcoming, and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited by the subject leaders. Each classroom is equipped with 8 PCs to enable pupils to access educational software like Education City, Purple Mash, Maths Watch, Oxford Reading Buddy and more to apply their learning in all subjects. Year 6, Year 5, and Year 4 also have access to class sets of Chromebooks. Tutoring sessions after school also have access to class sets of Chromebooks as well as some being available for loan, should a child not have access to technology at home. School pays for homework license for all high-quality software that all pupils can access to avoid loss of learning during holidays. Regular workshops are provided by staff for parents and pupils to develop an understanding of the digital software. School also buys services from Wolverhampton Library Support Service to ensure high quality books, topic resources and CPD to further embed the vision for 'Reading for Pleasure' as part of Quality First teaching. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

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

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

Time is a resource that we value.

To maximise its use:

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

EQUAL OPPORTUNITIES

- All children should have equal access to subjects to develop their personal capabilities.
- When children are working in groups, we endeavour to ensure that their hands on experience are equitable.
- Resources are checked to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.
- The subject leads, in conjunction with the SENCO, will advise teachers on the support that

can be provided to children with individual needs.

INCLUSION

Teachers ensure that the work undertaken by children with a disability:

- takes account of their pace of learning and the equipment they use.
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials.
- allows opportunities for them to take part in educational visits and other activities linked to their studies; uses assessment techniques that reflect their individual needs and abilities.

Date reviewed: **November 2026**

Reviewed by**: Staff**

Ratified by Governors: **November 2028**

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.