



Teaching and Learning Policy

The Stoughton Way

Date Agreed: October 2021

Review: October 2023

Vision

We will continue to be an outstanding school where children develop a love of learning. We will provide each child with the tools they need to achieve and thrive

Values

Positivity, Perseverance, Courage, Love and Nurture

Curriculum Intent

At Stoughton Infant School our curriculum is unashamedly aspirational for the children, rooted in a belief that all children can achieve and excel. It is broad and balanced, designed to stimulate a love of learning which develops the whole child as an individual. Learning is planned carefully to ensure skills are built upon and mastered. This is achieved with added enrichment activities which are linked to and help children deepen their learning. For example, an embedded Forest Schools programme enriches and supports learning in many subjects, especially science and geography. The school values of positivity, courage, perseverance, nurture and love support the children to achieve and thrive. This enables children at Stoughton Infant School to be well prepared for their next step in their education.

Enrichment

The National Curriculum is the framework for learning. At Stoughton we believe that children need hands on experiences and learning opportunities across the curriculum and this helps to develop a love of learning. Therefore, we provide Forest School sessions, themed days, extra-curricular clubs, trips and visitors into school all linked with the children's learning.

Equal Opportunities & Inclusion

Inclusivity is at the heart of our school and we value and believe in all our children equally. Each child is loved as an individual with unique gifts and areas of need. Many children experience difficulties at some stage in their school life and when this happens we work as a team, or with the expertise of specialist agencies, to identify their barriers to learning and provide targeted, tailored support that enables them to make faster progress.

Every member of our community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand cultural diversity within our community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously.

Assessment for Learning

The most effective feedback we give children is live and in the moment. Adults may use green and pink highlighters when feedback to the children and this will form part of the conversation with the children. We don't add written comments to children's work as this doesn't impact on children's progress but this doesn't mean we don't look at their learning to ascertain next steps for them individually and as a whole class.

Parental Engagement

We firmly believe that education is a partnership and we strive to engage parents in their child's education as much as possible. This is most prevalent in reading and phonics.

Reading - The Stoughton Way

Reading Intent: We want all children to leave Stoughton having developed well rounded reading skills, rooted in excellent phonic knowledge. We want this to exist alongside a love of reading and a love of stories.

Lesson Structure

- Every child is heard by an adult at least once a week. Some children may read more than once.
- Children receive a decodable text to take home. These books review and practise phonemes that have been learned. Once children are secure in Phase 5 phonics they move onto the book banded reading scheme.
- 1:1 reading includes a revision of past graphemes, assessment of tricky words and reading some or all of a text.
- Reading teaching also occurs during Talk for Writing. Teachers plan time for reading as a reader and reading as a writer.
- Whole class reading includes explicit teaching of vocabulary and teaching of essential reading skills such as retrieval practice, inference and prediction. Content domain question stems are utilised to ensure coverage of essential skills.
- All vocabulary is taught explicitly in all subjects which helps build children's background knowledge.

Key Vocabulary

- During 1:1 reading children practice tricky words and common exception words.
- Tier 2 vocabulary is modelled and explained with examples and non-examples. Children are reminded of these words at the end of the session.
- Whole class reading lessons begin by explicitly teaching of vocabulary pertinent to the book. There is a focus on Tier 2 vocabulary, but sometimes Tier 1 and Tier 3 vocabulary can be included.
- Teaching methods include using pictures, videos, actions, examples and non-examples, definitions, oral practice

Hooks and End Goals

- Teachers plan all reading around high quality, engaging texts of different genres.
- Children are given time to talk about and recommend favourite books.
- Children take home classroom library books to share with their families.
- All classes have an inviting reading area.
- A book is shared in all assemblies.
- Storytelling page on website is regularly updated with staff telling stories
- Page on website celebrating children retelling their own stories

Resourcing and Culture Capital

- All book areas are stocked with engaging books that are at and above children's reading levels.
- Classrooms have phonics games and resources to enhance learning.
- New library stocked with high quality and engaging texts that explore a range of subjects and materials.
- High emphasis on including culturally diverse books in all areas of the curriculum.

Presenting and Recording of Learning

- 1:1 reading is recorded on Tapestry with a focus on decoding skills until children become proficient decoders.
- During whole class reading children begin presenting their learning orally, speaking in complete sentences. Videos of this can be recorded in Tapestry at least once a term.
- In Year 2 children begin to record their learning in a more formal manner in their guided reading books.

Feedback and Assessment

- Assessment is ongoing during 1:1 reading, next steps are recorded on Tapestry.
- Benchmarking is used to assess children when they move onto the book banded scheme.
- Children's sounds, tricky word knowledge and blending skills are assessed continually
- Year 1 and Year 2 use a phonics screening check to assess children half termly

Home Learning

- Children read daily with parents for 10-20 minutes using decodable readers and then our banded book scheme.
- Children are provided with Reading Eggs and Fast Phonics usernames to enhance home learning.
- Children receive tricky words and common exception words to practice at home.
- Feedback is communicated on Tapestry for parents.

Enrichment Opportunities

- Reading is celebrated every day through timetabled story time.
- A storybook is read every assembly.
- World Book Day, Summer Reading Challenge, borrowing of classroom library books all encourage a love of reading.
- Outdoor learning areas have books to enhance all areas of the curriculum
- High quality texts are used to enhance all curriculum areas

Phonics - The Stoughton Way

Phonics Intent: We believe that phonics provides the foundation for all children to develop their reading and writing fluency. We want children to become proficient decoders so that they can find meaning and enjoyment from what they read. Above all, we want children to become lovers of reading and writing.

Lesson Structure

- Phonics lessons are taught daily in all year groups
- Phonics is taught whole class so that all children are exposed to the end of year expectations.
- We follow the Letters and Sounds progression and each lesson follows the Review-Teach- Practice- Apply format.
- Sounds are taught with actions from Jolly Phonics.
- Teachers and TAs support children who need it in lessons and these children receive pre and post teaching as required.
- Lessons are well paced to ensure engagement and last 20-30 minutes.
- In Year 2, children begin to learn spelling rules. The children who need extra phonics practice receive this instruction in small groups.
- Spelling is also taught as a whole class and the lessons follow a similar format to phonics instruction.
- Children are taught to apply spelling rules in context so that they can apply these spellings in their literacy work.

Key Vocabulary

- Key vocabulary is reviewed each lesson and during 1:1 reading sessions.
- Terms can be found in the Letters and Sounds progression document.
- All year groups use the same terms and actions to provide consistency for children.

Hooks and End Goals

- Phonics is celebrated as the path to reading success.
- Children receive phonetically decodable books to read at home. These review and apply the sounds children have learned.
- All classrooms have reading corners that have a selection of enticing texts both at and above children's reading levels.
- Writing is celebrated through working walls where children's writing is given a place of honour.

Resourcing and Culture Capital

- Phonics is fun and interactive.
- A variety of mark making tools and opportunities are provided in Nursery and Reception classrooms.
- All classes prepare games and activities that allow children to practise and apply their phonics.
- Sound and spelling mats are used during writing to support all children.
- Reading Eggs supports children with their sound knowledge and reading at home.

Presenting and Recording of Learning

- Teachers and TAs have high expectations of presentation and handwriting in phonic lessons.
- Teachers and TAs can record learning on whiteboards, Tapestry and in phonic folders or books.

Feedback and Assessment

- Teachers and TAs use formative assessment in lessons to target children who are struggling.
- Assessment from previous lesson informs the review part of phonics lessons and targeted interventions.
- Formal phonic assessment is completed every half term.
- Children review sounds by practising in continuous provision and during writing activities.
- Tricky words are assessed during 1:1 reading.

Home Learning

- Children receive decodable books that practise and review sounds learned.
- When children are secure in their phonics knowledge they move onto reading scheme (book banded) books.
 - Children have a weekly phonics homework to complete that reflects the learning from class.
- Children receive Tricky Words to review at home.
- Reading Eggs subscriptions are provided for Reception-Year 2 children.
- All children receive a Library book to share at home once a week.

Enrichment Opportunities

- Children should learn and practise phonics outside when possible.
- Phonics should be active and engaging and children should have a variety of materials and opportunities to explore writing and reading.
- Where possible, phonics learning should be tied to a real high quality text.
- Technology should be utilised where appropriate when reviewing and teaching phonics.

Writing - The Stoughton Way

Writing Intent: We want all pupils leaving Stoughton to be creative storytellers and writers, to develop strong transcription skills and coherently write fiction and non-fiction pieces. Above all, we want pupils to develop a love, passion and enjoyment towards writing.

Lesson Structure

- Prior learning revisited at the start of lessons and a plenary used to recap learning objective.
- Use washing lines to visually recap previous lessons learning (lesson flipcharts).
- Lesson LO is the key learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- Ensure modelling (flipcharts and visualiser) is used at every possible opportunity.
- There should be 4-5 full lessons each week.
- Additional mini lessons (10-15mins) for learning text maps, additional class reading, spellings and handwriting.

Key Vocabulary and Spelling

- Staff should have high expectations regarding spellings and grammatical vocabulary.
- Key vocab and grammatical vocab should be specifically taught during lesson starters.
- Correct grammatical terminology must be used by staff and expected to be used by all pupils (e.g. adjective, co-ordinating conjunction).
- Incorrect spelling by pupils of CEW and HFW must be highlighted to the pupils.
- Ensure pupils address any spelling issues highlighted (e.g. correctly write five times).

Hooks and End Goals

- At the start of each writing unit the pupils must be hooked into the story (themed day, exciting activity, visitor, trips etc.).
- Each writing unit must end in a published piece of work and be displayed on writing walls.
- Alternative creative ways to publish work can be used to engage pupils (e.g. voice or video recording)

Resourcing and Culture Capital

- Ensure units (Fiction and Non-Fiction) follow the 'Talk for writing' approach and model texts are written to build on prior learning.
- Edit any externally sourced T4W units to ensure they are tailored to the needs of your cohort.
- Supplement writing units with opportunities to read similar themed books as a class.
- Poem of the week (KS1) and Rhyme of the week (EYFS).
- Story maps to be the same for every class in the year group.
- Story maps should be drawn in boxes for each sentence (blue boxes)
- All punctuation should be written in red.
- Each unit should use a different Tool kit (e.g. description) and Boxed-up structure (e.g. Losing tale).

Presenting and Recording of Learning

- The writing journey should be recorded in learning journals.
- LO's should include visual picture prompts. (e.g. Full stops =)
- Practical lessons to be recorded on Tapestry.
- Pupils must do some form of short burst writing every day.
- Ensure pupils edit and improve work using purple polishing pens.
- Key learning (e.g. tool kits and text maps), modelling and shared writing must be displayed on washing line.
- Tapestry used to share model texts and story maps for pupils to learn at home.

Feedback and Assessment

- In the moment feedback should be happening every lesson and following the school feedback policy.
- AFL should be a constant throughout the learning journey.
- Pupils writing should be assessed after the completion of a unit and next steps should be built into following units.
- Low stake testing can be used to assess knowledge acquisition at the end of units/half terms (e.g. kahoot).

Home Learning

- Spelling should be practiced weekly at home using different engaging activities.
- During the 'Imitation' phase the class story map should be sent home for pupils to learn off by heart.

Enrichment Opportunities

-Where possible pupils should learn outdoors and in creative ways (story mapping on wallpaper, performing stories on the outdoor stage, listening to stories in the dragon field etc).

-Where possible learning should be enriched by visitors, external visits, and workshops.

Speaking and Listening - The Stoughton Way

Speaking and Listening Intent: We want all children's leaving Stoughton to have developed strong speaking and listening skills. Children's we be able to listen and respond appropriately to adults and peers. Be able to articulate and justify answers, arguments, and opinions. Above all we want children to maintain attention and participate actively in collaborative conversations.

We agree that:

- Opportunities for speaking and listening will be available within all subjects across the curriculum.
- 'Partner talk' will be used in lessons to discuss ideas, share experiences, reflect on learning, and build confidence.
- Role play will be used where possible to support speaking and listening.
- Healthy debate will be encouraged (e.g. Thunks) to help children be good listeners and engage in purposeful dialogue.
- Circle time will be used to give children the chance to express their views using feelings and concerns as well as promoting good listening, turn taking and social skills.
- We will encourage children to think and talk about ideas before making any recordings.
- Drama will be used where possible to encourage speaking and listening and bring learning to life (hot seating, interviews, freeze frames, acting etc.)
- We will have a vocabulary rich learning environment to extend children's vocabulary.
- We will use visual prompts and pre-teaching for key vocabulary that children may not understand.
- Visual prompts will be using to help support and scaffold listening.
- 'Phone a friend' technique will be used to reduce the stakes of answering questions and enable children to express themselves regardless of ability.
- Effective questioning will be used to encourage children to give more detailed and insightful answers (e.g. open-ended and philosophical questions).

This will be supported by all staff consistently:

- Modelling speaking using best English (e.g. no slang).
- Articulating words coherently and correctly within school.
- Giving children 'thinking time' when answering questions.
- Ensuring children's give each other 'thinking time' before responding or contributing towards an enquiry.
- Ensuring that superficial answers are not accepted in the classroom and children are encouraged to expand on their thoughts.
- Model learning behaviours expected during speaking and listening activities.
- Use open-ended questions and follow-up questions which challenge children's thinking.
- Give visual and linguistic prompt where possible.
- Listen carefully, responsively and respect children's' ideas.
- Encourage children to rephrase and repeat dialogue where appropriate.

Maths - The Stoughton Way

Maths Intent: We want maths learning at Stoughton to be fun, engaging and interesting for all children. We want children to become fluent in the fundamentals of mathematics, to reason mathematically in a range of situations and to develop skills in problem solving.

Lesson Structure

- Key stage one Medium Term Planning based on White Rose Small Steps and using Primary Stars for resources and a mastery approach to teaching.
- Key Stage One class-based teaching is mixed ability with a daily main lesson of 50-55mins.
- Prior learning is revisited at the beginning of lessons and a plenary is used to recap the objective.
- LO is the key to learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- Additional mini lessons, 10 minutes, for skills review, daily arithmetic, Counting and tables practice.
- Year 1 will transition from continuous provision to structured lessons across the school year.
- Key stage 1 will provide Pre-teach – / Catch Up – as appropriate using assembly time and afternoon teaching sessions.
- Early Years planning is matched to the topic being taught and supports the mastery approach including a short, taught session, with matching activities throughout the continuous provision and pre-teach/catch-up groups.

Mastery Approach:

- Fluency & Reasoning in every lesson and incorporates the three elements of CPA within a teaching sequence.
- **Concrete:** Use of manipulatives.
- **Pictorial** Representations including part/part whole model/tens frames/dienes/bar models)
- **Abstract** – calculations to reasoning & problem solving demonstrated.
- Open ended questioning to encourage children to explain in sentences using stem sentences and key vocabulary.

Key Vocabulary

- Key vocabulary is set out in a progressive grid and will be introduced during the taught part of the maths lesson.
- Vocabulary will then be displayed and referred to from the maths working wall in the classroom.

Hooks and End Goals

- Maths should have hands on concrete materials to help children engage in and explore mathematical concepts.
- Open questioning will allow children to develop a deeper understanding in maths lessons.
- A maths working wall display vocabulary for current topics and have a variety of different representations modelled.

Resourcing and Culture Capital

- Children have high quality concrete materials available in all lessons.
- Vocabulary will be shared with children and displayed in the classroom.
- Vocabulary mats and learning packs are sent home to SEN and PP pupils.

Presenting and Recording of Learning

- Children's work will be recorded appropriately for the age and stage of learning. This can include photographs and video of practical activities and verbal explanations in Tapestry alongside teacher scribing and work recorded in books.
- All books will have the date and a learning objective for each piece of work. Books in key stage one will be squared, and one number will be written in each square.

Feedback and Assessment

- Live feedback in lessons will be given by CTs and TAs using pink and green in line with the schools wider marking policy. Additional data will be collected in Tapestry.
- Termly assessment in Key stage one includes PUMA and SATs.

Enrichment Opportunities

- Where possible children should learn outdoors in creative ways.

Science - The Stoughton Way

Science Intent: Science teaching at Stoughton will develop pupils' knowledge and understanding of our world and encourage the natural curiosity of each child. Teaching will encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Lesson Structure

- New vocabulary to be taught at the beginning of each topic.
- Prior learning revisited at the start of lessons and a plenary used to recap learning objective.
- Lesson LO is the key learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- Ensure modelling (flipcharts, microscopes and visualiser) are used at every possible opportunity.
- Investigation Train to be used to record any investigative work.
- There should be 1 full lesson each week.

Key Vocabulary and Spelling

-Ensure vocabulary is displayed and all definitions explained. Encourage children to use new language learnt during lessons and throughout the day.

Hooks and End Goals

- Science, should be hands-on, practical lesson where children are engaged, challenged and encouraged to explore.
- Use a variety of open questions to stimulate thinking.
- Quiz or mind maps to be used for assessment.

Resourcing and Culture Capital

- Science resources sourced and updated by science lead.
- Science pocket packs in each classroom to be accessed by TA's and LSA's to help children struggling with the busy classroom environment.
- Vocabulary word mats to go home at the start of each unit for all SEN and PP children.
- Ensure scientific books are readily available. Through wider reading in Science, children will know how science influenced and is central to our everyday lives and how scientist influenced improvement to our lives.

Presenting and Recording of Learning

- Science should be recorded in foundation subject book
- LO's should be put in books for each recorded lesson
- Practical lessons to be recorded on tapestry.
- Once a half term an investigation needs to be carried out and recorded on tapestry.

Feedback and Assessment

- High quality teaching responds to the needs of children.
- Spiral learning based on switched on science is a key focus of all formative and summative assessment with teachers actively marking work in lessons in order to identify misconceptions early.
- Complete assessment for science using spreadsheet on a half termly basis.

Enrichment Opportunities

- Where possible pupils should learn outdoors and in creative ways.
- Where possible learning should be enriched by visitors and external visits to encourage children to understand how science is used in the wider world including careers.
- All children to take part in a Forest Schools session once per half term.

Geography - The Stoughton Way

Geography Intent: We want all children at Stoughton to develop a greater understanding and knowledge of the world, as well as their place in it. We seek to inspire and promote the children's interest and understanding of diverse places, people, resources and natural and human environments.

We place an emphasis on using the primary sources that are around us. Children will study geography through first hand experiences as they observe and investigate features of their local environment e.g. shops, church, river/canal, forest school area etc. and people who live and work in the locality. We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit. Each unit is underpinned by a curriculum pathway ensuring progression that revisits prior learning. There should be 1 unit a term made up of 4-6 progressive lessons for each unit.

Lesson Structure

- New vocabulary to be taught at the beginning of each topic.
- Prior learning revisited at the start of lessons and a plenary used to recap learning objective.
- Lesson LO is the key learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- As with other lessons, demonstration and modelling is the key to good understanding. Ensure modelling (flipcharts and visualizer) is used at every possible opportunity.

Key Vocabulary

- Staff should have high expectations regarding the introduction and application of related vocabulary.
- Key vocab should be specifically taught, correctly modelled in context and displayed during lesson starters. There should be a clearly stated expectation that children access key vocabulary independently and apply correctly.
- Correct terminology must be used by staff and expected to be used by all pupils.
- When recording any incorrect spelling by pupils of CEW and HFW must be highlighted to the pupils.
- Ensure pupils address any spelling issues highlighted.

Hooks and End Goals

- At the start of each geography unit the pupils must be hooked into the topic (themed day, exciting activity, visitor, trips etc.) using a variety of open questions to stimulate thinking.
- There should be a balance of research, practical investigation, observation and fieldwork where children are engaged, challenged and encouraged to explore.

Resourcing and Culture Capital

- Geography resources sourced by and updated by Geography lead.
- Quality maps of the local area and globe to be readily available and accessible throughout the school.
- Cross curricular links to be identified to ensure learning is meaningful, purposeful and memorable.
- Vocabulary word mats to go home at the start of each unit for all SEN and PP children?
- Ensure geographic books are readily available for the children to read to develop a greater understanding and knowledge of the world, as well as their place in it.

Presenting and Recording of Learning

- Each geography unit must end in a recorded piece of work in their Foundation book or on a wall display or recorded on Tapestry
- LO's should be put in books for each recorded lesson. Please refer to the 'Stoughton Way- Presentation in books.
- Feedback and Assessment
- High quality teaching and formative assessment will respond to the needs of children and identify misconceptions early
- Summative assessment for Geography completed termly using the curriculum pathway?

Enrichment Opportunities

- Where possible pupils should learn outdoors and apply their knowledge in FS sessions e.g. weather and the seasons.
- Where possible learning should be enriched by visitors and external visits to encourage children to understand how geography is used in the wider world including careers.

History - The Stoughton Way

History Intent: We want all children at Stoughton to have an awareness and to be curious about the past. They will learn about changes in living memory and beyond that are significant locally, nationally, globally and commemorated through festivals or anniversaries. Children will be encouraged to use analytical thinking and questioning to explore and compare the lives of significant individuals in the past who contributed to national and international achievement.

We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit. Each unit is underpinned by a curriculum pathway ensuring progression that revisits prior learning. There should be 1 unit a term made up of 4-6 progressive lessons for each unit.

Lesson Structure

- New vocabulary to be taught at the beginning of each topic.
- Prior learning revisited at the start of lessons and a plenary used to recap learning objective.
- Lesson LO is the key learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- As with other lessons, demonstration and modelling is the key to good understanding. Ensure modelling (flipcharts and visualizer) is used at every possible opportunity.

Key Vocabulary

- Staff should have high expectations regarding the introduction and application of related vocabulary.
- Key vocab should be specifically taught, correctly modelled in context and displayed during lesson starters. There should be a clearly stated expectation that children access key vocabulary independently and apply correctly.
- Correct terminology must be used by staff and expected to be used by all pupils.
- When recording any incorrect spelling by pupils of CEW and HFW must be highlighted to the pupils.
- Ensure pupils address any spelling issues highlighted.

Hooks and End Goals

- At the start of each History unit the pupils must be hooked into the topic (themed day, exciting activity, visitor, trips etc.) using a variety of open questions to stimulate thinking.
- There should be a balance of research, practical investigation, analytical thinking and questioning where children are engaged, challenged and encouraged to compare and explore significant people and events.

Resourcing and Culture Capital

- History resources sourced by and updated by History lead.
- Quality historical sources of local, national and international significance to be readily available and accessible throughout the school.
- Cross curricular links to be identified to ensure learning is meaningful, purposeful and memorable.
- Vocabulary word mats to go home at the start of each unit for all SEN and PP children?
- Ensure History books are readily available for the children to read to promote an awareness and curiosity about the past.

Presenting and Recording of Learning

- Each History unit must end in either a recorded piece of work in their Foundation book, on a display or recorded on Tapestry.
- LO's should be put in books for each recorded lesson. Please refer to the 'Stoughton Way- Presentation in books.

Feedback and Assessment

- High quality teaching and formative assessment will respond to the needs of children and identify misconceptions early.
- Summative assessment for History completed termly using the curriculum pathway?

Enrichment Opportunities

- Where possible pupils should learn outdoors and apply their knowledge in FS sessions e.g. weather and the seasons.
- Where possible learning should be enriched by visitors and external visits to encourage children to understand how History is used in the wider world including careers

Art - The Stoughton Way

Art Intent : At Stoughton Infant School we want all children to be given the opportunity to express themselves creatively through the medium of different art forms including drawing, painting, printing, sculpture, collage and ICT. We want to inspire the children to explore their own ideas and celebrate their creations in and around the school. Every child's work will be valued.

Lesson Structure

- At the start of each lesson prior learning should be revisited, key vocabulary taught and learning objective clearly explained. Lessons will end with a plenary to recap learning objective.
- Throughout each lesson, key skills will be demonstrated and modelled through use of the visualiser and flip charts.
- In the Early Years and Foundation stage Art will be taught through Adult led activities as well as being embedded in the continuous classroom activities.
- KS1 classes will be taught one Art lesson per week for half a term each term (DT lessons will be taught alternate half terms).

Key Vocabulary

- Key vocabulary should be specifically taught at the start of each lesson. Children should be encouraged to make links with the vocabulary to other areas of the curriculum.
- Throughout the lesson teacher will model use of the vocabulary and children will be expected to use it.

Hooks and End Goals

- Where possible Art lessons will link to topics to ensure learning is meaningful, purposeful and memorable.
- Teachers should include use of high quality Artefacts, Photographs and Videos of real Artwork and Artists.
- Art will be used as a tool to develop cultural awareness.

Resourcing and Culture Capital

- Art resources and artefacts sourced and purchased by Art lead.
Ensure Art books are readily available to inspire and motivate children and help them develop a greater understanding of Art and Artists.

Presenting and Recording of Learning

- In Early Years children's work will be photographed and saved on Tapestry
- In KS1 children will record their art work on Tapestry or in their Sketch books
- Children's work will also be presented on display boards throughout the school

Feedback and Assessment

- Live feedback will be given to the children 'in the moment.'
- Children will also be taught to improve and evaluate their own work.

Assessment:

- In the Early Years children's work will be assessed using the early learning goals using Tapestry.
- In KS1 children will be given verbal feedback at the end of a lesson/unit
- In KS1 children's work will be assessed against the criteria in the Stoughton Art Pathway by the class teacher.

Enrichment Opportunities

- Where possible learning should be enriched by visitors and external visits to encourage children to understand how Art is used in the wider world including careers.
- Lunchtime Art club and optional after school club.

Design Technology - The Stoughton Way

Design Technology Intent: At Stoughton, we want all children: To enjoy the process of designing and making. To develop the practical expertise required to solve a range of technical and everyday challenges. To apply their knowledge to create visually appealing artefacts and products that are functional. To handle tools safely and effectively. To test and critique their own ideas and those of others. To understand the principles of basic nutrition and how to cook at an age-appropriate level. To become resilient and independent / collaborative learners.

Lesson Structure

DT to be taught specifically, at least every other half term (alternated with art due to curriculum time restraint).

In lessons, children should demonstrate understanding of set brief (*to design and make a product for somebody and for a particular purpose*) and to engage purposefully with task. There should be evidence of progress and achievement through the set DT process:

1. **Investigate:** Discuss set brief with children and show what materials are available - explain their properties and benefits (e.g. strength / water resistant / transparent / flexible...) Encourage children to explore how a product is used in real life (e.g. if making a pop-up picture, let children look at different pop up books/ cards)
2. **Develop Skills** - Show children how to develop and practice relevant skills. (e.g. select from a range of tools / equipment to cut, shape and join)
3. **Design:** Children to express / show their Initial ideas for purposeful, functional and appealing products by talking or by a simple sketch (which could be annotated)/ created using IT).
4. **Make:** Transform or assemble materials and components (including construction, textiles and ingredients) into other shapes until an outcome is achieved. If appropriate, conduct a simple test to see if it fulfils the set brief.
5. **Evaluate:** Reflect upon product - what worked well, what could have been better and encourage children to comment on success of any decision taken or modification made during making process and give an overall judgement (qualitative statement) about quality of finished product (My ... was good because....) Encourage children to make positive statement(s) about product and balance against a constructively critical statement (e.g. *I could have used more than one colour.....my folding technique could be neater etc.*)

Review prior learning every lesson and model related technical language specific to task to help 'post- tutor' and embed vocabulary.

- Give children time to edit their design in order to modify ideas and make alterations
- Encourage children to talk with adults & peers (1:1 or group discussion) to clarify thinking and to consider product function (how it works) and form (how it looks). Prompt pupils to think about any problems they might encounter and share strategies to solve them
- Teach children to modify a sketch (to indicate ideas for improvement) using labels and / or colour / symbols (e.g. an arrow).
- Adults to support / challenge children by use of targeted questioning
- Make use of mini plenary to advise and demonstrate in order to support children to refine their technique (e.g. improved cutting / quality of folded crease etc.)

Key Learning :

- DT is a **process** that needs to be followed, in a specific order.
- DT is more structured and disciplined in approach than Art & Craft. It is not purely a creative response, it is an informed approach, that makes links to properties of materials and an outcome fit for purpose, (i.e. meets the original brief). It has strong cross-curricular links, particularly with mathematics & science
- **There are 5 strands to DT: Cooking & Nutrition, Mechanisms, Structure, Textiles, Electrical Systems**
- Understanding and use of DT specific vocabulary is fundamental to expressing thoughts, ideas and technical knowledge related to the process.
- Core making skills - e.g. selecting (material), measuring, marking, processing - (e.g. press / cut/ fold / glue)

Key Vocabulary

Vocabulary learning is a continual process. Introduce new vocabulary at beginning of a topic. Vocabulary should be taught as an integrated approach - words are not totally unique to DT; make links to other curriculum areas such as art, mathematics and science: e.g. hard, soft, strong, weak colourful.

Provide vocabulary mat / word bank for books

Suggest dedicating a class display with DT focus, to include key vocabulary, once a year

Hooks and End Goals

Hook children at start - make project relevant, child friendly, stimulating, multi-sensory and cross-curricular.
E.g. Show an artefact, YouTube clip, cross curricular link or invite a guest speaker

Children to show appropriate progress over time, pride of skill developed and craftsmanship
Opportunity to have learnt / consolidated vocabulary on completion of each project
Opportunities to work independently and collaboratively, fostering curiosity

Through greater understanding and hands on experience of the 'design and making' process, pupils should come to acquire the skills by which to refine and polish pieces of work.

Resourcing and Culture Capital

Basic resources suggested and sourced by DT Lead to support chosen projects for each year group.
Use of Google, YouTube to provide visual stimuli / ideas for end products and real life working examples.
Books available to support investigation / research stage

Presenting and Recording of Learning

Suggest having a shared cabinet to display a small sample of successful products across year groups. Suggest changing products termly. (Rota system between classes / year groups?)
Additional ways to record: Floor book, Website, Tapestry

Feedback and Assessment

'Of the moment feedback' (a continuous process) will be balanced, evidenced based, (i.e. impartial, linked to given brief) emphasising positives, yet indicating one or more aspects for improvement to promote future learning success. Regular positive feedback acts as a valuable source of motivation.

EYFS: children encouraged to make simple self-evaluative statement. Projects assessed using EYFS goals (Tapestry).

KS1: Encourage children to self-evaluate their work (see evaluate statement above)

Peer evaluation - present products to peers – (can provide assessment evidence for teacher if recorded).

Overall teacher judgement made upon completion of project using simple assessment criteria based on DT process

Enrichment Opportunities

Where possible, learning should be enriched and understanding supported by real life examples/ external visits to provide cross curricular links and first-hand observation / experience of working mechanisms, systems or artefacts (e.g. Water wheel at Weald and Downland Museum)

Music - The Stoughton Way

Music Intent: We want all children at Stoughton to develop a love for singing and music, which is taught discreetly and also embedded across the curriculum. Music will be taught using our Charanga scheme of work across reception and into Key Stage 1 and children will learn key musical skills that will be built upon as they move up the school. Children in nursery will be taught using the EYFS and will learn a range of songs and rhymes and have access to a range of percussion instruments.

Lesson Structure

- At the start of each lesson prior learning will be revisited, key vocabulary taught and learning objective clearly explained.
- In the Early Years and Foundation stage Music will be taught through Adult led activities as well as being embedded in the classroom activities, concerts and performances.
- KS1 classes will be taught one music lesson per week and follow one Charanga unit per half term.

Key Vocabulary

- Key vocabulary will be explained at the start of each lesson.
- Throughout the lesson teachers will model use of the vocabulary and children will be encouraged to use it.

Hooks and End Goals

- Children will listen to live and recorded music, watch music videos, explore artefacts and play instruments.
- Children will perform songs and compositions to their class, other classes or parents, they will make recordings and evaluate their work.
- Songs will be used to enhance learning across the curriculum.

Resourcing and Culture Capital

- All year groups will perform songs to parents at least once in the academic year.
- Children in Years R-2 will attend weekly singly assemblies.
- Children will have access to high quality sound tracks and videos of music.
- We will invite musicians into school to play their instruments to the children.
- Teachers and children from other Athena Trust Schools will be invited to perform to the children and run workshops...
- Children will participate in a school Christmas performance.

Presenting and Recording of Learning

- Each year group will have the opportunity to practice and perform their music where appropriate i.e., at the end of a unit of work or a particular lesson. This will be performed in front of their class. The teacher will be able to record their performance and play it back to the children asking them for their evaluation.
- EYFS teachers will record the children and upload their performances using Tapestry.
- All classes will have the opportunity to learn, practice and perform a song for the Christmas performance.

Feedback and Assessment

- Children will be given 'in the moment' feedback when performing songs or playing instruments during a music lesson. There will also be opportunity for children to assess each other's performances.
- In the Early Years children will be assessed against the Early Learning goals using Tapestry.
- KS1 teachers will use the Charanga assessment opportunities at the end of each lesson to help inform subsequent lessons.

Home Learning

- Children will practise songs to learn for class assemblies, school concerts and Christmas concerts at home.
- Children who have individual music lessons, will practice their instruments at home according to what their teacher has set them.
- Children will all have access to YUMU (Charanga's home learning package) to engage with music during home learning.

Enrichment Opportunities

- Optional music clubs include: All Star Choir, Piano Lessons, Guitar lessons.
- Outside music companies or individuals to attend school assemblies to play their instruments.
- Perform workshops are also booked which have a drama focus but also have a music element too.

Physical Education - The Stoughton Way

PE Intent: We want all children at Stoughton to be physically active and to recognise the importance of exercise, good health and wellbeing. We want children to develop strong character traits and to pursue sporting interests and talents outside of the classroom.

Lesson Structure

- All children must participate in at least **2 hours** of structured activity each week. Where you do not have enough hall time please use the 10-minute active learning ideas displayed in your classroom.
- Children should have the correct **kit** for PE. Class teacher to keep track of children who do not have the correct kit and speak with parents. PE lead to keep spare kit for use if classes do not have any.
- As with other lessons, **demonstration** and modelling is the key to good understanding. In PE, teachers should strive to demonstrate, or have other children demonstrate good examples during the lesson.
- All staff involved in the teaching of PE, teachers or TAs, should wear **Stoughton PE kit**.
- Before the lesson begins, a **health and safety check** should be undertaken of the environment and to check that children (and staff) are appropriately dressed (no jewellery and appropriate clothing).
- **Prior learning** should be revisited and the **learning objective** introduced at the start of the lesson. Children should be fully aware of the learning taking part within the lesson. The **PE Hub planning** should be followed.
- The lesson begins with an appropriate **warm up** that ensures children are immediately engaged and their pulse is raised. The lesson ends with a **cool down**.
- Always give the children opportunities to **improve** skills that they have learnt.

Key Vocabulary

- Always **revisit** key vocabulary from previous lessons.
- Key vocabulary should be noted by the teacher and TA and used **throughout** the lesson.

Hooks and End Goals

- Where possible, link PE to your **topic** to engage the children.
- Use the PE **star of the week** display board to reward children who achieve the lesson goal.
- Display **pictures** to show goals achieved in PE around the school.

Resourcing and Culture Capital

- PE lead to ensure **equipment** is readily available to children and that there is enough for each child.
- All equipment will be put back **neatly** where it came from.
- Ensure that the children have access to a **wide range** of sports and sporting activities. .

Presenting and Recording of Learning

- **Tapestry** should be used where appropriate.
- Children could be **recorded** performing or playing at the beginning and end of a sequence of lessons.

Feedback and Assessment

- In the Early Years children will be assessed against the **early learning goals**.
- Always feedback to the children at the **end of a lesson** or unit.
- **Assessment** will take place throughout the lesson. When children can clearly demonstrate a skill, increase the difficulty. Likewise, when they cannot, decrease the difficulty.

Home Learning

- Always **encourage** the children to be active at home.
- **Celebrate** any sporting achievements in school.

Enrichment Opportunities

- Provide **extra-curricular** sporting activities for the children.
- Ensure that **external companies** are invited in to school to run clubs and workshops using the sports premium funding.

PSHE - The Stoughton Way

PSHE Intent: We want all children to develop the knowledge, skills and attributes they need to keep themselves happy, healthy, safe and prepared for life and work.

Lesson Structure

PSHE lessons are taught in all year groups. Relationships Education is now a compulsory part of PSHE and is taught each week through the PSHE resource HeartSmart.

The key learning that needs to stick will develop as children engage with the 5 key principles of HeartSmart:

- Get HeartSmart: We have the power to choose well.
 - Don't Forget to Let love in: SELF-WORTH - Learn how to love and value yourself well.
 - Too much selfie isn't healthy: EMPATHY – Exploring the importance of others and how to love them well.
 - Don't Run it in, Rub it out: FORGIVENESS – Learn how to process negative emotions, disappointments and hurt.
 - Fake is a Mistake: IDENTITY – Learn how to be authentically you and how to communicate truth well.
 - No Way Through Isn't True: GRIT – Learn how to develop and maintain a growth mindset.
- Prior learning is revisited at the start of lessons.
- Lesson structure will vary according to the learning objective. There will be opportunities for 'circle time' discussions, as well as small group chats. At times, children will need to record their thoughts on a worksheet.

Key Vocabulary

- All classrooms must display the five HeartSmart posters showing the principles for HeartSmart. The statements must be referred to at every timetabled HeartSmart lesson, as well as at other appropriate times throughout the week.
- The school values are displayed in the main Reception area and children are continually reminded about them through assemblies, lessons and at other times throughout the day. These values are: positivity, courage, perseverance, love and nurture.

Hooks and End Goals

BORIS the Robot is the main hook. He's made from bits and bobs of recycled rubbish and plays an important role in HeartSmart. The story of learning not to listen to the Scrapman's voice (who says that he belongs on the scrapheap). There's a book that is shared and referenced to.

Resourcing and Culture Capital

- HeartSmart comes with lesson plans and sometimes additional resources need to be used. If the teacher thinks the planning needs to be made more engaging, other videos, props and images should be used in order to enhance the teaching and add to the children's learning.

Presenting and Recording of Learning

- In the Early Years and where appropriate in Year 1 and 2, children's learning will be uploaded to Tapestry.
- Staff can record children's discussions on post it notes and these can be used when uploading to Tapestry.
- When children need to record their learning, the lesson learning objective must be highlighted at the end of the lesson. In Year 1 and 2 any recorded work will be added to the Foundation books.

Feedback and Assessment

- Children will be given 'in the moment' feedback during class discussions.
- In the Early Years children will be assessed against the Early Learning goals using Tapestry
- Quiz or mind maps used for assessment at the end of each unit.

Home Learning

- From time to time parents will be asked to do a few creative activities with their children. There are some HeartSmart Creative challenges to complete at home and parents receive a link to several films that explain the principle and how to do the activities.
- Parents are encouraged to get their children involved in various 'acts of kindness'.

Enrichment Opportunities

- From time to time, visiting speakers come and lead assemblies.
- A 'Feeling Good' week takes place where special activities are planned for the children to enjoy.

Religious Education - The Stoughton Way

RE Intent: We want the teaching of RE to provoke challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

Within the Surrey Agreed Syllabus, learning in RE is divided into two distinct but complementary areas: knowledge and understanding and expressing ideas, beliefs and insights.

Lesson Structure

- RE lessons are taught in all year groups. The teaching of RE in Nursery and Reception is more implicit and takes place through topics which are based upon children's own lives and experiences. Children are introduced to Christianity, and other religions and beliefs represented within their own class and/or school.
- At Key stage 1 children are introduced to Christianity, as well as aspects of Judaism and Islam and incorporating, where appropriate, consideration of non-religious worldviews.
- Prior learning is revisited at the start of lessons and a plenary used to recap the learning objective.
- The lesson LO is the key learning that needs to stick, it must be highlighted at the beginning and recapped at the end of each lesson.
- As with other lessons, demonstration and modelling is the key to good understanding. Ensure modelling (flipcharts and the visualizer) is used at every possible opportunity.

Key Vocabulary

- Staff should have high expectations regarding the introduction and application of related vocabulary. (Terms can be found in the Surrey Agreed Syllabus)
- Key vocab should be specifically taught, correctly modelled in context and displayed during lesson starters. There should be a clearly stated expectation that children access key vocabulary independently and apply correctly.
- Correct terminology must be used by staff and expected to be used by all pupils.

Hooks and End Goals

- At the start of each RE unit the children must be hooked into the topic (themed day, exciting activity, visitor, trips etc.) using a variety of open questions to stimulate thinking.
- Children's own religious beliefs are celebrated and they are encouraged to share their religious practices.

Resourcing and Culture Capital

- RE resources sourced by and updated by RE lead.
- Cross curricular links to be identified to ensure learning is meaningful, purposeful and memorable.
- Vocabulary word mats to go home at the start of each unit for all SEN and PP children?
- Ensure RE books are readily available for the children to read to promote an awareness and curiosity about Religious beliefs.

Presenting and Recording of Learning

- Practical lessons should be recorded on Tapestry (drama/artwork)
- Learning objectives should be put in books for each recorded lesson.

Feedback and Assessment

- Quiz or mind maps used for assessment at the end of each unit.

Enrichment Opportunities

- Where possible learning should be enriched by visitors and external visits to places of worship to encourage children to understand how RE is relevant in the wider world.
- RE should be interactive and engaging and children should have a variety of materials and opportunities to explore the different aspects.
- Technology should be utilised where appropriate to bring the learning of RE alive.

Presentation in Books - The Stoughton Way

We want all the children to feel a great sense of pride about their books

We agree that:

- Book covers will be clean with no doodles
- Books will have a printed name label, including subsequent books
- Learning journals will always have the best piece of work from the previous year stuck in at the front, including subsequent books
- All work will be dated and if appropriate a title
- Learning objective and next step codes will be stuck in on all work
- Sheets will be stuck in neatly and will not hanging out of the book
- Errors will be crossed out with one line and not scribbled out
- Writing will start at the margin
- Numbers will be written inside squares
- Expectation will be the same in ALL subjects

This will be supported by all staff consistently:

- Modelling cursive script when writing in Year 1 and Year 2
- Modelling print script in Year N and Year R
- Modelling how to present work, using the visualiser
- Explaining why we want neat work to be proud of
- Modelling how to use tram-lines and highlighting them when appropriate
- Reinforcing the **Stoughton Way** for presentation

Assessment - The Stoughton Way

We want to motivate each individual and support them in achieving their full potential.

We agree that:

- Assessment should be ongoing
- Teachers create a nurturing learning culture within their classroom allowing pupils to feel comfortable with feedback
- Assessment will be consistent across each year group
- Assessment will be effective and aligned with learning
- Staff will follow the Stoughton assessment cycle
- There should be a balance between Formative and Summative Assessment
- Assessment will be moderated in house and externally
- Pupils will take an active part in assessment through peer assessment
- Children's English books will always have the best piece of work from the previous year stuck in at the front, including subsequent books which acts as a baseline.
- Books will have the marking and feedback policy sticker stuck in, including subsequent books
- Learning objective and next step codes will be stuck in on all work

This will be supported by all staff consistently:

- Creating a supportive and nurturing culture within their classrooms.
- Teaching well planned lessons that are responsive to pupils needs
- Integrating assessment into their lessons
- Using assessment to inform planning
- Using concise and effective live feedback following the schools marking policy.
- Using targeted questions, that deepen pupils learning, recall prior knowledge and assess understanding

An example of our Assessment Cycle

Assessment Schedule 2020-2021

Autumn 1 Please type in Orange Baseline Data completed by 2.11.20 Progress Meetings WC: 2.11.20		
Nursery	Reception	KS1
Nursery Delayed Progress to be completed	GLD prediction table GLD concerns discussed Phonic data	Not on track to meet target sheet
Autumn 2 Data completed by 8.12.20 Date to Athena 16.12.20		
Spring Please type in Green Data completed by 23.3.21 Data to Athena 30.3.21 Progress Meetings WC: 19.4.21		
Nursery	Reception	KS1
Updated Nursery Delayed Progress to be completed Updated Nursery no progress explained	Updated GLD prediction table Updated GLD concerns discussed No progress explained Phonic data	Updated not on track PUMA & PIRA outcomes Benchmarking so far Current phonics data
Summer - Please type in Blue Data completed by 15.7.21 Data to Athena 9.7.21		
Nursery	Reception	KS1
Updated Nursery concerns to share with Reception	Final GLD grid Low Expected in Literacy and Numeracy list with barriers highlighted to share with year 1 Phonic data	Year 1 to share reading, writing and maths attainment with year 2 from Reception and Year 1 Year 2 to share Reading, writing and maths attainment with Northmead Benchmarking PUMA & PIRA outcomes Current phonics data (including y2 resits) SATs results for Maths and Reading

Computing - The Stoughton Way

Computing Intent: We want children to be computational thinkers and to have key computing skills they can apply in every aspect of their lives. We want children to have a clear understanding of the need to stay safe whilst using electrical devices and the internet and to be confident in ways to do this.

At Stoughton we follow the Purple Mash Computing Curriculum, we adapt our teaching to accommodate the needs of the children in our school. Children of all abilities have the opportunity to develop their skills and knowledge in each unit. Each unit is underpinned by a curriculum pathway ensuring progression that revisits prior learning.

Lesson Structure

- A broad range of computing skills will be taught throughout the year whilst incorporating the use of technology in other subjects.
- Pupils will participate in 1 discrete Computing Lesson each week; however, pupils will also continue to develop and apply their computing skills in other subjects.
- Class teachers will introduce lessons by modelling activities and key vocabulary on the interactive whiteboard.
- Class teachers will assess pupils learning throughout each lesson identifying pupils who need additional support and by choosing Digital Leaders who can support their peers.
- Throughout the year the Computing Coordinator will identify areas of development through pupil voice and monitor pupils' computing skills, E-safety understanding and interest in the subject.

E-safety

- All members of staff and governors to have read and signed the E-Safety Policy. Signatures will be logged and copies will be stored by the Computing Lead
- Computing Coordinator to keep a log of devices (including iPads and tablets) which are assigned to a member of staff.
- All members of staff who are assigned to a device understand that it must be stored safely in a locked classroom overnight. Staff understand if this device is used at home it should not be used for personal use and it will be also stored in a safe place.
- Every class to have consistency on the awareness of E-Safety at the beginning of each academic year. Class teachers will share the school's E-safety rules with their class and sign and date a completed class register of pupils present (Computing Leader to file register once completed) Class teachers will share E-safety Rules with any new children within their class throughout the year and update this list.
- When taking photographs of pupils in school, staff must follow the schools E-Safety Policy. When uploading photographs of pupils onto the school website or any online platform agreed by the Head Teacher, staff must ensure parental consent has been permitted.

Concerns for pupil's safety when using technology both in school and at home must be logged onto CPOMS and shared with the Computing Coordinator and Head Teacher (DSL).

Key Vocabulary

- Class teachers will refer to the schools Computing Progression of Vocabulary document and include and revisit key vocabulary throughout the year.
- Class teachers will identify computing skills, vocabulary and concepts and highlight them to pupils in other subjects.
- Key vocab should be specifically taught, correctly modelled in context and displayed during lesson starters. There should be a clearly stated expectation that children access key vocabulary independently and apply correctly.
- Class teachers will teach new computing vocabulary each lesson. Correct terminology must be used by staff and expected to be used by all pupils.

Hooks and End Goals

- At the end of each unit children will have the opportunity to publish their work on Purple Mash to share with their parents.
- Class teachers will share pupils work at the end of a unit with parents via Tapestry.

Resourcing and Culture Capital

Computing will be a cross curricular learning experience for children. Children will apply their skills and knowledge in a variety of ways across a range of subjects. Children will engage in hands on experiences to ensure computing concepts are experienced in real life situations.

Presenting and Recording of Learning

- Pupil's work is saved and stored on their individual Purple Mash accounts .
- Pupil's work is shared with parents via Tapestry.

Feedback and Assessment

- Class teachers will continuously assess children's learning through class discussions, quizzes and kahoot.
- Live and in the moment, feedback is continual throughout each Computing lesson.
- Class teacher will monitor the progression of 3 children's learning in their class and ensure work evidence of these children are gathered throughout the year.

Home Learning

- Children have access to their Purple Mash accounts at home providing opportunities to revisit learning and concepts at home.

Enrichment Opportunities

- Enrichment opportunities are provided throughout the year for all pupils. Teachers ensure computing concepts are taught through a fun, interactive cross curricular way.
- For example; the concept of algorithms may be taught in English by encouraging children to create a list of instructions to make a sandwich or creating an algorithm to create a drawing in art.