

Harrietsham Church of England Primary School

Teaching and Learning Policy

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Harrietsham Church of England Primary School Teaching and Learning Policy

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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Introduction

These values are the basis for all the experiences we offer our pupils and for the way the different members of our school community behave towards each other. Every child has the right to a broad, creative and challenging curriculum, regardless of race, gender, ability, class or religious background; learning is personalised to the needs of the individual. We aim for each child to leave the school as a fully rounded individual, so all are nurtured spiritually, mentally, physically and creatively. Our curriculum consists of progressive content driven with a focus on skills development and the retention of deep knowledge. This enables every child to flourish, reaching their full academic potential.

We are committed to securing and sustaining the most effective learning and teaching throughout our school and we constantly monitor and evaluate the quality of education and pupils' standards. Our Teaching and Learning Policy is fundamental to all that we do in school. Our expectation is that the quality of teaching and learning in each class is consistently 'Good' or better. Our children deserve nothing less.

Aims of the Policy

- To ensure the highest standards of teaching across the school and the use of a wide variety of teaching and learning strategies. (All teaching will be at least good on a consistent basis)
- To encourage the development of critical thinkers and independent and enthusiastic learners.
- To have a consistent approach to classroom management.
- To provide a positive and stimulating learning environment for all users of the school.
- To help children develop skills, knowledge and concepts relevant to everyday life.
- To state our shared understanding about the quality of teaching and learning.
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school, and to make certain that assessment informs teaching and learning.
- To ensure that skills, expertise and strengths of all staff are used fully to support children's learning.
- To ensure that parents are fully involved in the education of their children.
- To attend to the needs of different abilities, and to consider individual needs and stages of development.

Expectations of Teaching & Learning

At Harrietsham, we expect all teachers (and other members of our teaching staff):

- To be positive role models of our vision and values, treating children and colleagues with respect and mutual trust.
- To ensure all learners are supported and the mainstream core standards are part of everyday practice.
- To ensure that learning is progressive and continuous and that standards are high.
- To provide a challenging and stimulating programme of study to all children in their care.
- To recognise and plan for the individual needs of each child, with support where appropriate.
- To exemplify professional standards and attitudes.
- To take responsibility for their role and manage change and the development of their own professional expertise.
- To be fair and consistent and to be team players.
- To maintain an up-to-date knowledge of the National Curriculum and educational developments, including the Foundation Stage.

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- To work collaboratively and share expertise, practice and ideas.
- To follow Harrietsham School policies and practices, responding enthusiastically and appropriately to the needs of the school.
- To incorporate Outdoor Learning opportunities into the curriculum.
- To follow school guidelines and policies and implement ideas from INSET and training.
- To be supportive of each other and all members of the school community.
- To offer challenges.
- To be effective communicators and to be approachable.
- To be open and supportive of external advisors and consultants.

Helping children to learn

At Harrietsham we believe that children learn best when expectations are high and they:

- Are happy.
- Feel secure and safe.
- Can take learning risks.
- Have a sense of their own worth and feel confident.
- Are clear about expectations about learning and behaviour.
- Have a clear understanding of all routines.
- Work in a purposeful, calm environment.
- Work in a visually exciting and stimulating environment.
- Are actively engaged in learning tasks.
- Are allowed to be critical thinkers.
- Know the learning goals and understand the purpose of the activities.
- Accept their mistakes as part of learning.
- Can learn from each other and share ideas.
- Have clear success criteria.
- Are enthused by the teaching.
- Are taught in a variety of ways.
- Experience success, which may come from a variety of activities such as sport and music.
- Are engaged in learning experiences which are structured, progressive and focussed.
- Feel a sense of fairness prevails.
- Have feedback which is supportive, positive and constructive.
- Have learning which is valued.
- Can reflect on what they have done and evaluate this.

Planning

In order for children to have an effective learning experience, each lesson must be well planned. At Harrietsham, we use long-term, medium-term and short-term planning to outline all that will be taught within the classroom.

We use the School Curriculum Plan, our subject Frameworks (which include key disciplinary and substantive knowledge and skills) and our Long-Term subject plans to guide our teaching ([Harrietsham Church of England Primary School - Subjects](#)).

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- Long-term plans set out the subjects that will be covered over the whole school year for each year group.
- Medium term plans explain the learning to be covered over a term or half-term period.
- Teachers use weekly plans setting out precisely the learning for each day. They all include clear learning questions, differentiated activities, assessment procedures along with the key skills and knowledge.

Plans are used to ensure that lessons allow for continuity and progression of knowledge and skills throughout the school.

We also produce a Topic Tree to share with Families at the beginning of each term to share the upcoming learning in each subject with our families.

At Harrietsham Church of England Primary School we insist that:

- All lessons are planned before teaching.
- Plans should be detailed enough to be followed by a supply teacher and to be useful to other adults supporting the learning.
- All plans are uploaded to the class folder on the school's Shared Drive by the Sunday before the lesson is due to be taught.
- All plans are made available to LSA's at the beginning of the week and discussed with LSA's before the lesson.

High Quality Lessons

We expect children to encounter learning activities in Maths, Writing, Reading and Story Time daily - the duration dependent upon the age of the children.

In addition, we expect:

- Science to consist of a 1.5 to 2-hour lesson per week
- Religious Education to be at least 1 hour a week in Early Years and Key Stage 1 and 1 hour and 15 minutes a week in Key Stage 2.
- Physical Education to be taught twice weekly making up at least 2 hours.

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher will:

- Have relevant knowledge of the subject.
- Have planned activities that take account of the needs of each individual child.
- Have identified the aims and intended learning outcomes of the lesson.
- Have the relevant resources available and accessible.
- Have planned the use of other adult roles.
- Plan a range of questioning techniques.

During the lesson, the teacher will:

- Convey passion and enthusiasm about their teaching.
- Give clear information and explanations to the children.
- Share the aims of the lesson and how these relate to previous and future learning.

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- Ensure that the children know what is expected of them, both in terms of learning and behaviour.
- Act positively as a role model of effective learning.
- Match learning accurately to challenge children of all abilities.
- Develop children's language and social skills.
- Give appropriate opportunities for the children to extend their learning.
- Evaluate, assess and amend the lesson as it progresses.
- Give pupils feedback to enable progression.

After the lesson, the teacher will:

- Assess and review the lesson.
- Evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate.
- Mark learning consistently and appropriately – following the feedback and marking policy.
- Self-evaluate.
- Maintain continuing professional dialogue with other teachers and adults in the school.

See Appendix 2 for our Curriculum Must Haves.

Celebrating achievement

At Harrietsham, we believe in celebrating achievement of all children.

We will do this through:

- High quality displays in classrooms and around the school.
- Performances of children's learning, for example in worship.
- Encouraging children to draft and redraft learning in order to raise standards.
- Praise and encouragement.
- Informing and involving parents in the excellent learning their children do.
- Sharing good learning with peers.
- In addition to these intrinsic rewards, we also reward in other ways (including certificates, etc.).

High Quality Planning

When the quality of planning is good the following is observed:

- The lessons are successful.
- There are high levels of expectation & achievement.
- The learning intentions are clear.
- There has been a high level of progression and development.
- The children are able to articulate their learning.
- Through adaptive teaching, the needs of all learners are catered for.

High Quality Teaching

When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons.
- Good subject knowledge.
- Opportunities for children to revisit and deepen the progressive knowledge and skills.
- Clear, achievable learning outcomes, which the children understand and can articulate.
- High expectations of learning and behaviour.
- Offering of exemplars to illustrate what is expected.
- Teachers modelling, demonstrating and guiding learning activities with appropriate resources.
- Positive relationships between the teacher, the children and the other adult workers in the classroom.
- Tasks which are challenging and give opportunities for further development and depth.
- Effective questioning techniques which give the children time to think and develop their understanding.
- Good time management, leading to well-paced lessons.
- We ensure that all tasks and activities that the children take part in are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow the School's Offsite Educational Visits Policy, which includes a detailed flow diagram of procedures to follow. We also carry out a risk assessment.
- Other adult support being appropriately deployed.
- Evidence of evaluation and assessment.

High Quality Learning

When the quality of learning is excellent, the following will be observed:

- Children on task, knowing the time available.
- Children able to explain the learning purpose of their task.
- Children involved in the decision making and learning process.
- Children displaying positive attitudes, e.g. enthusiasm, pride in their learning, interest, eagerness to move on, enjoyment, concentration, application.
- Quality outcomes in the learning produced.
- Evaluations and positive feedback.
- A safe, stimulating and comfortable learning environment.
- Understanding of different approaches, including trial and improvement and learning from each other.

High Quality Displays

Our school is an attractive learning environment which has been planned and developed by staff, children and parents alike.

At Harrietsham Church of England Primary School we have the following expectations for our displays:

- Classrooms have displays which aid the process of children's learning (working walls).

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- Classrooms have at least a Maths and an English working wall, which are updated with each Maths and English topic. These displays are used regularly by the children.
- All classrooms have an RE and a Science display to aid the children's learning.
- Corridor displays are used for our National Curriculum subjects and demonstrate the progression of knowledge and skills from EYFS to Year 6.
- Cloakroom displays bring excitement to our cross-curricular topics.

See Appendix 3 for our Displays and Books overview.

Learning Area Routines

The following are features of a well-organised learning area (this is often the classroom, but may be the outside environment or another area of the school – eg Hall/Outside classroom/ Activity Room):

- There are consistent routines, which all children are aware of.
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall(s) and playground are well known to the children and used appropriately and consistently.
- Class rules are discussed, agreed and displayed, based on the school's behaviour policy.
- Clear expectations are conveyed.
- Children are informed about the day through a visual timetable, especially when there is a change to normal routines.
- Routines are in place for the start and end of lessons and activities, to maximise learning time.
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons.
- Routines for retrieving, using and tidying resources are followed.
- Children take responsibility for the classroom environment.

Resources

Ready supplies of appropriate resources are vital to teaching and learning.

At Harrietsham Church of England Primary School, every class has access to 'provision' which is supplied by the teachers and which allows the children to independently access their resources and their learning.

Each classroom should have:

- Sufficient resources, readily available and easily retrievable without disruption, in order for the planned lesson to take place efficiently and effectively.
- Good quality, appropriate resources, relevant to the age group being taught and the lesson planned for.
- Resources are fully operational (e.g. pencils are sharpened, the quantity required are available).
- Clearly-labelled storage units for resources, specific to a subject and legible to the children.
- An attractive and well-resourced reading area and clean and tidy art area.
- An interactive whiteboard, working computer and dry-wipe boards.
- Clearly displayed timetable/planning, accessible to supply teachers.
- Resources should be stored tidily.

Targets

Our children are set annual targets in line with FFT. Children are also given detailed feedback on their next steps in their learning across a range of subjects.

Presentation

We follow guidelines to ensure that learning at Harrietsham Church of England Primary School is well presented and that all adults are encouraging children to show pride in their learning.

We insist that:

- Learning is dated and the Learning Question is displayed.
- Short date to be used for Maths, long date for everything else.
- Stickers with date and title to be used where appropriate.
- Maths to be completed in pencil.
- Children to be taught ruler skills.
- All writing to start at the margin, or left-hand side of the page.
- All mistakes to be crossed out with a straight line and corrected next door.

Pupils with Special Educational Needs

The class teacher is responsible for ensuring that learning is suitably differentiated and adapted to the individual child's needs.

Children may be withdrawn for extra support, or receive support in the classroom, from support staff and the Inclusion Leader.

Please see our SEN policy for further details.

Monitoring Teaching and Learning

At Harrietsham, the monitoring of the teaching and learning is regular to ensure consistency across the school.

Appendix 1: Learning Environment Non-negotiables (September 2025)

Children need **stimulating** environments.

Classrooms should be **tidy, welcoming & informative**.

All areas of the school need to be tidy, purposeful and welcoming. There is an expectation that if areas become tired / damaged, things are repaired and tidied.

Classrooms should show that children’s learning is valued & have areas/displays which the children can use to help them with their learning. All resources should be **accessible and clearly labelled** (using agreed font and with pictures for younger chn / using widget) to encourage independence.

Classrooms: Current learning, can be working walls. Changed regularly.

Corridors / Cloakrooms:

Class / Year Group Topic boards: Class / Year Group heading, final pieces of learning – celebrating success and **visually stimulating**. Changed 1 or 2 times a year.





Subject progression boards: Subject heading, key skills strands, year group headings. Pupils’ learning showing progression from EYFS to Y6 in one particular skill strand. Changed yearly. **Plastic covered**.

Displays Checklist (for displays but NOT for Working Walls)

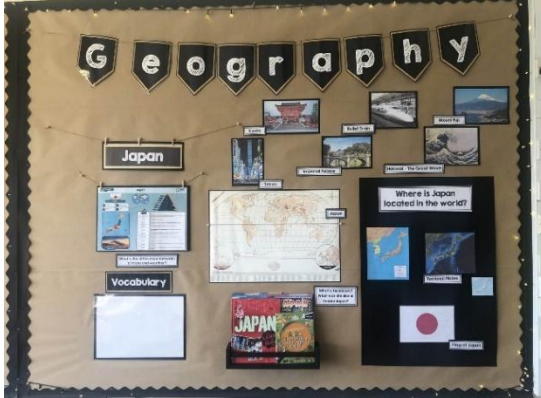

- Balance between children’s learning & information.
- Titles where needed – NOT “Twinkle”.
- Learning neatly mounted, borders should be uniform & straight.
- Learning must be straight on the board (unless deliberately angled).
- Children’s learning named (first name only).
- Ensure adult writing is neat & using school handwriting policy.
- If there is a work-top / shelf below, use artefacts/books etc to add interest.
- Add thought bubbles/questions/pupil responses on post-its etc.
- Reflect learning in-class (Learning Question covered to be included).
- No dates to be included.

Ethos	<ul style="list-style-type: none"> • Values on display in each room - Love, Forgiveness, Fellowship. • School rules and Blueprint in each room - Ready, Respectful, Safe.
General	<ul style="list-style-type: none"> • Resources labelled and accessible. • Class name on display at front and back door. Please keep the colourful letters facing out onto the playground. • Doors / surrounds decorated as class name (bird) - please consider how to make it more permanent. • Cloakrooms clear and tidy – pegs clearly labelled. Children taught where to put equipment. • Sink Area – must be kept tidy to allow ease of access for cleaning. • Adult workspaces – need to be kept tidy. • Adult desk against wall / at back of room --- not used to teach from. • Computing – internet access rules & internet safety points displayed. Laptops on and ready to be used by chn each day. • Recycling Bin – clearly labelled in addition to a refuse bin. Children should be taught the difference. • Organisation of the classroom - table places with clear view of IWB. Carpet spaces if possible to allow movement. • Safeguarding poster laminated and on display.

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<p>Inclusion / Nurture</p>	<ul style="list-style-type: none"> • Visual timetable – with peg / velcro, in each room at front by board – at chn’s eye level and used throughout day - horizontal format. • Nurture Nook in each room. • Zones of regulation on display. • Worry Box/similar – labelled & checked regularly. • Good Listening, Good Sitting, etc – signs from Language for Learning – possibly on your lanyard depending on pupils/ needs. • Now, Next and Then boards to support individual learners. • If a workstation is required, it is organised correctly to support that individual. • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
<p>Reading</p>	<ul style="list-style-type: none"> • Little Wandle Phonics sound charts /spelling rules on display – accessible to chn (Focus sounds progressing to high frequency word of the week). • Phonics frieze (EYFS + Y1 only) on display as sounds are learnt. • Word mats / sound charts available for children (Little Wandle). • Class book on display outside room on shelf. <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> • Book Corners - <ul style="list-style-type: none"> - Should be well developed and themed to ensure they are inviting and comfortable. - Books should be front facing. - Not too many books, selection should be refreshed termly (year group recommended reads should always be available). - Book reviews from adults and children displayed. - Adult recommendations displayed. - Key questions displayed. • https://pin.it/7zVTPm4P8 <div style="display: flex; justify-content: space-around;">   </div>

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Writing	<ul style="list-style-type: none"> • Working Wall to reflect current learning - vocab, flip charts, copies of children's learning. • Features checklist for current genre. • Handwriting script on display in every room (Sassoon Font KS1, LetterJoin Font KS2). • HFW Lists/Relevant Vocab lists available for pupils to use. • Current spellings on display. • Colourful semantics (whole class and individual resources). • 'Explore, Engage, Develop' symbols displayed on working wall.
Maths	<ul style="list-style-type: none"> • Working Wall - to include key vocab, strategies & children's learning - post-its, flip chart sheets, photos of children using manipulatives. • Maths station in each room – with all manipulatives used at this age – clearly labelled (photo and words – school font). • Number lines – must show progression from year to year (ensure relevant to your year group) <ul style="list-style-type: none"> • YR - Numbers 0 – 10 (increase to 20 as taught) • Y1 - Numbers 0 100 • Y2 - Number line counting in 5's and 10's with the 5's and 10's a different colour. 2x table to be displayed in classroom too. • Y3 - Number line counting in 50's and 100's with 50's and 100's in a different colour. 3's, 4's and 8 x tables to be displayed in classroom too. • Y4 - Number line counting in 25's to 200's and then 100's to 1,000. 6's, 7's and 9 x tables to be displayed in classroom too. • Y5 - Number line from -20 to 20. • Y6 - Number line from 0-1 with fraction and decimal equivalents. • Times Tables / Number Facts – posters/individual charts available for pupils to use. • Calendar including days, months, dates, year. • Clock with o'clock, quarter past, half past and quarter to displayed. • Hundred square.
Topic Working Wall	<ul style="list-style-type: none"> • Should show the Learning Journey of the current topic. • Must reflect current learning, have LQs, key vocab, diagrams/timelines, significant people. • World Map/Globe – for all to access & showing progression appropriate to needs of National Curriculum. <div style="display: flex; justify-content: space-around;">   </div>
Science Working Wall	<ul style="list-style-type: none"> • Should show the Learning Journey of the current topic. • Must reflect current learning, have LQs, key vocab, diagrams/timelines, significant people.
RE Working Wall	<ul style="list-style-type: none"> • Big Question for current unit must be present & pupils' learning reflecting current learning; key vocab. • Understanding Christianity Frieze - showing overview of Bible must be present in classroom and displayed horizontally as one continuous image (EYFS & Yr 1 – simplified version, along lines of Biblical timeline)

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<p>Collective Worship / Spirituality</p>	<p>Spirituality station in each Key Stage Corridor (EYFS, KS1 and KS2).</p>
<p>Continuous provision EYFS – Y2</p>	<p>Year 1 - Would still offer the different areas across both classrooms. With the idea of bringing tables back around January.</p> <ul style="list-style-type: none"> • Art/Creative - Self selection • Maths (themed on each concept or a previous one to support revisiting) • Writing (Mark Making) - Self selection • Topic shelf - Items to explore depending on Geography/History teaching. • Construction • Small world • Roleplay (in both) fully decorated to fit the topic, different in each room. For example, One can be a toy shop, the other a toy building factory. • Carpet • Book Corner with a theme that can stay all year (in both) minimal books (12) but changed weekly. • Sand and water area • Cosy area (Nurture nook) • Teaching tables for Maths and English. (small group work) • Outdoor area <p>Year 2 - would offer these areas around the classroom in each room. You can also use the tops of units/sides around the room.</p> <ul style="list-style-type: none"> • Art/Creative - self selection • Construction and Small world combined • Writing - self selection • Maths (themed on each concept or a previous one to support revisiting) • Science • Topic shelf - Items to explore depending on Geography/History teaching • Roleplay (in both) slightly different in each, well-resourced and engaging.

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- Book Corner with a theme that can stay all year (in both) minimal books that are changed regularly.
- Carpet
- Sand and water area (could be outside and shared with Year 1) Would still be planned for in provision, so change the activity that happens out there.
- Cosy area (Nurture nook)

 PROVISION SET UP WHAT TO INCLUDE WHERE...			
Art and Design <ul style="list-style-type: none"> • Paint – water colour, and poster • Pastels • Charcoal • Brushes all sizes • Art paper • Clipboards • Artist in frame • Piece of art in frame • Modelling material 	Topic <ul style="list-style-type: none"> • Science questions – Experiment set up • DT challenge – skills • Paper and clipboard • Pot of pencils • RE discussion and artifacts • History Artifacts – research and questions, related texts • Geography – Globe, Atlas, and artifacts. 	Book Corner <ul style="list-style-type: none"> • Books organised into themes <ul style="list-style-type: none"> • Fiction • Non-fiction • Phonics • Author sections • Linked texts • Interesting reads • Topic related books. • Challenging books • Comics • Magazines 	Construction <ul style="list-style-type: none"> • Lego • STEM projects to be completed • K'nex • Polydron • Magentics • Related texts • DT skills
Literacy <ul style="list-style-type: none"> • Pens • Pencils • Paper of all sizes and colours • Stationary for children 3 x each thing. • Writing prompts • Writing for pleasure activities. • Related texts. • SPAG skills game • Question cards • Related text 		Maths <ul style="list-style-type: none"> • Squared paper • Dotted paper • Squared whiteboards and pens • Question cards <ul style="list-style-type: none"> • Fluency • Manipulatives on top. • Language next to it. • Maths related texts. • Maths games QR codes • TT rockstars Links <ul style="list-style-type: none"> • Dice games • Cards 	
PSHE <ul style="list-style-type: none"> • Debate questions • Would you rather questions • Board games • Groups games 		ICT <ul style="list-style-type: none"> • Computer set up with links to useful sites. • E safety rules • QR code readers for sites. 	

<https://pin.it/3frEwutyE>

Appendix 2: Curriculum Must Haves!

<p>ENGLISH</p> <p>Writing:</p> <ul style="list-style-type: none"> • 1x spelling input (20 - 30 mins), 3x spelling practise (15 min minimum) • GP inputs within Writing lesson • Writing lesson daily (Explore, Engage, Develop) • Handwriting teaching / practise (daily) <p>Reading:</p> <ul style="list-style-type: none"> • DEAR time (10 mins 3x weekly minimum - where everyone reads their own book for pleasure) • Storytime (15-20 mins 3x a week – where adult reads to the class) • EYFS+ KS1: Little Wandle Phonics (20 mins at the same time daily) • EYFS+KS1 Reading groups (5 groups per class, 15 mins each group 3x a week) • (Intervention Daily: Keep-up YR+Y1, Rapid Catch-up Y2+KS2) • KS2: Reading lesson daily – 30 mins minimum <p>Maths:</p> <ul style="list-style-type: none"> • All: Mastering Number (daily, 15 mins) • EYFS: Maths provision (changed weekly) • KS1+KS2: Maths Mastery using White Rose (5x 45 mins minimum) • KS2: TTRS Daily Practice 5 mins a day, 3x a week (print out). Chn to use PCs to access TTRS Garage throughout the day, each day on rotation. 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Weekly RE • KS2: MFL • Foundation Subjects / Topic Lessons <p>Physical Health and Mental Wealth:</p> <ul style="list-style-type: none"> • 2x PE lessons a week (1hr each minimum) • Worship (daily, 20 mins minimum) • OPAL play • Explore and Discover Child Initiated Learning (as per plan below)
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and Discover	Play based learning environment. Interest based with topic woven in.	Transition from play based planned environment to four challenges in E and D time. COEL, W and I observed. Interest based with curriculum skills woven in. Sept-Dec – Replicate Year R Observation based learning structure. Jan-July – Four challenges 2.5 hours pw	Environment planned for all areas of learning. Four challenges in E and D time. COEL, W and I observed. Interest based with skills woven in. 2.5 hours pw	Eight challenges - targeted learning to support PSHE and learning skills for each term. Opportunities to factor in interest-based learning or extra explore time from lessons, when there was not time. Covering: Writing, Maths, Reading, Art, Topic (Geography, Science, History) Construction Computing and PSHE. 2.5 hours pw	Eight challenges - targeted learning to support PSHE and learning skills for each term. Opportunities to factor in interest-based learning or extra explore time from lessons, when there was not time. Covering: Writing, Maths, Reading, Art, Topic (Geography, Science, History) Construction Computing and PSHE. 1 hour pw	Genius Hour and classroom enhanced provision dedicated to children investigating certain lines of enquiry, career development, community and character development. Encourages students to develop positive character traits like resilience, honesty, respect, and empathy. Teachers plan enquiries. 1 hour pw	Genius Hour and classroom dedicated to children independently work with flexible seating options. Time to <u>develop</u> their own lines of enquiry, career development, community and character development. Encourages students to develop positive character traits like resilience, honesty, respect, and empathy. Children lead on enquiries. 1 hour pw

Appendix 3: Overview of Books and Displays

Curriculum Area	Agreement re Books	Agreement re Displays
Learning Journey (Topic - Including - Science, Geography, History, DT, MFL, Computing, Music, PSHE, Forest School)	<p>Green Book</p> <p>Knowledge Organiser - Front Cover - created to include key knowledge / vocab from the entire Topic.</p> <p>Symbols stickers for subjects stuck at the top of the page for subject specific lessons.</p> <p>To include Published Writing</p> <p>Practical learning videos - Music / PE etc - saved in central area as evidence (area TBC).</p> <p>Photos of chn's learning to be included for final pieces – e.g. Art / DT / Forest School.</p>	<p>See learning environment checklist.</p> <p>Learning Journey board- showing the journey of the topic and key vocab / knowledge. Copy of enlarged Knowledge organiser from books.</p> <p>Science board – showing enlarged Science specific knowledge organiser with key knowledge and vocab.</p> <p>Separate PSHE board – showing PSHE learning for topic – photo to be taken at the end for chn's learning journeys (evidence).</p>
English – Reading	Separate Book - Red	<p>See learning environment checklist.</p> <p>Little Wandle requirements</p> <p>Book corner</p> <p>Class Reader</p>
English - Writing	Separate Book – Yellow (Published Writing in Learning Journey if Topic related).	<p>See learning environment checklist.</p> <p>Working Wall – Explore, Engage, Develop</p> <p>Handwriting Script</p> <p>Spellings</p> <p>Colourful semantics</p>
Maths	Separate Book - Blue	<p>See learning environment checklist.</p> <p>Working Wall</p> <p>Maths Station</p> <p>Number lines</p> <p>Times tables / number facts</p> <p>Clock</p> <p>Hundred Square</p>
RE	Separate Book - Orange	<p>See learning environment checklist.</p> <p>Big Question</p> <p>Understanding Christianity Frieze</p>
Art	<p>Sketch books - Move up with the chn. For sketching / ideas generation. Could include DT learning / sketches.</p> <p>Photo of final piece for Learning journey if Topic related and can't be stuck in book.</p>	