

STANWAY PRIMARY SCHOOL



TEACHING AND LEARNING POLICY

Policy adopted by

Governors:

Summer 2025

Review Date:

Summer 2026

Statement of Intent

At Stanway Primary School we aim to give every child the best possible education and start in life in our caring and aspirational school. Our curriculum reflects the needs of all our pupils: it not only focuses on the core skills, but gives opportunities for all children to develop their understanding and appreciation of the wider world and the part they have to play in it. We want to encourage and inspire creativity, and also help our pupils to develop as caring and thoughtful people, equipped to live in the modern world and develop rich and meaningful relationships with others.

We provide a nurturing, positive and purposeful environment in which to learn, that both children and staff can look forward to attending each day, and in which all children can be happy and successful. We recognise that establishing a strong relationship with our families is pivotal in ensuring our children progress and thrive in their journey through primary school.

Our staff provide opportunities and experiences aimed to engage, excite and stretch pupils and create confident and independent learners. Our ethos is embodied in our core values of Leadership, Organisation, Resilience, Initiative, Community and Determination to which we aspire and celebrate every day. We believe each individual can grow and learn through encouragement to identify and pursue their hopes and dreams, and the development of strong self-esteem, tolerance and respect.

Rationale

This policy is a working document for all staff within the school as well as a guide for parents and governors on our expectations of all staff within our school in delivering a high-quality, aspirational curriculum which will engage and motivate all learners whatever their ability.

Learning Behaviour

At the heart of our expectations for learning and behaviour is the belief that children flourish best when they have a positive relationship with the class teacher. We expect all class teachers to make a determined effort to get to know children in their class on an individual basis; they need to know what motivates each child and, equally, what could hinder progress. Linked to this is the importance of fostering good relationships with parents and carers which we attempt to do through an open and welcoming atmosphere in school where we try and make ourselves readily available and quick to answer concerns and queries.

From when they first enter the class in the morning, to the moment they leave at the end of the day, we expect that no moment of time will be wasted. The children should settle quickly into learning, and they will be used to having the classroom prepared for learning so the day is started in a calm and productive manner.

Of paramount importance is a disciplined and caring approach with standards consistent through the whole school. Although we expect compliance with rules and children listening to one another- so silence when the teacher or another child is speaking - we equally value discussion and pupil voice; children should be confident to challenge and question when appropriate. This will be particularly evident during group work where the classroom and lesson should be structured to encourage constructive discussion and criticism. We also want children to challenge the teacher if they do not agree with points that are being made and vice-versa. The atmosphere should be conducive to constructive criticism.

Good behaviour is encouraged and modelled by the award of VALUES certificates. Incremental certificates support our Accelerated Reader Scheme with children reaching one million words receiving a book, as well as certificates awarded for Times Tables Rockstars and achieving our values.

A whole-school reward system involving earning points for punctuality, politeness and moments of pride is also in operation. Children collect points throughout the week and the total for each class is calculated. The winning class from each Key Stage has a reward of 15 minutes extra time outside. At the end of a term, the totals are calculated and the winning class in each Key Stage has an activity afternoon/film reward.

School Council

Our School Council is an integral part of our school and ethos, underlining the emphasis we place on Pupil Voice. Elected class representatives with a Chair, Vice-Chair, Treasurer and Secretary from Year 6, will greet and host visitors; gauge and voice opinions and questions; and be a vehicle for change and improvement within the school. In addition to this, we seek to regularly and systematically seek and collect the views of both parents and pupils through questionnaires, both general and linked to particular subjects.

Each September all pupils from Year two to Year six have the opportunity to prepare a mini speech detailing why they would be a good school councillor. Pupils then elect a boy and a girl from each class who become class reps and attend school council meetings and feedback to the class in class council sessions. All pupils have a voice through 'let's discuss' items on the school council agenda. The class reps then take these ideas back to the council who work with the head teacher and deputy head teacher to put ideas into actions which make our school an even better place to be.

The children wishing to hold a senior role are voted for (as part of a secret ballot) by KS2 children following a hustings.

Teaching

Aspirational Teaching and Learning

The learning we aspire to will mean that all children, irrespective of gender, ability or background, are engaged in the lesson from beginning to end, are motivated to make progress and are making some progress during the lesson.

The lesson will be clearly linked to the National Curriculum and the long-term topics from the whole-school planning documents. It may be structured in different ways, and involve written or non-written outcomes, but both children and staff will be proud of what they have accomplished and be able to articulate this to an observer. All adults in the room will be involved in supporting the achievement of the learning objectives, and there will be evidence that there is excellent communication between staff.

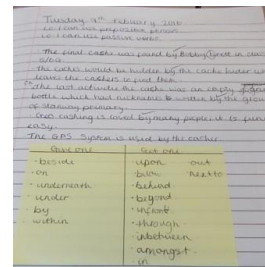
Children will be encouraged to question and lead learning; and there will be opportunities to review progress at different points during the learning. Excellent relationships between children and adults will be observed, with mutual respect and a calm and productive working atmosphere.

The Learner Centred Classroom

These are some of the methods that may be evident during lessons:

Talking tokens: A strategy that allows children to discuss ideas, it also gives all of the children in the group an opportunity to contribute by using a token system. Children each get the same number of tokens (one or two), are given a topic to discuss, they place a token in the middle and this gives them permission to 'talk'. The other children have to remain silent and listen, then in turn children can place their token down and respond or add an idea. This allows children to respect each other's ideas.

Give one, Get one: A strategy to share 'good ideas' as well as valuing each other's contributions. Children have a Post-it-note divided into two; 'Give One, Get One'. They note down their ideas in the 'Give One' column. Following that, they move around the classroom gathering other's ideas and adding these to the 'Get One' Column. This enables children to gather a wider range of ideas and use these in their learning.



Galloping Gallery: This strategy is very effective for peer assessment, developing positive attitudes towards peers' efforts and for building self-esteem. The children leave their work displayed with an empty Post-it-note left on their work. The classroom teacher plays some music, or a tambourine, the children 'gallop' around the classroom. When the music stops, the children move to the nearest available piece of work and leave a positive comment. This can be used to peer assess with stars and next steps (marking policy). The children go back to their place, and read through the comments left by a peer.



Marvellous Mistakes: This strategy is tremendously effective for developing 'Growth Mindset' approach towards learning in the classroom. Mistakes are celebrated as learning opportunities and displayed as a point of discussion to address misconceptions and deepen understanding. This strategy is to be displayed as part of the learning wall or on a stand-alone, table top whiteboard. Please note, fragile learners need not be named and shamed, these mistakes can be displayed anonymously.

Teaching Standard

We expect, as a minimum, that teachers adhere to the teaching standards set by the Department for Education.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Quality First Teaching and Partnerships

Quality First Teaching

Quality First Teaching is monitored regularly, both formally and informally. Members of the SLT or subject leaders monitor teaching and learning in-line with their Improvement Plans.

Partnerships

We are part of a strong consortium of schools. The Consortium works together in a number of ways as a whole, and as part of a sub-group including:

- Peer to Peer review including working alongside Improvement Champions to implement actions from the review.
- SENCo Cluster meetings
- Early Years Cluster meetings
- Teaching and Learning: cross-school moderation for core subjects
- Regular Consortium training
- Regular Headteacher consortium meetings
- Regular Deputy Headteacher consortium meetings
- Regular Governor Consortium meetings

Pupil Progress and Data Meetings

Pupil Progress meetings are crucial meetings, pinpointed at important points in the year, where individual teachers meet with a member of the SLT to discuss pupil progress, current data and possible barriers to learning. Appropriate targets and actions are set from these meetings.

The Learning Environment

Displays within the classroom should reflect the school's key improvement priorities, and there should be designated Display boards for Maths and English learning showing modelled work, word lists, aide memoires and children's work. Other areas within the classroom will show clearly the Topic for the term, class texts, examples of cursive handwriting and cross-curricular writing. There should be a balance between mass produced display material and the teacher's and children's own work. Learning objectives for Maths and English across the week should be displayed prominently near the white board. A red class folder including Class Fingertips (a document outlining the main 'headlines' for a class (including children with SEND, ONE Plans, behavioural concerns, general supply information, contact and seating arrangements etc.)) should be kept on or close to the teacher's desk so that covering teachers are aware of timings and class organisation.

All examples of finished work, such as final pieces of writing or art, should be presented neatly and colourfully. Displays of final outcomes should have a clear learning objective displayed with some useful information about the display. Fonts should be clear and large enough for pupils to read at different points in the classroom. There should be a border on all displays and final pieces of work should be double-mounted if time allows.

Cloakroom areas and sinks should be tidy and well-organised so that they are accessible and free from debris. Cupboard should be neatly labelled and resources should be marked and accessible by children. The children should take pride in their classroom and keep it tidy and well-presented. This will be modelled and led by the class teacher; the children should not leave the classroom for any break without items being tidied on tables and picked up from the floor.

At the end of the day, chairs should be stacked or placed on the table ready for cleaning. Cloakrooms should be clear of items on the floor. Books or papers should not be left on the floor at the front of the classroom. Bookcases should be kept neatly with books stacked neatly, their spines facing outwards. Children should be given different responsibilities within the classroom for keeping it tidy and this should be one focus of class reward schemes.

Use of the Outdoor Classroom

We are very lucky to have a large school field, playground areas, woodland area and a wooden outdoor classroom within our grounds. During the warmer months, we try and utilise these areas in many different lessons besides PE. We also have a member of the Essex Wildlife Trust come in to school to work with a year group each term in our wildlife area.

Special Educational Needs and Disabilities

All children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. Identifying these needs as they arise is crucial in order to provide teaching and learning which enables every child to make the best possible progress. Early intervention is key in tackling educational disadvantage and work in partnership with the child, parents/carers and, where appropriate, other relevant professionals to support the needs of each child within the school's available facilities and resources.

Each pupil's education will be planned for by the class teacher as part of high-quality teaching. It will be differentiated according to the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

Class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of under achievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils.

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENDCO to establish the effectiveness of the provision and to inform future planning. The class teacher, SENDCO and parents/carers will consider all of the information gathered from

within the school about the pupil's progress, alongside national data and expectations of progress.

If a pupil has higher level needs this may result in the creation of a One Plan. The 'one planning process' involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate other relevant professionals.

Some SEND pupils in our school access our Nurture Provision, either as part of a morning learning group or through timetabled participation in an afternoon intervention group. Access will always be stated on One Plans.

At all levels of need the 'Assess - Plan - Do - Review' cycle is implemented throughout the school.

For further information please refer to the SEND policy.

Assessment for Learning

Assessment for Learning is an integral part of supporting children to make the best possible progress. It is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is central to effective teaching and learning. At Stanway Primary School we do the following:

- Involve children where possible in the marking of their work, whether that be self-assessment, peer assessment or teacher assessment.
- Use success criteria so that children know what they need to do to be successful.
- Allow children time to engage with the feedback that teachers have given and act on their challenge or next step.
- Set focussed next step targets in reading, writing and maths so the children are clear what they need to do next.

Marking and feedback and planning expectations for English and Maths can be found in the English and Maths Policy and in the Marking and Feedback Policy.

The Curriculum

At Stanway Primary we have a cross curricular approach to learning where subjects are linked by a stimulating and exciting theme. All subjects are linked where possible except for PSHE/RHE and RE which are stand-alone subjects. Children are involved in their learning and we aim to engage and interest all children and types of learner by involving children in the planning, delivery and assessment of lessons.

We have ensured that our Curriculum Drivers are at the heart of the children's learning. These are Community, Reading, and Growth Mindset and Mental Health. We are lucky enough to have many great learning opportunities in our local town which we have incorporated throughout the key stages to make learning exciting and memorable.

We have ensured that the National Curriculum document is covered effectively and teams record this coverage on medium term plans. Teams then plan the skills content for the unit of work and prepare a coverage document for parents, to be published on the website.

We have recently adapted our curriculum to ensure key concepts are revisited in various ways throughout the school. These occur in the form of mini quizzes at different points of the day linked to any subject, eg. 'Fluent in 5' in maths. These are key strategies we now use as advised by Robin Launder, to allow learning to be embedded throughout the Key Stages.

Planning is completed in teams and shared by filing on the school server where it is available for monitoring. Teachers are expected to complete long term, medium term and short-term lesson plans as agreed by the Senior Leadership Team and Subject Leaders.

Individual subjects are assessed in a range of ways including end of unit tests, end of term tests, pupil assessment sheets and self-assessment. These assessments are then tracked and moderated by subject leaders and then the SLT.

The non-core subjects are outlined below.

ICT

We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in an increasingly digital world. It is important to us that the children understand how to use the ever-changing technology to express themselves as tools for learning in as safe and intelligent a way as possible. We want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online. Our aim is to provide a computing curriculum that is designed to balance acquiring a broad and deep knowledge alongside opportunities to apply skills in various digital contexts. Beyond teaching computing in discrete lessons, we also give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

Computing Curriculum

The curriculum can be broken down into 3 strands:

1. Computer Science

We will teach pupils:

To understand and apply the fundamental principles and concepts of including abstraction, logic, algorithms and data representation;

To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

2. Information Technology

We will teach pupils:

To evaluate and apply new or unfamiliar technologies, analytically to solve problems.

3. Digital Literacy

We will teach pupils:

To be responsible, competent, confident and creative users of information and communication technology.

Our Computing curriculum follows the Teach Computing Scheme of Work. This scheme was chosen as it is fully comprehensive and covers all aspects of the National Curriculum. It provides progression where Computing content (concepts, knowledge, skills and objectives) are revisited, reinforced and built upon in future units. Each unit of work is accompanied by assessment tools which teachers complete half termly. This scheme of work ensures that pupils are taught progressive skills in order to provide opportunities for pupils to achieve their potential in each area of the computing curriculum.

Computing and ICT Resources

Teachers have access to a range of hardware and software to support teaching. This includes:

- 30 KS1 laptops all linked to a network laser printer
- 2 laptops for child use in EYFS
- Class set of 30 Chromebooks for Yrs 3, 4, 5
- Class set of 30 Chromebooks for each Yr 6 class
- DfE allocated Chromebooks
- A visualiser in each classroom
- Teacher laptop linked to Clevertouch screen in each classroom
- 1 iPad per class
- 4 iPads for Tapestry use in EYFS

Further resources include a scanner, photocopiers and programmable toys such as Bee Bots.

The pupils also have home access to Educational Websites (such as Duo Lingo, Get Epic, Oxford Owl Reading, Pobble 365, Times Table Rockstars and Accelerated Reader) to consolidate concepts being learnt at school.

E-Safety

E-Safety is an integral part of the National Curriculum, and the 'E-safety Policy' outlines the school's approach in detail. As a school we make e-safety a focus in class at least once a year, but make discussions around being safe on the Internet part of every lesson where it is applicable. We offer support to parents through yearly parent meetings and information which can be found on the website or sent home – for example the quarterly publications of 'Digital Parenting' which parents can find a link to on the school website. We use many resources to deliver effective e-safety lessons, including the resources on the 'ThinkYouKnow' website, provided by CEOP (Child Exploitation and Online Protection Centre)..

Art and Design

In Key Stage One the key skills are to:

- Use experiences and ideas as the inspiration for art work.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques including: Painting, collage, sculpture, drawing, print, textiles and digital media.
- Learn about the work of a range of artists, artisans and designers.
- Explore and develop ideas in a sketchbook.

In Key Stage Two the key skills are to:

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and finished products.
- Improve mastery of techniques including: Painting, collage, sculpture, drawing, print, textiles and digital media.
- Learn about the great artists, architects and designers in history.

All skills are linked to cross-curricular topics.

Music

Children should be exposed to a wide range of Music and be taught discrete Music units three times per year (one per term). This should be a mixture of Charanga units (an Essex Music Services scheme) and lessons focussed on listening and Music appreciation. Wherever possible, Music is taught with a cross-curricular approach.

The use of music within classroom routines is also encouraged, for focus or inspiration during writing, during 'brain breaks', as a behaviour management tool during transition times, or perhaps as part of a Dance unit in PE.

Additionally, children take part in a singing practice each week, giving them the opportunity to perform as part of a group and to become familiar with songs of old and new. These sessions are used to practise for performances and concerts, and also incorporate the use of percussion instruments where possible.

To foster links with the local community, children in Key Stage One and Two traditionally perform Christmas Carol Concerts at the local Evangelical Church. When a choir club is offered, the choir have opportunities to sing at Carol Concerts, Summer Fairs and in assemblies.

Children across the school have opportunities to perform in front of an audience. Children in EYFS and Key Stage 1 perform nativities in the Autumn term. Children in Year 4 and Year 6 perform in an end of year production in the Spring and Summer term respectively. Children in Years 3-5 take part in class assemblies, often during the Spring term, where they have the opportunity to perform as a class.

Design Technology

When designing and making, pupils should be taught to design, make, evaluate and use technical knowledge. In both Key Stages pupils will be taught to master practical skills in food, materials, textiles, electronics, computing, construction and mechanics. Pupils to take inspiration from design throughout history. Design and Technology diaries are used for children to follow the process of designing, making, evaluating and improving their work. All skills are linked to cross-curricular topics. Each year every class from year two up will complete a food focus to encourage the use of basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. For Key Stage Two this is accessed through activity afternoons.

Physical Education

Children will participate in a broad range of activities including dance, gymnastics, games, athletics, swimming and outdoor adventurous activities. A planned programme of activities will ensure that the coverage is met. In addition, some year groups, will participate in sessions run by qualified specialist coach, where the children will develop a range of skills.

Children will be given a range of opportunities to participate in competitive (both against themselves and others) and co-operative physical activities. On most occasions this opportunity will be provided during the delivery of PE lessons, during which children will develop and understand the importance of communicating, collaborating and competing with each other.

The school actively participates in festivals and competitions involving a wide range of sporting activities including multi-skills, cross country running, athletics, football, netball and rounders.

Additionally, to this, regular intra-school competitions are organised for all Key Stage two children. All events are split into upper and lower Key Stage Two. This provides the children with the opportunity to compete in mixed class and mixed year group teams. As well as providing the children with an opportunity to compete competitively as a team, the 'Colour Teams' are also used to promote leadership skills through the appointment of team captains. The colour teams also are used to structure the annual sport days for both key stages where all children complete a range of multi skills activities and competitive races.

History and Geography

History and Geography lessons are delivered using a range of whole class and group teaching activities which consider the different learning styles and allow the development of key skills across the key stages. Children are encouraged to handle and observe artefacts and resources which in turn promote good questioning skills, encouraging the children to adopt a curiosity for their learning.

The basis of the History and Geography planning is taken from the New National Curriculum and the skill-based objective. In both Key Stages, each class has their own yearly programme which ensures the objectives from the National Curriculum are covered, as well as

opportunities to revisit key skills and information are embedded too. The coverage of this is checked by the Curriculum Coordinator.

History and Geography presents opportunities for cross-curricular learning in a number of subject areas, through written work and the development of speaking and listening skills through discussion. Children's work and achievements are celebrated through class and whole school displays. During the year the children's interest and excitement for a topic is sparked by using a variety of different activities; writing, role play, designing and making, taste testing etc. We pride ourselves in encouraging the children to get fully absorbed in their learning and provide opportunities to collaborate everything they have learnt at the end of a topic either through a discussion or activity to showcase what they have learnt.

It is recognised that classes contain children of different abilities. Effective planning through learning objectives feeds ongoing assessment and allows the challenge of the task to be matched to the ability of the child, creating suitable learning opportunities for all children.

In addition, at Stanway Primary School we have a range of resources for History and Geography, which are organised into topic boxes for Key Stage One and Key Stage Two, including a range of interactive resources, artefacts, as well as using quality online resources too.

In the EYFS, the National Curriculum subjects of History and Geography are not taught in discrete lessons, but instead are considered when planning the broad curriculum that we provide. There are topics within the year that cover historical and geographical learning, such as 'Around the World' and 'People who have helped us.' The new EYFS area most closely linked to these subjects is, Understanding the World. Within this there are three Early Learning Goals: Past and Present; People, Culture and Communities; and The Natural World. All children experience carefully planned lessons and enhanced provision to ensure that they have accessed and experienced learning in all of the intended outcomes of these three Early Learning Goals.

Religious Education

Purpose of study

An engaging, broad and balanced Religious Education curriculum is delivered in accordance to the Agreed Syllabus for Essex (exploRE- 2015). We reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of other principal religions represented in Great Britain, Judaism, Hinduism, Islam, Sikhism, and Buddhism. Through high-quality lessons children are introduced to learning about and learning from religions and beliefs. RE also plays a central role in developing spiritual, moral, social and cultural development, where all pupils feel valued citizens.

Aims

The aim of The Essex Agreed Syllabus for Religious Education is to:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- encourage pupils to explore their own beliefs (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

We use the Scheme of Work provided by the Saffron Hub.

RE in EYFS

Religious Education in Reception is reflected and explored through 2 areas of learning within the Early Years Foundation Stage Framework. These areas are, Personal, Social and Emotional Development and Understanding of the World. Through these areas children can reflect on themselves and others as well as develop understanding through stories, first hand experiences and opportunities for play.

Programme of Study for Key Stage One

When covering each study unit, the main emphasis will be on Christianity. Material related to other major world faiths will also be incorporated, along with secular viewpoints where appropriate

The following six study units are to be explored at Key Stage One, the equivalent of one study unit per term:

- Special people
- Special places
- Special words and stories
- Special things in nature
- Special symbols and objects
- Special ways of living

Programme of Study for Key Stage Two

At Key Stage Two, pupils learn about Christianity, other principal religions (Hinduism, Judaism, Buddhism, Islam, Sikhism) and Humanism, recognising the impact of religion and belief on individuals and society locally, nationally and globally. They also develop awareness of the fact that many people's beliefs change in the light of their life experiences. This is done in a spirit of respect and open-mindedness, so that barriers, misunderstandings and prejudices are broken down while critical awareness is retained.

The programme of study covers these areas for each religion and for Humanism (where appropriate)

- Places of worship
- Sacred writings
- Founders/people who established different religions
- Life-changing experiences
- Beliefs/ teachings
- Initiation ceremonies
- Death and afterlife
- Creation stories
- Worship and devotional practices

PSHE

Purpose of study

PSHE and citizenship are planned elements of the whole curriculum that help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens in a rapidly changing world. Children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They learn to recognise their own emotions and feelings, to self-regulate these appropriately, and to develop resilience. Children are able to understand where to find help to support their mental health, and how to implement a variety of strategies. Children will be given the tools to develop a Growth Mindset, focusing on their ability to be intrinsically self-motivated. They learn to understand and respect common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

Aims

The national curriculum for PSHE aims to ensure that all children:

- learn to live in the wider world, developing economic well-being and becoming responsible citizens
- learn how to develop and maintain a variety of healthy relationships, recognise and manage emotions, recognise risky or negative relationships and know how to respond to these and ask for help, and respect equality and diversity in relationships
- learn what is meant by a healthy lifestyle, how to maintain physical, mental and emotional well-being, ways of keeping physically and emotionally safe, how to manage change such as puberty, transition and loss, how to make informed choices about health and wellbeing and recognise sources of help and how to respond in an emergency

PSHE and citizenship is provided through a combination of:

- discrete curriculum time
- teaching through and in other subjects/curriculum areas
- PSHE and citizenship activities and school events
- Following ten key principles of PSHE Education (see below)
- Focus Days
- Reflection time
- A whole school Growth Mindset ethos
- Intrinsic motivation of the children throughout the school
- Trauma-informed practise for all staff
- PSHE is taught using the Kapow scheme of work

Ten Key Principles of PSHE Education (taken from The PSHE Association)

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

PSHE and citizenship activities and school events

Activities and events include: school and class councils; community projects; working with the local health centre; special days/weeks on health; visits from the school nurse; residential experience (in Year 6); Focus days based upon identified areas of need; events to promote thinking of others; e.g. fundraising for charities; taking part in assemblies; guidance and support-systems (such as the play leader scheme and year six lunchtime monitors).

The PSHE curriculum we use at Stanway Primary is a spiral curriculum which uses resources from the Kapow scheme of work to deliver lessons to KS1 and KS2 children covering the three areas of: Health and Wellbeing; Relationships; Living In The Wider World.

By the end of primary school:

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Sex education

RSE reflects the values of the PSHE programme. It is taught in the context of relationships and focuses on promoting children's understanding appropriate to their age and maturity. Please refer to our policy for further information.

Languages

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

At Stanway Primary School the children learn French. We follow the 'Twinkl' scheme and supplement resources from other schemes such as "Grammasaurus" and Duolingo.

Extra-Curricular Activities

At Stanway Primary School we aim to provide a number of extra-curricular clubs over the course of a year. Teachers have the freedom to decide on the clubs that they wish to run, and in the past, they have included:

- Choir
- Football
- Netball
- ICT
- Drama
- SCS sports coaching clubs: football, athletics
- 'Funky Fingers' art club for KS1
- Forest Schools

- French
- Chess
- Art

Clubs are filled on a first come, first served basis.

Community Links

At Stanway Primary School we aim to build as many links with the community as possible, these include:

- Sports coaching for a range of classes throughout the year
- Annual visit to the Stanway Evangelical Church y KS2 pupils
- Incorporating local; places of interest for school trips: Colchester Zoo, Highwoods Country Park, Frinton Beach

Mantle of the Expert

We use this pedagogical approach, which is heavily linked to drama, to engage pupils in their learning and to put the learner in control. Within a contrived scenario, the teacher becomes a facilitator based on where the learner decides the project will take them. Once a term, there is a year group, Key Stage or Whole-School mantle project where children take a week or two weeks to prepare for a final event after receiving a letter outlining a problem they need to solve/task they need to carry out.

Past Mantles have included:

- A World Day where every class represented a country and children travelled round the world (school) with passports;
- A Year 5/6 Dragons' Den;
- An Art Exhibition;
- A Museum;
- A Year 3 Café;
- Key Stage One shops.

Pupil Learning Journey (Appendix I)

Our Pupil Learning Journey explains how our values link to the provision and expectations we have in place for Stanway pupils. Throughout their time in primary school, we want them to be involved in a diverse range of experiences through performing, having access to authentic experiences from a range of cultural references and being exposed to diversity, familiarising themselves with the local community as well as travelling further afield.

Stanway Primary School Learning Journey

