

Implementation

- Teachers have good knowledge of the subjects they teach and subject leaders provide colleagues with effective support for planning, resourcing and teaching
- Lessons are presented clearly with opportunities for discussion to extend thinking, check understanding, identify misconceptions and provide clear and direct verbal and written feedback
- Teaching and learning is balanced with encouraging independent thinking and support where needed
- Each project has a 'hook' to activate and engage the learning, a home learning task and an outcome. The outcome gives a purpose for the learning
- High quality texts are used in all year groups to promote reading skills and to use a high level of vocabulary and extended sentence structures. Phonics teaching has priority in EYFS, Year 1 and 2. Reading is promoted within this skill with a focus on confidence and enjoyment
- The school adopts a 'maths mastery' approach where number skills and knowledge are consolidated and reasoning skills are used in problem solving
- Teachers use assessment effectively to check understanding and inform teaching so that knowledge is gained and used. Pupil progress meetings are held every term to discuss the progress of every child and to put in interventions as required
- The curriculum is delivered in various ways to capture interest and imagination but the steps of learning within the subjects are carefully planned to ensure that knowledge and skills are gained for children to build on in future learning
- Each child is regarded as an individual and an equal. Our curriculum consists of activities designed to develop the social, personal, intellectual and physical activities of the children
- The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of Computing. All work in the school is planned within the framework of the National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum Guidance.