



Teaching, Learning and Curriculum Policy

The Stoughton Way

Agreed By: LGB

Date Agreed: November 2023

Review: November 2025

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.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The Local Governing Body

The local Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Local Governing Body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is teaching a broad and balanced curriculum which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the local governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Other Staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject leaders take responsibility for implementing this policy in their subject areas.

Curriculum Approach and Organisation

The curriculum at Stoughton has been developed with the mission and vision at the forefront. The school strives for children to develop a love of learning; aiming for them to leave with the skills, knowledge and tools they need to thrive on the next step of their education. Our school values of positivity, courage, perseverance, love and nurture thread through our curriculum too.

The National Curriculum is at the core of the curriculum and this is then built upon making it relevant to the children. All practice is based on research. Each subject is carefully planned from our Nursery through to Year 2. It is planned to support our most able and those with the greatest level of need. Subject pathways demonstrate progression and year group overviews evidence how the pieces of our curriculum fit together. See our EYFS policy for additional information on how our early years curriculum is delivered.

Our medium-term planning identifies:

- the children's prior learning
- next steps in learning
- a hook
- an end goal
- key learning
- vocabulary
- recall/retrieval tasks
- key questions
- key texts

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.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information, and in our SEND policy and information report.

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.

Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- subject leader reports
- school visits
- pupil voice
- subject leader presentations
- termly headteacher report

Senior leaders and subject leaders monitor the curriculum through:

- book scrutiny
- learning walks
- pupil voice
- planning scrutiny
- data analysis

This policy will be reviewed every two years by the Headteacher/Deputy Headteacher. At every review, the policy will be shared with the Local Governing Body.

Parental Engagement and Homework

At Stoughton Infant School we recognise that learning is a partnership between home and school. The school offers a curriculum which is rich in learning experiences fundamental to children's progress and we believe these do not stop when children leave school at the end of the school day. Stoughton Infant School values parental support and actively encourages parents to be involved in their child's learning. As a school we understand family time is important too and we will not set homework over the school holidays and homework shouldn't take longer than 20 minutes. We view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Homework expectations across the school

Whole School

- Each child has a Purple Mash login (online platform with games, activities and resources to support learning)
- Each child has a Tapestry account (online learning journal) where parents can view learning from school and share learning from home
- Reading books to share and read at home
- Subject specific vocabulary is shared with parents every half term

Nursery

In Nursery we would appreciate support from parents with helping their child to learn:

- Colour of the week
- Number of the week
- Shape of the week
- Sound of the week
- Talk for Writing Story Maps

We encourage the weekly use of our puzzle and book library

Reception

In Reception we would appreciate support from parents with helping their children learn:

- Talk for Writing Story Maps are shared on Tapestry at the start of each unit.
- Our Nursery rhyme of the week is shared on Tapestry
- Maths homework set on Tapestry each Friday
- Phonics cards, tricky words and an activity set each Friday.
- Maths fluency and recall using NumBots.

Year 1

In Year 1, we would appreciate parental assistance in assisting their children to learn:

- Talk for Writing story maps at the start of every English unit; this is shared on Tapestry
- Poem of the week that is shared on Tapestry
- Phonics homework that is set each Friday
- Maths homework that is set each Friday

- Maths fluency and recall using NumBots.

Year 2

In Year 2, we would appreciate parental assistance in assisting their children to learn:

- Talk for Writing story maps at the start of every English unit; this is shared on Tapestry
- Optional writing homework set on Tapestry
- Spellings/Phonics homework that is set each Friday
- Maths homework that is set each Friday
- Poem of the week that is shared on Tapestry
- Maths fluency and recall using NumBots/Times Tables Rockstars

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 reading by an adult at least three times a week. Some children may read more than this.
- 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, tricky words and reading some or all of a text with a focus on practising reading with fluency.
- 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 practise reading tricky words and common exception words.
- Tier 2 vocabulary is modelled and explained with examples putting them into context. Children are reminded of these words at the end of the session.
- Whole class reading lessons begin by explicitly teaching vocabulary pertinent to the book. There is a focus on Tier 2 vocabulary, but sometimes Tier 1 and Tier 3 vocabulary are 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 their favourite books.
- Children take home classroom library books to share with their families.
- All classes have an inviting reading area filled with exciting and engaging books.
- Books are shared and celebrated in assemblies.
- Storytelling page on website is regularly updated with staff telling stories
- Page on website celebrating children retelling their own stories
- Children have the opportunity to win a book weekly from the book vending machine

Resourcing and Culture Capital

- All book areas are stocked with engaging books that are at and above children's reading levels and offer a wide variety of texts.
- Classrooms have phonics games and resources to enhance learning.
- A well 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 in the children's reading records (Y1 & 2) and on Tapestry (EYFS) with a focus on decoding skills until children become proficient decoders and fluent readers. After this, the focus then turns to reading skills for comprehension.
- 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 or in the children's reading records.
- 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 through teacher assessment and our SSP programme.

Home Learning

- Children read daily with parents for 10-20 minutes using decodable readers and then our banded book scheme.
- Children are provided with a login to an online library to enhance home learning.
- Children can take a library book home of their choice to share with their family.
- Children receive tricky words and common exception words to practice at home.
- Feedback is communicated on Tapestry & in reading records for parents.

Enrichment Opportunities

- Reading is celebrated every day through timetabled story time.
- A variety of books are shared in assemblies.
- 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 have a love for reading and writing.

Lesson Structure

- Phonics lessons are taught daily (EYFS & Y1) and for those in Y2 who continue to need it
- Reception children start phonics lessons from day 1 in the Autumn term.
- Phonics is taught whole class so that all children are exposed to the end of year expectations.
- We follow the Little Wandle SSP programme which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.
- Teachers and TAs support children who need it during lessons and these children receive keep up teaching as required.
- Lessons are well paced to ensure engagement and last 20-30 minutes.
- In Year 2, children begin to learn spelling rules. Those children that need to continue phonics teaching do so with targeted 1:1 teaching.
- Spelling is also taught as a whole class and the lessons follow the National Curriculum spelling framework. .
- Children are taught to apply spelling rules in context so that they can apply these spellings in their literacy work.

Key Vocabulary

- Mantras & terminology that are used to teach phonics are used consistently across the school by all staff, in all lessons including keep up lessons.
- Key vocabulary is reviewed each lesson and during 1:1 reading sessions.

Hooks and End Goals

- Phonics is celebrated as the path to reading success both in school & at home.
- Children receive phonetically decodable books that are matched to their phonics knowledge to read at home. These review and apply the sounds children have learned and help the children to practise reading with fluency.
- All classrooms have reading corners that have a selection of high quality, enticing texts both at and above children's reading levels. The children can take these home to share with their families.

Resourcing and Culture Capital

- Phonics lessons are paced to ensure engagement and fun whilst learning
- A variety of learning opportunities are provided in Nursery and Reception provision which allows children to practise and apply their phonics knowledge.
- Sound and spelling mats are used during writing to support all children.

Presenting and Recording of Learning

- Teachers and TAs have high expectations of presentation and handwriting during phonic lessons.
- Children record their learning on whiteboards which can be shared with parents as photos on Tapestry
- Children's writing is recorded in phonics folders or books.

Feedback and Assessment

- Assessment from previous lessons informs the review part of phonics lessons and targeted keep-up lessons for those children who need it.
- Teachers use formative assessment during lessons to target children who need extra keep-up support.
- Summative phonics assessments are completed every half term in all year groups.

Home Learning

- Children take home decodable books matched to their phonics knowledge that practise and review sounds learned and promote fluency.
- Children have weekly phonics homework that reflects the week's learning.
- All children take home a library book to share at home with their family once a week.
- Children are provided with a login to an online library to enhance home learning.

Enrichment Opportunities

- Phonics should be fast paced and engaging and children should have a variety of materials and opportunities to explore writing and reading.

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 and display the learning journey. (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 all units 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.
- Handwriting should be in print for EYFS and Year 1, moving onto lead out lines (cursive) in Year 2.
- 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 practised 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 sessions 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 will 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.
- Knowledge organisers 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 scientists influenced improvement to our lives.
- PP Science experience afternoons attended after school organised by Learning Partners Trust.

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.
- Live feedback in lessons will be given by CTs and TAs using pink and green in line with the schools wider marking policy.
- Spiral learning based on Plymouth 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 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 aspire for 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.
- Each lesson will have a focus on knowledge and/or key skills. 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 teachers 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
- Books about art and artists should be readily available to inspire and motivate children and help them develop a greater knowledge and understanding of art

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 topic 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

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
- Themed weeks will complement our art curriculum and deepen the learning

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 tasks. 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 the success of any decision taken or modification made during the 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

'In 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 practise 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 weekly to record progress and attainment.
- 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 into school to run clubs and workshops using the sports premium funding.

PSHE - The Stoughton Way

PSHE Intent: We want all children to develop their knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and to realise that anything is possible if they put their mind to it.

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 discrete sessions as well as being embedded through our broad and balanced curriculum.

PSHE sessions should begin with the subject mantra:

*"In PSHE we learn life skills, who remembers what life skill we looked at last week?
This week we are learning about the life skill of....."*

PSHE sessions should be hands-on and engaging, using real situations to support the children's learning. We currently enhance our curriculum by using 1 Decision resources. We also use a variety of visitors and themed weeks to complement our PSHE curriculum and deepen the learning.

British Values and Spiritual, Moral, Social and Cultural concepts are explored across our broad and balanced curriculum. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured in such a way as to reflect the overall aims, values, and ethos of the school.

We also believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenges; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.

Key Vocabulary

- The school values are displayed in all classrooms. These values are: positivity, courage, perseverance, love and nurture.
- Each year group has highlighted RSE vocabulary on the long term plan.
- The 1 decision scheme provided staff with key vocabulary for each session that needs to be specifically taught and modelled.

Hooks and End Goals

- PSHE sessions should be hands-on and engaging, using real situations to support the children's learning.
- EYFS End Goal: to have gained a basic understanding of the school rules, be able to form positive relationships and begin to manage their feelings. To be able to find out about people and places, talk about the world around them. To show a sensitivity to others and to begin to have an awareness of hygiene practices.
- KS1 End Goal: To show a greater understanding of the school rules and values in discussions. To be able to make friends, work and play cooperatively and know what to do if they feel lonely. Understand and use strategies to stay safe and healthy.

Resourcing and Culture Capital

- We currently enhance our curriculum by using 1 Decision resources and we also use the Heart Smart program which specifically focuses on the SRE aspect of our curriculum. We also use a variety of visitors and themed weeks to complement our PSHE curriculum and deepen the learning.

Presenting and Recording of Learning

- Tapestry is used to document PSHE lessons in all year groups with some pupil voice included in these.
- Any written work can be recorded in the children's PSHE and RE book.

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.
- Parents are involved in our themed weeks and encouraged to document their engagement on Tapestry.

Enrichment Opportunities

- Our PSHE curriculum has a wide range of themed weeks including Anti Bullying Week, Road Safety Week, Aspirations Week, Feeling Good Week and Healthy Living Week. These are designed to engage the whole school community, children, parents and staff.
- We enhance our sessions through visitors and hands-on experiences such as visiting Nurse and First Aid Training.

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.
 - RE sessions should begin with the subject mantra:
 - *"In RE we learn about what people think and feel about life.*
 - *Who remembers what we looked at last week?*
 - This week we are learning about what people think and feel about..."*
- 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

- 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.

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.

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

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.
- Computing Leader 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 Leader and Headteacher (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 with parents via Tapestry if not saved on PurpleMash.

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.