



Policy:	Teaching & Learning Policy
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Values Statement

Our life together at St Peter's Church of England Primary School is rooted in the Christian values of Hope, Respect, Faith, Love, Forgiveness and Perseverance. With these values underpinning all that we do, we expect all to reflect God's Love for one another as part of our school community. In line with our school ethos we want our children to leave us as confident, well rounded and happy individuals, who not only feel valued, but who also value both themselves and others. Where a member of the school is going through challenging times, our hope and wish is that they might have Perseverance to seek help where appropriate, make right choices, and have Faith for a transformed future. Where specific support for a member of the St Peter's school family is needed we seek to offer it in the spirit of Love and Respect, and where there are issues that need attending to, we look for Forgiveness and reconciliation to be part of the solution and way forward.

1.0 Aims and Objectives

In the UK, the government has had a long standing focus on the importance of statutory assessment at the end of the primary school stage. Schools have been pressured to maximise progress and attainment in English and mathematics, which has often been achieved at the expense of a wide curriculum and expansive teaching methods.

At St Peter's Church of England Primary School, we wish to move away from this philosophy. It is obviously of fundamental importance that our pupils leave us thoroughly numerate and literate. Our teaching must ensure that this is the case. Children will not succeed in life unless they have these skills. However, our teaching in English and mathematics must not be focused on preparation for exam success. Children must be exposed to a wide range of quality literature. They must learn to love reading, and for enjoyment's sake as well as for a given purpose. Further, our curriculum and teaching must develop a rounded character in our children. They must experience success and failure; they must be introduced to the arts, languages, sports, travel, have an exposure to other cultures and faiths; and their teaching



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must be delivered in a variety of means by teachers who are allowed sufficient freedom to use their own strengths and knowledge to enhance the lessons they deliver.

Through our teaching we will:

- Provide pupils with opportunities to develop the personal and social skills which they will require through life.
- Address pupils' emotional, physical and learning needs.
- Involve pupils in their learning.
- Provide equality of opportunity for pupils to access the curriculum.
- Provide pupils with tasks and responsibilities to gain confidence and self worth.
- Seek, consider and respect pupils' views.

Through our teaching we aim to:

- Enable children to achieve their full academic potential by becoming confident, resourceful, Enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.

2.0 Effective Teaching and Learning

Good quality teaching is the single most important factor in determining the educational advancement of our children. Even if we have the most effective policies and procedures possible, and the best resourced classes, our children's progress will be severely limited if their teachers are not effective. Our priority is to ensure that teaching is as good as it can possibly be.

In order to achieve this goal it is fundamentally important that our school operates as a supportive, encouraging and respectful environment. This does not just automatically focus on our staff members doing all that they can to foster the most positive relationships possible with our children, although this is of course of crucial importance, but it means all of our community, staff, children, governors and parents all interacting with mutual respect. "Effective learning is developed in relationships between staff, children and peers rather than the individual child" (Blatchford et al, 2010)

2.1 Teaching Style

Teachers will deliver their lessons in whatever means that will excite and stimulate both them and the children. They will employ a range of approaches to do so. Children learn in many different ways and we must vary the manner by which teaching and learning occurs in order to allow all children an opportunity to learn in a way which best suits them. Altering the techniques we employ for teaching and learning also stimulates us as teachers, and ensures that we do not become one dimensional in our approach.

In some cases, the lessons will be stand alone and will address a specific need. For certain situations, these lessons may even be intervention type delivered to a small target group. On other occasions the lessons will be ongoing and may be focused on exploring and developing a character trait amongst the children.



Hence, teachers will plan learning activities which include:

- Investigation, research and problem solving;
- Whole-classwork, group work, paired work and independent study;
- Use of the computer and technology;
- Fieldwork and visits to places of educational or social/emotional interest;
- Debates, role-plays and oral presentations;
- Designing and construction;
- Physical participation, competition and performance.

2.2 Learning Environment

Teachers will arrange their classrooms as they see fit. They will organise their room according to the size and needs of the children in that particular cohort and in relation to the style of teaching they wish to employ. The arrangements may be altered from lesson to lesson so that the teacher can employ a range of teaching styles. It may also be the case that the classroom organisation is changed more radically from year to year to suit the particular needs of different cohorts of children.

Teachers create and maintain an organised, welcoming and stimulating environment for their children to work in. They change displays at least every other term, to ensure that the classroom reflects the topics studied by the children. They also ensure that all children have the opportunity to display their best work at some time during the year. The classrooms will contain displays which promote mathematics, English and RE. The teachers are free to display any other topic areas they so wish.

There are some agreed areas of focus for the classes. Each classroom will have a reflection area which the children will be able to use freely during the day – when there is appropriate supervision. Within the limitations of the classrooms, the reflection area will contain an object which will allow the children to focus and an area where they can do so. Each class will also contain an age appropriate system by which children can let their teachers know of any concerns they have.

All classrooms are organised and run in a way which promotes independence amongst children. We create a stimulating environment in order to set a climate for learning; but also one which promotes independent use of resources and high-quality work by the children. This includes having a range of appropriate, accessible and labelled resources available from which children can select materials suitable to the task in hand. Children know where materials are kept and the rules about their access and use.

2.3 Planning

Effective teaching builds on prior learning. Teachers must know what the next steps are which children need to learn in order to progress. The school has detailed skills progressions for every subject, in every year group. These set out the skills which our children need to develop in every area. Teachers must identify where their children are in terms of the skills we need them to develop. It may be the case that some children need to cover skills and knowledge which are outside the age appropriate curriculum. For some children this will include giving due regard to individual targets.

2.4 Assessment for Learning

Teachers will also use all manner of Assessment for Learning (A4L) techniques, particularly during the lesson itself, in order to determine how effective the lesson(s) has been in



addressing the children's educational needs. Details of the A4L information are recorded in the day books as necessary. They will use the information gathered to plan subsequent lessons and to amend what has already been planned. Comprehensive details of assessment procedures are set out in a separate policy, as are those for marking and feedback procedures.

2.5 Differentiation

Teachers may need to plan and prepare differentiated lessons and banks of lessons to address the range of identified needs. Teachers cannot plan, prepare and deliver highly differentiated lessons for every lesson in every subject. They do not have the time and resources to do so. However, they should differentiate their teaching as much as is possible as often as possible. Within the time constraints which limit our ability to do so, we naturally have to prioritise differentiation in the core areas which are fundamental to the success of our pupils –such as reading, writing, speaking and listening. This will be especially pertinent for those children who are significantly above or below the expected age appropriate norm; so that neither group become disenchanted with learning and subsequently demonstrate disruptive behaviour.

2.5 Use of Teaching Assistants

Aside from Year R and those TAs who are supporting individual children with more complex needs, we generally deploy our TAs to provide targeted support as identified on the class provision maps. Some year groups do receive a relatively small amount of general TA support time. However this should also be used in a targeted approach to support specific learning needs for specific children. We do not deploy TAs to provide general classroom support for teachers as the budget does not allow this.

In whatever way their teaching is supported by a TA, teachers will always ensure that their colleague is fully aware of the planning for the lesson, or what is outlined on a provision map or personal plan, and what they are aiming to achieve with regard to their particular support. The TA will have full access to all class records. Subsequent to any lesson or intervention, the teacher will liaise with the TA so that they are fully aware of the effectiveness of the intervention and what next steps are required.

2.6 Use of Information Technology

The school has a bank of laptop computers and tablets. These can be used for teaching both computing and for supporting the teaching of other subject areas.

2.7 Curriculum Enrichment and Extension

Teachers are encouraged to enrich the education of our children in every way possible. This can be as simple as abandoning the planned activities for the day in the event of snowfall, and instead having the children complete any appropriate activities which take advantage of the unplanned opportunity to develop their sensory experiences. It may involve teachers deciding that such events as a general election provide an opportunity for extending age appropriate learning away from the set curriculum – and it is encouraged for this to happen. At the far end of the scale, it can involve highly planned and organised offsite trips, which may include experiences on continental Europe.

The school provides teachers with a clearly defined curriculum. It is the teacher's responsibility to use this curriculum for a majority of lessons, in order to deliver the education required. However, they should also take opportunities to divert from the planned curriculum when doing so will provide a valuable educational experience for our pupils. Doing so will also ensure that they maintain their creativity in identifying and exploiting learning opportunities which present themselves.



Further, teachers are encouraged to take any and every opportunity to enrich the set curriculum by delivering learning experiences which are away from the norm. This may be in the form of visitors or visits which may take place physically or through the use of IT. We wish to provide our children with a highly enriched and rounded curriculum, which in turn allows them to develop as fully rounded and confident individuals. This will only be the case if our curriculum and teaching provide them with such.

2.8 Timetables – allocations for subjects

Teachers are required to draw up timetables for their class. They should use DfE guidelines relating to the time allocation for specific subjects when they do so. It is not expected that teachers will adhere to the timetables strictly. Further, over the course of the academic year 2018-19, we will be reviewing our curriculum, the time allocation for subjects, and the manner in which we plan our class timetables. Hence teachers have the freedom to plan for the delivery of the curriculum in the manner which suits them best. This may involve extended periods or even days/weeks for targeting certain subject areas as opposed to the more traditional process of teaching in smaller segmented blocks for individual lessons over the course of a week.

3.0 Codes of Conduct

We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.0 Health and Safety

Teachers will satisfy their duties as loco parentis and do all that can be expected to maintain the health and safety of their pupils. When we plan to take children out of school, we always inform parents and obtain their permission if the visit is outside of the local area. (A local visits form is completed upon joining St Peter C of E Primary School and gives consent for pupils to be taken off site within the vicinity.) School visits are planned in line with the Educational visits policy.

Teachers must follow school policy and either be in class ready to receive pupils, or collect them when required from a pre determined point, as well as deliver them for collection when required, such as at the end of the day. Children will never be left unsupervised in a situation or for a period of time where they are subsequently put at risk

5.0 The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;



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- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. This will include reports received as part of the monitoring of the school improvement plan.

6.0 The Role of Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We endeavour to inform parents / carers about what and how their children are learning by:

- ensuring curriculum information is up to date and available to all parents. This information is available on the school website and updated at the start of new topics. (Paper copies are available on request.)
- sending regular reports to parents/carers in which we explain the attainment of their child and the effort at which they are working at for different subjects. In the detailed mid-year report, we also give clear guidance as to how their child can improve further;
- updating the school website with useful information and links to other websites which we feel may be helpful to parents in supporting their children.
- explaining to parents/carers how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

7.0 Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

8.0 Equal Opportunities and Racial Equality

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim. St Peter's C of E School provides a broad and balanced curriculum for all pupils. Please refer to our Equality Policy. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity. Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different



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racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

9.0 Children in Care (Looked After Children)

As for all our pupils, St Peter's C of E Primary School is committed to helping all Children in Care (CIC) (Looked After Children) to achieve the highest standards they can. Staff are aware that CIC can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Please refer to our Looked After Children Policy.

Subject Specific Appendices

Literacy

Power of Reading



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St Peter's Primary has recently made changes to its English curriculum with the support of an English consultant. We follow the 'Power of Reading' scheme, an essential element of which is focusing all teaching on whole, high quality texts that have been selected by the Centre for Literacy in Primary Education. Writing opportunities and reading comprehension tasks come from these books, with the book's content inspiring which writing genres are taught and their content. Teaching sequences for all books are provided via the CLPE website, which all teachers have access to, but teachers are encouraged to use their own creativity when planning teaching too.

Where it is sensible to do so, the teaching of reading and grammar may come from these texts also, but there will be times when the teaching of a particular reading objective, for example, requires different teaching materials. Teachers are encouraged to make full use of the school's resources such as the school library, No Nonsense Spelling and Grammar books and computing resources to ensure high quality effective teaching that ensures all objectives are delivered effectively. Full details of our available teaching resources and schemes that should be used are kept in the English subject lead file, and actual resources are stored in the English folder on the K Drive. Teachers are welcome and encouraged to browse and use these, and add anything they come across that may be useful after checking this with the subject lead.

Planning

The Power of Reading books used in each term should be shown on your long term plan or yearly overview. Medium term plans are then completed each term on the agreed format showing the objectives that will be covered in each area of English teaching and a brief summary of the key activities that are planned to deliver these objectives. Weekly plans then give the detail of daily lessons, objectives and teaching activities. Teachers should, at the end of a term or shortly after, revise and update their medium term plans to reflect any changes to objectives or activities that took place, as well as to reflect on the success of these and note better alternatives for the next year.

Timetabling

Teachers are encouraged to be creative with timetabling lessons, and this will be dependent on the age and needs of their classes. Lessons may be daily, or for older children blocked so a morning is spent on English followed by a similar arrangement the next day for maths, for example. This may be particularly suitable for extended writing and editing tasks.

Suitable time should be allocated to the teaching of reading, writing, spelling and grammar. While this will normally be some of each area taking place weekly, it may be suitable to block, for example, a week of reading lessons or a week of primarily writing so that time can be given to skills consolidation. Over a term the allocated time for each area will average out to the equivalent of a lesson weekly.

Teachers have flexibility over how reading is taught. In younger classes, the emphasis is likely to be on word reading skills and differentiated groups being read with in a short session (a traditional 'guided reading' approach) may be more appropriate. However, as children move into Key Stage 2 the focus shifts to comprehension and lessons should reflect this and be taught as a whole class activity. Differentiation will still be necessary and can be achieved through the text used, complexity of questions given and teacher support for struggling learners. A minority of pupils may still require a greater focus on word reading, perhaps with individual reading during a lesson instead of comprehension work.

Spelling and phonics



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In addition to spelling teaching, ten minutes of spelling practice should be timetabled daily. This is to enable children to practise and consolidate their learning and recognise spelling as necessary to their writing. Daily activities may be games, spot-check tests of previously taught words or spelling rules, puzzles or may be combined with sentence work.

Phonics is taught daily in Reception and Year 1, through Read Write Inc. In Reception the whole class is taught together with appropriate differentiation during activities. In Year 1, phonics is taught in differentiated small groups according to children's ability. In Year 1 this is complemented by daily spelling practice focusing on spelling rules and common exception words.

Extended writing

Lessons should be a balanced combination of the teaching of English reading and writing skills, modelled and shared work to demonstrate these skills being used and time for children to use their skills independently. With this in mind, children should be completing a piece of extended writing on a weekly basis. This may be in English or in another subject such as History or RE. It may be the culmination of several lessons focused on practising a genre or grammatical skill, or it may be a chance to revisit previously taught genres.

The definition of 'extended' will clearly vary from class to class, and even within the same class. This does not mean each child is expected to complete a very lengthy piece of work but it ensures every child has the opportunity to practise writing for a range of purposes and increase their stamina for writing. It also provides staff ample opportunities for ongoing assessment of writing skills and identify future planning needs.

Examples of 'extended' tasks may include: character or setting descriptions; a pupil's predictions or reflections on a book; diary entries as a character; letters in role; writing an event from another character's point of view; lists of questions around a topic, as well as more lengthy 'big write' style pieces such as a full story, non-chronological report on a researched topic etc.

Whether extended writing is independent or guided/modelled, or drafted and edited or treated as a one off, is left to individual teachers to decide. Not every piece has to be drafted and edited and some children will benefit from having more teacher input and guidance.

Displays

Each class should have an English display board; the size will depend on the size of the space. This should not be a traditional display of finished work but should be treated as a working wall, to temporarily display key vocabulary, shared or modelled writing and anything else that may be a helpful reminder for pupils during their independent work. As such, it will change more frequently than a display of finished work, but the content of the working wall is not expected to be backed or otherwise prepared for display, so should not be time consuming for teachers to do. Children should be encouraged to add their own ideas and materials to the working wall. Flip chart paper is available for each class. Scrap paper and large post-its may also be used for the working wall.

If teachers have sufficient space and wish to do so they may also have a more traditional English display showing finished work (this may also be outside your room, such as Year 5 using the corridor display), and/or more attractive display materials that aid learning such as punctuation posters. Mr Holditch's writing board in the hall also allows children the chance to display published work. However, each class must have a working wall as a minimum.

Library



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The school has developed a new library for use by children, which will be available for use in January 2019. Each class has a timetabled session in the library weekly where they may choose a book to take home and return the following week. Each class teacher has a record book into which they record which book each child has taken and when that book is returned. Children may not select another book until they have returned their previous one.



Maths

Teaching and Learning

Key stages 1 and 2

The teaching and learning of mathematics in years 1-6 is delivered using Maths Mastery Teaching Approaches. A significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

The children are taught within their mixed ability class year groups, except where special provision is required to meet specific needs.

Foundation Stage

The programme of study for Foundation stage is set out in the EYFS Framework, and although the lesson structure may vary from Key Stages 1 and 2, many key mastery maths techniques are employed during the teaching and learning of mathematics at this early stage.

Maths Mastery Approach Overview

The Department for Education (DfE), The National Centre for Excellence in the Teaching of Mathematics (NCETM) and Ofsted, have all emphasised the value of the pedagogical (how the subject is taught) and discovery learning nature of Mastery Teaching Approaches; often referred to as Singapore Maths.

Mastery Approach maths lessons always follow the same consistent format. This consistent structure allows the teacher more time to plan the delivery of the lesson rather than creating new content. Pupils benefit from learning maths in a consistent way across the school, regardless of who is teaching that day.

The approach has been tried and tested over the last 30 years and is based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky and Zoltan Dienes. Singapore has become a "laboratory of maths teaching" which has seen them rise to the top of the international rankings for TIMSS (Trends in International Mathematics and Science Study) and PISA (Programme for International Student Assessment) for mathematics.

Key features of the Mastery Approach (NCETM)

Curriculum design

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.

Teaching resources

A coherent programme of high quality curriculum materials is used to support classroom teaching. Concrete and pictorial representations of mathematics are chosen carefully to help



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build procedural and conceptual knowledge together. Exercises are structured with great care to build deep conceptual knowledge alongside developing procedural fluency.

The focus is on the development of deep structural knowledge and the ability to make connections. Making connections in mathematics deepens knowledge of concepts and procedures, ensures what is learnt is sustained over time, and cuts down the time required to assimilate and master later concepts and techniques.

One medium for coherent curriculum materials is high quality textbooks. These have the additional advantage that pupils also use them to return to topics studied, for consolidation and for revision.

Lesson design

Lessons are crafted with similar care and are often perfected over time with input from other teachers, drawing on evidence from observations of pupils in class. Lesson approaches (lesson plans/guides) set out in detail; well-tested methods to teach a given mathematical topic. They include a variety of representations needed to introduce and explore a concept effectively and also set out related teacher explanations and questions to pupils.

Teaching methods

In highly successful systems, teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge. Pupils work on the same tasks and engage in common discussions. Concepts are often explored together to make mathematical relationships explicit and strengthen pupils' understanding of mathematical connectivity.

Precise questioning during lessons ensures that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts. There is no prioritisation between technical proficiency and conceptual understanding; in successful classrooms these two key aspects of mathematical learning are developed in parallel.

Pupil support and differentiation

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support. If it is considered appropriate, SEN children will follow an alternative programme of study to address their specific needs.

Productivity and practice

Fluency comes from deep knowledge and practice. Pupils work hard and are productive. At early stages, explicit learning of multiplication tables is important in the journey towards fluency and contributes to quick and efficient mental calculation. Practice leads to other number facts becoming second nature. The ability to recall facts from long term memory and manipulate them to work out other facts is also important.

All tasks are chosen and sequenced carefully, offering appropriate variation in order to reveal the underlying mathematical structure to pupils. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.



Concrete Pictorial Abstract Approach (CPA)

One of the key learning principles behind the Singapore maths is the concrete pictorial abstract approach, often referred to as the CPA approach.

The concrete-pictorial-abstract approach, based on research by psychologist Jerome Bruner, suggests that there are three steps (or representations) necessary for pupils to develop understanding of a concept. Reinforcement is achieved by going back and forth between these representations.

Concrete Representation

The enactive stage - a student is first introduced to an idea or a skill by acting it out with real objects. In division, for example, this might be done by separating apples into groups of red ones and green ones or by sharing 12 biscuits amongst 6 children. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

Pictorial Representation

The iconic stage - a student has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem. In the case of a division exercise this could be the action of circling objects.

Abstract Representation

The symbolic stage - a student is now capable of representing problems by using mathematical notation, for example: $12 \div 2 = 6$. This is the ultimate mode, for it "is clearly the most mysterious of the three."



Computing

At St Peter's Church of England Primary School, we are dedicated to making sure we give children the opportunity to become computer literate with the knowledge to use technology safely and confidently. We currently use a variety of resources to teach the three strands of the computing curriculum; Information Technology, Digital Literacy and Computer Science. Our main resources are laptops and iPads where we have access to our online resource called Purple Mash. Teachers can use Purple Mash to plan, assess and teach lessons in a creative way. Children are also able to access Purple Mash at home on either a tablet or computer. We also have practical resources such as Beebots, Pro bots and Lego Wedo's.

Laptops and iPads

We currently have 30 laptops and class set of iPads. These are kept in secure locations where teachers and children will need to retrieve and bring to their classrooms.

Purple Mash

Children have their own secure log in for Purple Mash. They will receive log in details in Reception and these will continue with them until they leave school in Year 6.

Overview and Plans

The yearly overview, termly overview and the weekly for the computing curriculum are on the K drive where you can also access the assessment criteria.

Timetabling

Each year group is given a one-hour slot for computing lessons once a week. This slot allows them access to both laptops and iPads. If another teacher would like to access the resources at any other time for other lessons then they are welcome to.

Please see our Computing Policy for further guidance.



PSHE Personal, Social, Health and Economic (PSHE) Education

PSHE is taught across all year groups. In Reception, PSHE is a Prime Area and covered by guidance set out in the Early Years Foundation Stage. As this is the children's first experience of School life and possibly their first experience working together with peers, time spent developing the children's understanding and skills in this area is paramount. In subsequent year groups, teaching and learning time allocated to PSHE is approximately forty minutes to an hour per week. Although some class teachers may teach longer sessions on a bi-weekly basis. In Key Stage One and Key Stage Two we use the PSHE Association Programme of Study.

The Programme of Study has a set plan for each week. However, our approach is flexible and the children in the class may benefit from key aspects of the programme being taught and studied at different times throughout the year. For example, if there are children you know of who may benefit from talking about bereavement or current issues that are affecting relationships between peers. Some areas of The PSHE Programme of Study lend themselves to other taught subjects, particularly Religious Education which again may be a reason to deviate from the order of the plan.

As a Rights Respecting School, each PSHE lesson is linked to the United Nations Convention on the Rights of the Child (UNCRC). Class teachers are expected to make reference to the particular article or offer children opportunities to suggest which children's right they think links to the lesson in question.

On our school K-drive, in the curriculum folder, you will find a PSHE Association toolkit, the PSHE Association Programme of Study. The long term plan for the whole school can also be located here, together with medium term plans for each year group.

There are no books for PSHE, however, class teacher are expected to upload two pieces of evidence (per class) for each term. Evidence may include photographs' pupil/parent/teacher voice, written word, class plan, art work, posters etc. Evidence should be uploaded to the PSHE evidence folder on the K-drive at the end of each term.

Class teachers will be observed teaching PSHE once each academic year. This is not a formal observation, it is undertaken in order for the subject lead to monitor how the PSHE is delivered across the school.

Staff will be asked to complete a questionnaire annually. This will identify any areas in which staff feel they would benefit from further training and allow for opportunities to discuss how teaching and learning of PSHE could be improved.

If staff find certain areas of the PSHE difficult to discuss with the children or are unsure how to lead the lesson, they should consult the PSHE subject lead or Head Teacher to discuss the most suitable and effective way to teach the lesson.

Please see our separate PSHE Policy and our SRE policy for further guidance.



Physical Education

We expect children to change for PE into the agreed clothing for each activity. Children are expected to have their PE kit in school on PE/games lesson days. Children can only participate in PE if they have suitable attire to allow them to complete the particular activity safely. If this is not the case, they must not participate in the activity.

However, at all times, the clothing must not pose a risk to the safety of the children. Children will not wear training shoes for indoor PE activities. When using gymnastics apparatus, children should be barefoot unless there is a specific medical reason for them to be shod. They must also wear close fitting clothing and must not wear training bottoms. Teachers must use their judgement in this matter. Some of the older girls in particular may wish to wear close fitting cycling shorts under their normal shorts, for modesty sake. If the clothing in question does not constitute to the safety of the child, if it will not snag on equipment for example, then it may be allowed.

When participating in outdoor games in winter, the children are allowed to wear sufficient layers of any clothing which will keep them warm, providing that it does not compromise their safety in any way. It is acceptable for the children to wear tracksuit bottoms and tops, old jumpers. This may also include hats and gloves if they so wish and the teacher feels it to be acceptable. Trainers or plimsolls may be worn for outdoor games.

Teachers should set a good example by wearing appropriate clothing when teaching PE and changing back in to normal clothing if and when practical.

If children forget their kit then they will observe the taught session and they will be involved in the lesson in alternate ways. This may include coaching others and offering advice on improving techniques, or refereeing and officiating. Staff monitor that children do not regularly fail to participate in PE lessons due to forgotten kit.

In order to participate in any PE activities, children must remove all loose jewellery such as watches and bracelets etc. In the case of body piercings, the children must either remove the piercings from their body prior to the activity or prior to attending school on the day in question.