



Longford Park School

Believe • Belong • Become

Teaching and Learning Policy

Reviewed: October 2023
Next review: October 2024

Our school values

We **believe** in ourselves and each other.
We all **belong** in our community.
Everyone **becomes** the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs. A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.

Our Philosophy

Our approach to teaching and learning is generated around providing the absolute best for each individual pupil. Due to the expertise of adults in school, small class sizes and resources, we are ideally positioned to deliver highly personalised learning for all. Relationships are the cornerstone of all the success in our school and this is no different for effective learning. Due to the nature of our pupils, the connection they have with their teacher is of paramount importance as they will only reach their potential when the relationship and connection they have with their teacher is completely authentic and genuine. To enable this, we empower teachers to develop their own style of interaction and curriculum delivery that promotes the sense of security our pupils require to challenge themselves, be challenged and take risks with their learning.

Teaching and learning is extremely closely monitored following our rigorous Quality Assurance Timetable. High quality Performance Management and appraisal of all teachers enables a focus for teachers to develop according to their individual and whole school priorities. As with our pupils, we believe in the investment in teaching staff as individuals, CPD provides our most powerful tool in developing the most effective teachers by maximising individual and collective potential. We endeavour to make sure all teaching and learning happens with an awareness of the whole pupil and with an attachment aware approach to all we do in school.

Our Curriculum Drivers

To ensure the intent of our curriculum is clear, we have refined what our curriculum drivers are. Using our Curriculum Intent, we have designed visuals for each of these four areas. These drivers underpin all lessons across the school:



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore, developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Mental Health and Well-being



Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, considering their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Problem Solving



Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the

purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!

Vocabulary



When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.

Aims

- To provide each individual with the best education possible;
- To provide a happy, caring and challenging environment in which everyone can acquire knowledge, skills and attitudes relevant to themselves and society
- To ensure that everyone achieves their full potential intellectually, physically, emotionally and socially;
- To enjoy a busy life within the school community by creating and sustaining spiritual, moral, social and cultural values of respect, tolerance, co-operation, friendship and understanding.

Effective Teaching

When teaching is at its most effective, the following are common factors:

- Classroom Management is clear to the pupils and promotes independent learning;
- The classroom/school ethos is strong and promotes a happy and enjoyable learning environment;
- The teacher has good subject knowledge;
- There are clear learning objectives that pupils understand how they can achieve;
- Planning is thorough with clearly differentiated tasks which match the differing needs of all pupils present;
- Assessment informs the next step of learning;
- Lessons here build on previous learning;
- Individual targets are appropriate, clear to the pupils and manageable for the teaching staff.

Marking of work highlights targets being worked toward and learning objectives.

Advanced questioning is embedded in practice.

Effective Teachers are:

- Flexible;
- Inspirational;
- Co-operative;
- Resourceful;
- Respectful;
- Calm;
- Responsive to the needs of their pupils;
- Well-prepared;
- Able to self-evaluate;
- Good communicators;
- Risk takers

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take this into account when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- watching television and responding to musical or recorded material;
- debates, role plays and oral presentations;
- designing and making things;
- participating in athletic or physical activity.

Effective Learners

- take responsibility for their own learning;
- are involved as far as possible in reviewing the way they learn;
- reflect on how they learn;
- know what is expected of them.

The Learning Environment

We believe that the classroom environment, which is the primary place of learning, is paramount to good teaching and learning. It is essential that:

- the classroom is a happy place where pupils feel relaxed enough to make mistakes (a crucial part of the learning process!);
- the classroom is a safe place;
- displays encourage pupils to learn - they should be bright, lively and at times interactive;

- the classroom should be well resourced and that these resources should be accessible for the pupils when appropriate.

Continuous Professional Development

We have a commitment to Continuous Professional Development for all our staff for the following reasons:

- We believe that high standards in teaching and learning depend upon relevant, focussed and effective professional development opportunities for teachers.
- Becoming and remaining a good teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development.
- Teachers who are involved in and have enthusiasm for, lifelong learning themselves are excellent role models to pupils.
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement.

The role of the Senior Leadership Team and Academy Advisory Committee:

All Senior Leaders and members of the Advisory Committee determine, support, monitor and review the quality of teaching and learning. In particular they:

- Support the staff by allocating resources effectively;
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through lesson observations, learning walks and book monitoring (see attached appendices);
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school through the school self-review process.

Please see Appendices attached for documents used for monitoring purposes.

The role of parents and carers

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- Daily communication through the home/school target sheets;
- Interactions on the Class Dojo app, where both class teachers and the Head of School can be contacted at any time;
- Sending annual reports and annual review paperwork (for those with EHCPs) to parents/carers in which we explain the progress made by their child and with clear targets for improvement;
- Explaining to parents how they can support their children with their schoolwork, including both workshops and informal sessions;
- Holding parent's evenings where their child's work can be reviewed and their progress discussed;

- Organising regular Parent Partnership meetings and updating staff with observations and comments from parents and carers.

The role of subject leads

We believe in promoting the highest possible academic standards at Longford Park School. To ensure comprehensive monitoring, subject lead teachers are required to:

- Monitor the books of all classes to ensure the coverage of the curriculum is evident and that lessons are taught in a way that reflects the curriculum intentions for all pupils, regardless of their individual ability (Please see appendices for monitoring documents for relevant subjects);
- Liaise with teachers to ensure resources are in good working order and remain in good quantities for whole class use;
- Create an action plan for each academic year, with clear targets based on data, to ensure subjects move on in line with current research and updates from the government;
- Ensure long term plans reflect progression over year groups and breadth of study;
- Gather and use pupil voice in their decision making;
- Participate in leading learning walks and lesson observations;
- Ensure timetables have adequate allocation for lessons
- Lead regular staff meetings to ensure staff development in their subject area.

Please see appendices attached for documents used to monitor the quality of Teaching and Learning at Longford Park School:

- Appendix A-The role of the Subject Leader pro-forma for teachers to populate with evidence their work across each academic year and use in Performance Management discussions
- Appendix B-Lesson observation pro-forma
- Appendix C-Learning Walks pro-forma
- Appendix D-Monitoring form for Maths to feedback to teachers following book monitoring
- Appendix E- Monitoring form for English to feedback to teachers following book monitoring
- Appendix F- Monitoring form for Science to feedback to teachers following book monitoring
- Appendix G- Monitoring form for Geography to feedback to teachers following book monitoring
- Appendix H- Monitoring form for History to feedback to teachers following book monitoring

Appendix A: What is the role of a subject leader at Longford Park School?



Longford Park School

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Criteria	Notes for Performance Management feedback
To create an action plan to move the subject forwards each academic year and share this with relevant staff members	
To ensure all classes have the appropriate resources	
To audit resources from across the school	
To be responsible for creating a long-term plan showing progression and breadth of study	
To complete learning walks	

<p>To use the agreed criteria to scrutinise books</p>	
<p>To ensure cross-curricular opportunities are encouraged in all subjects</p>	
<p>To ensure plans allow the teacher to tailor the curriculum to the individual needs and interests of the class</p>	
<p>To direct TA's within the curriculum group</p>	
<p>To share information from TTSA training sessions</p>	
<p>To lead regular staff meetings to provide training and share relevant new research within the curriculum area</p>	

To organise internal moderation (and external for core subjects)	
To liaise with AT to use assessment data to inform future planning	
To ensure timetables have sufficient time to cover the subject each half-term	
To gather and use pupil voice about the subject	

Appendix B: Lesson Observation Pro-forma

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:
Support staff or teaching assistants (TAs):		
Focus:	Context:	
Summary of main points:		
Key strengths:		
Agreed areas for development:		

Appendix C: Learning Walk Pro-forma

Date	Observer(s)	Focus of walk / key questions

The impact of:	Engagement, behaviour and attitudes of pupils and how these are supporting their learning.	Assessment and how effectively this is being used to promote pupils' learning, for example, use of questions, learning objectives and success criteria	How well pupils are learning, the progress they are making and how well their work is improving. Identify learning and progress in numeracy

Areas for development from the learning walk:

Appendix D: Maths Monitoring Curriculum Intention:

- At Longford Park the curriculum is designed to recognise children’s existing knowledge. Within Maths lessons, pupils will evidence their previous learning through their ability to move through the Maths pictorial, concrete and abstract methods.
- From their starting point, pupil’s progress will be evident over time through at least three Maths lessons delivered and recorded per week.
- Through planning, pupils are given the opportunity to consistently relate back to previous learning related to their current topic.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- The way Maths is delivered evidences pupil’s interests and their book will reflect any barriers to learning have been addressed.
- Through Mathematical reasoning and evidence displayed on the Maths Working Wall, pupils will be able to communicate and work cooperatively with their peers. All pupils should be encouraged to use the correct Mathematical language at all times. Staff should continually model this.
- Cross-curricular links to the wider curriculum are made where possible.
- By engaging and inspiring pupils in this way, it will inspire pupils to make connections to how Maths is used in every-day life. Pupils will be encouraged to use their problem-solving skills so that they understand the skills they will need to use in their every-day lives. Our aspiration is that pupils will be inspired to pursue STEM opportunities in the future.

How will we implement our Maths curriculum?

- Maths books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount to lessons here.
- Books evidence the Calculation Policy is being followed. This includes the process of teaching calculation in the Pictorial, Concrete and Abstract way.
- All books evidence toolkits being used to show a list of success criteria the pupil needs to follow in order to achieve the learning objective. These are steps to success to help the pupil understand what they need
- Ongoing assessment will help teachers to make decisions about next steps for pupils. Pupils will complete a formative Maths assessment at the end of each term, to inform assessments made by teachers.
- Pupils are given time to reflect on their work. An extension should be given to show pupils have understood the concept independently and are ready to move on. This should be evidenced at least once per week.
- Following the marking policy, the level of support given will be clearly indicated. It is also important that any errors in Maths books indicate when a correction is needed or ticked if correct.
- Each term, teachers will pass on their whole-class set of books for scrutiny by the Maths subject lead.

- Practical resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books. Pictorial, concrete and abstract learning should be evident.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils at all times. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher but this will be adapted to consider the needs and views of the pupils.
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book.
- Unless working in a specific group, only photographs of the pupil should be recorded in their book.



Appendix E: English Monitoring Curriculum Intention:

- At Longford Park the curriculum is designed to recognise children's existing knowledge. Within English, teachers will ensure pupil's previous LPS levels are scrutinised and children's LPS levels are correctly identified.
- From their starting point, pupil's progress will be evident over time through at least three lessons delivered and recorded per week.
- Through planning, pupils are given the opportunity to consistently relate back to previous learning related to their current theme.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- The way English is delivered evidences pupil's interests and their book will reflect any barriers to learning have been addressed.
- English lessons will be planned, through the use of quality text, to offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- Cross-curricular links to the wider curriculum are made where possible.
- By engaging and motivating pupils in this way, it will inspire pupils to make connections to the wider world and the relevance Literacy skills hold.

How will we implement our English curriculum?

- English books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount to lessons here.
- Books evidence a minimum of one SPaG lesson per week. Spelling activities should be completed once per week.
- Lessons will begin with pupils being made aware of previous learning and new learning to take place. These learning objectives will be reflected upon at the end of each lesson. This is recorded in each pupil's toolkit.
- Ongoing assessment will help teachers to make decisions about next steps for pupils. KS2 pupils will complete formative assessments in reading comprehension, writing, spelling and the SALFORD reading age assessment.
- Questions, which encourage the children to relate to and interrogate text, will be encouraged at all times.
- Following the marking policy, the level of support given will be clearly indicated and all work should be presented as outlined.
- Each term, teachers will pass on their whole-class set of books for scrutiny by the English subject lead.
- Practical resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.

- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils at all times. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic!
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- Where appropriate photographs will be accompanied by a written explanation. These photographs should, unless working in a specific group, only be photographs of the named pupil.

Appendix F: Science Monitoring Curriculum Intention:

- At Longford Park the curriculum is designed to recognise children’s existing knowledge. Within Science, pupils will evidence their previous learning at the start of the topic through drawing pictures and labelling.
- From their starting point, pupil’s progress will be evident over time through at least one Science lesson delivered and recorded per week.
- Through planning, pupils are given the opportunity to consistently relate back to previous learning related to their current topics or themes.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- The way Science is delivered evidences pupil’s interests and their book will reflect any barriers to learning have been addressed.
- Scientific-enquiry led lessons are child led and offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- Cross-curricular links to English and Maths and the wider curriculum are made where possible.
- By engaging and inspiring pupils in this way, it will inspire pupils to make connections to Science in the wider world and potentially encourage them to pursue career opportunities in the scientific world.

How will we implement our Science curriculum?

- Science books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount to lessons here.
- Books evidence a minimum of one pupil-led scientific enquiry per term.
- Pupils are made aware of the school’s science principles and reflect on them at the end of each lesson. This is recorded in each pupil’s toolkit.
- Ongoing assessment will help teachers to make decisions about next steps for pupils. KS2 pupils will complete formative science assessments.
- Questions not only of an enquiry nature will be encouraged at all times. Opportunities will be given for pupils to find their own answers through using scientific enquiry.
- Following the marking policy, the level of support given will be clearly indicated.
- Each term, teachers will pass on their whole-class set of books for scrutiny by the Science subject lead.
- Practical resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils’ books.

- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils at all times. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic!
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book.
- Unless working in a specific group, only photographs of the pupil should be recorded in their book.

Appendix G: Geography Monitoring Curriculum Intention:



- At Longford Park the curriculum is designed to recognise children's existing knowledge.
- Within Geography, we aim to inspire the pupil's curiosity and fascination about the world and its people.
- Our bespoke curriculum offers pupils the opportunity to learn about diverse places, people, resources, natural and human environments, and the Earth's key physical and human processes, the formation and use of landscapes and environments.
- Evidence will be recorded in pupils' individual workbooks to demonstrate the learning of three geography-based topics (one per term), with weekly lessons evidenced.
- All lessons will have a geography attainment target as the focus, making cross-curricular links where necessary to enhance the outcome.
- Pupils will evidence their previous learning at the start of the topic through drawing pictures and labelling.
- The evidence recorded will be purposeful and demonstrate learning over time as well as a progression of skills.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- Evidence will show a variety of geographical skills being used to collect, analyse and collect a range of data gathered through experiences of fieldwork, maps, diagrams, globes, aerial photographs, geographical information systems, numeral and quantitative skills and writing at length (teachers must make fair access for pupil's working below age-related ability in writing and other areas that may hamper the child's demonstration of Geography skills).
- Lessons will offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- Geography will be assessed and monitored to keep a record of skills and progression over time.
- There will be little use of worksheets with a more personalised approach and creativity used to create the workbooks, which is pupil driven.

How will we implement our Geography curriculum?

- Geography books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount.
- Resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Books evidence a minimum of one lesson per week.
- Ongoing monitoring and assessment will help teachers to make decisions about next steps for pupils.
- Questions will always be encouraged. Opportunities will be given for pupils to find their own answers using a range of sources.
- Following the marking policy, the level of support given will be clearly indicated.

- Each term, teachers will pass on their whole class set of books for scrutiny by the Humanities subject lead.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher, but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic.
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book dependent on Key Stage and writing ability of the pupil.
- Unless working in a group to complete an activity, only photographs of the pupil should be recorded in that child's workbook.
- Children's workbooks will demonstrate uniqueness and creativity to achieve the lesson objective. There will be limited use of worksheets.

Appendix H: History Monitoring Curriculum Intention:

- At Longford Park the curriculum is designed to recognise and then build upon children’s existing knowledge.
- Within History, we aim to inspire the pupil’s awareness of the past, develop a chronologically secure knowledge which can be seen through the key stages.
- Our bespoke curriculum offers pupils the opportunity to learn about British, local and world history.
- Evidence will be recorded in individual workbooks to demonstrate the learning of three history-based topics (one per term), with weekly lessons evidenced.
- All lessons will have a history attainment target as the focus, making cross-curricular links where necessary to enhance the outcome.
- Pupils will evidence their previous learning at the start of the topic through drawing pictures and labelling.
- The evidence recorded will be purposeful and demonstrate learning over time as well as a progression of skills.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- Evidence will demonstrate pupil’s ability to know, apply and understand a variety of historical matters, skills and processes specified in the relevant programme of study in each key stage.
- Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Lessons will offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- There will be little use of worksheets with a more personalised approach and creativity used to create the pupil’s workbooks, which is pupil driven.
- History will be assessed and monitored to keep a record of skills and progression over time.

How will we implement our History curriculum?

- History books reflect the ability range within the class-pupils may be working on different National Curriculum objectives. Inclusion and pupil voice are paramount.
- Resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Books evidence a minimum of one lesson per week.
- Ongoing monitoring and assessment will help teachers to make decisions about next steps for pupils.
- Questions will always be encouraged. Opportunities will be given for pupils to find their own answers using a range of sources.
- Following the marking policy, the level of support given will be clearly indicated.

- Each term, teachers will pass on their whole class set of books for scrutiny by the Humanities subject lead.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher, but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic.
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book dependent on Key Stage and writing ability of the pupil.
- Unless working in a group to complete an activity, only photographs of the pupil should be recorded in that child's workbook.
- Workbooks will demonstrate uniqueness and creativity to achieve the lesson objective. There will be limited use of worksheets.