POLICY DOCUMENT

Teaching and Learning Policy

Princess May Primary School's approach to teaching and learning — 2026–2027

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Signed by (GBR)	
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Related policies	Behaviour Policy; Learning Environment Policy; Marking and Feedback Policy; Home Learning Policy; Mathematics Policy; Handwriting Policy; EYFS Policy; Curriculum Handbook and subject policies; SEND Policy and SEN Information Report; Accessibility Plan; Child Protection and Safeguarding Policy; Educational Visits Policy; Charging and Remissions Policy; Teacher Appraisal Policy
Aligned to	The National Curriculum; the EYFS statutory framework; the school's values framework and strategic priorities

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1. Our Commitment to Staff

Staff

- Foster and develop the highest standards of teaching through high-quality professional development
- Nurture and secure leadership talent to lead the future
- Recognise and reward the commitment of all staff
- Create and maintain a mutually supportive, collaborative and caring environment for all
- Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

- Enrich the curriculum to maximise opportunities for children to develop their talents and interests.
- Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.
- Use high quality and innovative approaches to teaching to promote progress and engagement.
- Enhance teaching and learning through ongoing professional development and continuous support.
- Build strong and flexible leadership structures.
- Ensure that every child learns to read.

2. An Introduction to Princess May

The fundamental principle at Princess May is to create an environment where all children feel safe, happy and valued.

At Princess May, we provide the best possible primary education in stimulating and creative environments. We develop a love of learning inspired by high-quality teaching. We identify and build upon our children's individual strengths and talents, so they are equipped to have successful futures.

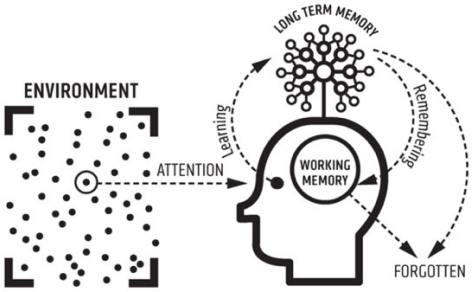
We expect all children at our school to reach age-related expectations and our central purpose is to support pupils and families to overcome any barriers that they face. Each pupil reaching their full potential is what inspires our teachers and drives our vision.

Children educated at our school are open-minded, committed and confident. We encourage a positive partnership between home, school and the wider community. Our values **(R.E.D – Respect; Empathy; Determination)** foster a strong relationship with our communities. Our main aim is to ensure that the children in our care, develop into individuals who will lead happy and rewarding lives.

3. What Underpins our Curriculum

Working Memory

A simple model of how memory works is based on the concept of building schemata in our long-term memory, as follows:



Conceptual information initially enters from the environment into our working memory. Working memory is finite and actually rather small, so we can only absorb a limited amount of information at once. We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed. We organise information into schemata. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. We forget information that we do not initially store successfully in a meaningful schema or that we do not retrieve frequently enough. Our capacity to retrieve information improves if we practise doing this more often and do so in more depth.

If we undertake enough retrieval practice, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately, automaticity. A consequence of this, as explained by cognitive load theory, is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem-solving – if we are efficient in bringing up the information from memory, then there's more working memory space left to deal with applying the information. The opposite is also true: when we are less fluent with recall, our capacity to attend to new information and problem-solving is diminished. This is a key difference between novice and expert learners. A key implication of this is that novice learner needs more practice than more confident, experienced learners.

Therefore, within our classrooms, instructional teaching needs to be highly interactive. Teachers need to gain as much feedback as we can from our pupils, helping us gauge how well the learning is going so that we can then plan the next steps in our teaching. Learning is hidden, so we need to seek out evidence for it in a dynamic fashion during lessons. The interactivity, the need for 'responsive teaching' underpins many of the ideas in the Principles of Instruction.

4. Our Core Approach

Our WalkThru Strategies

At Princess May, we base our teaching and learning strategies on Barak Rosenshine's **10 Principles of Instruction**. Based on evidence from cognitive science, research into the classroom practices of 'master teachers' and into various cognitive supports such as scaffolding and reading aloud, Tom Sherrington and Oliver Caviglioli have translated these principles, and wider research, into WalkThrus: clear, step-by-step guides to effective teaching techniques. The school subscribes to the WalkThrus programme, and all teachers have access to the WalkThrus platform and resources. At Princess May, we have selected the six WalkThru themes below as our core approach to teaching.

WalkThru	Focus
Behaviours &	Establishing conditions for learning with positive relationships and

WalkThru	Focus
Relationships	secure routines
Explaining & Modelling	Techniques for developing pupils' understanding, linking new ideas to what they know
Questioning & Feedback	Techniques for responsive teaching during lessons, asking questions and giving good feedback
Practice & Retrieval	Techniques for reinforcing pupils' understanding, building fluency and confidence
Curriculum Planning	Designing a great curriculum, rich in knowledge, experiences and challenge
Mode B Teaching	Exploring the possibilities for pupil learning with opportunities for independent learning and oracy

Our six WalkThru themes give staff a shared language for teaching. They are used as the basis of our professional development, instructional coaching and monitoring (see sections 10 and 11), and are outlined throughout this policy.





5. Learning Environment

Calming Environments

The learning environments of successful classrooms are calm, welcoming, accessible, purposeful, visually engaging, organised and clean, where high value is placed on learning.

At Princess May, we believe it is important to reduce sensory overstimulation during our lessons. Even slight adjustments to the environment and how you introduce materials can reduce the amount of information to process and allow more space for pupils to fully engage in the lesson. The more stimulation in an environment, the more competition there is for attention from the part of a pupil's brain needed to focus. Processing may slow down or stop if a pupil is overloaded with visual/ auditory information. In general, keeping a "low stimulus" classroom can help students focus on the stimuli on which you want them to focus. **Below are some suggestions to help reduce sensory overstimulation:**

- Revealing each visual direction one at a time and keeping the rest out of sight.
- The background behind you: is it cluttered? Is it hard to focus on you? Are there distracting images or text?

- Store resources out of sight if possible (especially the really cool things that you bring in; try keeping them in a bag or under a cloth so that students won't be distracted by them).
- In classrooms (specifically the EYFS), we try to use natural wooden resources, rather than brightly coloured plastic resources.
- Use an arrow or other marker to point to a specific direction, focus, or visual aid as needed.
- Position visually distractible pupils away from windows/doors, facing the front of the room and facing away from other students.
- If a student is over-responsive to tactile stimulation try positioning them at the end of a line or on the side with space between them and other students. Provide clear boundaries (e.g. coloured tape, carpet square, polydots) to allow for adequate space between students.
- Be judicious about what you share visually. Ask the following questions about any visual supports, posters, signs, and displays for your lessons:
  - What purpose does this serve?
  - Does it celebrate and support pupil learning?
  - Who is represented in the images? Do they reflect the diversity of the classroom and the community?
  - Is it current and in line with what is being learned at this moment?
  - Can it be made interactive?
  - Is there white space in between visual supports to help the eye distinguish what is important?

Reduce Noise

- Raising your voice to gain attention might be overwhelming for a student who is sensitive to noise. Use a visual or non-verbal method to gain class attention (e.g., Our School's agreed **Silent Signals – *see below***).
- Consider how many times you ask students to move around the room or move their furniture.
- Be mindful of music volume and speaker placement.

Use colour strategically

Colours can affect our own mood, and the same is true about the pupils in our classrooms. Colours that tend to calm = blues, greens, violet, white, and pastels. Colours that tend to energise = red, yellow, orange. Colours that stimulate imagination = purples. **Use Hessian for backing displays.**

Let in natural light

Using natural light whenever possible can help reduce the need for fluorescent lighting, which might buzz or flicker. If there is a high level of stimuli outside, you may need to draw the blinds.

Working Walls as Learning Journeys

Each classroom must have display boards for the following subjects: Writing, RWI/DR, Maths, Science, Humanities and RE. These regularly updated displays act as a resource and reference point for the pupils whilst studying topics and should demonstrate the pupils' learning journey.

Class displays must include:

- Title lettering

- Knowledge organiser
- Learning journey map
- Key vocabulary, which matches those on the Knowledge Organiser
- Photographs of children engaging with the topic
- Examples of work from different stages of the topic
- Engaging images and decorative elements linked to the topic to grab children's attention

When producing a display, we must consider:

- How will this help the children's learning?
- Are text and images clearly visible to all learners?
- Does it reflect the learning journey?
- Does it value and celebrate the learning of all the children?

Completed Work

- All work must be kept as a record and celebration of what the children have achieved.
- All exercise books remain in school until the end of the school year and are the property of the school.
- Worksheets must be used sparingly and with purpose.
- Loose work should be trimmed and stuck into books neatly at all times.

Classroom Resources

- Resources are always stored in labelled trays and boxes, using the school label formats found on Teachershared.
- The pupils need to have access to materials that may support their learning throughout lessons, and it is the responsibility of staff to ensure they look after them.
- All teacher resources are kept in the teacher cupboards in each classroom. Additional teacher resources are available in subject cupboards throughout the school.
- Wider curriculum resources are stored in topic boxes. During a topic, these should be kept in class and the artefacts/resources used to create interactive displays/topic tables.

Reading Areas

- Do not overcrowd your class reading area – less is more.
- Organise your books by genre to make it easier for children to find the texts they like to read.
- The class reading area must feature a range of texts, including fiction, nonfiction and poetry.
- The books should be routinely refreshed and updated to ensure the children are inspired to visit the space and select different texts.
- Curriculum linked books should also be displayed as free choice books for the children to read.
- See examples below:





End of Day Checklist

It is essential that at the end of each day all teachers:

- Ensure that work has been marked or responded to in line with the Marking and Feedback Policy
- Prepare stickers/ resources for the following day
- Ensure the classroom is neat and tidy and resources returned to the correct place
- Clear the teacher's desk area
- Set up pupils' Morning Starter and resources for the first lesson of the next day

A detailed checklist of non-negotiables for your classroom environment can be found in the Learning Environment Policy.

6. Behaviours and Relationships

Behaviours for Learning

Why it matters

At Princess May, it's essential that teachers create an environment in which all pupils feel they belong and feel safe; an environment that allows all pupils to thrive as individuals and as learners. This requires establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries. To ensure pupils are successful it is essential to embed excellent behaviour for learning which promotes active participation, ensures smooth transitions and reduces low-level disruption. Ofsted notes that, in some cases, low level disruptive behaviour can cause pupils to lose an hour a day of learning time (Ofsted, Below the radar, 2014), which in turn can have a significant impact on outcomes and life chances. Maintaining high expectations for behaviour through embedding consistent strategies is key to a successful classroom culture. This section should be read alongside the Behaviour Policy, which sets out the school's full approach to behaviour.

Positive Corrective Language

Pause and describe what you want to see. It is the teacher's role to create a calm, purposeful atmosphere in the classroom. To do this, we must calm ourselves before we calm our pupils. Instead of making requests or demands, it is far more effective to describe what we see and direct the expected behaviour. E.g. "A number of children are talking. I'm looking for children sitting up straight and tracking me." Praise children who do this straight away.

Culture of error

Children should feel safe to make and discuss mistakes. Misconceptions are celebrated and used as learning tools for the whole class.

Rehearse Routines

Routines are the bedrock of a positive behaviour management system. If everyone knows what to do, where to go, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss. It is essential that all behaviour and learning routines are practised with children until they become habitual and automatic. Mastering these routines will ensure smooth transitions between each part of the day, maintain high standards of behaviour, and ensure that no learning time is lost. At Princess May, we develop these positive habits by using:

E Explain	**R** Rehearse	**R** Reinforce
Clearly explain the expectations and routines for classroom talk. Set high expectations and model this to your pupils through the language you use.	Give pupils opportunities to rehearse your expectations. Regular nudges help to build routines: e.g. *"Remember to track the speaker when someone is answering".*	Once expectations and routines are established, be consistent in reinforcing them. Praise pupils for positive participation: *"Ali, I love the way you're tracking the speaker".*





Routines for Learning

Use **SIGNAL, PAUSE, INSIST**. This is one of the most important routines in teaching because it is one that teachers will use several times a lesson. Too often teachers over-rely on their voices to talk over the noise of a chatting class in order to gain attention. This can be difficult and hard to sustain. It can also run counter to the ideal of creating a calm learning environment to rely on raised voices. A simple SIGNAL, PAUSE, INSIST routine, allows teachers to move from one lesson phase to another calmly and efficiently. **Everyone talking Signal, pause, insist Everyone listening**. The more precise and consistent you are in giving the silent signal and insisting on the response, the more embedded the routine becomes. Routines for learning are non-negotiable. Every adult at Princess May should use the same routines so that there is a consistent whole-school approach.

Management signals: practise these signals until children respond quickly.

Silent signals – SIGNAL, PAUSE, INSIST. Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

Signal		How to use it
Team Stop		One hand up. All pupils to stop immediately and have nothing in their hands. Do not proceed until all pupils have done this.
My Turn Your Turn (MTYT)		Use this silent signal when you want the children to repeat something after you. Explain to the children that this signal is yours and not theirs! They do not need to join in.

Signal		How to use it
		• My turn: gesture towards yourself with one or two hands. • Your turn: gesture towards the children with one or two open palms.
Turn to Your Partner (TTYP)		Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Show children how they should turn their heads towards their partners, not their whole body or chair. Practise this signal until children immediately turn to their partners to answer a question. Once children do this automatically, you will no longer need to say the words ‘turn to your partner’.
Magnet eyes		When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.
1,2,3 to move between the carpet and tables.		Move the children silently from carpet to table in under 15 seconds. • Hold up one finger: children stand. • Hold up two fingers: children walk and stand behind their chairs. • Hold up three fingers: children sit down and prepare to read or write. And in reverse, move the children from table to carpet in under 15 seconds. • Hold up one finger: children stand behind their chairs. • Hold up two fingers: children walk to carpet. • Hold up three fingers: children sit down beside their partners.
Respond (no hands up): cold-calling; choose 2; choral response	100%	• A question is asked to every child and answered by every child so that 100% are engaged in their learning. A positive culture is created where all pupils feedback and explain. • A range of techniques may be used to gather answers. Hands should remain down: Cold-calling; Choose 2 - 2 children selected to answer; Paraphrase - the adults listens in and shares answers; Choral response - everyone answers together.

Participation

- Make it engaging!
- Ensure all children participate in MTYT.
- Sit all children within your ‘V to see’.
- Use TTYP for every question.
- Do not sit with one partnership, move around the group.

- Do not take responses from children with hands up or thumbs.

The Talk Routine

1. Ask a question and use TTYP signal.
2. Listen to partners.
3. Use the Team Stop Signal.
4. Select children to feed back

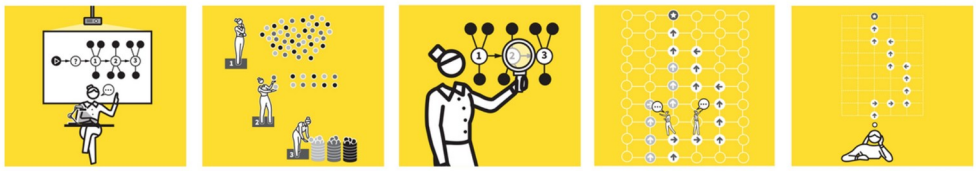
Behaviours around the school

- All staff follow the same behaviour management system. The expectation for behaviour does not change from teacher to teacher, or room to room.
- All classes should have a lining up order which is used at all times
- Children always walk in single file on the left-hand side of corridors/ stairs.
- **'Walking, Not Talking'** to be followed when moving around the school.

7. Explaining and Modelling

Externalise your thought process

Modelling is a strategy where a teacher explicitly demonstrates a concept or approach to learning. Research shows that the best teachers use modelling, scaffolding and thinking aloud to narrate their decisions and choices to help pupils internalise the processes involved and develop their metacognition. We walk children through a learning process by explicitly modelling the mental processes involved. We consider beforehand how we will simplify this process as much as possible and break the learning up into small steps – with practice at each stage. Whenever we model live in front of the class, we explain our learning processes and narrate our thinking out loud. This gives pupils a deeper understanding of the task and how they can achieve high quality outcomes.



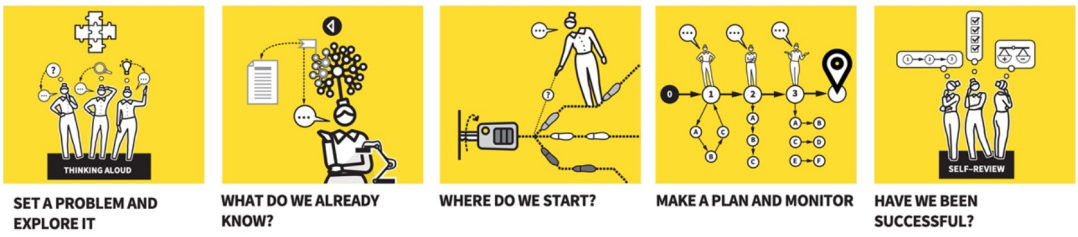
Gradual release of responsibility

To develop independent learners, we gradually shift cognitive work from the teacher to the pupil. We always start with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as: **"I do; We do; You do".**



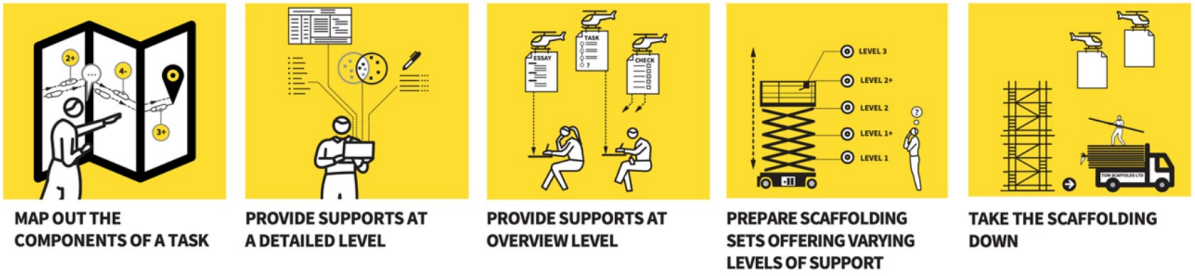
Developing pupils' metacognitive talk

Well prepared teacher models with effective 'think out louds' to ensure that our pupils internalise thinking processes and learn to evaluate their work as they go. Over time, pupils move from external talk and guidance to being able to do these things independently, without teacher support. Research shows that developing pupils' metacognition in this way has a huge impact on pupil outcomes.



Scaffolding

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Rather than setting lower expectations for pupils, teachers should support them to reach ambitious goals using a range of scaffolding processes that guide them on the way. Crucially, the metaphor of 'scaffolding' embeds the idea that, when ready, the supports are withdrawn. Scaffolding always comes down; it is only temporary and must not become relied upon in the long run.



Break down a task into steps that students will need to follow in order to achieve success. Consider the difficulties that students will encounter moving through the steps. Design resources that support them to make those steps successfully.

Detailed scaffolding might include:

- Word lists, sentence starters or sentence builders, useful phrases, connectives.
- Diagrams, concept maps or other forms of dual coding.
- Knowledge organisers or exemplars of different elements.

Whole-task scaffolds might include:

- Essay structure strips.
- Checklists of success criteria and prompts: e.g. Have you checked your full stops and capital letters?
- Exemplars of completed or partially completed tasks.

Set everyone a common goal of producing work to a high standard but give students the level of scaffolding appropriate for their level of confidence. It can work for students to select their own level, but this needs careful monitoring.

The classic sequence in modelling and scaffolding is: “I do; We do; You do”. The culmination of an instruction and practice phase should be that pupils attempt a task independently. The scaffolding has achieved its purpose, this can be a confidence boosting moment.

Using the Visualiser

Visualisers are used in every classroom to make explaining, modelling and feedback visible to all pupils. Teachers use the visualiser for:

- **Live modelling:** writing, calculating or annotating in real time, using the same book, paper or resources as the pupils, and narrating their thinking aloud.
- **Guided practice:** completing examples with the class (“We do”) before pupils practise independently.
- **Feedback:** sharing pupils’ work to celebrate success, address common misconceptions and improve work together as a class.
- **Shared reading:** displaying texts so that all pupils can follow the text being read and discussed.
- **Demonstrating practical skills:** showing techniques in subjects such as science, art and design and technology, so that all pupils can see the detail.

8. Questioning and Taking Feedback

High quality questioning and effective feedback mechanisms are essential components of high-quality teaching and learning. Research indicates that quality dialogue allows children to develop their vocabulary and reasoning skills, address misconceptions and make accelerated progress.

If a question is worth asking, it’s worth every child responding. Questions should be pre-planned to elicit evidence of learning and understanding and to guide the lesson. Each time we ask a question, we use the TTYP signal so that all children get a chance to respond. We then use a range of questioning strategies to collect feedback from pupils, informed by Tom Sherrington’s Rosenshine's Principles in Action.

To collect longer responses from children, use the following:

Cold Call: No hands up! Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone. It's not a one-off strategy; ideally it needs to be the default mode for all questions - absolutely routine.



Probing questioning: Make it the default that, in any given exchange, you are asking each pupil three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. Rosenshine provides some good examples of this, for example:

- That's interesting, what makes you say that?

- Can you explain how you worked that out?
- Are you sure? Is there another explanation?



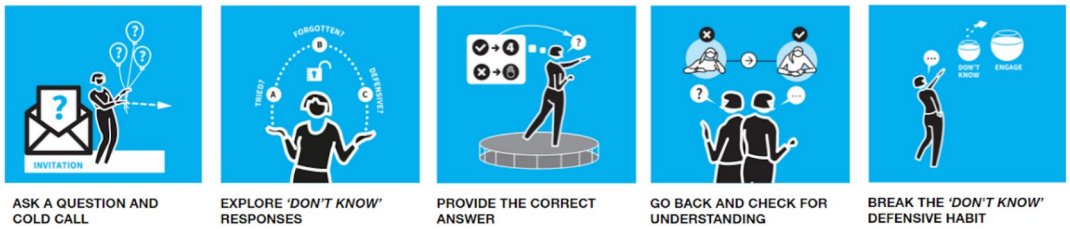
Think, Pair, Share: Give the class a specific time-cued task - for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-call questioning, asking them to report back what their four points were. You can also get them to explain things to each other or to take turns to quiz each other based on prompt sheets or a text.



Say it again, better: When pupils offer short, half-formed or partially incorrect answers, say, 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in X and link it to idea Y.' Allow them an immediate opportunity to give an improved response.



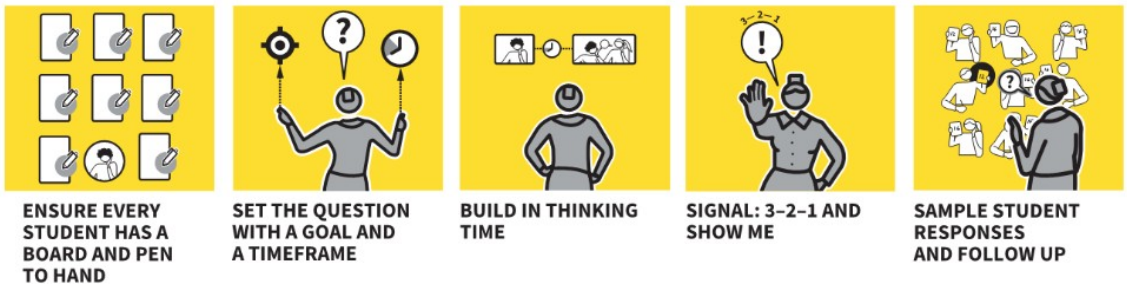
No opt out: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer, giving them a chance to now say the right answer. This gives them an opportunity for practice; but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence in the hope of being left alone!



For shorter responses use:

Whole-class response: This can be implemented using whiteboards, iPads or the visualiser. Either allow for quick responses to multiple-choice questions as well as practice sentences,

calculations, diagrams - a full range. You set the question, give some response time and then, on cue - '3, 2, I, show me!' - students all show their answers at once. A simple 'A, B, C, D' or 'I, 2, 3, 4' show of fingers also works very well for multiple choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

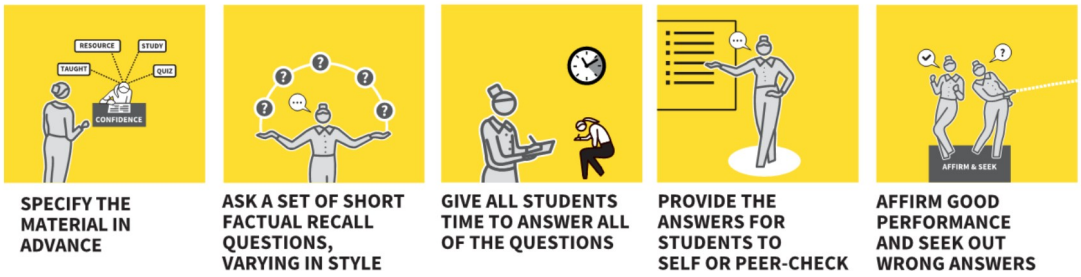


Word wave: This can be used to collect short answers from children, e.g. "What adjective can we use to describe the forest?". Ask the question, children TTYP, then wave your hand slowly over the class. When your hand passes over their head they call out their word until all responses are collected.

9. Practice and Retrieval

At Princess May, we believe that teaching should be 'adaptive' to the learner's needs. Research from Dan Willingham and Rosenshine, highlights that pupils can improve their confidence and fluency with a wide range of knowledge and physical skills through engaging in practice, starting with closely supervised guided practice before moving on to practise more independently. An aspect of this is the role of retrieval practice plays in securing pupils' fluency in storing and retrieving information from their long-term memory, tackling the ever-present problem that forgetting is all too easy. Retrieval practice takes many forms. Fluency in retrieval is central to our approach. Here at Princess May, we have selected a number of techniques for building fluency that involve every pupil in a class.

Quizzing: A simple routine knowledge quiz helps to check that pupils have learned the material you want them to know.



Knowledge Organiser: A Knowledge Organiser provides pupils with accessible guidance about knowledge that they can study on their own in order to build a secure schema with strong recall of the knowledge elements.



Weekly and Monthly Reviews: It's a strongly evidenced phenomenon that pupils secure stronger long-term recall if they engage in retrieval practice with a set of ideas after some time has passed. It also helps to make connections between ideas if a review samples a range of knowledge in an integrated manner. Therefore, we embed review processes into our routines whilst keeping track of the path through the curriculum.



Guided and Independent Practice: Effective teachers devote time to securing a high success rate when pupils begin to learn new material. This requires providing clear models and scaffolds, supporting pupils to succeed with new, challenging tasks. It also requires that teachers guide the early stages of practice, ensuring that pupils are getting things right. For pupils to reach the point where they can apply their learning independently with a level of fluency requires an element of often extensive practice. Independent practice supports the overlearning essential for pupils to develop the automaticity needed for fluent application and recall in future. Moving from guided practice to independent practice is usually a continuum as teachers gradually reduce the level of guidance they provide.

10. Monitoring

At Princess May, we aim to raise standards in attainment and to accelerate pupil progress. We believe that our children deserve an excellent education and should always receive the best teaching. To support this process, regular monitoring is carried out to ensure a high-quality provision is provided to children and to support our teachers to be reflective in their practice.

In order to improve teacher's practice effectively, the process should be transparent and rigorous. To ensure this the following process should take place:

- Teachers are informed of the criteria by which they are being monitored.
- Dates are communicated as to when teachers will be monitored.
- Time is given before the monitoring for the teacher to ask questions, share any concerns, or discuss their lesson.
- Time is given for verbal feedback where good practice is praised and next steps and actions are agreed.
- A date and focus for the next monitoring is given so teachers understand the time frame they are working within.
- The monitoring outcomes are reviewed in appraisal meetings.

- Individual lessons are not graded. Monitoring is planned with regard to staff workload and well-being.
- Early career teachers (ECTs) are observed at least half termly by a senior member of staff as part of their induction process.
- Trainee teachers on initial teacher education (ITE) courses are observed more frequently in line with the requirements of their course.

Alongside the senior leadership team, subject leaders may supplement school monitoring to accommodate any new systems or initiatives they have introduced.

At Princess May, we monitor using a range of evidence. Possible evidence could be:

Lesson observations	*Book looks*
Moderation	*Planning sampling and reviews*
Data analysis	*Learning walks*
Discussion with pupils	*Learning environments*

Monitoring planning

To ensure that lesson planning is high quality and caters to the needs of all pupils in the class, leaders will regularly review a sample of teachers' lesson planning. To support this process, it is vital that planning is saved on Teachershared by Monday morning before the lessons have been taught. This also gives partner teachers time to review their colleague's planning and adapt it to cater to the needs in their own class, and for the Lead Practitioner to offer feedback and guidance.

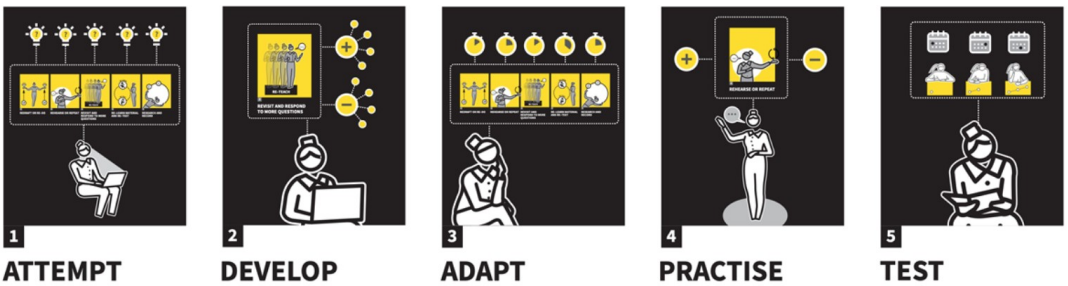
11. Practice Sessions and Coaching

Our WalkThrus for Development

At Princess May, the WalkThrus programme is our main tool for teacher development. This includes the A|D|A|P|T Strategy, the use of a WalkThru in an instructional coaching scenario and the more general organisation of effective professional learning. To ensure that our WalkThrus translate into improved practice, leaders and teachers think strategically about how to engineer professional learning processes that are effective and sustained.

Our A|D|A|P|T Approach

A key part of our WalkThrus is that they are deliberately generic and context free. Therefore, our A|D|A|P|T approach is central to the concept of instructional coaching, taking ideas and applying them in context: **Attempt: Develop: Adapt: Practise: Test** – spelling out ADAPT. It is essential that teachers ADAPT the WalkThrus so that they take form in their very specific contexts – with each subject, their pupils and their classrooms.



Instructional Coaching

At Princess May, we use the model of **Instructional Coaching**. Instructional coaching is based on technical knowledge of specific spheres of performance. An instructional coach has a large repertoire of methods to share with teachers (this is the role of the WalkThrus). It's most effective when instructional coaching is applied over a sustained period. Knowledge, practice, time and feedback are necessary for grounded and sustained teacher development.

Our practice sessions follow the structure below, which allows teachers an opportunity to practice steps until they have mastered them:

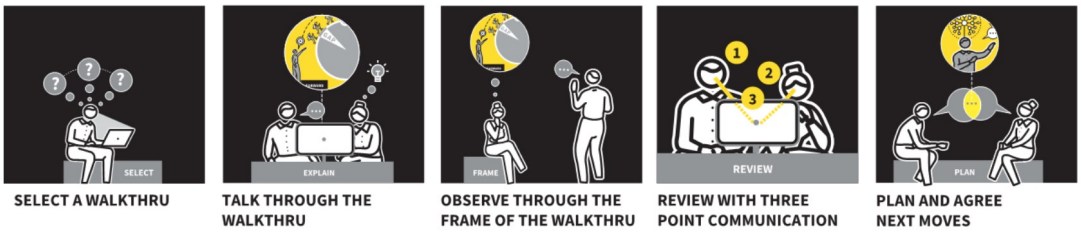


Depending on the identified need, our practice sessions could either be:

1. **One-to-one instructional coaching**, where capacity allows
2. **Coached pairs or triads**, where two or three teachers are coached together
3. **Team coaching**, led by an expert leader-coach within the team

Observations

Following practice sessions, school leaders will follow up on the focus of the session with side-by-side coaching of teachers in class. This type of on-the-spot coaching involves leaders standing alongside the class teacher and jumping in, if necessary, to model particular teaching steps to the class. They will then ask the teacher to repeat the steps with their guidance. Following the session, leaders will clarify aspects of the activity the teacher found challenging and agree a next step for further practice.



Unseen Observations

Unseen observations allow teachers to reflect on a lesson that a leader has not observed. Before the lesson, the teacher and leader agree the intended learning and the WalkThru step being developed. After the lesson, the teacher leads a professional discussion, drawing on pupils' work and their own reflection, and agrees a next step with the leader. Unseen observations are developmental and are not graded.



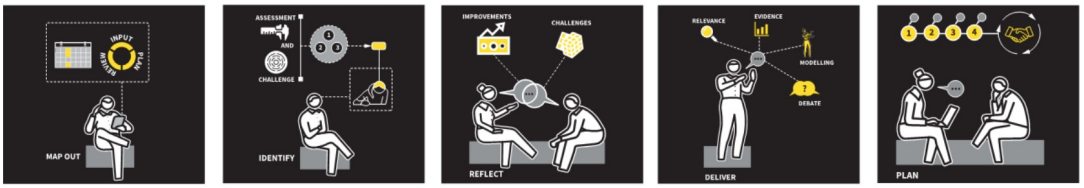
AGREE A WALKTHRU WITH A PARTNER | TALK THROUGH YOUR CONTEXT FOR THE WALKTHRU | EXECUTE YOUR WALKTHRU PLANS — UNSEEN BY AN OBSERVER | REVIEW, WITH PARTNER, YOUR EXECUTION OF THE WALKTHRU | PLAN FURTHER ADAPTATIONS BASED ON YOUR REFLECTION AND DISCUSSIONS

Running CPD Cycles

In our CPD cycle, we map out when each session will take place so everyone can visualise successive cycles of review, input and action planning. We focus our activities on the learning challenges that our pupils may face in order to maximise the impact. To do this, we use assessment information (such as formative assessments, reviews of pupil work and formal summative tests) to highlight the key curriculum areas where groups of individuals experience the greatest success and the greatest challenges. By reflecting and reviewing, teachers can share where improvements are being made and discuss ongoing challenges. Sharing both elements helps teachers with problem-solving thinking and gaining peer support through shared experience.

At Princess May, we believe new learning in a CPD session will have these features:

- Relevance to the learning challenges teachers are seeking to tackle
- An evidence base from research or assessment information
- Active modelling, putting strategies in the context people are working in
- Opportunities to debate, question and challenge



MAP OUT THE CYCLES | IDENTIFY PRIORITIES BASED ON STUDENTS' NEEDS | REFLECT AND REVIEW | DELIVER INPUTS: SEEK EVIDENCE; MODEL STRATEGIES | PLAN NEXT STEPS

12. Curriculum Planning

Princess May's curriculum is a knowledge-specified and well-structured curriculum. Our knowledge rich curriculum aims to empower and inform children in preparation for the next steps in their educational journey. High-quality planning, that considers the needs and interests of all pupils, allows the curriculum to be successful and for children to achieve their potential. Subject leaders have carefully selected precise knowledge goals for learners at each stage of their learning journey. We believe that the more precise we are about the knowledge goals, the more rigorous we can be about the process of ensuring that all pupils meet them. In order to form a strong schema, to practice retrieval and to evaluate the true extent of our knowledge, we believe it is paramount that knowledge is specified, carefully sequenced and for 'success' to be clear (through Endpoints). Each subject is planned as a spiral curriculum: pupils return to the same skills and concepts throughout their time at Princess May, each time in greater depth, building on prior knowledge rather than starting again. Subject leaders set out both substantive knowledge (the content of the subject) and disciplinary knowledge (how knowledge is established in the subject, such as historical enquiry or working scientifically).

Documents to support planning of the curriculum

At Princess May, we use the following documents as a starting point for planning lessons:

- The National Curriculum
- Subject Curriculum Overviews 2026–27, showing the units taught in each year group and half term, and Learning Journey Maps
- Curriculum Knowledge and Skills Progression Maps 2026–27, setting out the knowledge and skills taught in each year group from the EYFS to Year 6
- Medium-term plans, drawn from the school's schemes of work, including MyMastery for mathematics and Kapow Primary for subjects in the wider curriculum

Curriculum Overviews and Progression Maps are held in the Curriculum folder on the staff SharePoint, are reviewed annually by subject leaders and are published on the school website.

All planning is done directly on PowerPoint. This makes the most efficient use of teachers' time and enables planning to be more flexible and to respond to AfL. Plans must be adapted to match the needs of the children in each class and to reflect previous assessment. Planning for the week must be saved on Teachershared by Monday at 9am.

Lesson Structure

All lessons should contain the following as a basic guide:

Lesson part	What it involves
Do Now/Retrieval Practice	This is a quick 5-minute task that practises a skill from the previously taught lesson, or reviews children's knowledge through speedy retrieval.
Learning Objective	This is the main objective to achieve in that lesson. Learning Objectives are taken from the medium-term plans, which are based on the national curriculum objectives. It is essential that learning objectives are: • in pupil friendly language. Pupils should be able to verbalise what they are learning within a lesson if asked at any time • explained fully to the pupils • referred to and reviewed regularly throughout the lesson • reviewed in the plenary
Success Criteria	The supporting skills, or 'steps to success', that will enable children to achieve the LO successfully. Success criteria are skills-based, often lifted directly from National Curriculum statements, rather than activity-based. Success criteria should be shared with pupils and referred to throughout the lesson.
New Learning	New learning is introduced and explained to the children in small chunks. The purpose of the new learning, and its wider application, is also made clear to the children.
Talk Task	Talk tasks, or partner tasks, allow children an opportunity to practise new concepts, and to rehearse new vocabulary, with a partner. Talk tasks are always modelled to children and appropriate scaffolds provided, e.g. sentence starters.
Modelling	Explicitly model what you want the children to do, using the resources

Lesson part	What it involves
	you want them to use, usually under the visualiser. Use Think Out Louds (TOL) to support the children to develop their metacognition as well as the learning steps for the lesson.
Main activity (including mini plenaries)	Give children the opportunity to write, investigate, make, record, discuss, act or research the learning. This should be recorded in some form: observation notes, drawing, photo, sentences, diagram, prose and may include digital evidence.
Plenary	Plenaries give children the opportunity to feedback what they have learnt. Check outcomes against the LO and SC. Self-assess, evaluate, celebrate and share good examples of learning and discuss any next steps.
Assessment	Assessment of children's progress towards achieving the learning objective occurs throughout each lesson and informs the level of scaffolding or independence needed for children. For more information, read the section on Questioning and Taking Feedback.

Plan for Difficulty & Challenge (Teach to the Top)

At Princess May, we have planned a knowledge-rich curriculum. We believe good curriculum planning should give a sense of the material that represents genuinely ambitious knowledge goals. Therefore, we encourage our teachers to **Pitch It Up.** We ensure the curriculum is rich in challenge, including elements of difficulty to stretch all students. Teachers adjust the level of challenge and difficulty responsively depending on the degree of success our pupils experience.



Adaptive Teaching and Inclusion

All pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), follow the same ambitious curriculum. Teachers adapt their teaching, rather than lowering expectations, so that all pupils can access and succeed in the same learning:

- Teachers use their knowledge of pupils, including SEN support plans, to plan scaffolds, pre-teaching of vocabulary and additional practice.
- Responsive teaching (sections 7–9) is used to identify pupils who need further support during the lesson and to address misconceptions promptly.
- Pupils with SEND are supported through the graduated approach (assess, plan, do, review) set out in the SEND Policy. The SENCo supports teachers to identify needs and plan adaptations.
- Disadvantaged pupils are prioritised for feedback, intervention and enrichment, in line with the school's pupil premium strategy.

- Teaching assistants are deployed to support pupils to achieve the intended learning of the lesson; pupils with the greatest needs receive their share of teaching from the class teacher.

Further information is set out in the SEND Policy, the SEN Information Report and the Accessibility Plan.

New to English and New to School

At Princess May, we consider the needs of all our pupils. When pupils first arrive at our school, whether they are New to English (NTE) or not, they will be assessed on the following. These initial assessments will ensure that all our pupils' needs are identified, so that they can access our broad and balanced curriculum.

- RWInc. Assessment
- Teacher assessment in maths and foundation subjects

Morning Starters (Soft Starts) – Maths and Phonics

At Princess May, we open our school gates at 8:45am as part of our 'Soft Starts'. As soon as pupils arrive, they will complete a Maths Morning Starter in Year 2-Year 6. Year 1 take part in a short phonics practice session. Our Soft Starts take place from 8:45am-9:00am.

13. English: Reading

At Princess May, our intention is for children to leave us as fluent and confident speakers, readers and writers, empowered by a structured and creative English curriculum with high-quality texts at its heart.

Children develop as confident and passionate readers, where reading is used not just to develop their subject-specific knowledge but widen their understanding of their own and other cultures and societies, build their emotional intelligence and grow their imagination. Continuous investment, training and resourcing for this initiative ensures that our staff know how to foster this lifelong skill. Teachers read to their pupils every day and children are supported to read books that challenge and inspire them. In Reception and KS1, daily Talk Through Stories lessons also build children's vocabulary and knowledge of narratives. Children experience the shared reading of a broad range of texts and are motivated to read widely both inside and outside of school. They build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

At Princess May, children learn to read using systematic synthetic phonics following the Read Write Inc (RWI) programme. Children are taught to recognise sounds in three sets starting with single letter sounds. Once children can confidently read and name the first five sounds, they learn to blend the sounds orally using Fred talk, then read the words. One-to-one tutoring is used to ensure all children keep up and become confident and effective decoders by the end of Year 1. As children develop fluency and comprehension, they move onto the RWI Comprehension programme then DR (Destination Reader) where they will develop their comprehension skills by engaging with a wide range of high-quality picture books, novels, non-fiction texts and poetry. As children move through the school, they are taught to retrieve, summarise, evaluate, clarify, infer, predict, discuss meaning and make comparisons and links.

Children are read a wide range of texts to build knowledge and for pleasure and are taught to write for a range of purposes and audiences with strong links across the curriculum and to local and global issues and current affairs. Reading is brought to life through experiences and the use

of technology which provide children with rich experiences to discuss, make links and share and build upon previous knowledge.

Reading Journey

Every Child a Reader

The overview below sets out the reading journey for every child in the school. High quality teaching at each stage of this reading journey will ensure that children can confidently:

- Use phonics to decode and develop fluency
- Comprehend & discuss the texts they read
- Develop a lifelong love of reading

The Reading Journey of Princess May

Year	Reading programmes	Home reading	Reading for pleasure
YN	**RWInc** • Introduced to RWInc Phonics in the Summer term • Picture names (Spring) • Speed Sounds (Summer)	Pupils regularly take home a 'Book to share' (free-choice picture book)	• Book-based curriculum – all learning is linked to high-quality picture books and non-fiction texts • Daily Storytime so that all pupils are read to several times a week.
YR	**RWInc** • RWInc Phonics from week 1 • 30 mins in Autumn • 60 mins in Spring term • 1:1 tutoring continues	Every week, pupils take home: • Their RWInc Story book • A matching Book Bag book • A 'Book to share', which is a free-choice picture book from the library.	
Y1	**RWInc** • RWInc Phonics continues • Extra whole-class afternoon speed sounds lesson • 1:1 tutoring continues		• Timetabled Storytime at least 3 x a week. • Library session where teachers read 1:1 with pupils, guide them to books they will enjoy and inspire a love of reading.
Y2	**RWInc Comprehension** • RWInc Phonics continues until pupils read fluently • Once pupils complete Grey level, they move to RWInc Comprehension • 1:1 tutoring continues • DR introduced to Y2 pupils once they have graduated from RWInc Comprehension (aim Summer term)	**RWInc** • Children on the RWInc programme continue to take home their decodable readers and books to share. See above. **Comprehension & DR** • Children take home a book of their choice from the school library, and one they have been guided by their teachers to choose from the reading area that sparks their interest and matches their confidence and	
Y3–Y4	**Destination Reader** • Most pupils begin Y3 on DR • Within DR, pupils move from developing to fluent to		• Timetabled daily Storytime at least 3 x a week. • Library session where

Year	Reading programmes	Home reading	Reading for pleasure
	independent readers • Some pupils will continue on RWInc Phonics and/or RWInc Comprehension	fluency.	teachers read 1:1 with pupils, guide them to books they will enjoy and inspire a love of reading.
Y5–Y6	**Destination Reader** • Most pupils continue with DR until the end of Y6. • We aim for all pupils to be independent readers by the end of Y6. • Pupils not on track to achieve the national standard in reading begin Fresh Start Phonics through RWInc.	**Pupils on Fresh Start:** • Their reading extracts to practise • A book to share from the reading area **Pupils on DR:** • Children take home a book of their choice from the school library, and one they have been guided by their teachers to choose from the reading area that sparks their interest and matches their confidence and fluency.	

14. English: Writing

Writing is taught through engagement with high-quality texts during focused writing lessons. Children are provided with opportunities to write for different purposes to a range of audiences and to publish and/perform their writing. We follow the Literary Tree programme.

A strong understanding and application of vocabulary, grammar and transcription skills enable pupils to be confident writers.

Children are taught the grammar and punctuation rules required to meet and exceed year group expectations. The skill taught in each lesson is modelled by the teacher and forms part of the success criteria, expected to be seen in the writing outcomes. Pupils are provided with a weekly target practice using our Writing Fundamentals Checklist.

Spelling

We use Read Write Inc Spelling from Year 2, through to Year 6. It is aligned to the National Curriculum and teaches children spelling patterns and rules as well as providing them with opportunities to practise and learn common exception words. Spelling is taught over two sessions a week, with each session lasting approximately 15 minutes. All student resources and activities can be found on the Oxford Owl Read Write Inc website.

We send home 6-8 spellings as part of homework. These are linked to the rule children have learnt in class that week. The children are tested on their ability to apply these spelling rules independently in their weekly spelling tests. Spelling lists are given to families at the start of the year and are published on the school website.

Handwriting

Handwriting is taught from Reception- Year 6 using RWInc Handwriting. Handwriting is always modelled to children by the adults in the classroom. In Reception, the focus is on the correct formation and sizing of letters. Children are taught RWI handwriting phrases to support their daily practice of phrases. In KS1, children learn how to join letters correctly by practising cursive letter formation, then joining letters using the six joins: diagonal joins to letters without ascenders, horizontal joins to letters without ascenders, diagonal joins to letters with ascenders, diagonal joins to letter with descenders and horizontal joins to letters with descenders. In KS2, children continue with this practice. Our aim is for all children to write with correctly formed, joined, cursive handwriting by the end of Year 4.

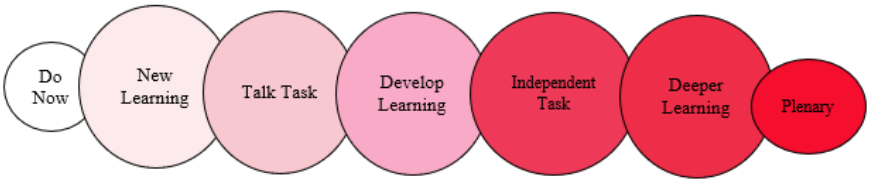
15. Mathematics

At Princess May, we believe that children should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. We understand that a deep grasp of mathematics is essential to enabling greater social equity and mobility. To achieve consistency and rigour, we follow the MyMastery programme (Ark Curriculum) which is underpinned by the Dimensions of Depth. These address conceptual understanding, language & communication and mathematical thinking and support mathematical problem solving and enable pupils to make strong connections between topic areas, draw on representations to support their thinking and be prepared to articulate, justify and explain their thinking.

Our ambitious mathematics programme of study is aligned to and goes beyond the National Curriculum. Teachers follow a carefully constructed curriculum map where prior knowledge and future knowledge is organised so that the children's learning journey is clearly articulated to them. Each year group has a key representations document and a vocabulary list to ensure that learning is sequential and cumulative. Further details of our approach to mathematics can be found in our Mathematics Policy.

Pre-unit quizzes are used to support diagnostic assessment of the prerequisite knowledge for each unit. Misconceptions are identified and addressed through boosters, interventions and consolidation lessons. Summative assessments are used to help evaluate pupil understanding and plan and deliver review lessons as needed based on the outcomes of assessments. The Maths Mastery Ready to Progress Intervention programme is used by teachers and teaching assistants to target specific areas of the curriculum where additional support may be required.

Do now	New Learning	Talk Task	Develop Learning	Independent Task	Deeper Learning	Plenary
5 minutes	10 minutes	5 minutes	5 minutes	20 mins	10 minutes	5 minutes



Maths lessons begin with a Do Now Task. The practice children do in this part of the lesson either helps them develop their learning later in the lesson or builds fluency in a key skill.

Children are taught 'star words' which are the key vocabulary needed to be understood and used to develop learning throughout the lesson. New learning is modelled using concrete

manipulatives and visual representations - all children are expected to use mathematical vocabulary and symbols correctly as well as articulate their mathematical understanding in full sentences.

Misconceptions are anticipated and addressed, and the talk task is modelled.

Learning is developed after a talk task through modelling and practice of previously learnt models/representations/skills/concepts.

The addressing of possible prior misconceptions are addressed and independent learning is modelled. During independent practice, all children are engaged in learning about the same mathematical concept or skills, with an appropriate amount of scaffolding. All children have access to appropriate concrete manipulatives. There is an emphasis on understanding and building fluency. Children are provided with opportunities to develop understanding of the same mathematical concept or skills through solving less routine problems, demonstrating through using concrete manipulatives/drawing diagrams, explaining in full sentences or asking and answering their own questions.

Each maths lesson has a Deeper Learning opportunity. Children have the opportunity to practice and develop their problem solving and reasoning skills.

A plenary is used to celebrate success, address any further misconceptions, or consolidate new knowledge and steps to success.

Manipulatives the children need for learning must be prepared and organised in advance of the lesson (these should be readily available in classes). MyMastery provides a Reception, Key Stage 1 and Key Stage 2 resource list of the manipulatives, charts and frames needed to deliver the curriculum.

Evidencing in books should clearly show the new learning the children have acquired. If alternative resources wish to be used other than MyMastery resources, these must be shown to the maths leader before being used.

16. Science

At Princess May, we believe science should excite children's interests, build on their prior knowledge and natural curiosity and develop a passion to ask and answer questions in order to deeply engage with and develop an understanding of the world around them. In Early Years, children begin by learning about the natural and man-made world and are provided with opportunities to make and share observations, carry out simple tests and learn a wide range of vocabulary which form the beginnings of scientific concepts built on across Key Stage 1 and 2.

Our curriculum is aligned to and goes beyond the National Curriculum, developing children's knowledge of biology, chemistry and physics through the development of substantive and disciplinary knowledge. Children develop scientific enquiry through opportunities to: observe over time; pattern seek; identify, classify and group; plan and conduct fair and comparative tests and research using secondary sources. Through these strands, children learn to work scientifically by: asking scientific questions, planning enquiries, observing closely, taking measurements, gathering and recording results, presenting results, interpreting results, drawing conclusions, making predictions and evaluating enquiries.

Lessons begin with retrieval practices designed to ignite prior knowledge on which children can build new knowledge. Knowledge Organisers contain the key vocabulary and concepts for each unit to support children to build their understanding over time. These are stuck in books before each unit, displayed in the classroom and are shared with families on the school website.

17. Wider Curriculum

At Princess May, the wider curriculum is delivered by class teachers, alongside subject specialist teachers for Music and Spanish. Class teachers are responsible for delivering RE, PSHE, History, Geography, Computing, Art and Design & Technology as outlined on their class timetable. PE is taught in two lessons a week: one taught jointly by the class teacher and a First Kicks Sports coach, and one taught by the class teacher. The intent, implementation and impact of each subject are set out in its subject policy and in our **Curriculum Handbook**. The units taught in each year group are set out in the subject's Curriculum Overview, and the knowledge and skills taught in its Knowledge and Skills Progression Map. These documents outline the underlying vision for each curriculum area. The implementation highlights the varied approaches to delivering the curriculum and the impact indicates how teachers and children will know how they have been successful in their learning. The curriculum handbook also includes a section for each curriculum area on enrichment. This indicates to staff how the school makes the curriculum they deliver relevant and focused on the cohort of learners within the school.

18. Mode B Teaching

At Princess May, Mode B teaching is a broad collection of activities where pupils are given choices, engage in more extended oral contributions and work collaboratively.

Open Response Tasks

When pupils have explored a topic and accumulated a range of new knowledge, it is very rewarding for them to showcase what they have learned in some format. We do this by providing opportunities for pupils to showcase their learning in class assemblies or exhibitions.

Oracy: Debating

An excellent way to deepen pupils' understanding is to teach them how to engage in structured exchanges of ideas through one of the various forms of debating. This has the benefit of enhancing their confidence with speaking whilst also teaching them to consider the validity of alternative perspectives, how to make a persuasive argument and to respond to challenges.

19. Home Learning

We see education as a positive partnership between home and school; home learning is a key part of this. It offers children the opportunity to become independent learners and to practice and apply skills learned in the classroom, increase their knowledge and to develop their understanding. Our home learning also offers an important opportunity for parents to work in partnership with school to support their child's learning.

Weekly Home Learning Tasks

Homework comprises spelling and Maths practice, as well as reading. Home learning is set every Friday to be submitted by the following Wednesday. This allows children to ask about tasks on Monday/Tuesday if they are unsure about how to complete it. It also allows teachers time to mark or respond to home learning before Friday.

Home Reading

Children must be given opportunities to take books home across all year groups. Children on the RWI programme who are learning to read will be provided with a copy of the book they have read

in class, a second ‘book-bag book’ which contains familiar sounds and words, and a ‘book to share’ which parents/carers can read to their child. As children develop as readers, they will be able to read these to their parents/carers or to themselves. More confident readers will be able to choose a book from their class reading area or school library. Children are encouraged to make recommendations to each other to develop a reading community within their classroom.

20. Enrichment

Enrichment at Princess May

Our enrichment programme is a contributory part of our broader inclusion objective in providing educational opportunities for all pupils and underpins our commitment to providing an environment in which all pupils are enabled to realise their potential. The provision of enrichment at Princess May is intended to support the following objectives:

- The raising of aspirations and expectations for all pupils
- High levels of attainment and achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils’ entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests
- Supporting pupils in developing their extra-curricular interests and intellectual curiosity

To ensure that all pupils are stretched and challenged within their weekly timetable, all teaching staff receive training on extending the learning of high ability pupils. By incorporating this practice into each lesson, we ensure that every pupil is supported to achieve and progress. Through reasoning marking, feedback and extension challenges, children are encouraged to develop their higher order skills of conceptual understanding and logical problem solving. We also use Adaptive Teaching to ensure that all pupils are stretched.

Pupils supported through our enrichment programme are identified through a combination of qualitative and quantitative assessment procedures. Teacher assessment and nomination constitutes an integral part in the identification process, in combination with progress and attainment evaluations. We recognise that pupils develop at different rates, and as such pupils can join and leave the enrichment program at any time in their schooling. Pupil tracking, progress reports and formative testing all contribute to the continuous identification of pupils who would benefit from additional enrichment.

At Princess May, opportunities are provided for all pupils to excel in both their academic work and their chosen interests. To support this development, we provide extra-curricular opportunities to enrich the education of pupils excelling in particular subjects, fields or skills. Varied enrichment programmes are employed to foster the intellectual curiosity and academic breadth of our most able pupils. Similarly, a wide variety of opportunities are provided for children to develop their sporting, artistic and leadership potential. We encourage our pupils to develop their interests both in and outside school and liaise with a wide range of outside agencies to discover opportunities for our children to excel. Leaders monitor participation so that disadvantaged pupils and pupils with SEND take part in enrichment as fully as their peers, and cost is not a barrier to taking part.

Our enrichment programme seeks to develop pupils with leadership potential, in addition to those excelling in academic subjects. Through peer-to-peer mentoring and individual targets, children are encouraged to advance their skills of communication, team-leadership and positively developing others. School institutions such as the School Council, Anti-Bullying Ambassadors

and Librarians are used to encourage children to develop their leadership skills through guidance and experience.

21. Visitors

We welcome visitors to our school. Visitors may be: family members/family friends of children at school, visiting experts, members of the local community and anyone who can inspire, share or enhance the provision of our curriculum. All visitor proposals should be passed by the headteacher and should be entered in the school calendar. Visitors must report to reception and sign in using the electronic signing in system. It is the responsibility of staff who the visitor is linked with to show them where the facilities are, emergency procedures and introduce them to other members of staff. A visitors badge should be obtained at the office for all visitors remaining in the school building for any length of time. This again will be the responsibility of the invitee and must be returned upon signing out of the building. Visitors are not privy to confidential matters of the school. Confidential matters regarding children, families, members of staff and school developments should not be discussed with visitors to the school. For this reason, visitors should avoid having breaks in the staff room where confidential information regarding staff and children may be on display and may also be being discussed. All visitors must show photo identification on arrival. Checks on visitors are carried out in line with Keeping Children Safe in Education and the Child Protection and Safeguarding Policy; the checks required depend on the visitor's role and whether they will be supervised. Visiting speakers, including family members leading curriculum sessions, are agreed in advance with the headteacher and the content of their session is checked beforehand. Visitors who have not been through the appropriate checks are supervised by a member of staff at all times.

22. Educational Visits

Teachers are encouraged to enrich the curriculum with educational visits throughout the academic year. The educational visits may be to a museum or gallery, a field trip, a nature reserve, a park, a famous landmark, or anywhere else linked to an aspect of the children's learning. They may also be planned to provide an aspirational life experience, such as a trip to a university or company. A schedule of trips is planned in advance of each term and must be approved by SLT.

The procedure for trips is as follows:

- Find out if the venue has availability.
- Check against the school diary to ensure no other events are booked for that particular day.
- Submit a request via **Evolve** to the headteacher or deputy headteacher, who will confirm if it can be booked.
- Teacher to ensure trip is added to the school diary.
- Arrange transport, 3 weeks prior to the trip (coaches will need to be booked well in advance).
- Carry out a risk assessment 3 weeks prior to the trip.
- Submit the risk assessment 2 weeks prior to the trip.
- Identify staff (or parent) volunteers 2 weeks prior to the trip.
- Send home a parent information letter at least 1 week prior to the trip.
- Week before the trip, inform the kitchen of how many packed lunches are required.

- Day before the trip, check the route and alternative route noted on risk assessment for any disruptions.
- Day before the trip, ask the office staff to phone parents who have not yet signed a permission slip and send a reminder text to families.
- Day of the trip: collect any medical supplies and complete the trip departure checklist.

Trips may be cancelled if risk assessments are not submitted 2 weeks prior to the trip.

Families may need to contribute to the cost of a trip or transport. This is a donation and non-payment will not result in a child not going on a trip. However, trips may be cancelled if insufficient funds are raised. Families are told in advance if a trip may be cancelled for this reason. Charges and remissions are made in line with the Charging and Remissions Policy.

Adult/ Pupil Ratios

Minimum adult-to-pupil ratios for trips are set out below. Higher ratios are set where the risk assessment requires them.

- KS2 - 1:15 (1:10 if using public transport)
- KS1 - 1:8 (1:6 if public transport is involved)
- EYFS - 1:4

Parent/ Carer Permission

At the start of the school year, an online form is sent to all parents in order to gain permission for all school trips throughout the year, excluding residential / adventurous outdoors trips which will need an additional permission letter.

No child can be taken on a trip without permission from the parent or carer.

School trips are an integral part of education, and our children will go on a wide range of trips during their schooling. These might be whole class trips and visits or small group trips. These include trips for sports and those for specific groups of children.