

Peters Hill Primary School

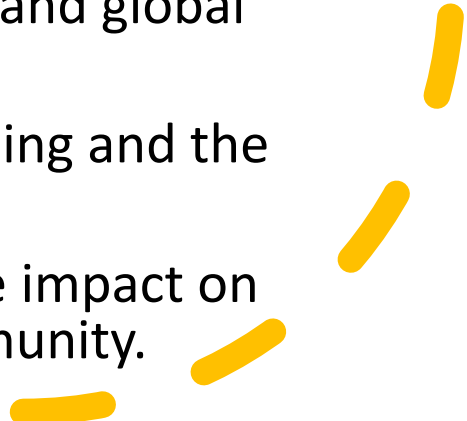
Teaching and Learning Policy
September 2025



1. Aims

- It is important to us that we develop the potential of the child through personal empowerment.
- We want all children to understand and demonstrate our underlying principles of Ambition, Belief, Compassion, Pride and Respect.
- We want our curriculum to enable children to become successful, confident, motivated and responsible individuals with a wealth of knowledge about the world around them.
- We want all children to develop their full potential in a structured, caring and purposeful learning environment.
- We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen connections.

2. Teaching is designed to:

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
 - Promote curiosity, enthusiasm and engagement through a range of topics and themes.
 - Encourage resilience and confidence to face challenges and tackle problems.
 - Foster logical, creative and deep thinking to solve challenges and problems.
 - Develop Independence and promote responsibility for learning.
 - Nurture respect for others and value differences within our school community.
 - Grow an awareness of civic responsibility and global citizenship.
 - Develop a strong awareness of prior learning and the links that exist to new knowledge.
 - Develop new learning and understand the impact on ourselves, the school and the wider community.
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3. What is Curriculum and why is it important?

We aim to:

Develop a deep
body of knowledge

Build knowledge
up over time

Improve
curriculum
knowledge and
expertise

Prevent curriculum
narrowing

Support social
justice issues

Focus on subject
disciplines

Develop depth and
breadth of content

Have curriculum as
a progression
model

Have a clear
purpose for
assessment

Continuously
review and
evaluate our
curriculum design

Have clear
curriculum
leadership and
ownership

Consider our local
context and filling
gaps from pupil
backgrounds

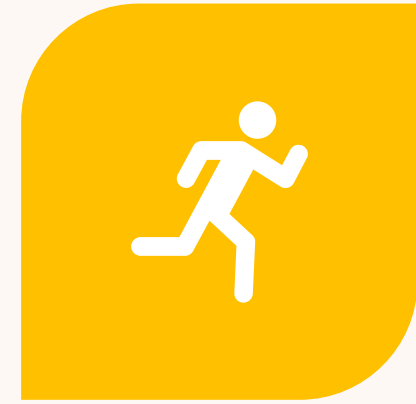
4. We aim to be clear that:



'CURRICULUM' REPRESENTS WHAT IS TAUGHT (THE CONTENT).



'TEACHING ACTIVITIES' REPRESENTS HOW THE CURRICULUM CONTENT IS TAUGHT.



'ASSESSMENT' REPRESENTS THE DESIRED HIGH-LEVEL OUTCOMES AND MEASURES OF THESE.

5. At Peters Hill our definition of curriculum progress is:

Knowing more and remembering more.

Alteration in long term memory.

A very rich knowledge of vocabulary.

The development of pupils 'schema' of understanding across topics and themes.

We aim to:

- Avoid Knowledge deficits that build up over time.
- Connect old knowledge to new knowledge.
- Have evidence that the key content has been learned.
- Strive for good teaching that ensures pupils make effective connections



6. Cognitive Load Theory

- At Peters Hill we aim to commit learning to a pupils long term memory. In order to do this we are aware of the principles of the cognitive load theory and the importance of ensuring that all children are able to make connections to prior knowledge when facing new learning. To ensure this is prioritised across all subjects we ensure that topics and themes are sequenced under selected ongoing themes 'Pathways'. As such we expect children to not only understand the subject they are learning about but also the 'Pathway' area that it is sequenced within e.g. A child may be in a History lesson in year 4 but should also understand that they are thinking about the pathway sequence in 'British History'. Therefore 'British History' is the common connection between prior and new learning. Key connections are established for all subjects in all areas.

Implications for teaching



7. Curriculum Pathways

- We want all children to leave school with key knowledge that prepares them for the next stage in their education and allows them to embrace life's opportunities to the full. Our curriculum is designed to develop key knowledge in the following subject areas and strands. Our knowledge and skills are developed sequentially to ensure that new learning is linked to prior learning through key connections:

Our pathways

	Reading	Writing	Maths	Science	History
Pathways	Decode Comprehend Detect Language Respond Read	Spelling Organisation Purpose Word Grammar Handwriting	Place Value Time Tables Multiplication Division Fractions Decimals Percentage and Ratio Problem Solving Number Measures Perimeter and Area Statistics Shape Position	Physics Biology Chemistry Investigation skills Key Scientists – who they were and what they did?	World History British History Ancient History Local History Key People in history – who they were and what they did?

Our pathways

	Geography	Art	DT	RE	Music
Pathways	Locational knowledge Place knowledge Human and Physical Geography Geographical Skills	Elements of Art Types of Art Works of Art Famous Artists	Developing, planning and communicating ideas Working with tools, equipment, materials and components to make quality products Technical knowledge Evaluating processes and products Food Mechanisms Textiles Structures Electrical Systems	Christianity Judaism Islam Sikhism Hinduism Buddhism	Singing Listening Controlling pulse and rhythm Exploring sounds Controlling of instruments Composition Reading and Writing notation Performance Evaluating

Our pathways

	Computing	PE	PSHE	MFL	Drama
Pathways	Data Handling Programming Technology in our lives E-Safety Multimedia	Gymnastics Dance Games OAA Athletics	Health and well being Relationships Living in the wider world	Listening and Responding Speaking Reading and Responding Writing	Making Appraising Shakespeare

All curriculum subjects have a progression of expectations for each pathway across the school and key concepts that link learning together.

8. Curriculum Drivers

Peters Hill has a clear focus on the development of Ambition, Belief, Compassion, Pride and Respect across all areas of the curriculum.

These values underpin all of the teaching and learning taking place. Each subject area has mapped out expectations for how these are demonstrated in each year groups.

Whole school expectations are also established in end of phase outcomes as shown below.



Curriculum Drivers

Ambition

Peters Hill pupils will be encouraged to have a strong desire to do and to achieve. They will be encouraged to have desire and determination to achieve success.

Belief

Peters Hill pupils will be encouraged to have trust, faith and confidence in themselves and each other.

Compassion

Peters Hill pupils will be encouraged to have sympathy and concern for the people around them.

Pride

Peters Hill pupils will be encouraged to take pleasure and satisfaction from their own achievements and from the achievements of those around them.

Respect

Peters Hill pupils will be encouraged to have regard for the feelings, wishes and rights of others. They will be encouraged to value and admire the things around them.



Ambition Pathway

Peters Hill pupils will be encouraged to have a strong desire to do and to achieve. They will be encouraged to have desire and determination to achieve success.

Pathway 1 By the end of EYFS	Children will be motivated to engage in activities with the resilience to persist when challenges occur.
Pathway 2 By the end of Year 2	Children will be motivated to engage in wider school activities that also contain elements of competition and self-improvement. Children will be developing a desire to improve individually.
Pathway 3 By the end of Year 4	Children will show a desire for self-improvement and will participate in wider school activities that develop life skills. Children will understand their individual targets and will show determination and desire to achieve these in all areas of school.
Pathway 4 By the end of Year 6	Children will be motivated to lead wider school activities that encourage them to thrive from elements of competition and self-improvement. Children will leave the school as ambitious life long learners.



Peters Hill pupils will be encouraged to have trust, faith and confidence in themselves and each other.

Pathway 1 By the end of EYF5	Children will have the confidence to try new activities and talk in familiar groups about their experiences.
Pathway 2 By the end of Year 2	Children will have taken part in specific school strategies to develop confidence in themselves and raise trust in each other. Children will be beginning to have the belief to try new things individually and as part of a team.
Pathway 3 By the end of Year 6	Children will try new things and build up resilience by learning from mistakes. Children will use cooperative learning opportunities in their learning and work effectively as part of a team. They will demonstrate trust, faith and confidence in themselves and each other across a range of areas.
Pathway 4 By the end of Year 6	Children will have developed a secure understanding of themselves and be able to use this to contribute to wider school life and the community around them. Children will have a strong sense of self and belief for their future.



Peters Hill pupils will be encouraged to have sympathy and concern for the people around them.

Pathway 1 By the end of EYF5	Children will be able to recognise how others are feeling and respond appropriately.
Pathway 2 By the end of Year 2	Children will have a growing understanding of the work of local and national charities. Children will identify how they can support their community and will understand how many people working together can have a greater impact.
Pathway 3 By the end of Year 6	Children will have a strong understanding of diversity and respect for others. Children will understand how their actions affect others around them. Children will extend their learning to the work of international charities.
Pathway 4 By the end of Year 6	Children will have a secure understanding of the work of local, national and international charities. They will act to empower others and take roles in supporting and being strong role models throughout school, empathising with how others feel on a wider scale.



Peters Hill pupils will be encouraged to take pleasure and satisfaction from their own achievements and from the achievements of those around them.

Pathway 1 By the end of EYF5	Children will be confident to share their own achievements and celebrate the achievements of others.
Pathway 2 By the end of Year 2	Children will be confident enough to identify independently the achievements they have made across a range of areas. Children will be developing the skills of self and peer assessment to celebrate the achievements of others.
Pathway 3 By the end of Year 4	Children will have good self and peer assessment skills and will be able to use these to congratulate others without being prompted. Children will do this across a range of areas and begin to use this to identify how they could develop further.
Pathway 4 By the end of Year 6	Children will be equipped with a strong personal pride and belief for their future. Children will take pride in many things they have done. Children are experts in the skill of self and peer assessment and are proud of the achievements of all.



Peters Hill pupils will be encouraged to have regard for the feelings, wishes and rights of others. They will be encouraged to value and admire the things around them.

Pathway 1 By the end of EYF5	Children can co-operate with others and consider their feelings and ideas. Children show consideration for their immediate and wider environments.
Pathway 2 By the end of Year 2	Children will have had the opportunity to explore a range of local and national services that support us as communities. Children will understand and appreciate the valuable role that these individuals/groups play in making lives better.
Pathway 3 By the end of Year 4	Children will be fully involved in the work of local and national services embedded through the curriculum. They will be able to empathise and respond to these. They will be encouraged to learn about the feelings and beliefs of others. Children will develop a greater awareness of the rights of a child and will be encouraged to value these.
Pathway 4 By the end of Year 6	Children will have respect for themselves, the school, the community they live and learn in and the wider world. Children will act as strong ambassadors of respect, leading by example and inspiring their peers.

9. Learning Skills Drivers

Our whole school approach is also supported by the development of learning skills drivers.

These are the opportunities to focus on specific learning skills that are non subject specific but can be applied across all areas of the curriculum.

At Peters Hill we aim to develop the skills of Character, Enquiry, Research, Social Awareness and Thinking Skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curiosity	Characters and stories – identification of curiosity in stories read to them or ones familiar to them already.	Self Identification – When have I been curious? What did that look like to me?	Self Identification – I can explain how I am curious in my learning and how this helps me.	Self Reflection – I can explain why we should be curious to learn new things in our classroom.	Self Reflection – I can explain when it is appropriate to be curious. Have there been times when I wasn't curious, but I should have been?	Awareness of Others – I am aware of others in the community or in history who have been curious and the outcome of that curiosity.
Resilience	Characters and stories – identification of resilience in stories read to them or ones familiar to them already.	Self Identification – When have I been resilient? What did that look like to me?	Self Identification – I can explain how I am resilient in my learning and how this helps me.	Self Reflection – I can explain why we should be resilient when we approach our learning.	Self Reflection – I can explain when I wasn't resilient and what those outcomes looked like for me? When should we be resilient?	Awareness of Others – I am aware of others in the community or in history who have been resilient and the outcome of that resilience.
Initiative	Characters and stories – identification of initiative in stories read to them or ones familiar to them already.	Self Identification – When have I used my initiative? What did that look like to me?	Self Identification – I can explain how I have used my initiative in my learning and how this has helped me.	Self Reflection – I can explain why we should use our initiative when we approach our learning.	Self Reflection – I can explain when it is appropriate to use my initiative. Have there been times when I should have used my initiative, but didn't?	Awareness of Others – I am aware of others in the community or in history who have used their initiative to solve a problem.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question	To be able to ask simple questions.	To know that we ask questions to find answers.	To demonstrate curiosity through questions.	To demonstrate an understanding of relevance in questioning.	To be able to ask a range of relevant questions.	To develop independent thinking through questioning.	To develop critical thinking through questioning.
Investigate	To follow instructions to carry out simple investigations.	To know what an investigation is.	To know what makes an effective investigation.	To know how to plan an effective investigation.	To independently plan and carry out simple investigations.	To choose and carry out appropriate methods of investigation and reflect on the results.	To choose and carry out appropriate methods of investigation and analyse the results.
Communicate results	To verbally explain my observations.	To verbally explain what I have found out from my investigations.	To write a simple explanation of what I have found out.	To gather results and understand that we can present them in different ways.	To communicate results verbally and using written methods.	To choose an appropriate method of communicating my results, from a given selection.	To independently choose an appropriate method of communicating my results e.g diagram, graphs, classification.



	1	2	3	4	5	6
Understanding	What is research? To understanding what research is	Different types of research. To understand that there are different methods of research	Why utilise different types of research? To be aware that research methods have different purposes	Pros and cons of different types of research. To understand that there are different strengths and weaknesses when carrying out research	Companies – what types of research they employ To understand that different companies employ different research methods	Plan and implement own research method To plan and implement my own research method
Application	Collect and record own research To be able to collect my own research	Experiment and explore different research methods To experiment with and explore different research methods	Perform and create their own surveys To be able to create my own survey	Perform and create their own questionnaires To be able to create and implement my own questionnaire	Perform and create their own interviews To be able to create and implement my own interview	Perform and create their own focus groups To be able to create and implement my own focus research
Analysis/Evaluation	Record results in Pictograms. I can record results in a pictogram	Record results in Pictograms, tally charts and block diagrams I can record results in block diagrams	Record results in a tally chart I can record results in a tally chart	Record results in bar charts I can record results in a bar chart	Record results on line graphs. Compare results and correlate with different variables I can record results in a line graph and discuss different variables	Record results on line/scatter or pie charts. Compare results and correlate with different variables I can record results in graph of my choice and discuss different variables



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and responding	To use eye contact to show we are listening	To begin speaking in turns in class and group situations with support	To begin speaking in turns in class and group situations	To listen to others and respond appropriately with support	To listen to others and respond appropriately	To communicate and express emotions and attitudes appropriately in some situations	To communicate and express emotions and attitudes appropriately in a variety of situations
Building relationships	To begin to form different relationships through play	To begin to develop positive friendships with peers	To build upon existing relationships in play and during classroom activities	To begin to understand conflict in relationships and develop strategies to deal with them appropriately	To develop and begin to manage strategies to resolve conflict in relationships	To develop and manage strategies to resolve conflict in relationships	To reflect on the status and power of relationships and respond appropriately with peers, teachers and other adults
Behaviour and emotions	To begin to understand own feelings and emotions To associate behaviour with specific instructions	To continue to recognise own feelings and emotions	To understand own feelings and how to act in different situations To manage own behaviour with some adult support	To begin to identify how others are feelings and respond in a correct way	To begin to develop coping strategies for a range of emotions	To identify a range of emotions in myself and begin to develop a range of coping strategies to manage these	To identify a variety of emotions in myself and others and be able to manage my responses appropriately



	Year 1 Decision making	Year 2 Resilience- making mistakes	Year 3 Self- management	Year 4 Creativity- taking ownership	Year 5 Problems Solving	Year 6 Reasoning- Critical thinking
Thinking Skills	I can make suitable choices and begin to make decisions independently	I can make my own decisions and know that is ok to make mistakes.	I can acknowledge my mistakes and can review and improve them.	I can be responsible and innovative in my learning approach.	I can show resilience when faced with a problem.	I can critically evaluate how to solve a problem and select the most effective solution.

10. Teaching and Learning Principles

- Peters Hill aims to provide an interesting, personalised learning curriculum, which supports and challenges all our pupils.
- Our expectations are rooted in a belief that all pupils can succeed. To achieve this, learning is at the heart of everything we do.
- Our staff are experts and focus on how pupils can be challenged and supported to master the powerful knowledge they need to be the very best they can academically and to help them develop the skills and attributes required to thrive and have successful and happy lives.
- We ensure that all teaching and support staff have access to the highest quality training programmes to provide the most effective learning opportunities for every pupil.
- Our teaching approach is based around seven principles of teaching.
- These form the basis for CPD and accountability in the school.



Our focus on the following 9 principles

1. Learning Objectives and Outcomes
2. Direct Instruction
3. Questioning techniques
4. Feedback to move learning forward
5. Retrieval strategies and links to existing/previous learning
6. High impact teaching – resource and activity choices
7. Depth of learning and Challenge for all
8. Spoken Language
9. Equality and Equity

Principle 1. Learning Objectives and Outcomes

Concise and clear

Articulates the skills and knowledge

Articulated and understood

Are SMART

Specific – broken down into manageable components

Measurable – have guidelines for evaluation

Achievable – must refer to the current level of the pupil

Result orientated – focused on the learning outcome

Time bound – includes a clear timeline

Principle 2. Direct Instruction

Highly effective explanations

Clearly defined outcomes

New knowledge is founded upon old knowledge

Teachers model excellence and how to achieve it

Teachers model the thought process out loud

Makes effective use of time

Aims at mastery and moving learning forward

Principle 3. Questioning Techniques

Higher-order questions.

Require answers that go beyond simple information.

The language and thinking behind them is more complex.

They take learners into more abstract language functions, such as giving and justifying opinions, speculation, and hypothesising.

Getting learners to interpret things, suggest solutions to problems, explain why something is important, give opinions, and make comparisons.

Principle 4. Feedback to move learning forward

Timely feedback to maximise learning

Formative assessment is embedded throughout a lesson

Comments are specific, accurate and clear

Comments are goal referenced

Provides actionable information

Aims to be timely

Gives time to reflect and act upon feedback

Is ongoing and consistent

Principle 5. Retrieval strategies and making it stick

Pulling information out before putting information in

Being aware of what has come before

Deliberately recalling information successfully

Making connections between underlying concepts

Using regular low stakes testing

Practise deliberately

Learning being interleaved

Misconceptions are planned for, identified and addressed

Principle 6. High impact teaching – resource and activity choices

Clarity of goals and steps to achieving these

Clear structures and sequences to lessons

Making learning explicit and not the task

Sharing worked examples and clear modelling

Opportunities for collaborative learning

Using multiple exposures

Being aware of metacognition strategies

Principle 7. Depth of Learning and Challenge for all

Support and scaffold in lesson

Pitch high every lesson for every child

Adapt teaching as needs emerge

Be pupil specific

High level differentiation

Be learning centred and not task orientated

Developed understanding of Special Educational Needs in the classroom

Developed understanding of strategies to challenge high attaining pupils

Comprehensive understanding of curriculum expectations

Give time to think and share

Offer choice

Principle 8. Spoken language

Clear instructions

Active listening

Building vocabulary

Encouraging discussion

Questioning for depth

Articulation and expression

Clear explanations

Collaborative strategies

Critical thinking and evaluation

Principle 9. Equality and Equity

Inclusive curriculum opportunities

Differentiated instruction and support

Cultural awareness

Equal participation opportunities

Support for diverse learning needs

Fair assessment practices

Accessibility of resources

Empathetic teacher-pupil relationships

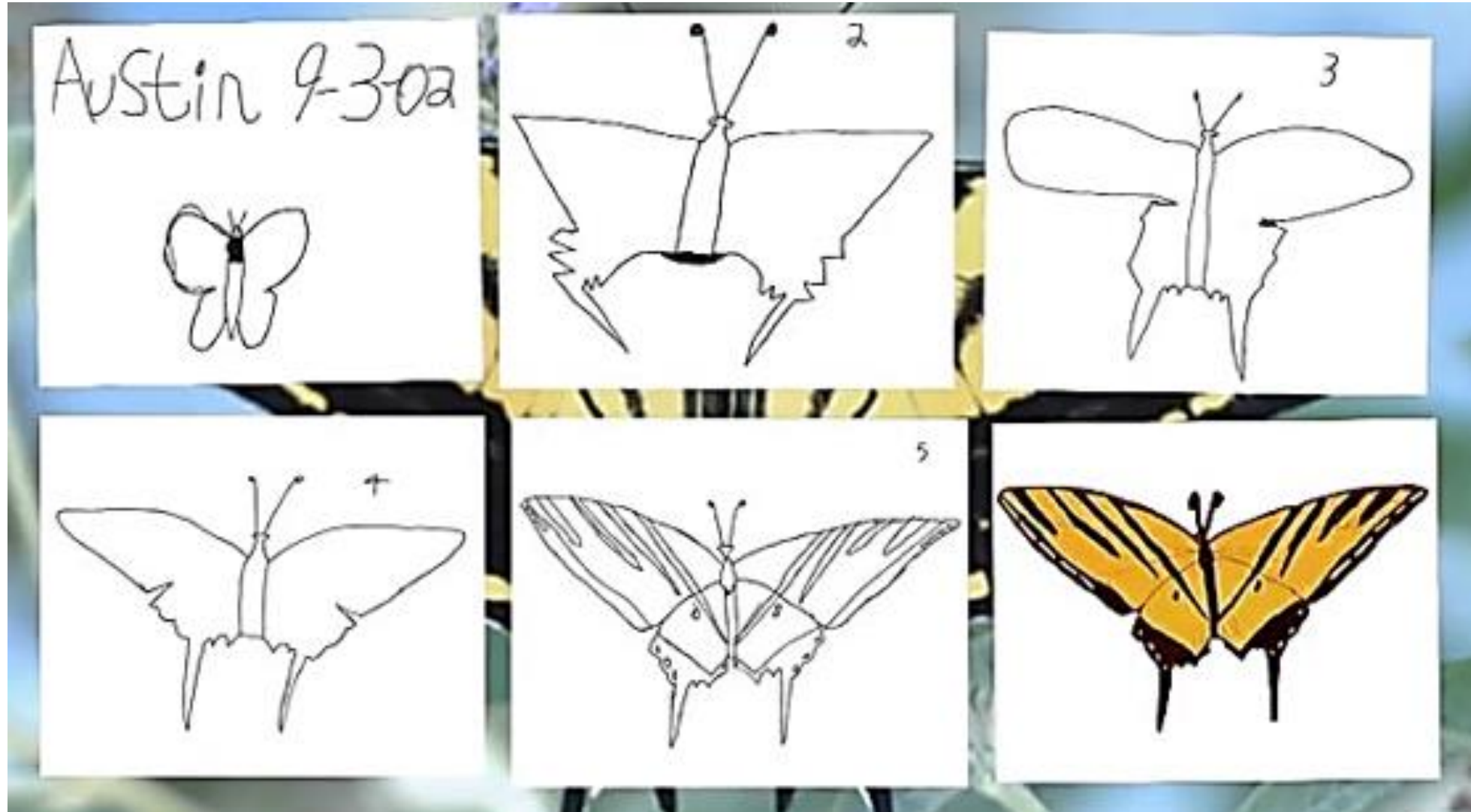
Anti-bullying and Psychologically safe environments

Cohort awareness

Growth Mindset

- At Peters Hill we believe that;
- intelligence and talents can be developed.
- effort is the path to mastery.
- mistakes are an essential part of learning.
- failure as an opportunity to learn.
- failures are just temporary setbacks.
- Challenges should be embraced.

We believe in children having the time to practice a skill and grow their competence



11.

The supportive learning environment

- Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.
- Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children
- The essentials of positive self-esteem are built around support through our school values:
 - Ambition
 - Belief
 - Compassion
 - Pride
 - Respect



12.

The physical environment

- There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:
- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area
- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner
- Creating role play areas (where and when relevant)
- Sharp focus on organised transitions.
- Proud boards.

13. Display

- We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.
- Each class across school should have:
- A writing display featuring the focus text which is annotated with relevant information to support the learning (where relevant)
- Modelled examples of writing from the week
- A Maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract.
- Topic displays that are innovative and use captions to effectively generate interest. The Big Question is clearly displayed.
- The Peters Hill behaviour expectations – rewards and sanctions
- Science display reflecting the topic being taught; science characters to be displayed and referred to
- PSHE support
- Visual timetable on display at all times during the day (where appropriate)
- Esteem raising well-presented displays of high quality children's work that reflects their achievements
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability
- Vision, purpose and core values displayed
- The 'Let's talk prompt' available on every class door

14. Focus weeks/days

- Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. book week or science/maths investigation day, to health or community based events e.g. Health and Fitness week and Around the World Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.
- All focus weeks/days are mapped out by subject teams to ensure a progression of outcomes and expectations across the school.
- Our additional curriculum days are captured on an overview led by our PSHE and personal development lead.

15. Assessment

- Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.
- Assessment should be incorporated systematically into teaching strategies in order to diagnose any misconceptions and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.
- Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.
- Assessment for learning is the assessment priority.
- All subjects are assessed using a schema/topic based approach. These are mapped out to ensure that topic based expectations are clear and concise. Teaching staff make informed judgements against this criteria at the end of each topic using a range of assessment techniques. Learning logs are used to assess progress from entry to exit points.
- Solo Taxonomy is used as a support tool to make informed judgements against schema expectations. These are shown on the next page.
- All pupils outcomes are tracked against curriculum expectations in all year groups and all subjects. The school uses data analysis tools to review outcomes for key groups.
- Key Competencies are assessed and tracked for all subjects.
- Assessment outcomes are generated three times a year.
- Reading and Maths judgements are supported by the use of Star Assessment testing.

Solo Taxonomy

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
				
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

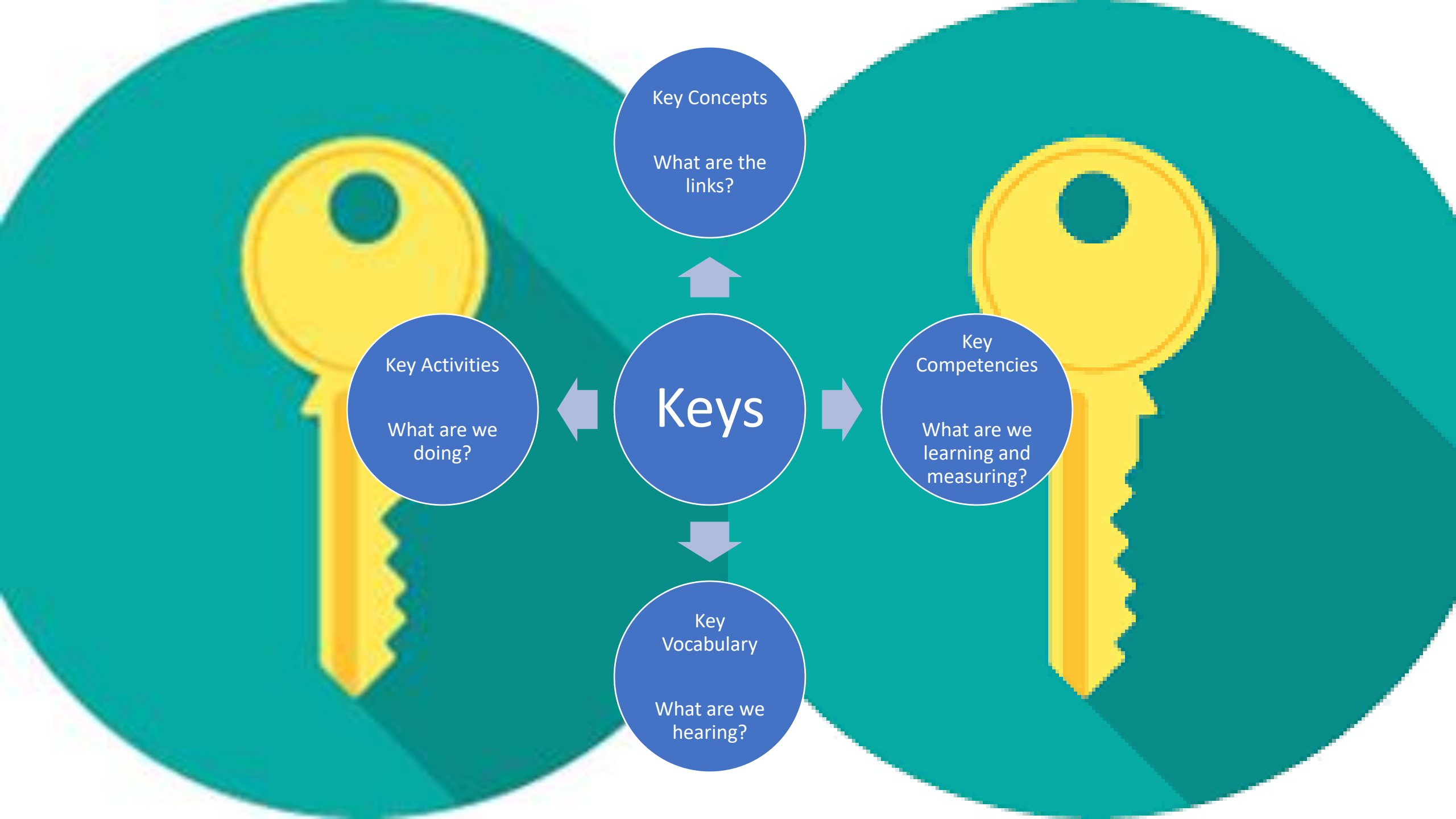
Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts. We look to **ENRICH, EXTEND, BROADEN, EXPAND and CHALLENGE** within the key competency.



16. Assessment Principles

- Using the principles and processes of assessment, we aim to:
- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

17. Marking and feedback

- **'Mark the learning'** is a formative marking approach that delivers concise feedback directly linked to the learning objective and success criteria, identifies a precise learning-focused next step, and actively involves the pupil in planning and practising that step to close gaps quickly. Feedback is restricted to elements that influence learning—concepts, skills, procedures, and their application—and deliberately excludes comments on effort, behaviour, presentation, or other non-learning aspects.

“Mark the Learning” Expectations:

Teachers should apply the following in a manageable, subject-appropriate way:

- Self-Assessment-Pupils use checklists, rubrics, or success criteria at the end of tasks.
- Peer Assessment-Structured opportunities for pupils to assess each other's work (using marking codes, sentence stems, or agreed rubrics).
- Teacher Feedback-Combination of live marking, whole-class feedback sheets, and targeted written feedback.
- Focus on quality not quantity – written feedback only when it will significantly move learning forward. Each pupil to receive actionable teacher feedback on a regular basis.
- Feedback Response-Pupils act on feedback through dedicated GROW time (Guided Reflection to Outstanding Work).

17. Marking and Feedback

Our key principles	Is marking up to date and in line with the school's policy?	Are responses to pupils' learning helping them make progress by identifying at least one key area for improvement?	Are 'barriers to learning' being identified and then used to plan future learning?
We aim to check through pupils books regularly looking to see whether they have progressed within the last couple of weeks and months. We look to see if feedback and other assessment strategies are making a positive impact. We aim to manage our time, allowing for designated reflection time. We aim to ensure this reflective, supportive and important process is done in as many lessons as possible. We look to build ways of using feedback in to our classroom routines. We prioritise intervention marking/feedback over end product reviews. We aim to evaluate what has gone well and what could be improved. We do not use unnecessary or extensive written dialogue between teachers and pupils. We promote a range of age related marking and feedback strategies.	Feedback is compliant with school policy? Books have been marked regularly? The marking is consistent across the class? There is good attention to linking the comments to the initial learning objectives the pupils had? There is clear indication as to what needs addressing in the future? Work is marked against the learning objective and success criteria, and focused on learning outcomes? Feedback to individuals is easy to follow and helpful in relation to improving future work? Books demonstrate that work has been accurately assessed? Assessment information is being used well to inform planning and to focus on future improvement?	Work is accurately marked with evidence of the next stage of learning and/or misconception being identified? Feedback addresses basic skill errors as well as the focus of the objective? There is considered and immediate response from pupils to the feedback received? Progress is being made as the feedback directly relates to the year's objectives? Marking is being used well to inform future planning and the next stage of learning?	There is evidence that the outcomes of marking are being used to make decisions about future learning? There is good awareness of each learners' level of attainment and this gives clarity about the next area of learning? There are clear links in feedback across reading, writing and maths that link to other subjects? Targets are appropriately linked to the identified barriers to learning for writing and maths.

Spot-marking for errors - Writing	School Policy Strategies	Teacher choice strategies
 a spot in the margin means there is something wrong on this line – find it.	 Indicates what the child can do to improve their work or get ready for the next learning	 2 stars and a wish – pupil self and peer assessment
 means there is a word missing	 Indicates that the teacher feels the LO has been achieved	 Child adds the reasons for the double ticks – either from teacher feedback or peer
 means this is a weak vocab choice – make a more ambitious one	 Indicates that the teacher feels the LO is being worked towards	 Child triple ticks when a personal target has been achieved – teacher signs it off if in agreement
 great choice	 Indicates child's view on whether the learning objective has been met	 Child completes the corrections from the teacher

18. Presentation

Our key principles	Is the learning appropriately dated and does presentation meet the school's expectations?	Is there evidence that basic handwriting, spelling and grammar are improving?
We aim to ensure that work is set out in an excellent manner and that learners take much pride in doing this. Teachers continue to strive for very high standards for the way that learners present their work. There is no variation between the presentation standards expected between subjects. All learners in the class adhere to the presentation expectations. We aim to ensure that there is no evidence of incomplete work. We aim to ensure that there is no evidence of work that is poorly presented – in these instances work is corrected. Books should demonstrate that there has been improvement in presentation from the start of the year or that high standards have remained. We aim to ensure that words that were spelt incorrectly early in the year are now being spelt correctly. There is clear evidence of rewarding pupils for neat presentation e.g. awarding a pen.	All work is set out neatly and there is good evidence that learners take a pride in their final outcomes. It is evident that learners know what is expected of them in relation to setting out their learning. Systems that have been agreed are being adhered to e.g. dating, underlining etc. When presentation falls below the expected standard there is evidence that this is being picked up and often remarked on in books.	It is clear that speaking and listening activities have been used to underpin writing activities which, in turn, complement the development of reading. A consistent system of helping learners to spell correctly is in place. The vast majority of words related to the National Curriculum spelling lists are being spelt correctly according to the age of the learners. The standard of handwriting at least matches that expected of learners' age. There is a consistent system in place for when a learner moves from pencil to pen.

School Policy and Procedures

A ruler and a pencil should be used when... - underlining dates and titles - drawing graphs - drawing tables - drawing lines in written maths calculations	Maths sums should be set out in neat, level rows either horizontally or vertically	Guidelines and margins should always be used with plain paper
All work needs a date... - Short version in maths - Long version in all other subjects - Written on the left hand side of the page	In maths books we should use one number per square	Teacher should always mark in green pen
All work needs a learning outcome that should be... - Spelt correctly - Written on the line underneath the date	Children should rule off the last piece of work and begin underneath	Any person other than the class teacher should initial their marking
Children are able to carefully rub out mistakes that they may have made. KS1 children should leave the mistake and write the correction next to it	Tipp-ex is not to be used by children	If a mistake has been made with a pen then the child should draw one line through it with a ruler and pencil – no scribbling
Name, class and subject information should be on the front of books as printed labels	Blue berol handwriting pens must be used. Pupils must not use biro or black ink. Pupils work in pencil in maths throughout the school.	Pencil crayons should be used for colouring in books. Wax crayons and felt tips should only be used on sheets.
Work on paper should be stuck carefully in to exercise books with glue or sellotape – no staples. This work should be carefully trimmed to fit.	Staff should model the school's handwriting scheme when writing in the children's books.	Teachers should avoid allowing children to move from pencil to pen and back again throughout the books. A child with a pen licence should be aiming to always write using a pen.

19. Equality

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

20.

Pupil Self Esteem

- Calm and caring atmosphere at all times.
- Regular use of circle time.
- Tight PSHE curriculum with appropriate adaptations for cohort needs.
- Photos around the school. Achievements around the school. Standards around the school.
- Sense of belonging to the year group – pupil pride.
- Blogs to celebrate.
- Collaboration and Communication.
- Rights Respecting School - based on principles of equality, dignity, respect, non-discrimination. and participation

21. Creativity

A whole school shared definition

A whole school shared commitment

**Creativity =
Imagination with Purpose and Value**

A core focus on developing creative teaching and learning opportunities across all subjects in all year groups.

We have a focus on

Pace, Productivity and Purpose

22. Homework

- Core focus on...
- Consolidation of maths learning.
- Multiplication Tables.
- Spellings.
- Reading comprehension.
- It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning.
- Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new topic.
- Teachers are responsible for setting and marking this work in line with the school policy and may use SatchelOne and/or other online platforms to support this.

23. CPD

Peters Hill understands the importance of continual professional development for all staff and recognises the impact this has on pupil outcomes.

It is intended that our CPD offer;

- Is low cost and high impact.
- Uses the strengths of our school i.e. Internal Carousel offer.
- Incorporates coaching and mentoring opportunities that promotes collaborative reflection, professional growth, and improved teaching practices while being mindful of teacher workload.
- Uses the Internal, External, Partnership approach including nationally recognised NPQ opportunities.
- Encourages all staff to lead on a CPD activity for others.
- Identifies external partners for challenge and support such as specialist associations.
- As a school, Peters Hill makes a commitment to online CPD through the development of the sharepoint CPD library. This is continually populated with training support materials against each of the 9 key teaching and learning principles.
- Teaching and Learning bulletins are created and sent to staff to support the ongoing developments around this area.

24. Specialist support

- Additional support is provided to identified pupils so all children can access the curriculum and fulfil their potential. Support may be given to assist pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.
- This may come in the form of external support such as Educational Psychologists or the Learning Support Service.
- This may come in the form of internal support such as the school Learning Mentor, Pastoral Mentor, Speech and Language Assistant or Safeguarding Officer.

25. Cultural Capital

- “The extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’”
- At Peters Hill, all curriculum teams review cultural capital and the opportunities that exist across the school. This includes but is not limited to;
- Approach to the art and the arts
- The Curriculum People Pathway
- Our Curriculum Topic Overviews
- Lunch-time and after-school clubs
- School trips, Visits and Visitors
- Assemblies
- Curriculum Topic Opportunities such as DT Food, Music Chinese New Year, Music Safari
- Exploration of year group Key Reading Texts and Key Text Pathways
- Shared Area Displays including local heritage
- Theme days/weeks such as Black History Month
- The development of high order vocabulary in every year group
- Pre-learning prior to topics to ensure wider understanding is in place e.g. Learning about farms before reading Fantastic Mr Fox.

26. Pupil Voice

- We encourage and respect pupil voice. We have a School Council, Eco Council, Pastoral Panel and Junior Leadership Team which meet regularly and make recommendations and undertake work to improve our school.
- All classes use circle time to make sure children have opportunities to raise concerns and voice opinions.
- Children's opinions are regularly sought through questionnaires and discussions. This includes termly monitoring discussions with the senior leadership team where curriculum learning is tested out.

27. Governors

- Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes.
- They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff.
- They each have a subject responsibility and meet with subject leaders to discuss monitoring activities, self evaluation and development plans for the year ahead.
- There is a Curriculum governing body board that meets curriculum teams once a term to review whole subjects and progress to date.
- Governors support the school through the use of funding to resource specific subject developments and teaching and learning opportunities throughout the year.

28. Teaching Assistants

- Each year group team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning.
- Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.
- Teaching Assistants play a vital role in maximising the progress that pupils make across subjects. They support quality first teaching opportunities in the classroom and also hold intervention groups for any pupils needing additional support to consolidate understanding.
- Teaching assistants also play a role in working with the class teacher to identify any wider strategies that might be needed to support the child. These could be the involvement of internal and external partners mentioned previously.

29. Parents

- We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.
- Three official parent/teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times.
- Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- Parents can also contact the class teacher through the class email account.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through year group drop ins, craft afternoons, Literacy and Maths mornings.
- A range of information sharing sessions are also held throughout the year. These include phonic awareness, KS1 and KS2 SATS afternoons etc.
- Parents are also invited in to school to watch achievement assemblies. These assemblies are opportunities to celebrate pupil success with children, staff and parents.
- Our curriculum offer is available in full on the school website. We aim to ensure that all parents are aware of this and able to see what will be learnt each half term.
- We also have class blogs to show parents what is happening in the classrooms on a daily basis.
- Our Parent Council is in place and supporting school to continue to develop the best opportunities for the children in our care.
- Parents in Nursery and Reception can attend school each morning to take part in Learning Agreement Time.
- School offers open tours each week to existing parents. This is an opportunity to see the school in action and to get a better understanding of the learning taking place.

30. Trips and Visits

- We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning.
- Teachers plan for one visit each academic year. These include;
- Reception – Farm
- Year 1 – Nature Reserve
- Year 2 – Zoo
- Year 3 – Cosford Museum
- Year 4 – Victorian Living Museum and Residential
- Year 5 – Birmingham Museum
- Year 6 – Liverpool City and Silverstone