

## **Implementation:**

Subject leaders' progress documentation clearly details what pupils will be expected to know by the end of a unit of work. This forms the basis for all planning. This is assessed before pupils begin and reassessed at the end to measure progress, this being understood as 'what do pupils remember and can do now that they couldn't before'.

Experts in Music, French and P.E. are employed on our teaching team, to ensure the highest possible standard of teaching throughout the curriculum, working directly with children throughout the school and coaching other staff to ensure high quality learning.

Although work is adapted and scaffolded appropriately, we operate a "high aspiration, challenge without limits" approach. All classes are mixed ability and pupils are encouraged, and given the opportunity, to challenge themselves to try the work of whatever degree of difficulty. We believe this removes barriers to their own and our expectations, cultivates self-belief and increases aspiration.

We seek to exploit all opportunities for our children's lives and learning to benefit from **learning outside the classroom**. This includes trips, residential, visitors, workshops and creative continuous provision approach for our younger children. Through this approach we provide context to our classroom learning and real, challenging experiences that enable our pupils to grow in confidence, independence and resilience.

**Oracy** - Speaking and listening opportunities are threaded into lessons and pupils and staff are expected and encouraged to use 'Standard English' at all times. This is sequenced and cohesive through our carefully planned progression of skills in each year group. This impacts upon writing standards, as well as pupils' confidence and ability to express and justify their opinions in a variety of contexts including debating, 'Votes for Schools' and persuasive writing. Through this, pupils learn the devices and techniques to best present their point of view, consider the views of others and contribute effectively to discussion and debate.

**Vocabulary** provides the tools to speak and write with greater clarity and precision. We actively seek opportunities to extend the range (number of words) and depth (synonyms and antonyms) of vocabulary of our pupils by the addressing of unfamiliar/challenging words in all lessons and informally whenever practicable. Key subject-specific and technical vocabulary is identified in planning, specifically addressed with pupils and monitored by subject leaders. Displays around school, weekly newsletters and year group homework 'spelling lists' are also used to showcase and promote vocabulary development for all.