



# Stebbing Primary School Teaching and Learning

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## **Aims**

At Stebbing, our ethos enables our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We strive to provide a supportive, caring and safe environment, which has high expectations and values all members of the school community. All stakeholders recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

We aim to promote a learning culture so that pupils develop a love of learning through independent discovery and curiosity fostering the desire to continue their learning journey. Through providing a broad and balanced curriculum enriched with memorable opportunities and experiences, pupils acquire, develop and apply a broad range of knowledge, skills and understanding. Through this policy, we aim to promote best practice and to establish consistency across the whole school.

## **The Learning Journey**

At Stebbing we are committed to following the programmes of study as required by the National Curriculum 2014. Subject leaders, in collaboration with colleagues, have designed personalised curriculums to ensure progression in their subject throughout the whole school. Within their role, subject leaders are responsible for policy development, supporting colleagues, monitoring progress and reporting to governors and senior leaders.

Teachers are responsible for the planning, preparation and delivery of high quality, enjoyable opportunities which enable individual learners to reach their full potential. This requires a thorough knowledge of each individual in the class alongside effective planning and stimulating use of strategies and resources to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of outstanding behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning.

As a community, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. We value the importance of recognising and celebrating success through assemblies, displays and performances. Through these opportunities, we ensure that every child has the opportunity to shine in their own way.

All children at Stebbing Primary School are encouraged to try their best in all elements of school life, taking on increasing independence as they progress through the school. We ask children to take responsibility for their own learning and create an environment where children have the courage and confidence to take risks.

At Stebbing Primary, we are committed to maintaining strong communication links with parents and the local community through regular workshops, meetings and events throughout the year. Through these collaborative working relationships, we want parents to feel confident and well-informed to support their children's learning at home.

## **Our Curriculum**

The foundations of all teaching and learning at Stebbing Primary School are underpinned by the Montessori ethos that runs through the school. We provide a wide range of opportunities in all areas of the curriculum, making strong links where appropriate across different subjects and where possible, relating to real life experiences. Subjects are mainly taught discreetly to ensure all children experience a deep and broad curriculum. Below, you will find a brief overview of each subject outlining the main aims and intended impact of each area of the curriculum.

## Learning For All

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- **Pace;**
  - Altering the pace of learning means students learn at a pace commensurate with their abilities in order to maintain their interest and provide a developmentally appropriate level of challenge.
- **Content:**
  - Content comprises the knowledge, concepts, and skills that students need to learn based on the curriculum and the children's current and prior knowledge. Varying content includes using various delivery formats such as video, readings, lectures, or audio.
- **Task;**
  - A variety of tasks at different, appropriate levels for all learners in the class to access whilst all working towards the same learning objective just with varying levels of challenge.
- **Relevance;**
  - Providing stimulus and inspiration that inspires and motivates learners to work towards achieving their objectives for the lesson.
- **Resources:**
  - Providing a wide range of modified resources to enable all students to meet the objectives of the task.
- **Extension;**
  - Providing additional tasks to extend a child's learning following the mastery of a previous task.
- **Autonomy;**
  - Giving learners the opportunity to be autonomous with their learning activities.
- **Outcome;**
  - All learners complete their own task at their level showcasing their understanding of the objectives being taught.
- **Teacher/adult support:**
  - Ensuring that all learners receive the appropriate support to ensure they can access the learning activities.
- **Questioning;**
  - Providing a wide range of questioning to all members of the class at varying levels to suit the learning needs of all learners.

## Montessori

Maria Montessori developed a highly effective method of teaching which could be used with great success with each and every child. Through research she found that children learn best by doing and leading their own learning. Children who were given these opportunities became happy, self-motivated learners and formed positive self-images. Her philosophy encompasses the three elements of the dynamic triangle; the child, teacher and the environment. All three elements are of equal importance and work in collaboration to fully support the individual needs of the child and enable them to progress. Fundamentally Montessori believed in giving children the ability to become independent learners. Alongside this, the Practitioner facilitates their learning by presenting equipment and identifying ways in which the child could progress. The equipment is specially designed to teach a specific learning objective. Once a piece of equipment has been presented children have an opportunity to explore it independently with the freedom and security of a control of error. Children are given opportunities to choose and repeat materials as they feel necessary. As stated in our Montessori Accreditation Report (2010) : *'The Montessori approach is strongly adhered to in Reception and Year one where children benefit from a fully prepared learning environment and have access to the full range of Montessori materials...'* The Montessori ethos and in particular the Maths resources are also evident in Key Stage two.

## **Early Years Foundation Stage:**

Implemented in 2008 the Early Years Foundation Stage (EYFS) encompasses a statutory curriculum designed for children aged from birth to five. There are close observations of the child's learning and behaviour which are continuously evidenced. These assessments inform the Early Years Foundation Stage Profile (EYFSP) which is assessed half termly. A topic-based approach takes the development matters objectives and uses these as starting points. Carefully planned adult-led and child-selected activities are incorporated into each topic. The Montessori materials are fundamental to developing the key skills. An indoor and outdoor curriculum is provided to effectively support children in their spontaneous, independent learning.

Early years learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often conducted through play, where the child learns about subjects and other people through games, activities and roleplay.

## **Forest School**

At Stebbing every child has the chance to take part in Forest School. It is a concept that has been brought over from Denmark by nursery nurses who observed the benefit of an outdoor education for children. Forest School encourages listening and observation skills and has been proven to improve self-esteem, resilience and confidence to name but a few. Alongside all of these important benefits, Forest School also allows the children to have 'quiet' time which is a rarity in such a fast paced and technologically advancing world. Our qualified Forest School leader organises and oversees all of the sessions with adult helpers. Risk assessments are made for the site and all activities are checked and updated regularly.

## **English**

### **Phonics: Letters and Sounds:**

Letters and Sounds is a Government document outlining the process for teaching phonics in Early Years and Key Stage 1. It is divided into 6 phases. From phase 2 phonemes and high frequency words are taught through a systematic approach. Short daily phonics sessions are carefully planned for in both key stages. There are four stages to these lessons. The first stage is to revisit previously taught phonemes and high frequency words. The next three stages are to teach, practise and apply new phonemes. Daily formative assessments are carried out after each session. Next steps are then planned for accordingly.

### **Reading:**

At Stebbing, we believe that reading is the foundation of all learning and knowledge. With it, the broader world is within your grasp. As with all areas of the English curriculum, the national curriculum provides the content to be studied whilst Stebbing Primary's very own reading curriculum that has been fine tuned over the years provides children with the opportunities to develop a love for reading whilst ensuring a wide range of comprehension skills are covered. Through the use of [reading VIPERS](#), we ensure that the content domain outlined in the national curriculum is covered in all year groups. With this approach alongside the children reading daily, engaging in a whole class book and most importantly, having access to high quality texts within school, we feel that all children who pass through our doors have the opportunity to fall in love with books.

### Writing:

Writing is the product of all elements of the English curriculum and enables the children to demonstrate their knowledge and understanding of all areas of the English curriculum. Developing ideas and strategies from books that they have read, applying their spelling rules learnt and incorporating the wide range of grammatical concepts and punctuation taught throughout the school. Whilst we value the objectives identified in the national curriculum and have ensured they are included in our curriculum and assessment, we have developed our own school specific curriculum and assessment to meet the needs of the children at Stebbing Primary School. The aim, to create life-long writers who use their prior knowledge, creativity and knowledge to produce pieces of writing for a purpose.

### Spelling:

Following on from the high quality phonics teaching that all children receive in year 1 and further up the school where appropriate, at Stebbing, children are encouraged to work hard on their spellings both in school and at home with Spellings making up one of the at home tasks that is required on a weekly basis. Our spelling curriculum has been adapted from the [Spelling Shed](#)'s scheme of work which is supported by their online platform providing fun and exciting methods to help the children learn their spellings. New spelling patterns are taught each week and referred back to throughout the week in all English lessons with any spelling homework tasks linking back to the spelling rule taught. In order to develop consistent, accurate and confident spellers at Stebbing Primary School, high, age-appropriate expectations are maintained in all classes. We also ensure that participation and effort in spellings at home is rewarded in our weekly celebration assembly with opportunities to extend the more able provided in our annual internal and external Spelling Bee competition. We believe that through the range of strategies mentioned above, the children at Stebbing Primary School all have the skills, opportunities and appropriate support to develop into consistent, accurate and confident spellers.

### Grammar and Punctuation:

Grammar and punctuation is taught in regular, discrete lessons covering the concepts outlined in the school's curriculum at the appropriate stage of a child's development. Our personalised curriculum ensures that the national curriculum objectives are covered at the appropriate stage in a child's schooling whilst also linking to the text types and sentence types taught in our writing throughout the school.

### Maths

At Stebbing we are very proud of the Maths curriculum. There are 3 strands that underpin the curriculum and they are: fluency, reasoning and problem solving. To support our teaching of those key areas and the wide range of concepts the children have to learn, we use the White Rose documents. These documents help break down concepts into smaller steps and really fits in with the Montessori ethos of the school. During maths sessions teachers are developing the CPA approach (concrete, pictorial and abstract). This is to ensure that the children have a very clear understanding of a mathematical concept where they have been given time to play with physical manipulatives, draw and represent a concept in a number of ways, before then moving onto answering questions about that area of learning. This coincides with the belief that all children can achieve mastery in maths and learning should, where possible be kept together as a class. We offer all children the opportunity to 'Dive Deeper' where they can showcase their understanding of a concept in a variety of different ways. Alongside teacher assessment, we assess the children's level of understanding by asking them to complete an end of block assessment at the end of a unit of work. The score of this assessment is then logged and tracked across the year. We also use Flashback 4's a number of times a week at the beginning of a lesson. These will always include questions based around prior learning as well as what the children are currently learning about too. It is vitally important that children are constantly revisiting areas of the maths curriculum to allow them to continue to build on their knowledge. At Stebbing, we believe that Maths should be fun and engaging and linked to real life where possible to give the children a really solid foundation, love of learning and develop children with inquisitive minds.

### Science

In Science we use a knowledge and skills based, broad and diverse curriculum. We believe we are providing an exciting curriculum to engage and enthuse the children. We aim for children to be given the opportunity to take part in scientific enquiries and for these to be child led. We want children to leave our school with good attainment of knowledge and skills but also a love and enthusiasm for learning science. During Science lessons, teachers are developing lessons to demonstrate both a knowledge and skills learning objective. This will enable teachers to gain a more in depth understanding of where the children are when assessing. We are expecting to see a mixture of teacher and child centred approaches. The

explicit teaching of knowledge will be mainly teacher led but we hope that scientific enquiries and investigations are more child centred. We feel this is in keeping with our Montessori school ethos and will allow children to be facilitators for their own learning. We feel that children should be exposed to certain scientific concepts throughout their school life. Therefore topics are pre-taught and re-taught in year groups other than those specified in the national curriculum. These are taught using a more scientific enquiry approach where children can practise their skills and experiment with finding out knowledge for themselves. We believe that this is what creates an inquisitive mind, which is an important skill in Science.

### **Art & Design**

In art, craft and design we ensure that children are allowed to be creative and express themselves freely. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through the school, they are encouraged to think critically and develop a more rigorous understanding of art and design including the study of famous artists. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Computing**

Technology has become an integral part of our children's lives, and using it safely and confidently is of the utmost importance. We want to create learners who are excited to explore and independently solve problems whilst understanding how to look after themselves when using a variety of technology. The internet has become an important part of their school life across the curriculum and we want to build their computing skills so that they can use them to improve their learning in all areas. Computing is an area of the curriculum which will encourage skills based learning and problem solving skills to produce confident, independent users.

### **Design Technology**

Design and technology is a hands on subject that allows plenty of opportunities for practical learning. It is taught in a cross-curricular way to allow children to use previously taught knowledge to support their research and design, whilst encouraging them to draw on their own experiences to help generate ideas. We aim for children to work towards solving problems based on real life contexts to encourage enthusiasm and ambition. For each project the children will follow the process of design, make and evaluate and will focus on food and nutrition, mechanisms and structures and textiles. This will allow the children to develop their skill set within each area during each school year. Design and Technology goes hand in hand with our Montessori ethos at Stebbing School. It encourages independence and gives children the opportunity to use tools and equipment effectively and safely, learning applicable skills for later life.

### **French**

At Stebbing Primary School, we believe every child should have the opportunity to study a foreign language and develop their interest in the culture of other nations. The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

At Stebbing Primary School, children are taught French from Year 3 to Year 6. For Years R, 1, and 2, short 10 minute sessions are scheduled whenever these can be practically accommodated. Children study all disciplines: speaking, listening, reading and writing, and are given opportunities to practise all of these within the weekly lessons, which cover varying topics and themes throughout the year. These topics are revisited each year to introduce increasing depth and complexity within them. The aim by Year 6 is to provide children with a secure basic understanding and encourage a love of language learning.

Children are regularly assessed in the separate disciplines using the Asset Languages scheme, which also provides achievement certificates at three levels, which incentivise the children's approach and curiosity to learn.

For further information, please see the school's MFL Policy.

## Geography

In Geography, we want to stimulate children's curiosity, imagination and fascination about the world around them whilst developing their knowledge and understanding, key language and geographical skills. We would like the children to understand and appreciate where things come from and the impact our Geography has on the wider world, also encouraging them to be independent and responsible children who care for their environment. Where possible Geography should be a hands on experience for the children to encourage interest and proactive behaviour. This will develop their ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

## History

In History, we want to encourage an interest and love for learning about where we have been and how that affects where we are today, and where we may progress to in the future. We encourage critical thinking and analysis, and using key skills that can be applied in many areas of the curriculum. The knowledge that is learnt in History aids us in our understanding of the past and the world around us whilst also providing the context for us to work on our independent and analytical thinking. Children should see themselves as part of a team when learning in History, not as the recipients of knowledge as they are just as much a part of the process as the teachers.

## Music

*"Before we sang we spoke, before we danced we walked, before we wrote we told stories, before we told stories we lived. Those songs, dances, and writings allow us to speak to one another across generations, they gave us an understanding of our commonality long before that DNA told us we are all part one glorious procession." Wynton Marsalis*

Music is the art of the invisible, no amount of theory and academic understanding can substitute for hearing – you have to put your ear on the sound. You cannot write an intention or sound, you can only hear it. Music is taught through doing, the children learn to play, together. Once we can play together we can move forward with a unified intention.

Music is the art of negotiation, as musicians we are continually striving to find a place for our own voice – how do I fit in? How can I be me if I am stopping you from being you? This is a question that musicians have reflected on and understood since the dawn of humanity. When our distant African ancestors first danced around a fire in celebration, the music has taught us that we are worth more than the sum of our parts.

*"Talking about music is like dancing about architecture." Thelonious Monk*

Our understanding of music and our ability to play and create a sound will always be far greater than our ability to use words to describe it, we hear a sound. If you can sing it, you can play it, if you can play it, you understand it. If you can play it with sophistication and style you convey the meaning of it. When a baby hears its parent sing a lullaby, when you stand in the front row of a rock concert, when you sit in a concert hall and experience an orchestra in full flight, when you dance to a swing band, when you hear a trite jingle in an advert, when you are swayed by the hype around the latest number one single, or when you see an audience moved by your own performance – you understand context, and you understand the power of music, these things do not need to be taught. Once you have tried to describe the difference between green and brown to a colour-blind child you will understand the futility and shortfall of using words to describe a sound.

## PE

At Stebbing, our physical education policy and curriculum aims to foster a life-long love of physical activity, sports and maintaining a happy, healthy lifestyle. There are many strands to the PE curriculum which can be read in more detail in the [Physical Education policy](#) ranging from high quality teaching from all teachers and subject specialists, providing a wide range of sports and activity based extra-curricular activities for all members of the school challenging the more able and providing opportunities through inclusion events. Through daily physical activity, the Change4Life programme, inter-house competitions, our gifted and talented scheme and the valued role of sports captain - physical education plays a vital and pivotal role in each child's development at the school as we aim to provide each and every child and member of the school community with a wonderfully positive experience of physical education in their very own way.

## PSHE

At Stebbing PSHE is embedded into many aspects of our school life. Our assemblies; school council; year 6 responsibilities; rabbit ambassadors and many other roles within the school enable children to develop their independence, negotiation skills and team work. Children work towards our 7 Class Dojo principles to achieve individual points and points for their class. These are outlined: Being helpful, Being kind, Good manners, Listening, Teamwork, Working hard and Perseverance.

In reception PSHE is taught through the prime area of Personal, Social and Emotional Development. This is broken down into 3 key themes Self Confidence and Self Awareness; Managing Feelings and Behaviour and Making Relationships.

In key stage 1 and 2 we teach PSHE predominantly through the curriculum we have designed by adopting the [PSHE Association](#) key themes. The core themes are: Health and Wellbeing, Living in the Wider World and Relationships. These are further broken down into topics that are covered across the year. Teachers and support staff adapt these topics to suit the needs of the class whilst ensuring that all curriculum content is covered.

## RE

At Stebbing we teach RE from SACRE's Essex Agreed Syllabus 'exploRE' (formerly known as RE matters for every child). [https://schools.essex.gov.uk/other/Essex\\_SACRE/Pages/Essex-SACRE.aspx](https://schools.essex.gov.uk/other/Essex_SACRE/Pages/Essex-SACRE.aspx)

Through 'exploRE' we teach 6 religions during Year 1 and 6 (Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism), with the additional faith of 'Humanism' in Year 6.

In EYFS RE is more personal and emergent, based on first-hand experiences, often related to the faiths, festivals & celebrations of individuals within the class or those occurring within our seasons and calendar. RE lessons at Stebbing teach us that other people's opinions are just as important and valid as our own, even when they are different to our own and we don't agree with them; that we ourselves are free to believe what we wish, as are others; because faith as an attribute, as a concept, does not require or rely on fact or evidence; Faith is by definition what we/others **believe**, and **choose to believe**.

RE taught at Stebbing encourages philosophical thinking and discussions – it is more about teaching the children that there is no right or wrong way - we are all free to believe what we wish, what our family wishes, make up our own minds as & when. However, finding out about other ways of life and talking about the similarities & differences promotes a more tolerant and peaceful world, to know it is ok to disagree and be different, but that *it is more important to understand and accept differences, not hate them*. Understanding and accepting differences will help each child to know and feel that they, with their uniqueness, also *belong* in our diverse world. This self-confidence they can take with them through life. Children of Stebbing will contribute to a more peaceful, more united future.

**In addition, this document needs to be read along with the following documents.**

[Stebbing English policy](#)

[Stebbing Maths policy](#)

[Stebbing Assessment policy](#)

[Stebbing Handwriting policy](#)

[Stebbing Marking policy](#)

[Stebbing Discipline and Behaviour policy](#)

[Stebbing MFL policy](#)

[Stebbing R.E. policy](#)

[Stebbing Sex Education policy](#)

[Stebbing PSHE policy](#)

[Stebbing Homework policy](#)

[Stebbing Inclusion /SEN policy](#)

[Stebbing P.E. policy](#)

[Stebbing Foundation Stage policy](#)

[Stebbing Mathematics Calculation policy](#)