



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

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 discretely 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.

Early Years Foundation Stage:

The new Early Years Foundation Stage (EYFS), implemented in 2021, is a statutory curriculum designed for children aged from birth to five. We ensure the four guiding principles of the curriculum shape our practice. Every child is a **unique child**, children learn through **positive relationships**, they learn and develop well in **enabling environments with teaching and support from adults** and we respect and understand that children's **learning and development** will happen at different rates. Observations of learning and behaviours are continuously evidenced through working closely with the children on an individual and group basis. These observations support half-termly assessments which inform the Early Years Foundation Stage Profile (EYFSP) which is completed and submitted during summer term. A topic-based approach takes the development matters objectives and uses these as starting points while also following the children's own fascinations and interests. Carefully planned adult-led and child-initiated activities are incorporated into each topic. An indoor and outdoor curriculum is provided to effectively support children in their spontaneous, independent learning. Teaching is often conducted through play, where the child learns about subjects and other people through games, activities and roleplay. The Montessori materials are fundamental to developing the key skills and are accessible for all children throughout each school day.

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

Forest School

Forest School is a specialised learning approach brought over from Denmark to the UK in the 1990's. It was observed that the children who spent regular time outside in nature and in all weathers were more resilient, developed problem solving skills and were more creative in their play. Language and communications skills were enhanced and relationships with nature were forged.

Our qualified Level 3 Forest School Leader organises and oversees all of the sessions with adult helpers in attendance. Risk assessments are made for our designated Forest School area and for all of the activities. These are checked, documented and updated regularly. The sessions are child led and the practitioner follows with observations, questioning, pointers and guidance on how the child may take his chosen learning journey further.

At Stebbing every child in Key stage 1 takes part in a 2 hour weekly Forest School session all year round.

Every child in Key Stage 2 has the opportunity to take part in an 'all day out of the classroom session' where they are free to play and make, and benefit from some of the Forest School activities and some time in nature.

English

Phonics: 'Essential Letters and Sounds' (ELS):

To ensure that we were adhering to changes in government guidelines for the teaching of phonics, in Winter 2021 we began a new phonics programme provided by 'Essential Letters and Sounds'.

The **key** feature of this programme, and what leads to its success is...

the "give give give" principle; we teach not test. The programme insists upon high quality teacher modelling to prevent misconceptions and set the children up to succeed - supporting our Montessori ethos of controlling error. Other features of ELS include repetition, routine, consistency among the year groups, embedding, building on already secure knowledge and enabling new knowledge.

The programme comes with high quality resources such as decodable reading books, activity books and powerpoint presentations. In addition to those 'concrete' resources ELS also comes with a fantastic online tool, known as Oxford Owl, to enable children to read a wide range of phonetically plausible books online alongside their decodable reading book.

Repetition is the most effective strategy for reading success, fluency and progress, so for this reason Wrens, Robins and selected children in Kingfishers keep the same reading book for one week. At Stebbing, we ask that children read their book at home four days each week, therefore, while learning to read here is a sequence we recommend to help children get the most out of their four days of reading:

Day 1	Decoding: Figuring out the words by recognising letter sounds and blending.
Day 2	Fluency: Reading the book more fluently having figured out the words last time.

Day 3	Expression: Reading the book with expression now they are familiar, fluent and confident with the words.
Day 4	Comprehension: Now the actual reading is taken care of, this is the best time to talk about the book; what is happening & why, what new vocabulary is there and do we already know different words that might mean the same as that new vocabulary.

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 through our diverse and enriching class libraries, weekly book clubs and our well stocked reading den, 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 write for a purpose - whether that be to entertain, to explain or to persuade.

Spelling:

Following on from the high quality phonics teaching that all children receive in EYFS, 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 to ensure that children are able to apply their understanding of grammar and punctuation in their written work.

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 key areas and the wide range of concepts the children have to learn, we use the White Rose documents and the 'Mastering Number' programme in KS1. These documents help break down concepts into smaller steps and allow children to be

able to make links between different areas of learning. During maths sessions teachers use 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

From lesson one, children at Stebbing know how important creativity is in art. They know that we are not merely recreating carbon copies or mimicking a camera - we are interpreters, we are explorers, we are inventors.

In art, craft and design we expect and enable children to be creative and to govern their ideas with great pride, enjoyment and freedom of expression. Every year the children engage in drawing, painting and sculpting using a variety of media, however the challenges increase, sensitively and mindfully, from year group to year group as they learn new techniques, recall and build on previous skills and teaching/learning, get to know more artists and are led to reflect upon their experiences with growing critique.

The sequence we follow begins by looking at the work of others - this knowledge may be imparted by the teacher or may occur through child-led research. The children then explore, practise and develop those techniques by copying a work that they like, by a relevant artist. After that they are free to design and create their own piece. Finally, as they develop through the school they evaluate their learning experience, reflecting on the artist/s that inspired them and reflecting on their own individuality, creativity and achievements, with a more analytical eye as they mature. Many artists introduced by our Art Curriculum are local, British artists from a broad range of backgrounds, heritage and style. Some have been great influencers for centuries, some for decades and some only recently.

Where possible we like to experience Art in all available forms, as it is experienced in real life, by visiting Art on school trips, holding exhibitions of our own art for others to visit, and by working alongside artists on special days.

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. 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.

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, drawing on its vast range of vocabulary and geographical skills that will remain with the children for the rest of their lives. We would like the children to understand and appreciate where things come from, how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Thus, recognising and identifying the impact our Geography has on the wider world and 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 stimulate interest and proactive behaviour. This will develop their ability to apply geographical skills, along with thorough questioning and debating, 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 just 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, high quality PE lessons, enriching extra-curricular opportunities, the Change4Life programme, active playtimes 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.

PSHE

At Stebbing PSHE is embedded into many aspects of our school life. Our assemblies; school council; Year 6 buddies; Year 5 play leaders and many other roles within the school enable children to develop their independence, negotiation skills and team work. Our themed weeks, including Friendship Week and SEND Awareness Week promote developing interpersonal relationships, celebrating differences and understanding equity. Children work towards our Class Dojo principles to achieve individual points and points for their class. They are also rewarded by initiatives such as Hot Chocolate with the Head and positive phone calls home.

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 adopted: the Twinkl PSHE curriculum. This provides a spiral approach, gradually revisiting topics at a deeper level in each year group, while rehearsing, emphasising and embedding essential skills and attributes young people need to manage their lives, both now and in the future. PSHE planning is prepared and robust with engaging materials and resources, enabling the following of predetermined objectives. The curriculum also sets out what should be taught in each year group with regards to RSE, ensuring that the school complies with statutory requirements. 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.

Running alongside the discrete PSHE lessons is a programme for emotional regulation (Zones of Regulation). This has been implemented as a whole school approach and is followed by staff effectively. Support continues to be given to implement the strategies successfully in class and smaller targeted intervention is given for specific pupils who require a greater level of support. We also provide specific interventions for identified pupils including Learning Mentoring and Counselling.

RE

We are in the transitional stage; moving to a more enquiry based RE approach which incorporates 'Philosophy' as a significant strand. The curriculum is supported by SACRE (the providers of our previous RE syllabus) but provided by Saffron Academy Trust.

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](#)