Curriculum and Pedagogy Policy

Equity for all

Signed by:

Chair of Governors: _____   **Date: _____**

Committee with oversight for this policy	Resources & Organisation
Policy to be approved by	
Policy last ratified and adopted by Full Governing Board	
Policy/Document for review	When next reviewed by LBR

Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge to achieve academic and personal success

Our School Values

Kindness, Equality, Respect, and Resilience

Our values aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons
Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility
Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators
Articulate speakers
Passionate readers
Social skills
High level vocabulary

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Introduction

At Cranbrook Primary School, learning is an exciting journey designed to spark curiosity and unlock potential. Our curriculum builds on the essential knowledge outlined by the DfE, while going further to **shape children into happy, confident, empathetic, and ambitious individuals**. We nurture **critical thinkers** who embrace their authentic selves, celebrate their creativity, and step boldly into the world with courage, curiosity, and compassion.

We are proud to ensure that:

- Our approach to learning is rooted in the development of strong relationships within our community, underpinned by an unwavering commitment to equality, respect, resilience, and kindness. We understand that without these principles, the curriculum cannot achieve its intended impact.

- The development of children through their early and primary years has been thoughtfully considered, with pedagogical approaches tailored to meet the evolving needs of students across different phases of their educational journey.

- Every phase of teaching is grounded in Rosenshine's Principles of Instruction, with careful attention given to how these principles manifest at each stage of the school, ensuring consistency and coherence in our teaching strategies.

- Our curriculum is sequenced to ensure that knowledge builds progressively, fostering deeper conceptual understanding as students move through the various stages of their education.

- Knowledge and concepts are layered to ensure solid retention, enabling students to make meaningful progress from their starting points, while continuously advancing throughout their learning journey.

- We have integrated recent research on memory and cognitive science to optimize learning, ensuring that students are equipped to move knowledge from working memory to long-term memory, while avoiding cognitive overload.

- Opportunities for deliberate practice are built into the curriculum, allowing students to deepen their understanding and mastery of all subjects.

- We are committed to limitless learning for all students, adapting our teaching strategies to meet the diverse needs of each child, ensuring that every learner can achieve success.

- Our curriculum is deliberately designed to reflect the unique identities and experiences of our students, considering the context of our community, their worldviews, interests, and specific needs. This, combined with our core values, aims, and aspirations, ensures an educational experience that is not only enriching but also intrinsically valuable, far beyond mere preparation for the next stage of education.

Our School Values

KINDNESS

EQUALITY

RESPECT

RESILIENCE

These core values are prominently displayed throughout the school, in every classroom, and are consistently referenced in learning across the curriculum. This intentional integration helps foster an ethos and culture that not only nurtures talent but also inspires both pupils and staff to set ambitious goals and strive for excellence, both for themselves and for one another.

We selected these particular values because they embody the qualities we wish to see our children develop and exemplify. These values are intricately linked to our curriculum drivers and provide a solid foundation for students to rely on when encountering challenges in life. They are key to supporting the achievement of their aspirations and long-term goals.

Curriculum Drivers

Our curriculum drivers form the bedrock of our teaching practice across all subjects, equipping children to navigate the complexities and opportunities of the modern world. These drivers were chosen through thoughtful consultation with staff and are a direct reflection of our school's unique context, as well as the needs and interests of our students. Aligned with our core values, these drivers ensure that our pupils are prepared with the essential life skills necessary for success in their future endeavours.

Curriculum Intent

At CPS, we are committed to delivering an engaging, dynamic, and empowering curriculum that nurtures lifelong learners. Throughout their journey with us, we strive to provide our children with:

- Diverse and frequent opportunities to become articulate and **confident communicators**
- Rich and transformative experiences that expand their **cultural capital**
- The knowledge and insight to develop into **responsible, global citizens**
- Lessons designed to create a change to **long term memory**, enabling students to apply their knowledge and skills to make connections, **think critically**, make healthy choices, and solve problems
- A learning environment that fosters curiosity and ignites a **passion for discovery**
- The tools and opportunities to **widen their horizons**, preparing them for future academic challenges and inspiring them to set ambitious goals for themselves

As a staff, we are on an exciting journey to decolonise our curriculum and actively challenge systemic racism. By reflecting critically on the actions of those who came before us, and considering how historical events have shaped both global and local communities, we aim to provide a curriculum that genuinely celebrates diverse perspectives across history.

We have intentionally woven representative examples of people from a wide range of backgrounds into every subject area, ensuring that the contributions and achievements of all communities within British society are recognised and valued. In doing so, we help every child to see their own heritage reflected in what they learn, fostering a sense of pride, belonging, and empowerment—both academically and personally.

Our curriculum also recognises the significant impact that COVID-19 has had on our children's learning, wellbeing, and personal development. We acknowledge that many pupils have experienced loss in a variety of forms—loss of routine, social interaction, academic continuity, and in some cases, personal loss. In response, we have embedded strategies across all subject areas that promote emotional recovery, rebuild confidence, and support the re-establishment of positive learning behaviours.

Alongside this, we have implemented targeted interventions to support children who require additional academic reinforcement or social, emotional and mental health (SEMH) support. These carefully planned measures ensure that every child is given the opportunity to re-engage, make progress, and thrive—both in their learning and in their wider personal development.

Statutory Framework and Legal Duties

Our curriculum is designed and delivered in full alignment with national statutory requirements. We ensure that all teaching and learning at Cranbrook Primary School reflects the expectations set out in:

- The National Curriculum (2014)
- The Early Years Foundation Stage Statutory Framework (2024)
- The Equality Act (2010) and the Public Sector Equality Duty
- The SEND Code of Practice (2015)
- The Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2019)
- Keeping Children Safe in Education (2025)
- Education for a Connected World
- Prevent Duty Guidance

These frameworks underpin our commitment to providing a curriculum that is inclusive, ambitious and equitable for all pupils.

Curriculum Implementation

Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff contributes to ensuring that our curriculum is coherent, inclusive and impactful.

Senior Leadership Team

- Provides strategic leadership and oversight of curriculum design, implementation and evaluation.
- Ensures alignment with school values, drivers and community context.
- Leads professional development and monitors teaching quality.

Subject Leaders

- Ensure clear progression of knowledge and skills.
- Monitor planning, teaching, assessment and outcomes.
- Embed diversity, representation and safeguarding within subject content.

Class Teachers

- Deliver high-quality teaching aligned with our pedagogical principles.
- Adapt teaching to meet the needs of all learners.
- Use assessment to inform planning and secure knowledge over time.

Governors

- Provide strategic oversight and hold leaders to account.
- Ensure statutory duties are met and the curriculum remains inclusive and equitable.

The Importance of Strong Relationships and Community

In crafting the ideal learning environment, we begin by integrating Maslow's Hierarchy of Needs with the essential support children require to thrive academically and engage fully with the curriculum. Our comprehensive Wellbeing and Pastoral curriculum is designed to meet children's physical, safety, belonging, and self-esteem needs, ensuring they are prepared for learning. This aspect of the curriculum imparts vital skills such as developing a growth mindset, building resilience, contributing to the community, and fostering empathy. When challenges arise, we are quick to respond with targeted support from our ELSAs (Emotional Literacy Support Assistants) and Learning Mentor. In cases of greater need, we follow our Safeguarding procedures to provide essential assistance to children and families in crisis, safeguarding them from harm.

Inspired by Adrian Bethune's research on wellbeing in primary classrooms, we carefully design our routines to foster strong relationships and a positive classroom environment from the outset of the school year. During the initial transition period, teachers focus on building a sense of community within the classroom, encouraging gratitude for self, peers, and the wider community, as well as helping children visualise success for themselves and set meaningful goals for the year ahead. This sets the tone for the upcoming school year and underlines behaviour expectations for the year.

The importance of nurture at Cranbrook Primary School

We believe that a nurturing approach underpins every aspect of school life at Cranbrook Primary School. By embedding nurture throughout our curriculum, routines, environment, and relationships, we support children to become happy, confident, empathetic, and ambitious learners. This approach is rooted in the Six Principles of Nurture, which guide how we teach, support, and respond to our pupils every day.

How We Use the Six Principles in School

1. Learning is understood developmentally

We recognise that children develop socially, emotionally, and academically at different rates. Staff use ongoing observation and assessment to understand individual starting points and tailor teaching accordingly. This may include adapting tasks, offering additional adult support, or providing targeted small-group sessions to help children make progress at the right pace for them.

2. The classroom offers a safe base

Our classrooms and shared spaces are designed to be calm, welcoming, and structured. Clear routines and expectations help children feel secure. Adults model positive interactions, celebrate effort, and foster an atmosphere where mistakes are seen as part of learning. Every child is encouraged to take risks in their learning, knowing they will be supported.

3. Nurture is important for wellbeing

We prioritise children's emotional wellbeing alongside academic achievement. Staff build strong, trusting relationships and take time to listen to children's feelings and experiences. We promote emotional literacy, resilience, and self-regulation through PSHE, circle time, reflective conversations, and whole-school wellbeing initiatives.

4. Language is a vital means of communication

We actively support children in developing the language they need to express their thoughts, feelings, and needs. Adults model positive communication, introduce key vocabulary for emotional expression, and encourage children to talk through conflicts, decisions, and learning. Language development underpins both academic success and social relationships.

5. All behaviour is communication

We view behaviour as a message. When difficulties arise, we work to understand why a child is behaving in a certain way and what they may be trying to communicate. Staff respond calmly and consistently, focusing on teaching children the skills they need to manage their emotions and interactions more effectively, rather than simply applying consequences.

6. Transitions are significant

We recognise that transitions—whether moving between activities, classrooms, or year groups—can be challenging. We provide clear routines, visual supports, and adult guidance to help children manage these moments successfully. For key transitions, such as joining Reception or moving on to secondary school, additional preparation and support are provided to ensure children feel confident and ready.

By embedding these principles throughout our school, we create an environment where every child feels valued, understood, and supported. This nurturing foundation enables children to thrive socially, emotionally, and academically, preparing them for success both in school and beyond.

Zones of Regulation and the PANDA approach

To support teachers to prioritise nurture and emotional well-being we use the Zones of Regulation, a framework that helps children identify their feelings and regulate their behaviour. The Zones are colour-coded—Blue for low energy or sadness, Green for calm and ready to learn, Yellow for heightened alertness or frustration, and Red for intense emotions—guiding pupils to recognise their emotional state and choose appropriate strategies. By embedding this into our daily routines, we have created a supportive environment where children feel safe, understood, and empowered to manage their emotions and thrive both socially and academically.

How can you help yourself?

The BLUE zone

How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone

How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone

How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone

How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

Our teachers also consistently apply the PANDA approach to guide children in managing their emotions and navigating the daily demands of the classroom with confidence and resilience.

P Present—remains physically and emotionally present and fully engaged.

A Approachable—easy to approach and fosters open communication.

N Non-judgmental—refrains from making judgements and creates a safe, accepting space.

D Dependable—Consistent, persistant, predictable…"boring in a good way."

A Advocate—Stands up for the child's needs including against their inner voice

Our Wellbeing Curriculum

We have daily wellbeing sessions that are scheduled for after lunch to combine relaxation, mindfulness and good mental health.

WELLBEING

Make Connections: Connections support and enrich us every day, so take the time to get know your classmates.

Get Active: We all know exercise is good for your body, but it can be good for your mind too.

Guided Meditation: Take time to check in with your thoughts and feelings. By paying attention to the present moment, we might enjoy things more.

Mindfulness: Focussing on an activity such as mindfulness colouring can be very beneficial for regulating wellbeing. The strokes of the pens and the visual of the colours and quite powerful.

Give to Others: **Random Acts of Kindness** Helping others is actually beneficial for your own mental health and in turn your wellbeing. It can help reduce stress, improve your emotional wellbeing and even benefit your physical health.

We also use the Kapow Wellbeing curriculum lessons. The lessons are based on five strands inspired by the NHS's 5 Steps to Mental Wellbeing, adapted specifically for primary-age children. The five strands cover essential aspects of mental and physical wellbeing:

Discover: Learning new skills to build resilience

Take notice: Practising mindfulness and awareness

Connect: Strengthening social connections

Give: Exploring how generosity supports personal wellbeing, having gratitude for what we have and our circumstances

Move: Understanding the mental health benefits of physical activity

Each strand is revisited at an age-appropriate level through a spiral curriculum, ensuring consistent progression year after year. There is one lesson per strand per year group. (See the Wellbeing long-term plan for further information).

We are a UNICEF Rights Respecting School – Silver Award

Cranbrook Primary School is proud to be a UNICEF Rights Respecting School – Silver Award. This means that children's rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC), are embedded in our ethos, relationships, and everyday practice. The bedrock of our work on becoming a Rights Respecting School is that **we are a listening and telling school.**

Achieving the Silver Award demonstrates that we actively promote the values of respect, equality, dignity, and participation throughout the school. Children are encouraged to understand their rights, recognise the rights of others, and develop the confidence to speak up for fairness and justice in their community and the wider world.

<u>What This Means for our Curriculum</u>

Our curriculum is shaped by the principles of the Rights Respecting Schools Award. This means:

Children's voices are valued: We provide structured opportunities for pupils to contribute to decision-making—in classrooms, through School Council, and through pupil leadership roles. We listen to their perspectives and ensure their views influence our school environment and learning experiences.

Respect is at the heart of learning: Lessons are designed to help children explore global issues, diversity, relationships, equality, and social justice. We encourage pupils to act with empathy and to consider the impact of their actions on others.

Wellbeing and emotional safety are prioritised: Our behaviour and pastoral systems emphasise understanding, fairness, and restorative practices, aligning with children's rights to feel safe, supported, and respected.

Active citizenship is encouraged: Through community projects, charity partnerships, environmental work, and student leadership, children learn that they have the power to make positive change—locally and globally.

Global learning is embedded: Across subjects, especially in PSHE, Geography, History, and RE, children learn about the experiences of others around the world, promoting international awareness and social responsibility.

By being a Rights Respecting School, we are preparing pupils not only to achieve academically, but also to become thoughtful, compassionate, and active citizens who understand their role in creating a fairer world.

Safeguarding Through Our Curriculum

(Cranbrook Primary School — Updated November 2025)
At Cranbrook Primary School, safeguarding is the golden thread that runs through all aspects of school life. It is not taught as a stand-alone topic or limited to a single subject; instead, it is embedded within every area of the curriculum, our daily routines and our wider school culture. This approach ensures that every child develops the knowledge, skills and confidence they need to keep themselves and others safe in a wide range of situations — both in school and in the wider world.

A Planned and Progressive Approach

Safeguarding at Cranbrook is intentionally planned and developmental. From Early Years through to Year 6, pupils revisit key safeguarding themes at a level that is appropriate for their age and understanding. This structured approach reflects national expectations outlined in *Keeping Children Safe in Education (2025)*, *Education for a Connected World*, and the statutory *Relationships and Health Education (2019)* guidance.
Through this progressive design, children build on prior learning so that their understanding of personal safety, healthy relationships, online awareness, and emotional regulation deepens as they mature. Lessons, discussions and activities are carefully sequenced to help pupils apply what they learn to real-life situations, making safeguarding a lived experience rather than an abstract concept.

Safeguarding Across the Curriculum

Safeguarding is woven through all curriculum areas. In **Computing**, pupils learn how to stay safe online, manage digital footprints, and recognise misinformation and online grooming. Within **PSHE and Relationships Education**, they explore topics such as respect, diversity, equality, consent, and anti-bullying, developing empathy and moral understanding. In **Science**, children learn about health, hygiene, the human body, and the importance of self-care. In **English and History**, they discuss fairness, justice, human rights and trusted adults, linking past and present examples to real-world citizenship. Even within **Art, Music and Design & Technology**, pupils are encouraged to express emotions safely, work collaboratively and build self-esteem.

Every subject contributes to helping pupils recognise risk, make safe choices and understand that safeguarding is part of daily life.

Developing Voice, Confidence and Resilience

A key feature of our approach is helping pupils to use their voices confidently and responsibly. Children are taught to recognise when something doesn't feel right, to trust their instincts, and to know how and where to seek help. We consistently remind pupils that they have a network of trusted adults in school who will listen and act if they are worried.

Through circle-time discussions, reflection activities and collaborative problem-solving, pupils develop emotional literacy, resilience and decision-making skills. They learn to manage conflict, resolve disagreements, and support others respectfully. By nurturing confidence and empathy, we empower pupils to speak up — for themselves and for their peers.

A Whole-School Culture of Safety

Safeguarding sits at the heart of our ethos and behaviour culture. Staff model positive relationships and treat every pupil with care, fairness and respect. All adults share responsibility for pupil welfare, understanding that safeguarding is everyone's duty — not just the role of the Designated Safeguarding Lead.

Our curriculum also promotes the fundamental British Values of **democracy, individual liberty, mutual respect and the rule of law**, which underpin a safe, inclusive and tolerant environment. These values are reflected in lessons, assemblies and day-to-day routines, helping pupils understand their rights, responsibilities and the importance of standing up for what is right.

Beyond the Classroom

Safeguarding learning extends beyond classroom teaching. We deliver assemblies, themed weeks and enrichment experiences throughout the year — such as Anti-Bullying Week, Online Safety Week, Road Safety initiatives, and workshops led by visiting professionals from local safeguarding and community organisations.

We also work in partnership with external agencies including the NSPCC, the Local Authority's Prevent Team, the police and community health services, ensuring our curriculum remains up to date and relevant. Parents and carers are supported through workshops, newsletters and information sessions that help them reinforce key messages at home.

Inclusion and Adaptation for All Pupils

Our safeguarding curriculum is inclusive by design. Learning experiences are differentiated to meet the needs of every pupil, including those with SEND or additional vulnerabilities. Staff adapt materials, language and delivery to ensure accessibility, understanding and engagement for all learners.

The Impact of Our Safeguarding Curriculum

Pupils at Cranbrook Primary School grow to be confident, respectful and responsible young citizens. They understand how to recognise risk, how to keep themselves safe, and where to turn if they need support. They demonstrate empathy, integrity and respect for others, both online and offline.
Safeguarding at Cranbrook is not just about protection — it is about **empowerment, resilience and preparedness for life.** By embedding safeguarding across our curriculum and culture, we equip every child to thrive safely, both now and in the future.

Cognitive Load Theory - Brain Breaks and Movement for Learning

We recognise that pupils learn best when they are given opportunities to sustain focus, regulate their energy levels, and manage **cognitive load**. Cognitive Load Theory (Sweller, 1980s) explains that the brain has a limited capacity for processing new information at one time; when that capacity is exceeded, learning efficiency decreases. Without opportunities to pause, reset, and process learning, pupils can become mentally fatigued, which affects memory, understanding, and engagement. As part of our curriculum approach, teachers therefore incorporate regular **brain breaks and movement activities**—often referred to as *brain gym*—to support attention, wellbeing, and readiness to learn. These short, purposeful breaks may include stretching, movement, breathing exercises, coordination activities, or structured routines that help pupils regulate their emotions and re-engage with learning.

Educational research consistently shows that **brief periods of physical movement or reflective pause** can help:

- **reduce cognitive overload** by allowing the brain time to consolidate new information,

- **improve working memory** and processing efficiency,

- **support emotional regulation** and reduce stress,

- and **increase sustained attention** during subsequent tasks.

By balancing focused academic learning with opportunities for physical activity and mental refreshment, we help pupils stay calm, alert, and able to participate fully in lessons.

Our curriculum offer and how it is organised

We use a range of tools to ensure the curriculum is implemented systematically and sequenced precisely. We have a bespoke book based English curriculum and use White Rose Maths. White Rose Maths is supplemented with the Mastering Number fluency programme to ensure that children have multiple opportunities to practice the foundational knowledge they have to have in their maths.

Phonics is taught through the systematic synthetic phonics programme Twinkl Phonics. All children in EYFS and Key Stage 1 have daily phonics lessons that include opportunities for transcription at the level that the child is working at. Keep up groups happen daily for any learners that need additional support. Beyond Key Stage 1, children in Key Stage 2 or with SEND who are still early readers also have daily phonics lessons and intervention to catch them up rapidly to their peers. Handwriting lessons are daily and are taught through the Twinkl Handwriting scheme.

For the majority of our foundation subjects we use the Kapow curriculum as a starting point so that these subjects are also sequenced precisely. We supplement the Kapow curriculum with our own examples of diversity to ensure that our diverse community is represented based on the work we have done on decolonising the curriculum. We also ensure that children's rights and safeguarding are woven into the whole curriculum as these form the bedrock of all that we do here at Cranbrook Primary School.

PPA is taught by specialist staff members. KS1 have lessons in Computing, Music, PE and Drama. We specifically chose drama as a lesson for our KS1 children so they have dedicated time to developing their oracy and language skills over and above the opportunities provided in the rest of the curriculum. We know developing oracy is particularly important for our community due to a high number of children coming from families where English is an additional language. KS2 have lessons in Computing, Music, PE and French. In EYFS, children have Music, outdoor learning and additional PSED lessons to support their development.

Outdoor Learning is a key feature of our curriculum across the school. Ilford is an urban environment and our children have limited day to day opportunities to experience nature and being outside for extended periods of time. Outdoor Learning is woven into our curriculum through all subjects and lessons are expected to take place outdoors at least once a term.

Pupil voice is also an integral part of our curriculum. Speaking and listening is promoted through our active learning teaching strategies, particularly partner talk. Children have the opportunity to rehearse what they want to say before saying it to the whole class. We have a strong focus on developing oracy in EYFS and this is embedded into all of our lessons but particularly English. Children who are not at age related expectations have a range of SALT interventions including NELI. We further develop oracy in KS1 by having dedicated drama lessons that require the children to use language with clarity and confidence. All children take part in class school council meetings where they debate hot topics and also bring motions forward to SLT and other stakeholders such as parents, the council and our local MP.

Brain Development and Pedagogy
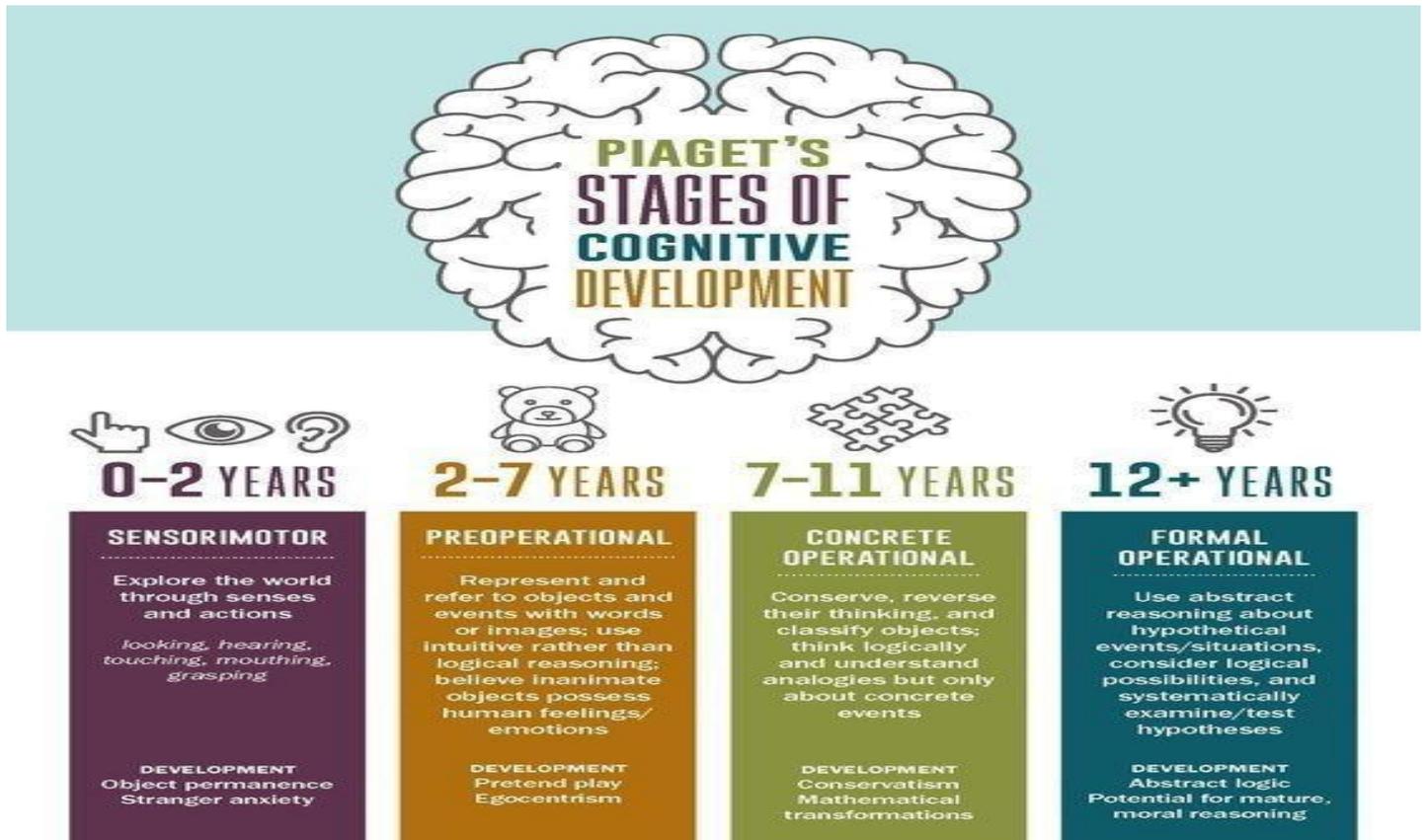
Early Childhood Education (Birth to 7 years old) - Preoperational Stage

Birth - 7 is a specific and unique neurological and developmental phase. What matters looks different. This stage of children's brain development is happening when children are in the Early Years Foundation Stage (EYFS) and Key Stage 1 phase of the school.

Brain development is a key factor in shaping how young children learn and grow. During these early years, children's brains are developing rapidly, especially in areas related to language, memory, motor skills, and emotional regulation. This means that our teaching needs to be hands-on, interactive, and play-based, allowing children to explore, experiment, and make sense of the world around them. We focus on building strong connections between new experiences and prior knowledge, offering plenty of opportunities for repetition and practice to help secure learning. Activities that stimulate curiosity, engage the senses, and encourage problem-solving are crucial, as they support brain growth and strengthen neural connections. By understanding how young brains develop, we create a learning environment that is both nurturing and stimulating, where children feel safe, confident, and excited to learn, setting the foundation for future success.

We use Professor Tina Bruce's Ten Principles of Early Learning to provide a framework for our pedagogy in this stage. The principles are rooted in her research and focus on creating an effective and nurturing learning environment for young children. Here are the ten principles:

1. **The Principle of Play:** Play is essential for children's learning and development. It allows them to explore, experiment, and develop their imagination, social skills, and problem-solving abilities.

2. **The Principle of Real-Life Experiences:** Children learn best when they are given opportunities to engage with real-world experiences. This can involve practical activities that connect to their everyday lives, fostering a sense of meaning and relevance.

3. **The Principle of Adult Involvement:** Adults play a critical role in supporting and extending children's learning. Through positive interaction, guidance, and encouragement, adults help children make sense of their world and develop new skills.

4. **The Principle of Communication and Language:** Language is a vital tool for learning. Children should be encouraged to express themselves, listen to others, and develop both spoken and written communication skills.

5. **The Principle of Sensory Learning:** Children's senses—sight, touch, smell, hearing, and taste—are key to how they learn. Activities that engage the senses help children understand and interpret the world around them.

6. **The Principle of Active Learning:** Children learn best when they are actively engaged in the learning process. This includes exploring, investigating, and discovering things for themselves.

7. **The Principle of Child-Centered Learning:** Learning should be based on the child's interests, needs, and developmental stage. This approach recognizes that each child is unique and learns in their own way.

8. **The Principle of Emotional Development:** Emotional well-being is foundational to learning. Children need to feel safe, secure, and valued in order to thrive and be open to new learning opportunities.

9. **The Principle of Relationships:** Positive relationships with peers and adults are crucial for children's social and emotional development. These relationships build trust, support collaboration, and help children develop social skills.

10. **The Principle of Continuity:** Learning is most effective when there is a sense of continuity in the child's experiences. This principle emphasises the importance of building upon prior knowledge and skills to foster progression and consistency in learning.

These principles collectively emphasise the importance of a holistic, child-centered approach to early education, one that nurtures every aspect of a child's development through rich, varied, and supportive learning experiences.

During ECE it is vital to:

- Provide multiple concrete experiences that enable abstraction in the next stage of brain development
- Revisit ideas and experience them in different contexts
- Embed learning positive 'behaviours' (Characteristics of Effective Learning)
- Teaching in a manner that utilises intrinsic motivation in order to maximise learning for young children.
- Collaborate with families

Middle Childhood Education (7/8 to 12 years old) - Concrete Operational Stage

In Key Stage 2, children's brains are becoming more complex as they develop greater abilities for critical thinking, problem-solving, and understanding abstract concepts. At this stage, it is important to provide a balanced approach to learning that challenges their growing cognitive abilities while also reinforcing foundational skills. Teaching strategies should focus on building deeper understanding through active learning, opportunities for independent thinking, and hands-on experiences. It is crucial to encourage children to make connections between different subjects, as the brain is constantly forming new neural pathways through these interactions. Additionally, we know that children in this stage benefit from clear, structured lessons that allow them to revisit and consolidate what they have learned, helping information move from short-term to long-term memory. By considering how the brain continues to develop in these years, we can design learning experiences that support both their academic growth and emotional well-being, empowering them to become confident, lifelong learners.

The "Ten Principles of Middle Learning" are often associated with best practices for engaging children in middle childhood (ages 6-12). While these principles aren't as widely formalized or recognized in the same way as Tina Bruce's Ten Principles of Early Learning, they focus on strategies to support the cognitive, social, and emotional development of children in this age range. Here's an adapted set of principles that are often used in the context of middle childhood learning:

1. **Active Learning**: Children learn best when they are actively involved in the learning process. Lessons should encourage participation, exploration, hands-on activities, and critical thinking, helping children to engage deeply with the material.

2. **Building on Prior Knowledge**: Effective learning occurs when new content is linked to children's prior knowledge and experiences. Teachers should create opportunities to review and build upon what students already know, making learning more meaningful and connected.

3. **Encouraging Independence and Responsibility**: As children develop, they should be encouraged to take more responsibility for their learning. This includes setting goals, organizing their work, and reflecting on their progress, which helps build confidence and self-regulation.

4. **Promoting Critical Thinking and Problem Solving**: At Key Stage 2, children are ready to tackle more complex ideas. Lessons should encourage them to question, analyze, and evaluate information, fostering the development of critical thinking and problem-solving skills.

5. **Collaborative Learning**: Social interaction and collaboration are crucial in Key Stage 2. Working in pairs or groups helps children develop communication skills, learn from each other, and build teamwork abilities while fostering a sense of community in the classroom.

6. **Providing Clear Structure and Expectations**: Children in Key Stage 2 benefit from clear guidance and expectations. Providing structure and consistency in lessons, as well as explaining learning objectives, helps children understand what is expected and stay focused on their learning.

7. **Scaffolding and Adaptive Teaching**: Teachers should offer support and guidance at the right level for each child, providing scaffolding to help them tackle more difficult tasks. Adaptive teaching ensures that each child's learning needs are met whilst not putting a ceiling on their learning.

8. **Encouraging Creativity and Imagination**: Key Stage 2 is an important time to nurture creativity. Children should be given opportunities to explore, create, and think imaginatively across all subjects, whether in art, writing, or problem-solving tasks.

9. **Integrating a Broad Curriculum**: A well-rounded education in Key Stage 2 includes more than just literacy and numeracy. Children should engage in a variety of subjects such as science, history, geography, music, and physical education, which helps develop their overall knowledge and skills.

10. **Providing Regular Feedback and Assessment**: Continuous feedback is vital in helping children understand their strengths and areas for improvement. Formative assessments, along with constructive feedback, support progress and motivate children to keep improving their skills.

These principles reflect a comprehensive approach to middle childhood learning, addressing not only academic growth but also the emotional, social, and developmental needs of children in this age group.

During MCE it is vital to:

- Use concrete experiences as a foundation to begin to teach abstract concepts.

- Provide opportunities for students to explore patterns, relationships, and logical reasoning. This includes tasks that require categorizing, classifying, and making connections between ideas that will help students understand how abstract concepts function in different contexts.

- Gradually increase the level of abstraction in lessons, moving from simpler, concrete ideas to more complex and abstract ones. This is achieved through incremental steps, such as introducing more challenging questions or tasks, and providing opportunities for guided practice.

- Teach children to reflect on their thinking processes. Encouraging metacognitive strategies—such as asking themselves, "How did I arrive at that conclusion?"—helps children understand the abstract thinking process and enhances their ability to apply it independently.

- Encourage students to use their imagination and creativity to explore abstract ideas. This might include activities that ask students to think about hypothetical scenarios, engage in role-playing, or create their own representations of abstract concepts.

- Give students clear, specific feedback that helps them refine their abstract thinking. When students make errors, guide them to see the connections and deeper reasoning behind correct solutions, helping them understand the "big picture."

Teaching and Learning

At our school, we are committed to providing high-quality, evidence-based teaching that ensures all students achieve their full potential. Central to this commitment is our implementation of Rosenshine's Principles of Instruction, which offer a structured and research-backed approach to teaching that enhances student learning. These principles are grounded in cognitive science and proven to optimize how information is delivered and retained. By integrating Rosenshine's principles into our curriculum, we create a clear, consistent framework for teachers to deliver high-impact lessons that promote active engagement, foster deep understanding, and facilitate long-term retention. This approach ensures that students not only acquire knowledge but are equipped to apply it effectively, think critically, and make connections across subjects. By following Rosenshine's principles, we are able to support all learners—regardless of their starting point—by providing a structured yet flexible environment that promotes mastery and self-confidence, preparing them for success both within and beyond the classroom.

PRINCIPLES OF INSTRUCTION
10 RESEARCH-BASED STRATEGIES THAT ALL TEACHERS SHOULD KNOW

1. DAILY REVIEW
Review Previous Learning
Daily review aids students in connecting new concepts with existing knowledge, making learning more durable and meaningful. By engaging students in regular review, through activities like retrieval practice quizzes, homework correction tasks, and addressing common misconceptions as a class, students rehearse and enhance their skills to the point of automaticity. This form of daily practice makes it easier for students to acquire and assimilate future knowledge into their existing schemas.

2. SMALL STEPS
Chunk New Information
Rosenshine explains that our working memory (the place where we process information) is small and therefore it can only process a few pieces of information at once. Because too much information swamps working memory, teachers should break down curriculum concepts and key processes into small manageable steps and allow for focused practice after each step. Breaking down information facilitates better understanding and gives teachers insights into students' knowledge gaps.

3. QUESTIONS
Check Students' Answers
Frequent questioning is an effective method of engaging students actively with new content and linking it to their existing knowledge. Utilising a broad range of questioning techniques (such as Doug Lemov's 'Cold Calling' or the 'Think, Pair, Share' routine) allows teachers to assess all students' understanding and promotes a culture of active participation. Questioning strategies also help to deepen students' grasp of the material by requiring them to apply and articulate their learning.

4. MODELS
Provide Cognitive Support
Rosenshine suggests that providing models and worked examples significantly aids students in problem-solving by offering essential cognitive support. This method, which includes teacher demonstrations and step-by-step explanations, helps reduce students' cognitive load. Effective modelling also includes think alouds where the teacher externalises their thinking process. Modeling is key in helping novices develop expertise by unveiling the expert's underlying thought processes.

5. GUIDED PRACTICE
Support Student Practice
Guided practice is vital in the learning process as it ensures students actively engage with new material through sufficient rehearsal, crucial for transferring information to long-term memory. It involves the teacher spending significant time asking questions, checking understanding and correcting errors as students practice the new material. This iterative process of practice and feedback is essential for teachers in diagnosing any common misunderstandings and adjusting instruction accordingly.

6. CHECK UNDERSTANDING
Address Misconceptions
Checking for understanding underscores the importance of regular assessment to ensure students grasp new material effectively. Frequent checks for understanding are critical, as they contribute to processing information into long-term memory and help teachers identify and rectify misconceptions early. Effective strategies include asking probing questions, encouraging students to summarise or explain concepts, and fostering discussions that require students to defend their specific viewpoints.

7. HIGH SUCCESS RATE
Aim For 80% Success Rate
Ensuring students achieve a high success rate during instruction is crucial, with Rosenshine's research advocating for an optimal success rate around 80 percent. This benchmark balances challenge and attainability, indicating that students are not only learning the material successfully but are also being sufficiently challenged. Teachers can use tools such as mini-whiteboards to quickly check for levels of success from the entire class. If it is below 80%, it is recommended to reteach the material.

8. SCAFFOLDS
Use Temporary Supports
Temporary supports assist students in mastering challenging concepts. These instructional scaffolds include strategies such as live modeling, think-alouds, sentence starters, and checklists, which are designed to guide students through the learning of new information. Effective teachers introduce these supports, gradually phasing them out as students gain proficiency. Scaffolds and supports ensure that students are neither overwhelmed by complexity nor under-challenged by simplicity.

9. INDEPENDENT PRACTICE
Build Fluency and Mastery
Following teacher-led instruction and guided practice, students should engage in independent practice to help reinforce their learning. Rosenshine explains that practice is essential for achieving fluency in skills and knowledge, allowing for automatic recall that frees up working memory for more complex cognitive tasks. Independent practice should involve the same material as the guided practice. During this process, teachers should actively monitor and circulate the classroom to maintain engagement.

10. WEEKLY/MONTHLY REVIEW
Extend Practice Over Time
Rosenshine emphasises the importance of regular reviews, extending beyond daily checks to include weekly and monthly formative assessments. This advanced strategy, termed "successive relearning," involves spacing out retrieval practice over time to achieve mastery. Such reviews strengthen connections between new and old knowledge and ensures learning is transferred to long term memory. Effective retrieval practice tasks include cumulative quizzes, concept mapping, and class discussion.

Rosenshine's Principles of Instruction outline ten research-based strategies that help teachers present new material clearly, support pupil thinking, and strengthen long-term learning. They draw on cognitive science, findings from effective classrooms, and the understanding that **working memory is limited**, so instruction must avoid overload and provide strong scaffolds.

- **1. Daily Review**

Start lessons by revisiting prior learning. Retrieval tasks, quizzes, and discussion help pupils activate what they know and make learning more durable.

- **2. Present New Material in Small Steps**

Break concepts into manageable chunks. Teach one idea at a time and allow practice before moving on to avoid overwhelming working memory.

- **3. Ask Questions**

Use frequent, varied questioning to keep pupils thinking, check understanding, and link new content to prior knowledge.

- **4. Provide Models**

  Demonstrate processes through worked examples and think-alouds. Showing expert thinking reduces cognitive load and clarifies expectations.

- **5. Guided Practice**

  Support pupils as they begin applying new content. Check answers, prompt thinking, and correct misconceptions before independent work.

- **6. Check for Understanding**

  Use questioning, summarising, or discussion to identify misconceptions. Avoid moving on until most pupils have secure understanding.

- **7. Ensure a High Success Rate**

  Aim for about 80% success. This shows content is challenging but achievable. Reteach if a large proportion of pupils are struggling.

- **8. Provide Scaffolds**

  Use temporary supports—sentence starters, checklists, visual cues, modelling. Gradually remove scaffolds as pupils become confident.

- **9. Independent Practice**

  Once secure, pupils practise independently to build fluency and automaticity. This frees working memory for more complex tasks.

- **10. Weekly and Monthly Review**

  Revisit material over time through spaced retrieval. Cumulative quizzes, concept maps, and discussions help secure learning in long-term memory.

We use the **"I do, We do, You do!"** approach to structuring our lessons in every phase of the school. This is because it is a powerful and intentional method of teaching that fosters deep understanding and mastery of skills by scaffolding learning in a structured, supportive way. In the "I do" phase, the teacher models the concept or skill, providing clear, explicit instruction while thinking aloud to demonstrate the cognitive processes involved. This serves to build a solid foundation for students, ensuring they grasp the essential principles before attempting it themselves. In the "We do" phase, students collaborate with the teacher, applying the new knowledge with guidance and feedback, which allows them to develop confidence and reinforce their understanding. Finally, in the "You do" phase, students take full ownership of their learning, independently applying the skill or concept, demonstrating their mastery, and receiving feedback to further refine their abilities. This approach not only ensures that learning is incremental and accessible but also promotes self-reliance and critical thinking,

empowering students to become independent, confident learners who can apply their knowledge with competence and creativity.

Direct Teaching
↓
Guided Practice
↓
Independent Practice
↓
Selected when needed
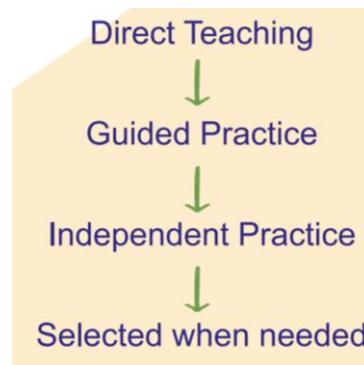
We complement these teaching and learning approaches with a **"No opt out" culture**. Our teachers have a number of strategies in their toolkit that they use to create this culture of no hands up and everybody is ready to respond.

The strategies include:

1. **Think-Pair-Share/TTYP (Talk to your partner):** Children first think about the answer on their own, then discuss it with a partner before sharing with the class.
2. **Mini whiteboards**: children write their answers on mini whiteboards for teachers to see answers in real time.
3. **Lollysticks:** Children know they can be called upon for feedback every time so have to engage with the content of the lesson.
4. **Choral Response:** All children answer simple questions at the same time in chorus.
5. **Popcorn Answers:** Children give their answer when pointed to - teacher points to different children speedily and the answers pop like popcorn.
6. **Tidal Wave:** Children say their answer as the teacher makes a wave with their arm across the children in the classroom.
7. **Thumbs Up/Down or 1-2-3:** Children use hand signals like a thumbs-up for understanding, thumbs-down for confusion, or holding up a certain number of fingers (1, 2, or 3) to indicate how well they grasp the concept. This quick, non-verbal feedback helps the teacher assess comprehension in real-time.
8. **Open-Ended Questions:** Teachers ask students questions that require more than a yes/no answer, encouraging them to think critically and explain their reasoning.
9. **Targeted Questions:** Teachers may ask specific students questions to gauge understanding and address misconceptions.

4B's Before Me

At Cranbrook Primary School, we encourage children to become independent and resilient learners. To support this, pupils are taught to use the **4 Bs before me"** when they feel stuck during a lesson. The 4 Bs provide a range of strategies that children can use before asking an adult for help, encouraging them to persevere, think carefully about their learning and make informed choices. This approach develops metacognitive skills and helps children build confidence, independence and resilience in their learning.

Adaptive Teaching

We use an adaptive teaching approach to our curriculum rather than traditional differentiation so that every pupil is working towards the same challenging outcomes but with the right adaptations to meet their needs.

ADAPTIVE TEACHING:
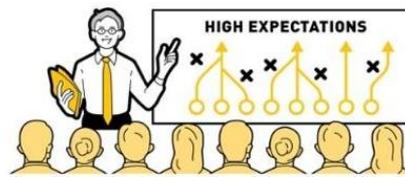
Scaffolds, Scale, Structure and Style

HIGH EXPECTATIONS

Adaptive Teaching: Scaffolds, Scale, Structure and Style | Alex Quigley

If we are setting simple tasks for struggling pupils, but complex tasks for high prior attainers, how are they ever meant to catch up. As Sealy describes, "being given different work [should] become rare rather than routine".

Adaptive teaching is quickly becoming the latest buzzword in education. Defining and exemplifying adaptive teaching bolsters our chances of protecting it from lethal mutations.

In defining it, we must be clear on how it differs from old approaches such as differentiation. Whereas differentiation was about providing different learning tasks and having separate outcomes for students based on poorly conceived flightpaths, adaptive teaching is about all students working on the same tasks and towards the same challenging outcomes.

It also helps to know about different approaches to adapting learning and how to adjust challenge levels so all pupils can access the same ambitious curriculum. The 4 Ss of scaffolds, scale, structure, and style can help here.

Adaptive teaching vs differentiation

CHALLENGING OUTCOME

ALL STUDENTS

CHALLENGING OUTCOME

ALL   MOST   SOME

More adaptive teaching

Scaffolds for pupils to access challenging tasks
High expectations of outcomes for all pupils
Scaffolded homework
Teaching with multiple representations in mind
Giving additional tasks based on diagnostic assessments
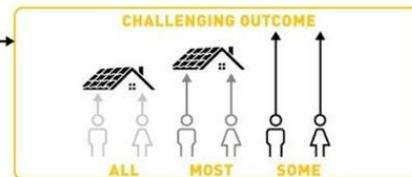
Less differentiation

Differentiated tasks e.g., different worksheets
All/Most/Some outcomes that cap pupils' learning
Chilli challenge open choice homework
Teaching based on pupils' *Learning Style*
Giving additional tasks based on target grades

Two types of adaptations:

Microadaptations. Sensitive, moment-to-moment adaptations responding to pupils' learning e.g. deploying flexible grouping to reexplain a concept.

Significant adaptations. Providing reasonable adjustments for students with SEND or a disability e.g., offering additional Teaching Assistant support.

Scaffolds, Scale, Structure and Style

The 4 Ss of scaffolds, scale, structure, and style can help when adapting classroom tasks undertaken by all pupils, allowing teachers to retain challenging goals for all whilst supporting their individual needs. The model will not match every task, but it may be helpful, encouraging teachers to move away from planning different tasks to instead adapting with confidence.

Scaffolds

Scaffolds are about offering additional temporary support to make a complex task accessible or more challenging. **For example**, providing a template for pupils drawing a self-portrait or providing word banks during essay writing.

Scale

Scale is about making adaptations to the scale of a given task to adjust the degree of challenge. **For example**, shortening or lengthening a descriptive writing task or increasing or decreasing the scale when producing a self-portrait.

Structure

Structure is about making adaptations to the structure of a task to adjust the degree of challenge. **For example**, providing a writing frame when writing an evaluative essay in religious studies.

Style

Style is about adapting the style of a task to adjust the degree of challenge. **For example**, using different mediums when producing a self-portrait or prompting pupils to imitate an author's style during narrative writing.

Types of Modelling

Sequencing concepts and modelling are key when presenting children with new information. Providing the children with models is a central feature to planning and providing good explanations.

Modelling helps reduce the overload on the working memory by presenting new information in small steps. The children need to practise these small steps. Modelling and scaffolding help the children to practise the small steps and build up the schemata. A well sequenced scheme of learning will provide the children with hands-on opportunities at the most appropriate time and place to maximise learning.

When teachers can break down the complex activities- which may be the final product or overarching activity- into the smaller stepping stone stages, they will be more effective in explaining the procedures to the children. This is central to the planning process. The big picture is key to the children's understanding, they too need to know where they are going on their journey of learning. The teachers do this by giving the children the barebones of a story or situation and the big picture can be presented to the children on the knowledge organiser and in the learning environment. We have to zoom out to the big picture in order for the children to understand the zooming in to the smaller steps. They need to understand the significance of the smaller steps so that they can identify the knowledge and skills they will need to help them achieve the final creation or answer the big question.

Type of model	Detail	Classroom examples
Worked Out Models	These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Displays. Examples on flip charts and on supporting resources.
Conceptual Models	These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Displays Knowledge organisers
Thinking out loud	This is the explicit narration of our thought processes to solve problems or undertake creative activities.	Teaching – whole class and focus groups.
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge being taught and the experiences of the children.	Displays Learning environment
Linking knowledge and experience	Modelling that links the new knowledge and the children's experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g. science. We store and connect them more through memory consolidation.	Displays Memory maps
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.	Knowledge organisers Displays Examples on flip charts.

Types of Scaffolding

The purpose of scaffolding is to help the children become capable of learning independently and thinking metacognitively. The key to this is that scaffolding is temporary. The support the children are given in the cognitive process is removed at the most appropriate stage so that they don't become reliant on it. There are overlaps between the models and scaffolds that the teacher and children will use.

Practice and individual work help the children to develop cognitive and metacognitive knowledge. Over time, this type of thinking will become habitual. The scaffolding will have become internalised and will support future learning.

Type of scaffold	Detail	Classroom examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well giving the children sentence stems to help the children frame their answers.	Displays Examples on flip charts.
Exemplars	The children critically analysing examples, done by the teacher or by previous students, is a useful scaffold. Children can better	Displays
	understand the success criteria if they can identify what has gone well and how a piece can be even better. They can then compare theirs to the example. Through a better understanding of the success criteria, the children will have a better understanding of the definition of excellence.	Examples on flip charts.
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs **explicit** modelling and scaffolding before the children can do it independently.	Learning environment
Anticipate errors and misconceptions	An important part of scaffolding is tackling these head on. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self-checking and self-correcting their work.	Teaching – whole class and focus groups.

Curriculum Enrichment

At **Cranbrook Primary School**, we believe that enrichment plays a vital role in supporting children's academic learning, personal development and wellbeing. Alongside our broad and balanced curriculum, we provide a wide range of enrichment opportunities that inspire curiosity, develop confidence and help children discover new interests and talents.

Educational Visits and Visitors

Educational visits are carefully planned to enhance and enrich classroom learning. Trips are closely linked to curriculum topics and give children the opportunity to experience learning in real-life contexts. These visits help pupils develop a greater understanding of the world around them, strengthen subject knowledge and build independence. Visits happen in every year group several times a year across the full range of subjects taught in the school.

In addition to trips, we regularly welcome visitors into school to support learning. Workshops, performances and specialist talks bring topics to life and allow children to engage with experts, artists and professionals. These experiences help deepen understanding and make learning memorable.

Our older children are offered the opportunity to go on residential trips that focus on team building, physical activity and strengthening resilience and perseverance.

Special Events and Theme Days

Throughout the year, Cranbrook Primary hosts a range of special events and whole-school theme days. These days provide children with opportunities to step away from the usual timetable and explore learning in creative, collaborative and exciting ways.

Theme days may focus on curriculum subjects, books, cultural celebrations or national awareness events. Assemblies, classroom activities and displays are used to share learning and celebrate children's achievements, helping to create a vibrant and engaging school environment.

School events such as the **Winter Arts Festival** showcase pupils' talents in dance, music and creativity and bring the whole school community and beyond together.

Clubs and Extra-Curricular Activities

We offer a variety of clubs and extra-curricular activities that allow children to pursue interests beyond the classroom. Clubs run before school, after school and at lunchtime, and may include sports, performing arts, creative activities and curriculum-based enrichment (such as Eco club, School Council, Anti-bullying ambassadors.

Our clubs are designed to promote teamwork, resilience, confidence and enjoyment, while giving children opportunities to develop skills and try new experiences in a supportive environment.

We also host community based clubs that parents and children attend on weekends where gardening, litter picking or site improvement work is done. These events are well attended and appreciated by those who choose to get involved.

Enrichment Beyond the Classroom

Through trips, visitors, clubs and special events, Cranbrook Primary School ensures that children benefit from a rich and varied enrichment programme. These experiences broaden horizons, support personal development and help children build lasting memories of their time at school.

Cultural Capital

We are committed to widening pupils' horizons and ensuring they experience the richness of the world beyond their immediate environment. Cultural capital at Cranbrook includes:

- High-quality texts that reflect diverse voices
- Educational visits and visitors
- Outdoor learning
- Opportunities to explore music, art, drama and languages
- Experiences that reflect our local community and global identity
- Exposure to role models from a wide range of backgrounds

These experiences are planned progressively so that pupils build cultural knowledge year on year.

Monitoring and Evaluation

Curriculum quality is monitored through a rigorous and supportive cycle of evaluation, including:

- Learning walks and lesson visits
- Book looks and planning reviews
- Pupil voice interviews

- Data analysis
- Subject leader reports
- Governor monitoring

Findings inform professional development and continuous improvement.

Professional Development

We invest in high-quality professional development to ensure that all staff have the knowledge and skills to deliver our curriculum effectively. This includes:

- Training on Rosenshine's Principles, cognitive science and adaptive teaching
- Coaching and mentoring
- Subject-specific CPD
- Training on safeguarding, inclusion and wellbeing
- Opportunities to engage with research and best practice

Policy Review and Approval

This policy is reviewed annually by the Senior Leadership Team and the Governing Board. Updates reflect:

- Changes to statutory guidance
- Evolving research and best practice
- Feedback from staff, pupils and families
- Monitoring and evaluation outcomes

The Governing Board approves the policy and ensures that it continues to reflect the needs, values and aspirations of our school community.