



Campsbourne School

Learning and Teaching Policy

OUR VISION

Campsbourne is a school where all children are inspired with a love of learning and encouraged to be ambitious for themselves and for the school. We work hard to include everyone and foster a strong sense of community, to prepare our children to embrace a changing world, and to provide a caring, sustainable and safe environment for all.

OUR VALUES

We love to learn

We inspire a love of learning by providing engaging experiences within a rich and exciting curriculum that actively fosters creativity and natural curiosity about the world around us, and by ensuring a solid foundation of core knowledge and skills is acquired by all.

We aim high

We enable all our children to be ambitious by developing their confidence as independent learners who aim high, challenging themselves and the whole school to be the best they can be, continually improving as we go.

We are part of a global community

We are inclusive and foster a strong sense of belonging by building mutual respect, understanding and responsibility, in and out of the classroom, and by engaging with everyone in our school community. While understanding our place in the wider world, our school is firmly rooted in and values its unique and diverse locality, including its links to Alexandra Palace and Park.

We embrace a changing world

We prepare our children to engage in the world and thrive in the face of constant change and new challenges by providing a supportive ethos to develop the resilience and adaptability we all need to take life in our stride.

We care about each other and the environment

We provide a caring, sustainable, secure and happy environment where all our children and staff can flourish, by supporting each other's emotional and physical health and well-being, and by having high expectations of behaviour for all.

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body. We are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

INTRODUCTION

At our school we implement the curriculum using direct instruction as our pedagogical approach. Direct instruction has a clear, strong evidence base for effective teaching.

Research in the field of cognitive psychology shows that learning is a change in long-term memory. We know that if nothing has been altered in long-term memory, then nothing has been learned. To store learning in long-term memory, information must go via our working memory which has a limited capacity.

Fortunately, long term memory is not limited and we can store as much learning as we need there. The challenge is moving information to long term memory and storing it there so that it can be used in future through a process of retrieval.

Direct instruction takes into account the limits of working memory and the process of moving learning to long term memory and keeping it there. "Decades of research clearly demonstrates that for novices (pupils learning and rehearsing new material), direct, explicit instruction is more effective and more efficient than partial guidance" (Clark, Kirschner and Sweller, 2012).

We use the ten evidence-based Principles of Direct Instruction (Rosenshine, 2010) that were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports.

The Principles of Direct Instruction used by teachers helps pupils to develop strong, readily available background knowledge. Teachers ensure that pupils efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. Teachers activate pupils' relevant prior knowledge through regular retrieval practice, teach new material in small amounts, model processes, guide pupil practice to the point of independent practice, ensure a high success rate and provide immediate feedback to help pupils when they make errors.

Teaching using principles of direct instruction leads to pupil's experiential, hands on learning through using and applying what they have been taught after, not before, the basic material has been taught. Pupils build mental models in their long term memory through carefully sequenced incremental steps, known as component tasks, which lead to top level outcomes which are multi-faceted summaries known as composite tasks. For example:

Composite

To learn to paint effectively with colour

Components

Knowledge Components

1. Understand basic colour theory
2. Know about the effects / properties of different painting media
3. Know about different paint effects e.g. stippling, layering
4. Understand and use key art-related resources

The Principles of Direct Instruction are:

- Begin lessons with a short review of relevant prior learning (retrieval practice)
- Present new material in small steps with pupil practice after each step
- Ask a large number of questions to all pupils

- Check for understanding from all pupils
- The teacher directly models the full process, including showing worked examples
- Guide pupil practice under close supervision of the teacher with immediate feedback
- Obtain a high success rate

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- 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;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad and balanced curriculum which is exciting and challenging;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- Encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- Supporting the school staff to provide a well-ordered environment in which all children are aware of behavioural expectations;
- Respecting all children as individuals and their rights, values and beliefs;
- Promoting good relationships and a sense of belonging to the school community;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Ensure that the curriculum is progressive and builds on prior learning;
- Recognise and be aware of the needs of each individual child according to ability and aptitude;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with the latest pedagogical research;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;

- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Subject leaders have a variety of roles. These include:

- Taking the lead in policy development and the production or selection of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- Ensure there is breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning;
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- Monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- Keeping up-to-date through reading and attending relevant courses;

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually and well-rested;
- Informing the school of reasons for their child's absence;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment e.g. PE/Swimming kit;
- Encouraging children to be independent and allowing them to become increasingly independent as they progress throughout the school;
- Participating in discussions concerning their child's progress and attainment;
- Supporting the work of the school and the implementation of any support programmes that the school feels is necessary;
- Support the school's Home Learning policy and give due importance to any home learning;
- Support staff with managing behaviour within the school;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;

Pupils are encouraged to support the school's aims by:

- Attending school regularly and punctually
- Being kind and supportive to their peers;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the School's Behaviour policy;
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;
- Voluntarily helping in the classroom.

Our Curriculum

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, parents and children and is approved by the Governors.

We are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We have developed a curriculum which makes the most of our location e.g. Alexandra Palace and the world class facilities we have close by e.g. London's art galleries and museums. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place in our swimming pool,

Schemes of work have been carefully chosen to fit in with our ethos and where we felt none were available our subject leads have developed units of work for their subjects.

Subject	Curriculum Provision
Phonics / Spelling	Sounds Write
Reading (Infants)	Sounds Write combined with an in-house comprehension program.
Reading (Juniors)	Destination Reader
Writing	Talk for Writing
Maths (Infants including EYFS)	White Rose Maths
Maths (Junior)	White Rose Maths
Science	Bespoke Science Program developed in partnership with Primary Science Education Consultancy
Computing	Switched On
Design and Technology	Design and Technology Association
History	In House Curriculum developed in partnership with Alexandra Palace Education Department and history consultants.
Geography	In House Curriculum developed in partnership with geography consultant.
Religious Education	Discover RE
Physical Education	Get Set 4PE
Swimming	Just Swim
Personal, Social, Health and Economic (PSHE)	Cambridge PSHE Curriculum and external providers e.g. Women's Solace Aid
Music	In House Curriculum
Art	In House Curriculum developed in partnership with art consultant
Forest School	Forest School

Subject Unit Plans

Teachers use these plans to develop weekly plans which are based upon previous assessment data, pupil need and subject expectation. At Campsbourne we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum. We believe that a broad and rich curriculum facilitates the development of these basic skills and therefore children are only ever withdrawn from classes for enrichment activities or because they are receiving specialist one to one or small group intervention.

Educational Visits and Visitors

We value the use of visits and visitors to enrich the curriculum. Educational visits are carefully planned to ensure that they build on learning within the classroom. (See appendix A)

Teaching and Learning

Positive Relationships

Children learn best when they have **positive relationships** with their teachers. In order to build these positive relationships teachers are expected to:

- Take the time to get to know the children so they understand the learning needs of all the children in their class. This involves the teacher talking /interacting with a child to find out about their hobbies and interests, to identify what motivates them and, where appropriate, to discover what their view is on their own barriers to learning. For children with SEND teachers also meet with the SENDCo and read and understand all relevant paperwork.
- Aim to work with all children every day, especially those with SEND.
- Check biases: Teachers are aware that children come from different places and cannot assume they know about the experiences of the children.
- Aim to find time to talk to children about topics unrelated to lessons e.g. sports, current events, pets, funny (yet appropriate) stories from their personal life etc. These conversations help children to connect with the teacher outside of the teacher role, and on a more personal level.
- Never hold a grudge; the reality is that children have bad days. Teachers are mindful that children have lives outside of the classroom and that they may have no idea what the children experience out there. If a relationship is to be one of trust and respect, every day must be a new day. **Every day must be a fresh start.**
- Show children that they care. Attempting to understand them is not a simple process because every child is a unique individual. When a child is upset, emotional or defiant the first question we ask them is "Are you okay?"
- Have a positive attitude, this includes smiling, encouraging, and using positive language which focuses on what they should be doing rather than what they need to stop doing.
- Focus praise on effort as well as their achievements. When praising they explain what they have done well e.g. 'That was good reading, well done' or 'You're sitting really quietly, that's great' rather than just saying 'good work' or 'that's fantastic'. This helps them to understand what it is they have done well and to recognise their own achievements.

Positive relationships are essential for high quality teaching and learning to take place and ensure that the needs of all children including those with special educational needs (SEND) are met.

At Campsbourne high quality teaching and learning consists of:

- Positive Relationships
- Good Pedagogical Choices (See below)
- Prioritisation of Learning over Performance
- Personalised Teaching
- Effective Use of Formative Assessment
- Positive and Effective Adaptation of Tasks to ensure all children can achieve the objective
- High Expectations of Behaviour and Effort
- Well-paced lessons where there is a drive from the teacher to ensure all children are making good progress and succeeding

All lessons should incorporate Rosenshine's Principles of High-Quality Teaching

1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.
2. Present new material in small steps with children/young people practicing after each step: Only present small amounts of new material at any time, and then assist children/young people as they practice this material.
3. Ask a large number of questions and check the responses of all children/young people: Questions help children/young people practice new information and connect new material to their prior learning.
4. Provide models: Providing children/young people with models and worked examples can help them learn to solve problems faster.
5. Practice of new material.
6. Understanding at each point can help children/young people learn the material with fewer errors.
7. Obtain a high success rate: It is important for children/young people to achieve a high success rate during classroom instruction.
8. Provide scaffolds for difficult tasks: The teacher provides children/young people with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. Require and monitor independent practice: Children/young people need extensive, successful, independent practice in order for skills and knowledge to become automatic
10. Engage children/young people in weekly and monthly review: Children/young people need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

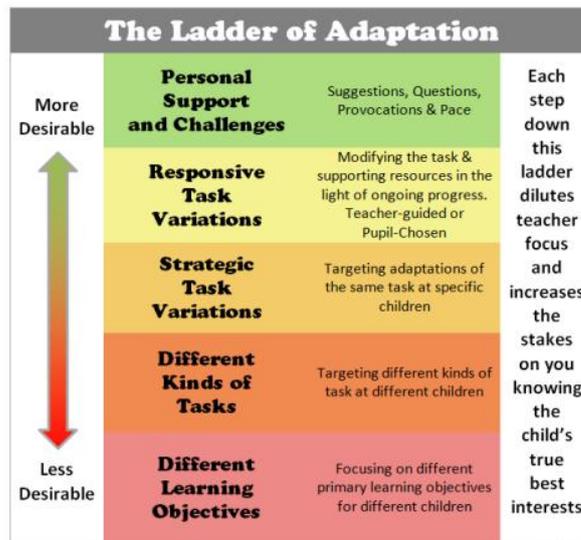
Good Pedagogical Choices

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include the following of which the first 5 are seen as the most effective (Research by the Education Endowment Fund (March 2020)):

- **Scaffolding**
- **Direct/explicit instruction**
- **Metacognition**
- **Use of technology**
- **Flexible Grouping**
- Adaptive Teaching
- Teaching the vocabulary
- Effective questioning
- Using manipulatives
- Inquiry based learning
- Classroom /behaviour management
- Modelling
- Feedback specific, encouraging and actionable
- Purposeful practice
- Spaced practice
- Personalised learning
- Collaborative learning
- Pace
- Effective use of time
- Order of activities
- Examples and non-examples
- Problem solving
- Class discussions i.e. think, pair, share
- Growth mindset

Adaptive Teaching

So that all children are given the opportunity to meet age expectations learning objectives are not differentiated to meet differing ability levels but rather than support which children are provided to achieve the learning objective. The following table summarises the need to think about adapting and adjusting rather than doing something different.

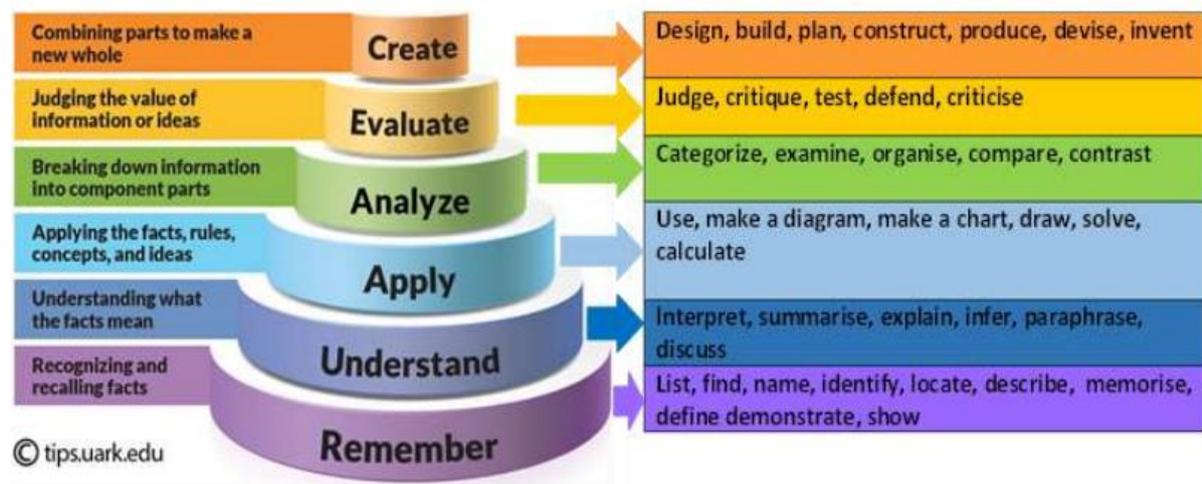


Teachers will achieve this by:

Content: The Information and ideas that learners interact with in order to reach the learning goals.

Teachers are aware that the learners in their class have diverse needs; some children will be unfamiliar with the concepts in a lesson, some may have partial knowledge, and some may already be familiar with the content before the lesson begins.

Teachers use formative assessments to establish children's knowledge and understanding and then adapt and adjust the lesson content accordingly using strategies such as those in Bloom's Taxonomy which provides classification levels of intellectual behaviour going from lower-order thinking skills to higher-order thinking skills. The six levels are:



Teachers also use effective questioning to help differentiate the content element of their lessons using Marion Blank's Questioning Framework going from simple, concrete questions to more difficult abstract questions.



Process: How learners make sense of the content.

Teachers know and plan for the different learning profiles of the children in their class and adapt their delivery so that all learners are able to make sense of / process it.

For example, a learner who has weaker literacy skills may benefit from use of visual resources such as Widget or a learner who is easily distracted may benefit from having written information in front of them to focus on rather than having to focus on a white board

Additionally, teachers recognise that not all learners will require the same amount of support from them. While some learners may benefit from regular one-on-one interaction with the teacher or an additional adult to help them to process lesson content, others will be able to do so by themselves or by working in pairs or small groups.

This includes the level of teacher/ adult input, based on the needs of the individual learning profiles within the class. As such, there is no expectation that teachers need to deliver the whole class.

Product: How learners show what they remember, know, understand and can do.

The product is what the teacher expects a child /young person to create or do at the end of a lesson or module of work to demonstrate that they have mastered or learnt (i.e. remembered not just performed) the content.

Teachers ensure they have high expectations and plan products that provide the right level of challenge. (See Bloom's Taxonomy)

Learning Environment – The Climate or Tone of the Classroom

The conditions for optimal learning include both physical and emotional elements.

Physical Environment

Organisation of furniture is flexible and should be organised in such a way as to facilitate different styles of learning.

- Whole class teaching;
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- One to one teaching;
- Collaborative learning in pairs or groups;
- Independent learning.

Teachers maintain a high-quality environment by:

- Ensuring their classroom is tidy with resources / books well looked after;
- Labelling resources and grouping according to curriculum subject;
- Creating attractive book corners which include texts linked to foundation subjects being taught and updated each term;
- Involving children with the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays with a focus on key vocabulary. Classrooms include:

- A reading display;
- A maths working wall;
- A washing line for T4W flipcharts;
- A humanities display and a science display;
- Where possible other subjects will also be represented through displays in the classroom such as PSHE, RE and Spanish (KS2 only).

Emotional Environment

Teachers use classroom management techniques to create a safe and supportive learning environment. Good classroom management leads to a healthy learning environment. Examples of classroom management strategies to support differentiation include:

- Consistent classroom rules and expectations so that children know exactly what is expected of them when they enter the room
- Clear expectations for behaviour that are realistic, fair and reasonable
- Consistent challenge when rules and expectations are broken
- Noise level controls that are in line with the task (total silence at all times is not a healthy learning environment) environment
- Well managed transitions that describe each step so that children /young people know exactly what they need to do next

Assessment for Learning

A fundamental part of adaptive teaching is affective assessment which enables teachers to make informed decisions during a lesson.

Formative Assessment

We recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are:

- Sharing learning goals;
- Effective questioning;
- Self and peer evaluation;
- Effective feedback.

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- Sharing an overview of content, process and benefits of the learning to come;
- Constant checking for understanding by
 - Constantly circulating the classroom to check progress and understanding

- Cold calling (no hands up) when questioning
- Strategic questioning (how/why)
- Providing written and verbal feedback which is focused on specific objectives which can be acted on;
- To plan regular, short quizzes to check learning of key knowledge;
- Providing opportunities for reflection by pupils;
 - Think, pair, share
 - Creating space for reflection and meaningful dialogue with peers;

Summative Assessment

- EYFS Teachers complete the statutory reception baseline assessment assessments within six weeks of starting school. Assessment is based on Teacher Judgement linked to the EYFS Curriculum and Development Matters.
- Assessment in Year 1 is based on teacher judgements. Children also complete the Year 1 Phonics Screening test and are retested in Year 2 of necessary;
- Assessment in Year 2 is based on teacher judgment in the autumn term with formal written assessments introduced in spring and summer terms.
- In Years 3 to 6 formal summative assessment are carried out termly with children sitting their SATs at the end of Year 6.
- Results from summative assessments are analysed and used to inform future planning. (See Assessment Policy)

Records of progress are kept for each child are:

- Assessment data from autumn and summer is uploaded onto Integris for analysis;

Feedback and Marking

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- Helps children understand how to improve;
- Focus should be on specific objectives and not too broad;
- Comments should be positive and constructive;
- Can often be done verbally while a task is being carried out;
- Written comments should be used sensitively and with discretion so that a child is not overwhelmed with too many objectives to focus on.

Prioritising Learning over Performance

- Performance requires children / young people to use their short term/ working memory whereas learning requires children/ young people to use their long-term memory.
- Teachers do this by enabling children in their class to remember key information from the lesson by providing lots of opportunities for children to revisit, recall, repeat, rehearse information, knowledge and skills.
- Teachers also ensure that children link new information to their existing knowledge by pro-actively making associations between the two, i.e. what did we learn at the beginning of the lesson, yesterday, last week, last term etc.

Support for Children with SEND

Additional support will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Some pupils with special educational needs receive support provided by a learning support teacher, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher to support children with special needs.

Awards

Learning Behaviour Certificate

Each week one child from each class is rewarded with a certificate linked to one of our learning behaviours.

Class Dojo Certificates

Children can earn one dojo at a time. Children accumulate dojos throughout the year and earn certificates for reaching the following milestones.

Bronze 100
Silver 200
Gold 300
Diamond 400
Platinum 500

Gold Box / Raffle Tickets

Staff give raffle tickets to children for demonstrating golden behaviours. Children who have earned raffle tickets put them in a gold box. Five names are randomly drawn out during Friday's Celebration Assembly for a behaviour badge.

Timetable Badges

Badges are awarded when children reach milestones after completing weekly quizzes.

Monitoring and Evaluation

Children's work will be monitored and moderated regularly in each of the core curriculum areas by the phase leaders for reading, writing and maths and the foundation subject leaders. Phase leaders review children's progress with all members of the teaching staff twice a year in the form of Pupil Progress Meetings.

The phase leaders complete regular learning walks in reading, writing and maths, focusing on one every half term. Subject leaders will regularly monitor children's books and complete learning walks in foundation subjects. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

This policy should be read in conjunction with:

- Subject Policies
- Assessment for Learning Policy
- Feedback Policy
- Behaviour Policy

Outstanding Characteristics

Statement from grade descriptors	What does that look like in the classroom
<p>Teachers & other adults that generate high levels of engagement and commitment</p> <p>Climate for learning</p>	<ul style="list-style-type: none"> • Classroom environments are safe places to learn • Relationships between pupils and adults is extremely positive – lots of encouragement and support focusing upon the positive and encouraging the less effective • Teachers’ delivery is highly engaging and motivating • Pupils working together happily regardless of gender / age • Pupils keen to share their learning with adults • Getting something wrong becomes a learning point • Voices are calm within the classroom • Displays reflect a mix between supportive learning walls that enable pupils to be successful and independent in their learning and a celebration of children’s work • Activities engage all pupils • Resources are readily available to support pupils learning
<p>High expectations set across all subjects</p>	<ul style="list-style-type: none"> • Activities that challenge pupils’ abilities and thinking, so pupils do not find the work easy • Expectations set for productivity, teachers setting task outcomes which are reflective of pupils’ ability, so if they are capable of completing 10 questions within the time given – set 12 • Presentation in books demonstrates that teachers are not accepting of anything less than a pupils’ best work • Behaviour for learning would show all pupils keen to learn and wanting to improve • There is no discernible difference in what becomes acceptable within theme based lessons compared with English and maths
<p>Assessment</p>	<ul style="list-style-type: none"> • Teachers know the ability of the pupils within their class • Activities are differentiated to meet the needs of the pupils • Questioning and observation are used to determine assessment information throughout the lesson. Teachers reshape tasks by: modelling, redesigning activities; providing further explanation – if they feel pupils don’t understand
<p>Basic skills are taught effectively</p>	<ul style="list-style-type: none"> • Excellent subject knowledge of teachers – who know what knowledge and skills pupils have experienced and what knowledge and skills need to be further developed – planning reflects this • Support available to enable pupils to succeed – this may be word banks, word charts, wow words, writing frames; number lines, 100 squares • Appropriate application of basic skills within context i.e. use of data representation in geography or science
<p>High quality marking and feedback</p>	<ul style="list-style-type: none"> • Verbal feedback given throughout the lesson to ensure pupils understanding is clear • Marking within books reflects positively the success criteria set for the lesson • Marking commentary supports pupils to make improvements such as up levelling sentences, choosing improved / more precise vocabulary, demonstrating a more efficient method in mathematics etc. • Pupils know what the marking means and can access it • Marking that is age / ability appropriate
<p>Inspirational teaching strategies</p>	<ul style="list-style-type: none"> • What format do lessons take? Are they always teacher at the front pupils at desk working independently • Where does learning take place is there experimentation of starter activities? Grouping, open ended activities, child-initiated learning • Consideration of time space and place when determining teaching sequence

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| | <ul style="list-style-type: none">• Well matched activities to ability• Use of TAs• Use of intervention• Use of ICT to drive standards and enjoyment• Use of homework |
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Campsbourne School Educational Visits and Workshops



	Autumn	Spring	Summer
Nursery	Alexandra Palace Park – Forest School	Alexandra Palace Park – Forest School Hornsey Fire Station (UW)	Alexandra Palace Park – Forest School
Reception	Alexandra Palace Park – Forest School	Alexandra Palace Park – Forest School	Alexandra Palace Park – Forest School Railway Fields (Understanding the World) Freightliners Farm (Understanding the World)
Year 1	Alexandra Palace Park – Forest School	October Gallery (Art)	London Zoo (Science) Visiting Wren300 Temple Bar (GFoL) (History)
Year 2	National Portrait Gallery (Art) Alexandra Palace (History)		Go Ape (PE) Wightman Road Mosque (RE)
Year 3	Sikhism Gurdwara Visit- Free (RE)	Hornsey Parish Church (RE) Natural History Museum: Emergency! Earthquakes and Volcanoes (Science) Alexandra Palace Park – Forest School	Hampstead Heath (Gospel Oak) (PE) V&A Gallery (Art)
Year 4	William Morris Gallery (Art)	Firing London's Imagination Workshop (History)	British Museum - Sutton Hoo (History) BMX Riding – Olympic Park (PE)
Year 5	VR Immersive Workshop (Geography) Hindu Temple (RE)	British Museum (Mayans) (History)	Alexandra Palace Park – Forest School Wallace Collection (Art) Castle Rock Climbing (PE)
Year 6	British Museum: Viking Workshop (History)	Saatchi Gallery (Art) Hornsey Parish Church (RE)	Whiteman Road Mosque (RE) Kayaking: West Reservoir (PE) Visit to the Windrush Memorial Garden (West Green Rd) <u>Ben Kinsella</u> Trust The Truth About Drugs & Alcohol Workshop
PSHE	Anti-Bullying Alliance? Show Racism the Red Card Workshops (KS2)	SWGfL Online Safety Workshops (Rec to Y6) School Council Houses of Parliament	
Music			