


<p><b>Inclusion</b></p> <p>Teaching at our school is inclusive. We value all children as individuals with unique interests and strengths and equal rights of access to a full and balanced curriculum. Inclusion does not mean all children join in with everything, rather each child's needs are met in a mainstream setting.</p> <p><b>Impact:</b> ALL children are supported to make their expected progress.</p>	<p><b>Planning</b></p> <p>It is important to us that teachers have the flexibility to plan in a manner they find effective and efficient therefore no planning template is required. However teacher planning requires the requisites of at a minimum, the fundamental elements: statement of learning, activity name/title, scaffold/challenge and relevant details about pupils working on different or modified outcomes.</p> <p><b>Impact:</b> teachers time is used effectively and efficiently while they exercise their autonomy over their working practices.</p>	<p><b>Experiences</b></p> <p>The WDPS curriculum is based on rich and varied experiences, including a range of visits and visitors. Visits and visitors are quality assured and evaluated termly for effectiveness and impact.</p> <p><b>Impact:</b> Our curriculum increases the number of experiences the children and increases their cultural capital knowledge of the world.</p>
<p><b>Resources</b></p> <p>Teachers make use of a wide variety of resources, both physical and electronic. It is recognised that practical, concrete resources and images support children with EAL and we believe good practice for EAL learners is good practice for all learners. Children also have good access to devices to support their learning.</p> <p><b>Impact:</b> resourcing supports teaching and learning effectively and supports our overall ethos of providing an experience rich education.</p>	<p style="text-align: center;"><b>TEACHING AND LEARNING</b></p>  <p style="text-align: center;"><b>Teaching and Learning at William Davies is geared to facilitate the realisation of our curriculum intent. This is to give every child an experience and language rich education within our ethos of ensuring everyone at William Davies is Safe, Happy, Challenged and Makes Memories. We pursue our belief that children should be empowered to become powerful learners by instilling our Learning Powers: Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be Adventurous.</b></p>	<p><b>Assessment</b></p> <p><b>See 'Assessment on a Page'</b></p> <p>At William Davies we assess for these purposes:</p> <ul style="list-style-type: none"> <li>To anticipate and respond to children's learning needs and adapt practice accordingly.</li> <li>To inform attainment and progress measures accurately to ensure high standards are maintained.</li> <li>To inform the impact of our practices.</li> </ul>
<p><b>Challenge For All</b></p> <p>We recognised that differentiation in its traditional sense was not helping close the attainment gap and so began following our 'Challenge for All' ethos and approach. Challenge for all employs a broad spectrum of strategies, aiming to pitch learning to challenge the majority of children and support and scaffold others to meet it. In addition, further challenge is often integrated in lessons to extend rapid graspers. Challenge for All aims to develop learning, so challenge may focus a range of aspects of learning and learning behaviours.</p> <p>In some cases, working towards modified outcomes may be an approach to Challenge for All.</p> <p><b>Impact:</b> ALL children are challenged to fulfil their potential.</p>		<p><b>Learning Powers</b></p> <p><i>"The aim of the LPA is to develop all students as confident and capable learners – ready, willing and able to choose, design, research, pursue, troubleshoot, and evaluate learning for themselves, alone and with others, in school and out."</i></p> <p>At William Davies we focus on curiosity, resilience, enthusiasm, collaboration, reflection and adventurousness as these were characteristics we felt our children needed most help developing. Teachers identify weekly Learning Power Champions who then have a special lunch with the Headteacher. Teachers make reference to the learning powers throughout the school day, particularly when issuing daily merits. An annual prize in each class is designated for each of the learning powers.</p> <p><b>Impact:</b> children can name and explain the importance of the learning powers, teachers integrate the development of these skills into the children's learning.</p>
<p><b>Monitoring</b></p> <p>Monitoring at William Davies is intended to ensure compliance and quality of education. In most cases, staff are given notice and expectations are clearly communicated. Feedback is timely and constructive and is followed up on.</p> <p>Formal monitoring may include: monitoring planning, deadlines, children's books, the Discover Journals, lesson observations. In addition, SLT monitors an specific area, usually related to the SDP monthly.</p>	<p><b>Discover Journals</b></p> <p>WDPS curriculum is an experience-rich curriculum. It is delivered through rich, varied and creative learning experiences.</p> <p>The Discover Journals promote a pedagogy which supports effective learning and knowledge retention, and aims to capture and document these learning experiences throughout the children's time at William Davies.</p> <p>Children's rich and varied learning experiences are captured in the discover</p>	<p><b>Subject Leaders</b></p> <p>Each subject leader has responsibility for monitoring the planning, teaching, learning and assessment of their subject.</p> <p>They have the responsibility of the procurement, distribution and storage of resources. They are expected to support colleagues with planning and assessment as well as deliver training in their subject.</p> <p>They will keep up to date with developments in their subject, attending training where appropriate. They create action plans and evaluate the provision</p>

<p>Impact: SLT has a good overview and expectations are affirmed in a positive manner.</p>	<p>journal and the Discover Journals stay with the class for their time at William Davies. Discover Journals aim to reflect the Learning Powers and capture children's voice - reflecting on their learning.</p> <p>Impact: broadening children's experiences and opportunities provides a wider contextual and cultural knowledge upon which the children draw.</p>	<p>of their subject regularly. They support colleagues, monitor planning, outcomes &amp; lessons and interview children as part of their role.</p> <p>Impact: Subject leaders are supported in their role while being given the autonomy to lead and develop their subject as they see fit.</p>
<p><b>Governors</b></p> <p>It is the responsibility of the governors to ensure the national curriculum is taught and that the school discharges its statutory duties. In order to fulfil its role of making strategic decisions and acting as a critical friend, the governing body requires information at an appropriate level of detail.</p> <p>The Headteacher reports to the Standards, Curriculum and Behaviour Committee every term and this is then reported back to the full Governing Body. The Headteacher reports to the full Governing Body every term.</p> <p>Link governors meet with key staff and report back to the governors. Governors receive summary information on standards throughout the year. Governors receive any national data as it becomes available.</p> <p>Governors also attend curriculum board meetings, specifically</p> <p>Impact: governors are well informed and support the school in making positive decisions for the children.</p>	<p><b>Assemblies and Act of Collective Worship</b></p> <p>We have a determination against the wholly or mainly Christian nature of this worship. We provide a daily Act of Collective Worship based around the theme for the week. Our assemblies are varied: Learning Powers' Assembly, Themed Assembly, Sharing Assembly, Inspirational People Assembly, Subject Leaders Assembly. We also use music to accompany assemblies to broaden children's exposure to a range of varied music and composers.</p> <p>Impact: the curriculum offer at WDPS is enriched as further SMSC aspects are explored and developed.</p>	<p><b>Remote Learning</b></p> <p>We will use our website, google classroom and existing technology to set pupils' work and activities. Google Drive and other learning platforms will continue to be used for staff to share information with each other and with pupils.</p> <p>To ensure inclusion, teachers will need to maintain opportunities for particularly young pupils and pupils with 'additional needs' to continue their learning.</p> <ul style="list-style-type: none"> <li>● Staff will use Google Classroom to communicate, share information and additional tasks.</li> <li>● The school website will display weekly tasks per year group.</li> <li>● Pupils have usernames and passwords to the platforms we use as a school, e.g. Google Drive, sumdog etc.</li> <li>● Parents are told that they can contact the school via text, phone message or email.</li> <li>● Teachers will be given the time to prepare potential learning tasks in readiness for a possible school closure.</li> <li>● Children and parents will be reminded of safer internet use at home with reference to our online safety policy.</li> </ul> <p>Impact: a strong offer and smooth delivery supported learning effectively during the most recent school closure. Procedures have been established if it is required again.</p>
<p><b>SEND</b></p> <p>In accordance with the inclusive ethos of the school, WDPS aims to meet the needs of every individual in order to enable each child to progress in their learning and personal and social development. Children have full access to a broad and balanced curriculum to achieve their best, become confident individuals, and develop the tools to make a successful transition into secondary education and adulthood. Children with additional needs are everyone's responsibility; we ensure that we collectively meet the needs of all children, including those with Special Educational Needs and Disabilities.</p> <p>Impact: All children are supported to make their expected progress.</p>	<p><b>Peripatetic Teachers</b></p> <p>In music and PE areas of the curriculum, we employ external teachers to provide all or part of the education.</p> <p>Impact: high quality, skilled provision leads to a high standard of outcomes in these areas AND the impact is positive on teachers professional development in the areas.</p>	<p><b>Parental Support and Homework</b></p> <p>Teachers (1-6) set weekly homework from carefully selected CGP books, which develop children's ongoing reading and mathematical skills.</p> <p>Children are also reminded to read everyday. In some cases, teachers may set additional subject specific homework. Homework projects are set for each holiday break, this is in the form of Family Homework - encouraging families to complete the activities together.</p> <p>Impact: Children consolidate their learning &amp; curriculum expectation is demonstrated to parents.</p>