

# Curriculum, Teaching, Learning and Assessment Policy

## 2024-2025



*With love and faith, we achieve together.*

*For we are nothing without Christ.*

*Nihil Sine Christo*

To be shared with Governing Board on 12<sup>th</sup> February 2025

Policy will be reviewed by 30<sup>th</sup> September 2025

Curriculum, Teaching, Learning and Assessment Policy 2024-5

## Policy content

This policy has been written to combine our approach to curriculum, teaching, learning and assessment across our school. For further information, please see the curriculum pages on our website to speak to a member of the leadership team.

It contains the following policies, which previously were separate:

1. Curriculum Policy
2. Assessment Policy
3. Feedback and Marking Policy
4. Learning Environment Policy

## Introduction

Our curriculum is designed to have faith and love at its heart, with children developing a sense of belonging to both our Parish and local community as part of their journey through school. It is designed to value the gifts, talents and qualities of all our children. Our curriculum will encourage the highest aspirations of all members of our school family through supporting pupils to become passionate, independent learners who have the resilience to persevere, confidence to rise to all challenges and have empathy for all around them.

Celebrating and supporting children's attainment and progress is done so through a range of assessment types. We want our pupils to feel immense pride in their achievements throughout the school day's whilst taking feedback on board to further develop their understanding and knowledge of our bespoke curriculum, with Christ at the centre of all we do.

Learning environments immerse, engage and support all of our pupils to create a loving, warm classroom atmosphere with active learning, collaboration and pupil ownership being evident across the school community.

# Curriculum Policy

Our curriculum is unique, faith driven and adapted to ensure all pupils make good progress. Through ‘Golden Threads’, we want our pupils to make explicit links to their faith, experiences and aspirations in life. Our curriculum is progressive in line with the National Curriculum objectives and learning is recapped, built upon and links are made amongst future learning. This section will outline our curriculum intent, implementation and impact to ensure pupils achieve academically, morally, socially, culturally and spiritually.

<p style="text-align: center;"><b>Intent</b></p>	<p>Our aim is to deliver an ambitious curriculum for all pupils that is coherently planned and sequenced to provide our children with the knowledge and expertise to support them throughout their educational journey.</p> <p>We aim to provide all children with the skills to grow as confident, articulate and positive leaders, who have no limits on what they can achieve. High expectations are clear throughout our curriculum for all of our learners and adaptations are planned to ensure accessibility and challenge is present across all aspects of learning.</p> <p>We aim for all our pupils to become resilient to any challenge and display a positive attitude towards learning to ensure skills and knowledge are developed across the whole curriculum.</p> <p><b>Our curriculum has been designed and developed on the following:</b></p> <ul style="list-style-type: none"> <li>✓ Progress means obtaining new knowledge and understanding whilst building on the existing skills and knowledge they possess.</li> <li>✓ Opportunities are given to have a deeper understanding and for our pupils to be developing philosophers in all areas of the curriculum.</li> <li>✓ Recognising the effective strategies that immerse our pupils to ensure knowledge sticks in their long-term memory</li> <li>✓ Understanding the experiences of all our children and recognising any trauma they have experienced in their lives. We ensure that traumas are accounted for when teaching our curriculum whilst ensuring learning brings new, positive experiences that children can make links towards other areas of the curriculum.</li> <li>✓ Whilst understanding the statutory requirements of the National Curriculum, we aim to support and educate our pupils to grow as children of God, ready for the next stages of their education and living experiences.</li> </ul>
<p style="text-align: center;"><b>Implementation</b></p>	<p>Our bespoke curriculum at St Anne’s and St Joseph’s is designed to consider the statutory requirements of the Early Years Foundation Stage Curriculum and Primary National Curriculum. It also considers the needs of all pupils whilst engraining the Catholic faith and ethos across the whole curriculum</p> <p><b>Our strategies and principles are as follows:</b></p> <ul style="list-style-type: none"> <li>✓ Subject Leaders have implemented an ambitious, accessible and inspiring curriculum for all of our pupils with clear progression and emphasis on ‘Sticky Knowledge’</li> </ul>

	<ul style="list-style-type: none"> <li>✓ All National Curriculum requirements are evident across the whole curriculum and this can be found on our curriculum pages, found on our school website, (<a href="http://www.sasj.lancs.sch.uk">www.sasj.lancs.sch.uk</a>)</li> <li>✓ Class teachers develop half termly overviews that showcase our curriculum within each year group, Medium Term Plans to show the sequential learning and knowledge taught and subject flipcharts to support our learners.</li> <li>✓ Objectives are taken from a variety of schemes such as Come and See RE, Knowledge Rich Curriculum, Lancashire key learning documents and White Rose Maths. Staff also utilize and adapt schemes including: Kapow, Language Angels, Developing Experts and Live Life to the Full.</li> <li>✓ Alongside our RE curriculum, Caritas in Action is used to enhance the school values and our faith, alongside our Mission and Values Weeks, which are completed at the beginning of every half term and throughout the academic year.</li> <li>✓ RHE and PSHE is carefully planned out throughout the year to incorporate events and celebrations around the world. Staff also respond to issues and needs that may arise throughout the school days.</li> <li>✓ Enhancements in all curriculum areas are planned such as visits from external providers, educational trips and visits and curriculum showcases. Additionally, our amazing school grounds are used to enhance areas of the curriculum and give children immersing and memorable experiences.</li> <li>✓ We firmly believe that pupils should experience a 'Keeping up, not catching up', approach to learning, whilst we recognise the need for interventions to support those who may need additional help from staff.</li> <li>✓ Lessons are structured appropriately to ensure sufficient time is given for teaching and independent tasks. Adapted teaching is evident across planning to ensure the individual needs of all ensures progress is made.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>✓ Evidence in knowledge to be assessed and children to speak fluently and accurately of their learning.</li> <li>✓ Evidence of skills to be applied in future learning to build on the skills obtained throughout their time with us.</li> <li>✓ Children to speak confidently and passionately during pupil voice tasks, whilst recognising the importance of what they have learnt.</li> <li>✓ Targets are set for each individual child and these are monitored and assessed regularly, allowing pupils to obtain the knowledge and skills to support them throughout their education.</li> <li>✓ Through pupil progress meetings, moderation and end of Key Stage data and analysis, teachers are aware of the progress children have made and how they can be challenged further. Teachers also have an extensive understanding of the gaps in learning and adaptations are made to ensure learning is accessible to all.</li> </ul>

# Assessment Policy

Assessment is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. At St Anne's and St Joseph's, we use Insight Tracking Tool to conduct effective and purposeful assessments across the whole curriculum to set high standards. All children deserve a high-quality, enriching and faith driven curriculum in our school and with our assessment procedures, we believe pupils have no glass ceiling on what they can achieve during their time with us.

<p style="text-align: center;"><b>Intent</b></p>	<ul style="list-style-type: none"> <li>✓ Through the use of Insight, we aim to identify misconceptions and gaps in learning immediately.</li> <li>✓ We are passionate about celebrating the achievements and successes of all pupils across all abilities.</li> <li>✓ Assessment must be purposeful and provide children with the learning environment to achieve.</li> <li>✓ Assessments highlight the need for interventions and target children highlighted promptly.</li> <li>✓ We want our pupils to take great pride in their achievements whilst acknowledging what they can do to develop further.</li> <li>✓ Target Time to be used across all year groups, based on teacher judgements amongst core subjects.</li> </ul>
<p style="text-align: center;"><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>✓ Insight Tracking Tool clearly displays the objectives, knowledge and skills children are working towards.</li> <li>✓ We assess children based on the following criteria:             <ul style="list-style-type: none"> <li>- Working at greater depth</li> <li>- Objective secure</li> <li>- Some evidence, but not yet secure</li> <li>- Taught but not yet understood</li> </ul> </li> <li>✓ When children are not secure with a specific objective, interventions and support are provided to ensure the child 'keeps up, not catching up'.</li> <li>✓ Evidence is not always used through books. At times, photos are uploaded to support a teacher judgement in line with the lesson objective.</li> <li>✓ Teachers assess within the lesson to ensure those who are not yet secure are receiving additional support.</li> <li>✓ With each lesson assessed, this ensures accurate judgements are completed at the end of a unit.</li> <li>✓ RE is assessed in line with the Attainment Targets of the Come and See RE curriculum.</li> <li>✓ In English, the use of Lancashire KLIPS for writing and reading are taught and assessed. Through joint moderation, teacher judgements are supported, professionally challenged and further developments influenced through conversations.</li> <li>✓ In Maths, Ready to Progress assessments are completed in the Autumn term. From then on, end of unit assessments are completed. This influences interventions and future Target Time to ensure gaps are closed, misconceptions are addressed and objectives are secure before moving on.</li> <li>✓ Pupil progress meetings are conducted each term to analyse data and gaps in learning.</li> <li>✓ PIVATS are used and displayed on our assessment tool to ensure all pupils make progress.</li> </ul>

**Impact**

- ✓ Insight has been updated to display all curriculum objectives. Through evidencing and in lesson assessments, staff are aware of gaps in learning, misconceptions and how they can be addressed.
- ✓ Through Insight, it highlights the subjects that children excel within and show a secure understanding across the whole curriculum. We want our pupils to speak with pride about the subjects they stand out within.
- ✓ Target Time will ensure pupils make expected or more than expected progress.
- ✓ Teacher judgements will be more accurate and will influence future teaching and learning.

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# Feedback and Marking Policy

*With Love and Faith, we Achieve Together, for we are nothing without Christ* is our mission statement that is evident across all we do. We pupils to recognise that their faith and successes come hand in hand and growing as a spiritual and moral human being compliments their academics. This policy is used to support our pupils achieve their God given talents and achieve their fullest potential.

<b>Intent</b>	<ul style="list-style-type: none"> <li>✓ Feedback and marking to be purposeful to challenge pupils further, support all children and equally as important, celebrate successes and achievements.</li> <li>✓ Feedback to be meaningful, manageable and motivating to all pupils.</li> <li>✓ Our feedback aims to empower children to take responsibility for their own work and progress.</li> <li>✓ Feedback can take many different forms including:             <ul style="list-style-type: none"> <li>- Live feedback</li> <li>- Peer feedback</li> <li>- Self-assessing</li> <li>- Verbal feedback</li> </ul> </li> <li>✓ We aim to provide immediate and effective feedback, within lessons, to all children.</li> <li>✓ Next steps are provided, mainly through verbal feedback, to ensure children address misconceptions and errors in their independent tasks.</li> </ul>
<b>Implementation</b>	<p><b>Early Years Foundation Stage and Key Stage 1</b></p> <ul style="list-style-type: none"> <li>✓ We recognise that many children are ‘early readers’, therefore, live marking with the pupils proves to be more beneficial in addressing misconceptions and challenging pupils further</li> </ul> <p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>✓ Red Rose Phonics – live verbal feedback, self-checking, staff ‘helicoptering’</li> <li>✓ Child Initiated Tasks – live verbal feedback, Dojo, use of Tapestry (teacher notes on attainment and progress, we recognize that this may not always be shared with the child)</li> <li>✓ Adult Led Tasks – live verbal feedback, live marking, Dojo, use of Tapestry (teacher notes on attainment and progress, we recognize that this may not always be shared with the child)</li> <li>✓ Floor Book Tasks - live verbal feedback, post-it notes, Dojo, use of Tapestry (teacher notes on attainment and progress, we recognize that this may not always be shared with the child)</li> </ul> <p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>✓ Red Rose Phonics – live verbal feedback, self-checking, staff ‘helicoptering’</li> <li>✓ Guided Reading – live verbal feedback, live (up and active) marking, self-marking (teacher acknowledged), peer feedback.</li> <li>✓ All subjects - live verbal feedback, live marking (up and active), Dojo (to motivate and/or share), self-marking (teacher acknowledged), peer feedback, peer marking (teacher acknowledged).</li> <li>✓ Independent Writing – self-editing, teacher acknowledgement, teachers will also note which ARE they have seen evidenced and set a target for the next independent write.</li> <li>✓ Floor book tasks – live verbal feedback, post-it notes, Dojo.</li> </ul>

## Key Stage Two

- ✓ Guided Reading – live verbal feedback, live (up and active) marking, self-marking, peer feedback, peer marking (teacher acknowledged).
- ✓ All subjects - live verbal feedback, live marking (up and active), Dojo (to motivate and/or share), self-marking, peer feedback, peer marking (teacher acknowledged), whole class feedback at the start of the next session to address common issues and promoting areas for improvement. In Maths and English there may be more occasions when written feedback is used as a tool.
- ✓ Independent Writing – self-editing, teacher acknowledgement, teachers will also note which ARE they have seen evidenced and set a target for the next independent write, this may take the form of one-to-one pupil conferencing.
- ✓ Floor book tasks – live verbal feedback, post-it notes, Dojo.

## Marking code

Spelling, punctuation and grammar should not be overmarked in every piece of writing. In spelling, high frequency words and subject specific vocabulary should always be corrected. The use of dictionaries are encouraged further up school to encourage independence with spelling.

As much as possible, children are encouraged to self-improve and edit their work within the same session.

From Year 2 upwards, children will edit their own work using a green pen.

Marking code	
Tick if the objective is Achieved ✓ <u>LO – To know...</u>	✓ The key skills throughout the work that i) – relate to the LO ii) – Something independent that is worth noting
<b>Maths</b> ✓ Answers that are correct <ul style="list-style-type: none"> <li>• Incorrect answers</li> </ul>	<b>General</b> <b>VF</b> – Verbal Feedback. Given throughout the lesson as a part of live marking. A key word/phase to explain what support you've provided <b>S</b> – Supported. At the top of the page.
<b>Spellings</b> KS1 – Correct spelling in the margin – children to edit and correct over the incorrect spelling KS2 – SP in the margin – children are to identify which word is spelt incorrectly and correct it above.	<b>Grammar/Punctuation</b> KS1 – O where the missing punctuation is KS2 - O in the margin – Missing punctuation KS2 – G in the margin – Missing grammar

## Monitoring

The main focus of 'book looks' will be to analyse pupil attainment and progress, as well as the sequence of learning. Whilst there is an expectation that feedback and marking will be evident, where learning outcomes are age-related or better, and it is clear that children are progressing, it is assumed that feedback and marking are having the desired impact.



	<p>Pupil voice will be used to ascertain the depth of children's 'sticky knowledge', how they know what has gone well in their learning and whether they can identify the next steps in their learning.</p>
<p><b>Impact</b></p>	<p>At St Anne's and St Joseph's, we believe in establishing a feedback cycle that promotes regular engagement and continuous improvement. The feedback cycle comprises the following stages:</p> <ul style="list-style-type: none"> <li>✓ <b>Setting Clear Expectations:</b> Teachers clearly communicate learning objectives, success criteria, and expectations to pupils.</li> <li>✓ <b>Providing Feedback:</b> Feedback is provided during and/or after a lesson, using a range of strategies outlined.</li> <li>✓ <b>Acting Upon Feedback:</b> Pupils are encouraged to act upon the feedback received, making appropriate improvements to their work.</li> <li>✓ <b>Revisiting and Reflecting:</b> Students have opportunities to revisit their work, reflect on their progress, and evaluate their learning in light of the feedback received.</li> <li>✓ <b>Next Steps and Target Setting:</b> Teachers provide guidance on next steps, setting individual targets that align with pupils' personalized learning journeys.</li> </ul>

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# Learning Environment Policy

At St Anne's and St Joseph's, we want all classrooms to be a place where risks with learning can be taken, pupils feel welcomed and loved and each child is proud of the environment they learn within. A classroom environment should support, challenge and immerse all learners. We want all our pupils to actively seek support from around the room whether that is with staff, equipment and resources.

<p style="text-align: center;"><b>Intent</b></p>	<ul style="list-style-type: none"> <li>✓ All classrooms will celebrate the Catholic identity of the school, including RE displays, Prayer spaces and signs and symbols which reflect our Catholic family.</li> <li>✓ Children to be encouraged or actively seek support independently from the classroom.</li> <li>✓ Working walls to be helpful and supportive, not 'wallpaper' that pupils dismiss.</li> <li>✓ Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.</li> <li>✓ Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.</li> <li>✓ Influence children in best presentation, personal organisation and general tidiness.</li> <li>✓ Celebrate achievement and raise self-esteem for all.</li> <li>✓ Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information &amp; knowledge.</li> <li>✓ Represent all children in our displays including that of children's outcomes and learning.</li> <li>✓ Ensure children are supported to become independent, confident and resilient learners</li> </ul>
<p style="text-align: center;"><b>Implementation</b></p>	<p><b>Working Walls</b></p> <ul style="list-style-type: none"> <li>✓ Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.</li> <li>✓ Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.</li> <li>✓ A clear and evident Religious Education board which identifies key vocabulary, progression in learning steps, big questions and evidence of scripture being developed.</li> <li>✓ Prayer stations will be available in every classroom, with school and class prayers shared, opportunities for spontaneous prayer and scripture-rich displays, including celebrating children's work.</li> <li>✓ Influence children in best presentation, personal organisation and general tidiness.</li> <li>✓ Celebrate achievement and raise self-esteem for all.</li> <li>✓ Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information &amp; knowledge.</li> <li>✓ Represent all children in our displays including that of children's outcomes and learning.</li> <li>✓ Ensure children are supported to become independent, confident and resilient learners.</li> </ul> <p><b>Written Work</b></p> <ul style="list-style-type: none"> <li>✓ Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.</li> <li>✓ Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.</li> <li>✓ Influence children in best presentation, personal organisation and general tidiness.</li> <li>✓ Celebrate achievement and raise self-esteem for all.</li> <li>✓ Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information &amp; knowledge.</li> <li>✓ Represent all children in our displays including that of children's outcomes and learning.</li> </ul>

- ✓ Ensure children are supported to become independent, confident and resilient learners.

### **Table-top Displays**

- ✓ Table top displays should contain a fabric base, artefacts, books and resources linked to the curriculum. Key questions and key vocabulary should be present.

### **Book/ Reading Areas**

- ✓ An engaging theme with a range of resourcing to create curiosity and inspire imagination.
- St Anne's and St Joseph's RC Primary School
- ✓ A variety of books including topic books, fiction books and non-fiction books.
- ✓ Key questions and vocabulary displayed (print rich).
- ✓ Soft seating (cushions etc).
- ✓ A variety of writing and recording implements.
- ✓ Information about current class read and children's reflections.
- ✓ Reference texts including atlases, dictionaries, thesauruses and relevant reference books.
- ✓ A display board with titles to organise and display children's own ideas e.g. Inventions, Discovery, 'Can you Believe it?', 'What if?', 'I wonder?', 'I have discovered' or inspirational quotes to encourage learning e.g. 'It is ok to make mistakes, as long as are learning from them.'

### **Curriculum Boards**

- ✓ Curriculum boards are an expectation for every subject and the hall displays are allocated for this.
- ✓ Subject leaders should gather evidence at the end of each half term to show progression in learning for that half term; this evidence can be used for monitoring and evaluating standards and also to display work for children, staff and visitors.
- ✓ Pupils can write their reflections on learning and this can be displayed next to their photograph to create a sense of belonging and ownership.

### **Classroom Organisation Expectations**

- ✓ High quality writing displayed across the curriculum.
- ✓ Support resources e.g. a maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words.
- ✓ Evidence of ICT through displays (not only word-processed work).
- ✓ Key information displayed e.g. timetable, literacy, numeracy and reading groups / home diary tracker.
- ✓ PE days and expectations of kit must be displayed.
- ✓ Fire evacuation procedures (Health & Safety requirement).
- ✓ Book corners / inspiration stations should be themed and inviting. Book areas should be tidied daily and regularly sorted, either by your TA or pupils.
- ✓ Teachers are encouraged to delegate responsibility to pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Everyone has both strengths and development needs as a teacher.

### **Expectations on Classroom Organisation**

- ✓ The overall effect of the classroom environment should be one of space and organisation. This sets a high standard which will support the further raising of educational standards and create a working environment which is attractive and stimulating underpinning pride

and care. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources not window sills, teacher desks or sides. Surfaces should be clear, other than for interactive displays for children. This supports our Attachment and Trauma Sensitive work.

- ✓ Piles of junk / books / teaching resources / pupils' work should not be left in disorganised piles, it is the teacher's responsibility to manage this.
- ✓ Do not hoard resources. When you have finished using them they should be promptly returned to storage so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
- ✓ Be selective in what you keep. Do not hoard junk and clutter.
- ✓ Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness.
- ✓ Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room and maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning. Desks should not be used during lessons as this reduces opportunity for staff to provide children with live feedback.
- ✓ Storage mechanisms (files / plastic boxes etc) need to be in good condition, if you need new storage resources, speak to the reprographics lead.
- ✓ Chairs and tables should be kept straight and tidy and chairs tucked under.
- ✓ Pupil table-top resources such as stationary should be replenished regularly and pupils should be expected to use with care and respect. Learning aids such as handwriting scripts should be kept in good condition and replaced if they begin to peel or become unstuck.

#### **Clear routines and expectations should be established rapidly**

- ✓ Greeting the children and monitoring emoji-check ins.
- ✓ Early work relating to basic skills teaching (maximising learning time).
- ✓ Class learning plans displayed for week.
- ✓ Packing away / tidying up.
- ✓ Lining up outside classroom to ensure controlled entry.
- ✓ Classroom monitors / Responsibility systems.
- ✓ Working in a calm, purposeful and settled manner.
- ✓ Use of Positive Regard strategies and ATSSA prompts

#### **Classroom setup**

- ✓ Classrooms should be fully set up for first lesson before the first lesson. If you are not in school and leaving work for a supply teacher/HLTA, the first lesson should be set up the evening before and a file of notes left for the supply teacher clearly labelled on the teacher's desk.
- ✓ Chairs under / tables straight before children leave the classroom (and throughout the day) as an established routine. Please actively encourage and train children to take care of the learning environment and equipment. Train children to tidy up the classroom at the end of the morning sessions and at the end of each day.
- ✓ Labelling on trays, cupboards and equipment should be consistent in terms of the font used. Pupils' trays (if used) must be labelled with both the child's Christian name and surname. For most labelling we should use a font compatible with our handwriting policy.

#### **Top 10 non-negotiables for Attachment and Trauma Sensitive Practice**

	<ol style="list-style-type: none"> <li>1. Visual timetables must be in place and used throughout each day; where children have specific needs, these should be individual and may include 'Now, Next, Then'.</li> <li>2. Visual behaviour prompts – linked to Positive Regard.</li> <li>3. Use of music, timers, lights to warn children about time until end of activity.</li> <li>4. Classroom organisation – reduce clutter and ensure all resources are labelled and accessible.</li> <li>5. 'Safe spaces' or dens in place in every classroom and are accessible.</li> <li>6. Meet and Greet with emotional check-ins; more often for pupils identified with A and T; strategies to monitor this throughout the day, including worry box/worry monster.</li> <li>7. Work alone spaces available in every classroom which children can opt to use (mustn't be used as punishment/consequence).</li> <li>8. Recovery Curriculum approach evident throughout the day (play-based, compassionate, relational and therapeutic) and evident on planning.</li> <li>9. Consistent evidence of attuned and regulated adults; no or decreasing evidence of punitive language, threats, and increasing evidence of staff using 'connection before correction' with restorative strategies.</li> <li>10. Displays developed to incorporate and support executive function (language, working memory, time concepts, checklists/writing frames).</li> </ol>
<p style="text-align: center;"><b>Impact</b></p>	<ul style="list-style-type: none"> <li>✓ Children will feel safe, immersed and passionate about their learning, taking great pride in the environment and their belongings.</li> <li>✓ Attachment and Trauma understanding to support pupils on arrival to, during and leaving school each day.</li> <li>✓ Children will be independently seeking for support and using classroom resources to help.</li> <li>✓ Children to take great pride in their presentation and work, with regular opportunities to celebrate success and effort.</li> <li>✓ Pupils will be aware of the school day and any changes to daily routine will be supported in line with Attachment and Trauma practice.</li> <li>✓ The classroom environment will support pupils in achieving all they wish to do so and be proud of their achievements.</li> </ul>