

How We Teach at Our School

Life in all its fullness

Welcome

Our aim is for every child to become a confident, independent and enthusiastic learner. We use carefully structured approaches, adapted so that every child can participate, succeed and make progress.

Our vision

"We understand the uniqueness of all our pupils and encourage them to fulfil their potential… to experience the joy and hope of 'Life in all its fullness' (John 10:10)."

Read more in our School vision and values.

Our shared goal

We help children understand how they learn, enjoy the process and feel proud of their progress.

How we teach phonics

We use the **Red Rose Letters and Sounds** programme. Children learn in a clear, systematic way so they can connect the sounds they hear with the letters they see.

Lessons teach phonemes and graphemes, then develop blending for reading and segmenting for spelling. Children learn tricky words and apply their phonics knowledge when reading and writing.

In a phonics lesson

- **Revisit and review** — recall sounds and words already taught.
- **Learn** — introduce new sounds, letters or words.
- **Practise** — blend, segment and read together.
- **Apply** — use phonics in reading and spelling.

Words you may hear

- **Phoneme** — a single sound in a word.
- **Grapheme** — a letter or group of letters representing a sound.
- **Digraph** — two letters making one sound, such as *sh*.
- **Blend** — combine sounds to read a word.
- **Segment** — split a word into sounds to spell it.

Red Rose phonics pronunciation video:
Phonics: How to pronounce pure sounds | Oxford Owl

Lancashire education resources also provide useful phonics support.

How we teach maths

We use **White Rose Maths** from EYFS to Year 6 and follow a mastery approach. Children build secure understanding rather than rushing ahead, making connections between ideas as they learn.

Our connected aims are **fluency**, **reasoning** and **problem-solving**: knowing key facts, explaining mathematical thinking and applying learning in different situations.

Concrete → Pictorial → Abstract

Stage	What it means
Concrete	Use practical objects and resources to explore a mathematical idea.
Pictorial	Use pictures, diagrams and representations to show the idea.
Abstract	Use numbers, symbols and written methods with increasing confidence.

Children are encouraged to explain their thinking, choose suitable strategies, spot errors and persevere when a problem is challenging.

Find out more at the White Rose Maths website.

Viewing calculation progression

Parents can see how calculation methods build from Year 1 to Year 6 on the White Rose Education website: choose **Schools & teachers**, then **All maths resources**, select the relevant year group, and open the scheme or supporting materials, including calculation policies where available.

How we teach English

We use a reading-to-writing sequence: **Read → Talk → Explore → Plan → Write → Improve**.

Children encounter high-quality texts, build vocabulary and discuss ideas before they write. They explore language and structure, plan carefully, write for different purposes and edit their work to make it clearer and more effective.

Talk is an important part of learning. Through purposeful conversations, children rehearse ideas, listen to different viewpoints and develop the language they need for successful reading and writing.

Talk first

A well-developed conversation can help children understand a text, organise their thoughts and find the words they need before putting ideas on paper.

How we support every learner

Through **Quality First Teaching**, we make lessons accessible, purposeful and appropriately challenging for all children.

- **Clear modelling** and manageable steps.
- **Explicit vocabulary** and regular retrieval and practice.
- **Thoughtful questioning** to check and deepen understanding.
- **Visuals and practical resources** to make ideas easier to grasp.
- **Scaffolds** where they are needed, with support and challenge for every learner.
- **Checks for understanding**, useful feedback and timely support.

We also teach **metacognition**: children learn to think about their learning by asking, “What do I already know?”, “Which strategy could I use?” and “What could I try if I get stuck?”

How families can help at home

Everyday support is valuable and does not need to feel like extra homework. Try these small, regular interactions:

- **Read together** regularly and talk about books.
- **Have language-rich conversations** about everyday experiences.
- **Practise number facts** little and often.
- **Encourage children to have a go** and ask helpful questions.
- **Celebrate effort, mistakes, progress and independence.**

Talk. Read. Practise. Encourage.

Small, regular interactions make a real difference to children's confidence and learning.

Keeping children safe online

Keep conversations open and practical. Talk about what children do online, check age ratings and content, and use parental controls where helpful.

- Review chat and messaging, and know how to block and report concerns.
- Monitor in-game purchases and agree clear family rules.
- Remind children to speak to a trusted adult if something feels worrying or confusing.

PEGI ratings are useful, but they do not cover every aspect of online communication, including chats and messages.

Healthy screen time

Practical, balanced routines can help children use screens well:

- **Agree screen-free times** — especially during meals and the hour before bed.
- **Keep devices out of bedrooms** overnight.
- **Choose age-appropriate content** and use screens together where possible.
- **Balance screen use** with sleep, reading, play, exercise and family time.

Current UK guidance for under-fives recommends avoiding solo screen use under age two and aiming for no more than one hour a day for ages two to five. Families should check the latest government guidance for updates.

Helpful websites

- **Internet Matters** — practical guidance for families on children's online safety.
- **NSPCC Online Safety** — advice on keeping children safe online and responding to concerns.
- **CEOP Education / Thinkuknow** — age-appropriate online safety information and activities.

- UK Safer Internet Centre — advice, resources and support for safer internet use.
- PEGI — information about game age ratings and content descriptors.
- White Rose Maths — family-friendly maths resources and information.

Working together

Children learn best when school and home work together. Thank you for the encouragement, conversations and everyday support that help children grow as learners.

Our shared checklist

- [ ] Read together.
- [ ] Talk together.
- [ ] Practise key number facts.
- [ ] Ask questions.
- [ ] Encourage independence.
- [ ] Celebrate effort and progress.
- [ ] Talk about online safety.