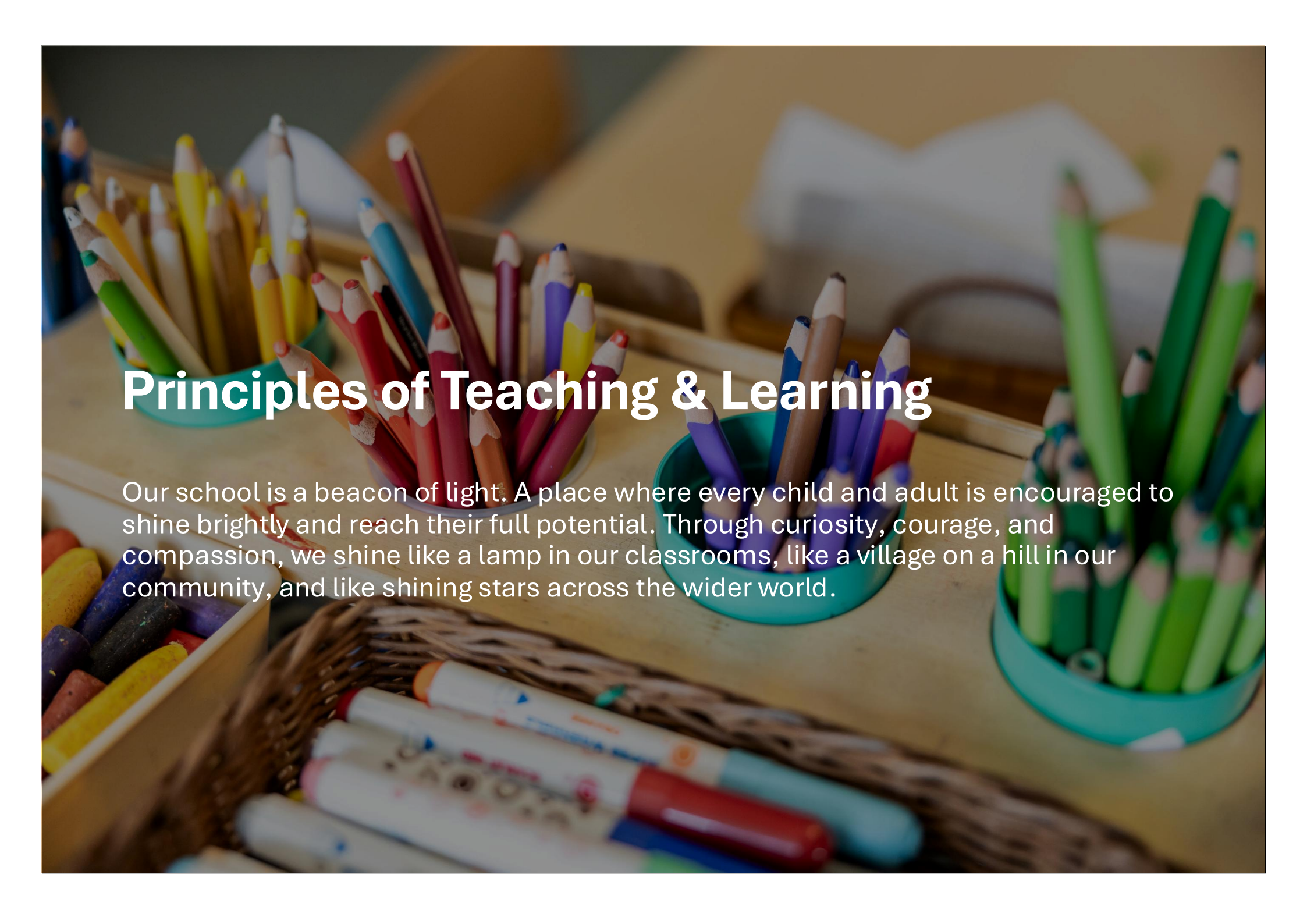




Principles of Teaching & Learning

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.

Curriculum Principles

Our bespoke curriculum has been carefully designed to reflect the needs, interests and context of our children and community. Rooted in educational research, our curriculum combines the explicit teaching of knowledge and skills with opportunities for pupils to develop deeper conceptual understanding through exploration, application and connection of learning.

At Stelling Minnis, children learn through a carefully sequenced curriculum that builds knowledge over time, supported by rich vocabulary, high-quality core texts and meaningful experiences. Our curriculum enables pupils to make sense of the world, recognise patterns, think critically and apply their learning in a range of authentic contexts. Through our core concepts, Opportunities to Shine, Farm School, Forest School and wider enrichment offer, pupils develop academically, socially, spiritually and emotionally, leaving Stelling Minnis as confident, curious and compassionate learners.

Our Curriculum Is...

Principle	What this means at Stelling Minnis	Research Influence
Concept Driven	Core concepts such as Power and Impact and Culture and Diversity thread through learning, helping pupils organise knowledge, recognise patterns and make connections across subjects and experiences. This supports deeper understanding and transferable learning.	Jerome Bruner's Constructivist Theory of Cognitive Development
Experiential	Opportunities to Shine, Farm School and Forest School provide authentic experiences that bring learning to life. Pupils apply, deepen and extend their understanding through purposeful enquiry and real-world contexts.	John Dewey's Philosophy of Education and David Ausubel's Meaningful Learning Theory
Explicitly Taught	Learning is carefully sequenced and progressively builds knowledge and skills over time. Teachers make thinking visible through modelling, retrieval practice and clear instruction, ensuring all pupils can succeed.	Barak Rosenshine's Principles of Instruction and David Ausubel's Meaningful Learning Theory

Principles of Teaching and Learning at Stelling Minnis CEP School

Our vision is for every child to shine brightly and reach their full potential. We recognise that each child is on their own unique academic, personal and spiritual journey, and we are committed to nurturing this through every aspect of school life.

We have high expectations for teaching, learning and behaviour. Whether learning takes place in the classroom, on the farm, in the forest or through everyday interactions, all adults are responsible for creating an environment in which children can flourish.

Our curriculum, Teaching and Learning is underpinned by the following principles:

- High-quality, evidence-informed teaching.
- Explicit instruction alongside opportunities for enquiry and discovery.
- Carefully sequenced learning that builds knowledge over time.
- Retrieval and recall to strengthen long-term memory.
- Rich language and vocabulary development across the curriculum.
- Adaptive teaching and Quality First Teaching for all learners.
- High expectations for presentation, engagement and achievement.
- Meaningful assessment that informs next steps in learning.
- Inclusive practice rooted in the SEND Code of Practice and Mainstream Core Standards.
- A commitment to personal development, character education and spiritual growth.

Through these principles, we ensure that all pupils, regardless of starting point, are supported and challenged to achieve academically while developing the confidence, resilience, curiosity and compassion needed to thrive (and shine!) in the wider world.

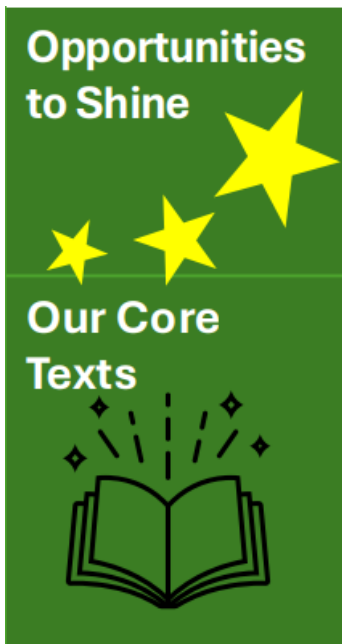
This document is designed to outline the intent of our curriculum, teaching and learning as well as support its implementation. Information can be found regarding the expectations across subjects as well as marking and feedback guidance.

Year A Curriculum: Core Concepts

Autumn	Spring	Summer
Impact & Power	Perspective & Empathy	Celebration & Change
<i>Impact & Power</i> helps pupils understand how actions, decisions and ideas can influence people, communities and the wider world. Through this concept, pupils may explore who or what holds power, how it is used and how individuals can make a positive difference. Children may consider the power of a pencil or the impact of World Wars.	<i>Perspective & Empathy</i> helps pupils understand that people may think, feel and experience life differently. By exploring multiple viewpoints across subjects, pupils learn to listen, reflect and respond with kindness and respect. Children may learn about different cultures or consider the challenges farmers face	<i>Celebration and Change</i> supports our pupils to appreciate achievements, traditions and progress while also understanding how and why change occurs. The children may learn about changes in our school and local area over different time periods. They may learn about changes that affect how we live today.

Year B Curriculum: Core Concepts

Autumn	Spring	Summer
Responsibility & Risk	Culture & Diversity	Reflection & Legacy
<i>Responsibility & Risk</i> helps our pupils understand the importance of making informed, thoughtful choices. The children may learn about the responsibility of world leaders or the risks in living in dangerous parts of the world.	<i>Culture & Diversity</i> is central to the curriculum at Stelling Minnis, ensuring pupils gain a rich understanding of different backgrounds, traditions and ways of life. By exploring similarities and differences across cultures, the school promotes respect and inclusion. This prepares pupils to live and learn in modern Britain, valuing diversity and celebrating the richness it brings to communities.	<i>Reflection & Legacy</i> helps pupils consider the impact of the past on the present and the future. Through reflection, pupils deepen their understanding, learn from experience and develop a sense of purpose in their learning. The children may learn about the legacy of different civilisations or consider their environmental legacy.



Opportunities to shine may include visits such as to the Turner Contemporary, House of Parliament, or the Theatre, experiences such as performing at the O2, competing at the Kent County Show or a dance workshop or it could be listening to a member of the community recall their childhood experiences. Our enriching cultural capital opportunities may change to reflect current cohort needs. These opportunities are carefully selected by Class Teachers to support our curriculum offer

Core Texts support our language rich curriculum offer. Chosen primarily from The Power of Reading, core texts support the delivery of our curriculum and core concepts. Examples of our Core Texts offer include, Rose Blanche, Varjak Paw, The Tin Forest, Holes and Beegu.

Monitoring

At Stelling Minnis we continuously monitor the effectiveness and impact of our curriculum. This may be done through:

- lesson visits- formal and informal
- book looks
- pupil voice
- curriculum reviews
- planning scrutiny
- assessment analysis
- stakeholder curriculum vision day
- external advisors

Principles of Teaching and Learning across all subjects

Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
- Assessment for learning will occur throughout the lesson - Make use of live marking, peer marking, whole class feedback - Well planned lessons demonstrate key objectives and success criteria - Hooks and hands on experiences will be planned into lessons to increase engagement - Any scheme in place is intended to be adapted for the cohort. We expect teachers to plan the lessons to achieve the best outcomes possible. - Although PowerPoints and Worksheet lessons can be useful at times, they can lead to passive engagement. Therefore, we seek to ensure lessons are well planned, engaging and active. - Planning must consider the SEN needs of the children as well as children who are or have the potential to be greater depth. - Insight will be used to RAG rate against objectives and upload data. Little Wandle Tracking will also be used if relevant to cohort.	- Well-prepared examples - Wagolls (what a good one looks like) - Shared Writing and shared modelling - Live editing - Use of projectors/ ipads to share live examples of children's work - Modelling may take place throughout a lesson; not just at the beginning - High standards of presentation must be modelled and followed up - Modelling and scaffolding of lessons - Lessons will see whiteboard work, talk partners, Group discussion, ICT etc - Use "Hooks" to gather interest and engagement - Recall/ retrieval in every lesson - Ping pong teaching to address misconceptions or errors and build the	- Consideration must be put into size of guidelines used (to match book) - Size and font of resources to be carefully planned - Children need to be taught how to use the resources - Resource used must be appropriate for task - Consideration must be paid to any resource that has the potential to limit a child. E.g. boxes that limit quantity of writing - If a class has the support of a Teaching Assistant, they will be deployed effectively - See book guide further down this document to check which books to use for which subject and expectations	- High-quality working Walls: Our Corridor space is to showcase children's learning, as creative as you like! - Classroom working walls should be used as part of scaffolding the learning. - Working Walls will be in place for Maths, English, RE, Science and the Class Core Concept. - The environment will be kept clear, purposeful and tidy. - Stations will be in place for Maths & English resources to promote independence of the children with well-thought-out resources - Checks will be carried out to ensure the child's perspective is considered - Classroom environments need to reflect our vision and our behaviour Policy. Shining stars and	- Provision Mapping and personalised plans will be created and implemented on provided templates. - Early identification is key to support children with SEND - SEND children will be tracked and interventions monitored - Provision mapping will demonstrate personalised quality first teaching strategies - Intervention targets will be smart and achievable - All teachers are expected to know and follow the Main Core Standards to provide Quality- First Teaching for all students to flourish & shine. - Adaptive teaching strategies should be used for those students with SEND - Adaptive strategies could include pre teaching, revised language/ terminology,

• Planning will allow for children to be stretched throughout a lesson • Opportunities to shine will be planned within lessons as well as part of extracurricular visits and visitors • Timetabling will ensure coverage with no wasted moments • Tasks will be adaptive e.g. Early morning work- should all children be doing the same task? Or how will all children access the task? • Planning will refer to curriculum documents to ensure that knowledge is continuously being built upon and skills developed • English, CLPE, Little Wandle & Complete Comprehension & Spelling Shed, Twinkl handwriting • Maths- White Rose • Science-Kent Scheme based • Computing & Spanish- Twinkl based • Music- Charanga based • DT, Art, History & Geography- Stelling Minnis Bespoke Curriculum • PSHE- Jigsaw based	learning throughout a lesson	• Classrooms have a comprehensive range of resources to support across the curriculum; however, teachers also create and adapt resources to support learning	values must be visible and referred to. • An environment with SEND in mind. We expect our classrooms to be at the least autism and dyslexia friendly	visual timetables, now and next boards etc
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Principles of Maths Teaching & Learning

Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
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• Planning is taken from White Rose Small Steps documents • Planning is to be adapted, and lessons are well thought out by the class teacher, considering the needs of the cohort. • Arithmetic skills are mapped out across the year and are practised throughout the week • Fluency, Reasoning and Problem-solving form part of every lesson • Worksheets are an aid but do not form the structure of each lesson i.e. Why are children starting at question 1 and working through to the end? Is this necessary? What is it achieving? • Tasks and questions should be selected with purpose • Mastery is a whole lesson approach. Not added on at the end • Model, have a go, come back, independent work • End of block assessments may be used to inform teacher judgements and RAG rate objects on Insight. Used at the end of each block taught to carefully track progress. • End of term assessments are used in terms 2, 4 and 6 and are available on White Rose. • Children need teaching how to problem solve	• Warm ups are a useful strategy to get the children ready for learning. Counting sticks, times tables, oral rehearsal, retrieval, maths questions etc • Repetition, oral rehearsal of mathematical equations, reasoning responses etc. • Effective questioning- e.g. "How do you know that is the answer?" • Sentence stems to be used, open ended questions and closed questions. When to use each? , what do you notice, What is the same, what is different? • Always, sometimes or never true statements • Modelling to the children through IWB as well as live calculations at a table or using a visualizer • Ping pong teaching allows for misconceptions to be addressed (similar to mini plenaries)	• Teachers have access to maths resources such as: White Rose Ipads Tablets IWB visualizer Numicon Counters Double sided counters Place value counters Base Tens Unifix cubes Cuisenaire's rods Dice Number cards Spinners Flip chart paper Number lines Tens frames Times table squares 100 squares 3D Shapes whiteboards • Resources carefully selected for the task. Is numicon the best option? Or are base tens or double-sided counters better? • Concrete manipulatives are an essential part of supporting learning as a child moves towards abstract.	• Children will have access to Maths resources via a Maths station in class as well as what the teacher has prepared for the lesson • Children will be made aware of number lines or cards in the classroom • Maths working wall is a live working document! Children are observed and checked they using it and that they can see it. • Children will have the opportunity to work independently, collaboratively, and in mixed ability or streamed groupings	• Pre-teaching is a useful way to expose some children to the learning. • Embed arithmetic skills • Concrete resources to support • Targeted questions • Practical opportunities • Offer alternative vocabulary • Break down White Rose in Smaller chunks • Access to White Rose SEND Resources and teaching materials • Further information on how we support SEND in mathematics can be found in the maths area of the website
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	• Model an incorrect calculation the board for the children to identify • Maths Journaling • Explicitly make links with children's prior learning to embed concepts • Robot Maths- effective maths partnerships	• Worksheets are a resource, but we avoid an over reliance on them.		
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Principles of Writing Teaching & Learning

Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
• The Power of Reading (CLPE) is the driver of our writing curriculum • An extended writing piece is encouraged every 2 weeks in KS1 and three weeks in ks2 depending on the cycle. • Mini writes will thread throughout. • Writing stamina needs to be considered when planning out a sequence of lessons- to monitor the progression of writing output • Small steps need to be identified to be successful in the big write including grammar for writing • Planning begins with the end point. What do we want the children to write? What do	• Modelling of sentence building • Practical prompts- strips of paper, sticks etc- see resources • Shared writing • Role-play • Word banks • Talking tins • Boxing • Russian scaffolding • Success criteria • Repetition • Reading our work aloud • Peer editing • Peer support • Publishing/ celebrating success • Purpose & Audience	• Teachers have access to maths resources such as: Power of Reading Little Wandle Spellingshed Literacyshed+ Twinkl IWB Ipads Tablets Class texts Flipchart paper Writing prompts Word banks Vocabulary cards Pencils Writing pens Whiteboards Manipulatives such as Table prompts	• Children will have access to a rich book environment- reading will be a priority in the classroom. Texts everywhere- not just confined to a “book corner” although we have those too! • Relevant texts available for wider curriculum to support maths, history, PSHE etc. • English working wall is a live working document! • Children will be signposted to know where to access	• Speech to text/ word processors • Fine motor skill support • Over scribing is avoided, instead children are allowed to build up their own writing independence in chunks with some scribing when appropriate • It is ensured that children have the oral strategies and phonetical knowledge in order to write • Writing grips/ sloped writing boards may be appropriate • Adapted writing frames

they need to know and understand about that genre of writing? What grammar will they need? • Some grammar may need to be taught as discreet lessons depending on the objective. Are they applying or identifying? • Handwriting will be taught. It will be modelled, supervised and guided • Children print in Reception as per our Little Wandle expectations. Handwriting leads will be introduced in Yr 1. • Children from Year 2 upwards should be using cursive handwriting. • We use Letter join to ensure consistency in letter formation and fluency of writing • Oral rehearsal before writing is vital in EYFS and KS1- this will be considered carefully at the planning stage • Oracy and enriching vocabulary are recognised as an important element throughout our English & wider curriculum • Pens are introduced in Year 3. We do not issue pen licences	• Performance • Competition • Whole- school writing opportunities • Video- hooks • Role on the wall • Conscience alley • Working wall • Journal • Busy books • Guidelines • Table prompts • Writing frames • Talking tins • Proof reading • Sequenced lessons to allow for planning, drafting and editing	Sentence strips • Pencils will be maintained and ready to use. They are used in R, 1 & 2. • Pens are introduced in Year 3. We do not issue pen licences	writing resources, aids, prompts etc • An English station will allow children to independently access what they need as well as any resources that have been prepared for the lesson	• Talking tins • More detailed information on how we support SEND in writing can be found on the English section of our website
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Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
• Little Wandle is our Systematic Synthetic Phonics Programme • Little Wandle is used for Reception and Year 1 • SEN Phonics and Catch up/ keep up phonics is used where required across year groups • All staff will complete Little Wandle Training • Children take home a sharing book as well as phonetically decodable book that they must be able to read with at least 90% accuracy. • Once children have graduated from the Little Wandle programme, they will choose a banded book from their classroom. This may be a Big Cat Book to start with although real books are also encouraged with Teachers ensuring it is at an appropriate level. • For Year 2 upwards. Children complete three reading skills sessions a week using Complete Comprehension. With targeted and progressive foci and assessments • Children are also immersed in reading through the Power of Reading scheme throughout their time at school to foster a love of stories • Regular Little Wandle Assessments are uploaded to the Little Wandle Portal to	• The scheme is followed with fidelity, and we avoid any strategy that may lead to cognition overload • Reading groups take place three times a week for each child and children should be able to read fluently with 90% confidence • Reading books are matched carefully to phonics outcomes • We bring the learning to life! • Modelled/ shared reading opportunities • Thinking aloud • Observe, wonder, predict • Page annotation • Drama/ role play e.g. Authorial effect of saying “He plodded...” • Reciprocal teaching- group reading and each child having a role • Pre-teaching of key vocabulary • Diagrams, organisational charts for ideas e.g. Venn diagrams or cause and effect charts	• Teachers have access to maths resources such as: IWB Mini Whiteboards Little Wandle Little Wandle Assessment Tool Little Wandle Sound cards/ prompts & banners CLPE/ Power of Reading Class Texts Curriculum Texts Well stocked and varied book areas School shared book space Complete Comprehension Toe by Toe- Phonics Intervention Language Link Literacy Shed Coloured overlays Reading Record Books	• Classrooms are to be a book centred environment promoting a love for reading. • Book corners focus on promoting reading- peer recommendations, recent and appealing book releases • The classrooms are language rich but avoids over labelling for the sake of it. • Little Wandle/ phonics space to support reading	• Children may participate through peer reading, especially if assessing comprehension. • A child may benefit from having a copy of the text to take home or parents may wish to get a copy • 1: 1 reading • Little Wandle keep up Catch • Little Wandle SEN scheme • Age-appropriate texts to be provided for children working below the expected standard for their age. • Children will be exposed to higher level language and comprehension opportunities. • More information on how we support children with SEND may be found on the English section of our website

carefully track and monitor progress Salford Reading Age Assessments are used twice a year in Autumn and Summer Term				
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Principles of Religious Education Teaching and Learning

Planning & Assessment	Strategies for learning	Resourcing	Environment	SEND
- Understanding Christianity is our Religious Education Scheme - It is based on 6 lessons a term with the first 2 focusing on understanding the text, the second two lessons focus on understanding the impact, and the final two lessons focus on making connections - The planning fits into the "Big Frieze" a series of artworks which represents significant timeline events from the Bible - We use the overarching narrative of the Bible (Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God) to help pupils see how Christian beliefs fit together. - Mixed age planning is followed - Each unit has a big question with each lesson focusing on a question that will answer the	- Storytelling to explore Bible narratives (e.g., parables, miracles) - Encourage discussion and debate on moral and ethical issues from a Christian perspective. - Create a safe space for respectful dialogue as critical thinkers - Incorporate creative activities like drama, art, and music to express understanding. - Use inquiry-based learning to delve deeper into a child's understanding - Observation of experiences as opposed to re-enactment- especially	- Bibles (child-friendly versions for younger learners) - IWB - Ipads - Understanding Christianity - The big frieze- displayed landscape not portrait - Visual aids (e.g., timelines, maps of biblical locations). - Videos and documentaries (e.g., about Jesus' life, Christian festivals). - Artefacts (e.g., crosses, communion cups, vestments).	- An RE working wall is essential in the classroom. - At our school, it is represented by a road and must feature the big question for the term. As the children progress on their journey of learning, thoughts or key moments may be added to the Working Wall - A reflection/ prayer space is also part of the classroom environment but MUST be separate to the Working Wall. Any resources for RE T&L must not be in the prayer space.	- Use differentiated materials (e.g., simplified or shorter Bible texts, visual supports). - Provide alternative ways to demonstrate understanding (e.g., drawing, role-play, voice recordings). - Use small group or 1:1 support where needed. - Incorporate sensory-friendly resources and quiet spaces. - Scaffold abstract concepts with concrete examples. - More information on how we support children with SEND may be found in the RE section of our website

unit question at the end of the 6 lessons • Example units of planning are available to teachers as a model of best practice • Formative assessment is used (e.g., questioning, discussion, reflection journals) as well as summative assessment (e.g., end-of-unit quizzes, presentations or written responses).	when learning about alternative faiths	• Access to local church or guest speakers from Christian communities.		
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Principles of Feedback and Marking at Stelling Minnis CEP

Stelling Minnis CEP School recognises the importance of feedback as part of the Teaching & Learning Cycle. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our procedures are underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Stelling Minnis CEP School understands that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key principles

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- we understand that feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;

- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback (human connection) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Feedback codes

✓	Tick where appropriate. All Maths questions should be ticked to inform assessment. Ticking may also be part of acknowledge marking. Stickers & Stamps may also be used as part of acknowledgement marking. To demonstrate how successful a child has been against the LO and success criteria, us the following ticks against the LO ensuring it relates to the success criteria for that lesson. ✓ Objective Not Met ✓ ✓ Objective Met ✓ ✓ ✓ Objective Exceeded
●	Error- child should be allowed the opportunity to make a correction next to an error. Children should not rub out their errors. Mistakes should be a celebrated part of the learning process
S/ TS/ I	Support Teacher Support Independent This is important so that assessment is accurate ad based on independent work. This may also be used to indicate a shared opening to a piece of writing.
sp	Spelling. Allow children time to explore a correction or give a prompt. E.g. is there a missing letter? Be mindful in KS2 that children to be able to edit their spellings themselves.



Book Standards & Presentation

High expectations and high standards in pupils' books at Stelling Minnis Primary School are essential because they reflect our commitment to excellence in learning and personal pride. Well-presented, carefully completed work shows that pupils value their learning and strive to do their best, while also helping teachers to assess progress accurately and provide meaningful feedback.

Subject	Book	Notes
Maths	Yellow A4 Year R, 1 & 2 1cm squares Year 3+ smaller squares	Date and LO- either written by child or stuck in High Expectations for handwriting and presentation. Make the most of the space- e.g. do not have to start a new page every lesson- the children need teaching how to do this Technical spelling to be addressed Children are encouraged to put one digit per square Encourage jottings/ working out etc Avoid folding sheets to stick in books with flaps etc Arithmetic practice does not need to be in this book but should be collected in a folder
English	Purple A4 Year 2 upwards- smaller lines	Date and LO- either written by child or stuck in Success Criteria High Expectations for handwriting and presentation. Make the most of the space- e.g. do not have to start a new page every lesson. Avoid folding sheets to stick in books with flaps etc Unit Page to show a new CLPE text Children use blue ink only Planning they may use pencil
Core Concept Books	A4+ Book- various colours & Plain pages One book each big term	Date and LO/ question- either written by child or stuck in Front Cover to show the Big Concept- children may design these Unit overview page for each half term with vocabulary and objectives for the term Subjects to be organised to see progression within a subject Avoid folding sheets to stick in books with flaps
RE	Red A4 Yr R Floor Book	Date and LO/ question- either written by child or stuck in RE presentation expectations are high and should be at least the same standard as English books Ensure work stuck in is relevant to the LO Unit page to show the new term's learning- to also include key vocabulary and objectives Unit page to show the new term's learning- to also include key vocabulary and objectives

Science	Orange A4	Date and LO/ question- either written by child or stuck in Unit page to show the new term's learning- to also include key vocabulary and objectives Children may use pencil or pen as appropriate
Draft Books	Red A5	Although the presentation is not as important, it is important to not allow the children to doodle/ draw inappropriately in them to maintain the standards of how we treat school property.
Arithmetic, Spelling, Phonics, Spelling art sketching, Music, Computing, Spanish	We have cardboard foolscap folders in school as well as plastic wallets or spare books that are not assigned to the subjects above	As above