 [](http://www.tritlington.northumberland.sch.uk/contents.htm) 

**Tritlington C of E Aided First School**

**ENGLISH Policy**

At Tritlington Church of England Aided First School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children’s learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others’ experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children’s intellectual, emotional and social development it has an essential role across the curriculum and helps pupils’ learning to be coherent and progressive.

**Purpose**

* **To promote a shared love and understanding of literacy;**
* **To establish an entitlement for all pupils;**
* **To establish high expectations for teachers and pupils**
* **To promote continuity and coherence across the school.**

**Overview**

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

* Reading – appendix 1
* Writing – appendix 2
* Handwriting – appendix 3
* Speaking and listening – appendix 4
* Spelling and Phonics – appendix 5
* Characteristics of effective teaching and learning – appendix 6

(See also the school Teaching and Learning Policy )

**Aims of Policy**

To encourage children to:

* be effective, competent communicators and good listeners;
* express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
* foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
* enjoy and engage with and understand a range of text types and genres;
* be able to write in a variety of styles and forms showing awareness of audience and purpose;
* develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
* use grammar and punctuation accurately;
* understand spelling conventions;
* produce effective, well-presented written work.

**Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of key stage one, the majority of children will be working on the objectives for their year group, with the majority of pupils achieving the level expected by the end of the year.

By the end of year 4, the majority of pupils should be working within the range of objectives for their year group. Most are expected to achieve the level expected

**Time Allocation**

The time allocated for English is in line with recommendations for key stages one and two. In class 1, time is allocated to reading, handwriting and phonics, in class 2 time is allocated to reading, spelling, phonics, grammar and handwriting.

In addition, it is expected that cross-curricular links will contribute to pupils’ effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from story sessions and a visit from the County library van.

**Teaching and Learning**

**Planning**

The National Curriculum 2014 forms the basis of teaching and learning. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies, using the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Teachers plan closely with colleagues to ensure consistency of opportunity for all children. They are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

**Inclusion**

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on the Special Educational Needs list (SEND List); this may need further inteensive small group support

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from LIST where appropriate. This is supported by our equal opportunities policy.

**Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Individual targets are set accordingly and reviewed half termly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Targets are derived from the school’s analysis off data and looking at key skills gaps which are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

**Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator (Mrs Hughes) will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

**Resources and Accommodation**

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.

Teacher resources are located in classrooms. Reading books are kept in the school hall. These books are banded according to ‘KS1 Book bands’ .

Once the children have completed the KS1 book bands, they move onto “free choice readers”. The school library, also in the hall, contains a range of fiction and non-fiction books.

**Monitoring and Evaluation**

The Head teacher and teachers monitor English. Having identified priorities, the SMT construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

**Appendix 1 - Reading**

**Aims**

To enable children to:

* develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
* use reading skills as an integral part of learning throughout the curriculum;
* read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
* develop different strategies for approaching reading and be able to orchestrate the full range of strategies

**Entitlement**

Pupils have access to a wide range of reading opportunities that include:

* guided reading
* shared reading
* regular independent reading
* home/school reading
* hearing books read aloud on a daily basis
* selecting own choice of texts including ICT texts
* reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

**Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

When timetabled, guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during the week. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child’s reading through Home-School Link Books.

**Reading Frequency**

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

**Resources**

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Big Reading Assessment scale

Oxford Reading Tree

Tree Tops

Ginn Pocket Reads

Rigby Star

Collins

Oxford Owl online resources

**Appendix 2 - Writing**

**Aims**

Children should learn to:

* write in different contexts and for different purposes and audiences
* be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
* plan draft and edit their writing to suit the purpose
* use ICT as a literacy medium for presenting work and manipulating text
* form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

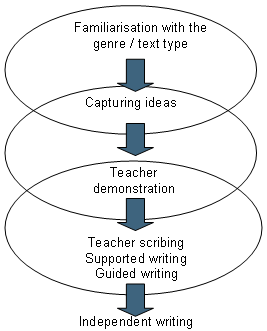
**Entitlement**

Pupils have access to a wide range of writing opportunities that include:

* shared writing
* guided writing
* Big Writing
* independent writing
* writing different text types and narrative styles
* writing in different curriculum areas
* handwriting practice
* collaborative writing
* writing related to own experiences and enjoyment
* writing from a variety of stimuli
* planning, drafting, editing and presenting
* using ICT

**Teaching and Learning**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage ‘talk for writing’ as an integral part of the process.

**Appendix 3 - Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Nelson handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children’s books.

By the end of year 4, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

**Resources**

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014. Other resources include:

Big Writing assessment scale

Developing Early Writing - NLS

Grammar for Writing - NLS

Improving Writing Fliers

Exemplification plans

Target statements for writing

Nelson workbooks and online resources

Other teacher resources are kept in classrooms and shared between parallel year groups.

**Appendix 4 – Spoken Language**

**Aims**

Children need to be able to:

* Communicate effectively, speaking with increasing confidence, clarity and fluency
* Participate in discussions and debate in a variety of contexts
* Listen to the views, opinions and ideas of others with increased interest
* Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
* Respond to questions and opinions appropriately
* Retell stories and poems which are known by heart
* Ask questions with increasing relevance and insight

**Entitlement**

Pupils have access to a wide range of opportunities that include:

* Talking about their own experiences, recounting events
* Participating in discussion and debate
* Talk for writing
* Talk Homework
* Retelling stories and poems
* Expressing opinions and justifying ideas
* Listening to stories read aloud
* Presenting ideas to different audiences
* Taking part in school performances
* Responding to different kinds of texts
* Talking to visitors in school
* Listening to ideas and opinions of adults and peers
* Role-play and other drama activities across the curriculum.
* Create, share and evaluate ideas and understanding through drama

**Teaching and Learning**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

**Resources:**

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

**Appendix 5 – Spelling and Phonics**

**Aims**

Children should be able to:

* Blend and segment sounds easily
* Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
* Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
* Use a range of approaches to learn and spell irregular words.

**Entitlement**

Pupils have access to a range of phonics opportunities that include at FS and KS1:

* Whole class teaching of specific spelling patterns linked to writing
* Daily discrete phonics teaching grouped by stage not age
* Using phonics knowledge in real life contexts
* Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

* Whole class teaching of specific spelling conventions and rules
* Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
* Using phonological knowledge in real life contexts
* Applying skills in cross curricular contexts

**Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

**Spelling Homework**

 Class 1 - Five spellings per week

Class 2 – Five to10 spellings per week

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children’s learning should be tested regularly to ensure that spellings are fit for purpose.

**Resources**

Read Write Inc

NC 2014 spelling lists of tricky words

Weekly Spelling Lists

**Appendix 6 - Some Characteristics of Effective Teaching and Learning**

**Spoken Language**

 Children:

* Feel their ideas and opinions are valued
* Listen to verbal instructions which are clear
* Offer ideas and opinions which may differ from others
* Verbalise ideas in a variety of situations
* Ask and answer questions appropriately
* Think before they speak – plan out
* Appreciate opinions of others
* Speak aloud with confidence for the appropriate audience
* Communicate collaboratively

 Teachers:

* Plan for speaking and listening
* Speak clearly
* Listen
* Consider oral outcomes
* Encourage discussion, debate and role play
* Value and build on pupils’ contributions
* Understand how to develop skills progressively
* Use resources effectively
* Set realistic goals
* Use different approaches

**Reading**

 Children:

* Are motivated to read a variety of genres for a range of purposes
* Have access to a range of stimulating books
* Enjoy reading at their level
* Talk about reading and reading material
* Use a range of comprehension strategies to engage with text

 Teachers:

* Offer a range of reading opportunities
* Encourage independence
* Read to children daily
* Teach the full range of reading strategies
* Understand the progression of skills in reading development
* Plan for shared and guided reading
* Monitor independent reading
* Promote reading for enjoyment and as a life skill
* Use reading in other subjects to consolidate skills
* Maintain home/school links

**Writing**

 Children:

* Take pride in their writing and know when different writing styles are appropriate
* Understand why they are writing
* Experiment and draft ideas
* Talk about what they are going to write (mentally rehearse)
* Are confident to share ideas with others
* Write for different audiences and purposes
* Use a variety of sentence types and structures
* Plan effectively
* Use support materials effectively
* Use ICT as a tool

 Teachers:

* Make clear links between reading and writing
* Offer a wide variety of writing opportunities, including handwriting practice
* Are confident in modelling the writing process
* Know key features of different text types and narrative styles
* Use modelling/scribing and supported composition
* Plan outcomes and clarify audience and purpose
* Provide equipment to allow children to achieve their best results
* Clearly outline objectives and targets
* Encourage children to self-correct and redraft work
* Identify and use cross curricular links
* Plan to use ICT in writing activities
* Provide prompts and scaffolds to support independence

* + [Welcome](http://www.st-petersprimaryschool.co.uk/welcome/)
  + [Our Mission & School Aims](http://www.st-petersprimaryschool.co.uk/our-mission-school-aims/)
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  + [Admissions](http://www.st-petersprimaryschool.co.uk/admissions/)
    - [Admissions Policy 2015](http://www.st-petersprimaryschool.co.uk/admissions-policy-2015/)
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  + [Our Governors](http://www.st-petersprimaryschool.co.uk/our-governors/)
    - [Who's Who on the Governing Body](http://www.st-petersprimaryschool.co.uk/whos-who-on-the-governing-body/)
      * [Governor Details as at 30th June 2015](http://www.st-petersprimaryschool.co.uk/governor-details-as-at-30th-june-2015/)
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  + [Performance Data 2014-15](http://www.st-petersprimaryschool.co.uk/performance-data-2014-15/)
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    - [Taiko Drumming Club](http://www.st-petersprimaryschool.co.uk/taiko-drumming-club/)
  + [St Peter's Autumn Menu 2015](http://www.st-petersprimaryschool.co.uk/st-peters-autumn-menu-2015/)
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      * [ICT Policy 2013](http://www.st-petersprimaryschool.co.uk/ict-policy-2013/)
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    - [Mobile Phone Policy 2015](http://www.st-petersprimaryschool.co.uk/mobile-phone-policy-2015/)
  + [SEND](http://www.st-petersprimaryschool.co.uk/send/)
    - [SEN Policy 2014](http://www.st-petersprimaryschool.co.uk/sen-policy-2014/)
    - [Inclusion Policy 2014](http://www.st-petersprimaryschool.co.uk/inclusion-policy-2014-1/)
    - [SEND Information Report](http://www.st-petersprimaryschool.co.uk/send-information-report/)
  + [Pastoral Team](http://www.st-petersprimaryschool.co.uk/pastoral-team/)
  + [Safer School](http://www.st-petersprimaryschool.co.uk/safer-school/)
  + [E-safety](http://www.st-petersprimaryschool.co.uk/e-safety/)
    - [Parent Information](http://www.st-petersprimaryschool.co.uk/parent-information/)
      * [Guide to Use of Images Online](http://www.st-petersprimaryschool.co.uk/guide-to-use-of-images-online/)
      * [Children, ICT & e-Safety](http://www.st-petersprimaryschool.co.uk/children-ict-e-safety/)
    - [E-Safety Policy 2014](http://www.st-petersprimaryschool.co.uk/e-safety-policy-2014/)
    - [ICT Policy 2013](http://www.st-petersprimaryschool.co.uk/ict-policy-2013-1/)
    - [Social Networking Policy 2014](http://www.st-petersprimaryschool.co.uk/social-networking-policy-2014-2/)
    - [Acceptable use of ICT Policy 2014](http://www.st-petersprimaryschool.co.uk/acceptable-use-of-ict-policy-2014/)
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    - [Useful inks to other Organisations](http://www.st-petersprimaryschool.co.uk/useful-inks-to-other-organisations/)
  + [Key Policies](http://www.st-petersprimaryschool.co.uk/key-policies/)
    - [Assessment for Learning Policy 2014](http://www.st-petersprimaryschool.co.uk/assessment-for-learning-policy-2014/)
    - [Charging & Remissions Policy 2014](http://www.st-petersprimaryschool.co.uk/charging-remissions-policy-2014/)
    - [Complaints Policy & Procedures 2014](http://www.st-petersprimaryschool.co.uk/complaints-policy-procedures-2014/)
      * [Complaints Policy & Procedures 2014](http://www.st-petersprimaryschool.co.uk/complaints-policy-procedures-2014-1/)
      * [Complaints - Guidance Document for Parents: What to do when things go wrong](http://www.st-petersprimaryschool.co.uk/complaints-guidance-document-for-parents-what-to-d/)
      * [Complaints - Stage by Stage](http://www.st-petersprimaryschool.co.uk/complaints-stage-by-stage/)
    - [Equality Plan 2014](http://www.st-petersprimaryschool.co.uk/equality-plan-2014-1/)
    - [Social Networking Policy 2014](http://www.st-petersprimaryschool.co.uk/social-networking-policy-2014-1/)
    - [Visitor Policy 2014](http://www.st-petersprimaryschool.co.uk/visitor-policy-2014/)
    - [Snow and Bad Weather Policy 2014](http://www.st-petersprimaryschool.co.uk/snow-and-bad-weather-policy-2014/)
  + [Key Documents](http://www.st-petersprimaryschool.co.uk/key-documents/)
    - [Request for Leave From School](http://www.st-petersprimaryschool.co.uk/request-for-leave-from-school/)
  + [Job Vacancies](http://www.st-petersprimaryschool.co.uk/job-vacancies-1/)
  + [Welcome to St Peter's Nursery](http://www.st-petersprimaryschool.co.uk/welcome-to-st-peters-nursery/)
  + [Information](http://www.st-petersprimaryschool.co.uk/information/)
    - [Parent Partnership](http://www.st-petersprimaryschool.co.uk/parent-partnership/)
    - [Nursery Session Times](http://www.st-petersprimaryschool.co.uk/nursery-session-times/)
    - [Help us to help your child](http://www.st-petersprimaryschool.co.uk/help-us-to-help-your-child/)
    - [Routine of the Nursery Day](http://www.st-petersprimaryschool.co.uk/routine-of-the-nursery-day/)
    - [Areas of Learning in the Early Years Foundation Stage - EYFS](http://www.st-petersprimaryschool.co.uk/areas-of-learning-in-the-early-years-foundation-st/)
    - [What to wear to Nursery](http://www.st-petersprimaryschool.co.uk/what-to-wear-to-nursery/)
    - [Snacks & Lunch](http://www.st-petersprimaryschool.co.uk/snacks-lunch/)
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    - [Does your child have a medical condition that we need to be aware of?](http://www.st-petersprimaryschool.co.uk/does-your-child-have-a-medical-condition-that-we-n/)
    - [Links with School](http://www.st-petersprimaryschool.co.uk/links-with-school/)
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  + [Nursery Newsletters](http://www.st-petersprimaryschool.co.uk/nursery-newsletters/)
  + [Stay & Play Sessions](http://www.st-petersprimaryschool.co.uk/stay-play-sessions/)
  + [Forest School](http://www.st-petersprimaryschool.co.uk/forest-school-3/)
  + [PE - Physical Development](http://www.st-petersprimaryschool.co.uk/pe-physical-development/)
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  + [Nursery at Work and Play - Spring Term 2015](http://www.st-petersprimaryschool.co.uk/nursery-at-work-and-play-spring-term-2015/)
    - [Nursery Timetable](http://www.st-petersprimaryschool.co.uk/nursery-timetable-2/)
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    - [Owl Babies - Making nests for baby owls and a visit from the owl man](http://www.st-petersprimaryschool.co.uk/owl-babies-making-nests-for-baby-owls-and-a-visit-/)
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    - [Making Domino Biscuits](http://www.st-petersprimaryschool.co.uk/making-domino-biscuits/)
    - [A visit from Zoolab](http://www.st-petersprimaryschool.co.uk/a-visit-from-zoolab/)
    - [Building Houses for The Three Little Pigs](http://www.st-petersprimaryschool.co.uk/building-houses-for-the-three-little-pigs/)
  + [What do we mean by Awe & Wonder?](http://www.st-petersprimaryschool.co.uk/what-do-we-mean-by-awe-wonder/)
  + [Class Pages](http://www.st-petersprimaryschool.co.uk/topic/class-pages)
  + [Forest School](http://www.st-petersprimaryschool.co.uk/forest-school-2/)
  + [Robinwood 2014](http://www.st-petersprimaryschool.co.uk/robinwood-2014/)
    - [Archery](http://www.st-petersprimaryschool.co.uk/archery/)
    - [Dungeon of Doom](http://www.st-petersprimaryschool.co.uk/dungeon-of-doom/)
    - [Climbing Wall](http://www.st-petersprimaryschool.co.uk/climbing-wall/)
    - [Nightline](http://www.st-petersprimaryschool.co.uk/nightline/)
    - [Crate Challenge](http://www.st-petersprimaryschool.co.uk/crate-challenge/)
    - [Zip Wire](http://www.st-petersprimaryschool.co.uk/zip-wire/)
    - [Obstacle Course](http://www.st-petersprimaryschool.co.uk/obstacle-course/)
    - [Piranha Pool](http://www.st-petersprimaryschool.co.uk/piranha-pool/)
    - [Caving](http://www.st-petersprimaryschool.co.uk/caving/)
    - [Trapeze](http://www.st-petersprimaryschool.co.uk/trapeze/)
    - [Canoeing](http://www.st-petersprimaryschool.co.uk/canoeing/)
  + [Homework Policy](http://www.st-petersprimaryschool.co.uk/homework-policy/)
  + [Pupils' Voice](http://www.st-petersprimaryschool.co.uk/pupils-voice/)
    - [Remembrance Day](http://www.st-petersprimaryschool.co.uk/remembrance-day/)
    - [Mini Staff in Action](http://www.st-petersprimaryschool.co.uk/mini-staff-in-action/)
    - [School Council Assembly](http://www.st-petersprimaryschool.co.uk/school-council-assembly/)
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    - [School Council](http://www.st-petersprimaryschool.co.uk/school-council/)
  + [Parents' Voice](http://www.st-petersprimaryschool.co.uk/parents-voice/)
    - [Parent Questionnaire Results 2014](http://www.st-petersprimaryschool.co.uk/parent-questionnaire-results-2014/)
  + [Food For Life](http://www.st-petersprimaryschool.co.uk/food-for-life/)
    - [Cooking with Shrewsbury Town Football Club Chef, Paul Crowe](http://www.st-petersprimaryschool.co.uk/cooking-with-shrewsbury-town-football-club-chef-pa/)
  + [Children's University](http://www.st-petersprimaryschool.co.uk/childrens-university/)
    - [KS1 Graduation Day 25th June 2015](http://www.st-petersprimaryschool.co.uk/ks1-graduation-day-25th-june-2015/)
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    - [KS2 CU Graduation 27th March 2014](http://www.st-petersprimaryschool.co.uk/ks2-cu-graduation-27th-march-2014/)
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    - [CU Graduation 28th November 2013](http://www.st-petersprimaryschool.co.uk/cu-graduation-28th-november-2013/)
    - [Harper Adams University Gold Graduation Ceremony](http://www.st-petersprimaryschool.co.uk/harper-adams-university-gold-graduation-ceremony/)
  + [Friends of St Peter's](http://www.st-petersprimaryschool.co.uk/friends-of-st-peters/)
  + [Family Information](http://www.st-petersprimaryschool.co.uk/family-information/)
  + [Wem Children's Centre](http://www.st-petersprimaryschool.co.uk/wem-childrens-centre/)
  + [Community Notice Board](http://www.st-petersprimaryschool.co.uk/community-notice-board/)
    - [Crossbar](http://www.st-petersprimaryschool.co.uk/crossbar-1/)
    - [NEW for January 2015 - Friends of Wem Swimming & Fitness Centre](http://www.st-petersprimaryschool.co.uk/new-for-january-2015-friends-of-wem-swimming-fitne/)
    - [High Society Discos & Entertainment Services](http://www.st-petersprimaryschool.co.uk/high-society-discos-entertainment-services/)
  + [Did you know you can hire St Peter's Learning Centre?](http://www.st-petersprimaryschool.co.uk/did-you-know-you-can-hire-st-peters-learning-centr/)
  + [Oxford Owl](http://www.st-petersprimaryschool.co.uk/oxford-owl/)
  + [Link to NSTSA Website](http://www.st-petersprimaryschool.co.uk/link-to-nstsa-website/)
  + [Learning Centre](http://www.st-petersprimaryschool.co.uk/learning-centre/)
    - [WHAT WE OFFER](http://www.st-petersprimaryschool.co.uk/what-we-offer/)
    - [CONTACT](http://www.st-petersprimaryschool.co.uk/contact-1/)
    - [Gallery](http://www.st-petersprimaryschool.co.uk/gallery-2/)
  + [CPD Programme](http://www.st-petersprimaryschool.co.uk/cpd-programme/)
    - [SPECTRA - Practical Games & Activities to Promote Social Awareness with Anna Granger](http://www.st-petersprimaryschool.co.uk/spectra-practical-games-activities-to-promote-soci/)
  + [Our Facilitators](http://www.st-petersprimaryschool.co.uk/our-facilitators/)
    - [Angela Hannan - Former Secondary Head Teacher & Lead Facilitator for the National College of School Leadership](http://www.st-petersprimaryschool.co.uk/angela-hannan-former-secondary-head-teacher-lead-f/)
    - [Chris Gajewski - School Improvement Consultant](http://www.st-petersprimaryschool.co.uk/chris-gajewski-school-improvement-consultant/)
    - [Elizabeth Wilkinson - The Dyslexic Dyslexia Consultant](http://www.st-petersprimaryschool.co.uk/elizabeth-wilkinson-the-dyslexic-dyslexia-consulta/)
    - [Ian Nurser - Executive Head Teacher & National Leader of Education](http://www.st-petersprimaryschool.co.uk/ian-nurser-executive-head-teacher-national-leader-/)
    - [Peter Bailey - Primary Education Consultant](http://www.st-petersprimaryschool.co.uk/peter-bailey-primary-education-consultant/)
    - [Richard Hunter - Finance Director](http://www.st-petersprimaryschool.co.uk/richard-hunter-finance-director/)
    - [Val Jones - Autism Spectrum Advisory Teacher](http://www.st-petersprimaryschool.co.uk/val-jones-autism-spectrum-advisory-teacher/)
    - [Harmer Consultancy - HR Consultants](http://www.st-petersprimaryschool.co.uk/harmer-consultancy-hr-consultants/)
    - [Dr Steven Taylor](http://www.st-petersprimaryschool.co.uk/dr-steven-taylor/)
    - [Karen Wilding - Independent Primary Maths Consultant](http://www.st-petersprimaryschool.co.uk/karen-wilding-independent-primary-maths-consultant/)
  + [Salop Teaching School Alliance Courses](http://www.st-petersprimaryschool.co.uk/salop-teaching-school-alliance-courses/)
  + [Links](http://www.st-petersprimaryschool.co.uk/links/)
    - [CLASS PRESENTATIONS](http://www.st-petersprimaryschool.co.uk/class-presentations/)
      * [1FG](http://www.st-petersprimaryschool.co.uk/1fg/)
      * [1Z](http://www.st-petersprimaryschool.co.uk/1z/)
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      * [3M](http://www.st-petersprimaryschool.co.uk/3m/)
      * [4H](http://www.st-petersprimaryschool.co.uk/4h/)
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      * [6B](http://www.st-petersprimaryschool.co.uk/6b/)
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    - [Angela Hannan 2015-16](http://www.st-petersprimaryschool.co.uk/angela-hannan-2015-16/)
      * [NQT & RQT Development](http://www.st-petersprimaryschool.co.uk/nqt-rqt-development-1/)
      * [RQT Conference](http://www.st-petersprimaryschool.co.uk/rqt-conference/)
      * [Outstanding Leaders](http://www.st-petersprimaryschool.co.uk/outstanding-leaders/)
      * [Developing Dynamic Subject Leadership](http://www.st-petersprimaryschool.co.uk/developing-dynamic-subject-leadership/)
      * [Influencing skills for new Leaders](http://www.st-petersprimaryschool.co.uk/influencing-skills-for-new-leaders/)
      * [Leadership Conference for Headteachers and Senior Leaders](http://www.st-petersprimaryschool.co.uk/leadership-conference-for-headteachers-and-senior-/)
    - [Chris Gajewski 2015-16](http://www.st-petersprimaryschool.co.uk/chris-gajewski-2015-16-1/)
      * [New Governor Training](http://www.st-petersprimaryschool.co.uk/new-governor-training/)
      * [Knowing your School](http://www.st-petersprimaryschool.co.uk/knowing-your-school/)
      * [Governors and Ofsted](http://www.st-petersprimaryschool.co.uk/governors-and-ofsted/)
      * [The Role of the Link Governor](http://www.st-petersprimaryschool.co.uk/the-role-of-the-link-governor-1/)
      * [Towards Outstanding Governance](http://www.st-petersprimaryschool.co.uk/towards-outstanding-governance/)
    - [Developing You for the Future 2015-16](http://www.st-petersprimaryschool.co.uk/developing-you-for-the-future-2015-16/)
    - [Harmer Consultancy 2015-16](http://www.st-petersprimaryschool.co.uk/harmer-consultancy-2015-16/)
      * [Managing Teachers' Appraisal and Pay Progression](http://www.st-petersprimaryschool.co.uk/managing-teachers-appraisal-and-pay-progression-1/)
      * [Essential HR Management for Schools](http://www.st-petersprimaryschool.co.uk/essential-hr-management-for-schools-1/)
      * [Safer Recruitment in Education](http://www.st-petersprimaryschool.co.uk/safer-recruitment-in-education-1/)
    - [Karen Wilding 2015-16](http://www.st-petersprimaryschool.co.uk/karen-wilding-2015-16/)
      * [Outstanding Leadership in Maths](http://www.st-petersprimaryschool.co.uk/outstanding-leadership-in-maths/)
      * [Improving Pedagogy and Subject Knowledge in the New Maths Curriculum - EYFS & KS1 Teachers](http://www.st-petersprimaryschool.co.uk/improving-pedagogy-and-subject-knowledge-in-the-ne/)
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    - [Steven Taylor 2015-16](http://www.st-petersprimaryschool.co.uk/steven-taylor-2015-16/)
      * [Effective Assessment without Levels](http://www.st-petersprimaryschool.co.uk/effective-assessment-without-levels/)
    - [St Peters 2015-16](http://www.st-petersprimaryschool.co.uk/st-peters-2015-16/)
      * [Accelerated Learning](http://www.st-petersprimaryschool.co.uk/accelerated-learning/)
      * [English CPD](http://www.st-petersprimaryschool.co.uk/english-cpd/)
      * [RQT & HLTA Programme](http://www.st-petersprimaryschool.co.uk/rqt-hlta-programme/)
      * [Developing Outstanding Learning- Programme](http://www.st-petersprimaryschool.co.uk/developing-outstanding-learning-programme/)
    - [Documents](http://www.st-petersprimaryschool.co.uk/documents/)
      * [P.E](http://www.st-petersprimaryschool.co.uk/pe-2/)
      * [Preparing for Ofsted 2014 - 15](http://www.st-petersprimaryschool.co.uk/preparing-for-ofsted-2014-15/)
      * [Peter Bailey - Pen Portrait](http://www.st-petersprimaryschool.co.uk/peter-bailey-pen-portrait/)
      * [Observing/Measuring Impact 2014-15](http://www.st-petersprimaryschool.co.uk/observingmeasuring-impact-2014-15/)
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      * [Talking to Children 2014-15](http://www.st-petersprimaryschool.co.uk/talking-to-children-2014-15/)
      * [Embedding Outstanding Teaching 2014-15](http://www.st-petersprimaryschool.co.uk/embedding-outstanding-teaching-2014-15/)
      * [More Able, Gifted and Talented 2014-15](http://www.st-petersprimaryschool.co.uk/more-able-gifted-and-talented-2014-15/)
      * [Conference for Recently Appointed Teachers](http://www.st-petersprimaryschool.co.uk/conference-for-recently-appointed-teachers-1/)
      * [Teaching Assistants - Maximising Classroom Impact 2014-15](http://www.st-petersprimaryschool.co.uk/teaching-assistants-maximising-classroom-impact-20/)
      * [The Role of Support Staff within Outstanding Learning 2014-15](http://www.st-petersprimaryschool.co.uk/the-role-of-support-staff-within-outstanding-lea-1/)
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      * [Headteachers - 'Working beyond your own school' 2014-15](http://www.st-petersprimaryschool.co.uk/headteachers-working-beyond-your-own-school-2014-1/)
      * [Developing High Performing Teams 2014-15](http://www.st-petersprimaryschool.co.uk/developing-high-performing-teams-2014-15/)
      * [School Direct Recruitment Event for PRIMARY & SECONDARY](http://www.st-petersprimaryschool.co.uk/school-direct-recruitment-event-for-primary-second/)
      * [Ofsted for Governors](http://www.st-petersprimaryschool.co.uk/ofsted-for-governors/)
      * [The Outstanding Teacher Programme 2013-14](http://www.st-petersprimaryschool.co.uk/the-outstanding-teacher-programme-2013-14/)
      * [Governors' Role in Health & Safety](http://www.st-petersprimaryschool.co.uk/governors-role-in-health-safety/)
      * [Key Stage 2 Fruit Shop](http://www.st-petersprimaryschool.co.uk/key-stage-2-fruit-shop/)
      * [Class Presentations 2013 - 14](http://www.st-petersprimaryschool.co.uk/class-presentations-2013-14/)
      * [Governors - The Role of the Chair & Vice Chair](http://www.st-petersprimaryschool.co.uk/governors-the-role-of-the-chair-vice-chair/)
      * [Senior Leaders Workshop: Skills for Effective Leadership of Others](http://www.st-petersprimaryschool.co.uk/senior-leaders-workshop-skills-for-effective-leade/)
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      * [Using Emotional Regulation in Supporting Pupils with Autism](http://www.st-petersprimaryschool.co.uk/using-emotional-regulation-in-supporting-pupils-wi/)
      * [The Autism Spectrum: Developing Interaction Skills](http://www.st-petersprimaryschool.co.uk/the-autism-spectrum-developing-interaction-skills/)
      * [An Autism Friendly School](http://www.st-petersprimaryschool.co.uk/an-autism-friendly-school-1/)
      * [DOWNLOAD YOUR BOOKING FORM HERE](http://www.st-petersprimaryschool.co.uk/download-your-booking-form-here/)
      * [CPD Programme 2013-14](http://www.st-petersprimaryschool.co.uk/cpd-programme-2013-14/)
      * [Learning Centre Location & Parking](http://www.st-petersprimaryschool.co.uk/learning-centre-location-parking/)
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      * [Headteachers Workshop - Leadership skills for Headteachers](http://www.st-petersprimaryschool.co.uk/headteachers-workshop-leadership-skills-for-headte/)
      * [Julie Rolands - Pen Portrait and Testimonials](http://www.st-petersprimaryschool.co.uk/julie-rolands-pen-portrait-and-testimonials/)
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      * [Matt Sutton - Pen Portrait & Testimonials](http://www.st-petersprimaryschool.co.uk/matt-sutton-pen-portrait-testimonials/)
      * [Developing the Skills and Qualities of Outstanding Leadership](http://www.st-petersprimaryschool.co.uk/developing-the-skills-and-qualities-of-outstanding/)
      * [Talking to Children to Enhance Learning](http://www.st-petersprimaryschool.co.uk/talking-to-children-to-enhance-learning/)
      * [Stress and Time Management](http://www.st-petersprimaryschool.co.uk/stress-and-time-management/)
      * [Pupil Premium: Tracking and Impact](http://www.st-petersprimaryschool.co.uk/pupil-premium-tracking-and-impact/)
      * [Senior Leader Development Programme](http://www.st-petersprimaryschool.co.uk/senior-leader-development-programme/)
      * [Chris Gajewski - Pen Portrait & Testimonials](http://www.st-petersprimaryschool.co.uk/chris-gajewski-pen-portrait-testimonials/)
      * [Next steps for Forest School in a school setting](http://www.st-petersprimaryschool.co.uk/next-steps-for-forest-school-in-a-school-setting/)
      * [ASD Awareness and Strategies for Teachers & TAs](http://www.st-petersprimaryschool.co.uk/asd-awareness-and-strategies-for-teachers-tas/)
      * [Building Effective Partnerships](http://www.st-petersprimaryschool.co.uk/building-effective-partnerships/)
      * [EYFS - Characteristics of Effective Learning](http://www.st-petersprimaryschool.co.uk/eyfs-characteristics-of-effective-learning/)
      * [EYFS Observation and Assessment](http://www.st-petersprimaryschool.co.uk/eyfs-observation-and-assessment/)
      * [Ian Nurser - Pen Portrait & Testimonials](http://www.st-petersprimaryschool.co.uk/ian-nurser-pen-portrait-testimonials/)
      * [Accelerated Learning Part 1 & 2](http://www.st-petersprimaryschool.co.uk/accelerated-learning-part-1-2/)
      * [Angela Hannan - Pen Portrait & Testimonials](http://www.st-petersprimaryschool.co.uk/angela-hannan-pen-portrait-testimonials/)
      * [Effective Leadership of Change to Raise Performance (Senior Leaders)](http://www.st-petersprimaryschool.co.uk/effective-leadership-of-change-to-raise-performanc/)
      * [Effective Leadership of Change to Raise Performance (Headteachers)](http://www.st-petersprimaryschool.co.uk/effective-leadership-of-change-to-raise-performa-1/)
    - [The Role of Support Staff within Outstanding Learning](http://www.st-petersprimaryschool.co.uk/the-role-of-support-staff-within-outstanding-learn/)
    - [Improving Teacher Programme© (ITP) by OLEVI – Programme](http://www.st-petersprimaryschool.co.uk/improving-teacher-programme-itp-by-olevi-programme/)
    - [Governors & Ofsted - Twilight](http://www.st-petersprimaryschool.co.uk/governors-ofsted-twilight/)
    - [\*NEW\* Leadership Skills for Middle Leaders - 2 Day Course](http://www.st-petersprimaryschool.co.uk/new-leadership-skills-for-middle-leaders-2-day-cou/)
    - [TA’s: Maximising Classroom Impact](http://www.st-petersprimaryschool.co.uk/tas-maximising-classroom-impact/)
    - [Preparing for Ofsted](http://www.st-petersprimaryschool.co.uk/preparing-for-ofsted/)
    - [ASD - Practical Games & Activities to Promote Social Thinking](http://www.st-petersprimaryschool.co.uk/asd-practical-games-activities-to-promote-social-t/)
    - [Accelerated Learning - Programme](http://www.st-petersprimaryschool.co.uk/accelerated-learning-programme/)
    - [ASD- Understanding Girls on the Autism Spectrum](http://www.st-petersprimaryschool.co.uk/asd-understanding-girls-on-the-autism-spectrum/)
    - [Conference for Recently Appointed Teachers](http://www.st-petersprimaryschool.co.uk/conference-for-recently-appointed-teachers/)
    - [Understanding Data- Twilight](http://www.st-petersprimaryschool.co.uk/understanding-data-twilight/)
    - [Developing High Performance Terms](http://www.st-petersprimaryschool.co.uk/developing-high-performance-terms/)
    - [Outstanding Teacher Programme (OPT) by OLEVI - Programme](http://www.st-petersprimaryschool.co.uk/outstanding-teacher-programme-opt-by-olevi-program/)
    - [ASD- Apps for Autism](http://www.st-petersprimaryschool.co.uk/asd-apps-for-autism/)
    - [The Role of the Subject Leader](http://www.st-petersprimaryschool.co.uk/the-role-of-the-subject-leader/)
    - [More Able, Gifted and Talented](http://www.st-petersprimaryschool.co.uk/more-able-gifted-and-talented/)
    - [Developing Skills & Qualities of Outstanding Leadership](http://www.st-petersprimaryschool.co.uk/developing-skills-qualities-of-outstanding-leaders/)
    - [An Autism Friendly School](http://www.st-petersprimaryschool.co.uk/an-autism-friendly-school/)
    - [Talking to Children](http://www.st-petersprimaryschool.co.uk/talking-to-children/)
    - [Observing/Measuring Impact – Twilight](http://www.st-petersprimaryschool.co.uk/observingmeasuring-impact-twilight/)
    - [ASD - The Autism Spectrum: Anxiety and Support Approaches](http://www.st-petersprimaryschool.co.uk/asd-the-autism-spectrum-anxiety-and-support-approa/)