



St Bartholomew's Church of England Primary School

Teaching and Learning Policy

"Teaching is a lifetime's craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Williams)

1. Learning at St Bartholomew's

1.1. We know that every child at St. Bartholomews deserves Quality First Teaching across the school in order to be the best they can. The Learners represent skills that children will develop over their time at St. Bartholomews to enable them to be lifelong learners.

2. General

- 2.1. A writing lesson, reading lesson, spelling/phonics lesson and maths lesson will be taught every day. Grammar will be taught within the writing and reading lessons.
- 2.2. For every English and Maths unit, teachers will have an overview which includes the objectives - mostly taken from the ARE objective led sheets - to be covered, timescale and outcome/purpose of unit.
- 2.3. For all other subjects, each unit will have a brief overview which includes the objectives to be covered (taken from the relevant curriculum) and timescale, all recorded on the medium term plan
- 2.4. The objectives for each unit will be used to create an English & Maths Progress Sheet
- 2.5. For every English and Maths unit, children will complete a cold task which will be used to ascertain their knowledge and understanding before the medium term plan is produced.
- 2.6. For every English and Maths unit, children will complete a hot task at the end of the taught unit which will be used to ascertain their understanding and whether any further workshops / interventions are needed.

3. Cold and Hot Tasks

- 3.1. Prior to teaching a block, pupils should be given a Cold Task to complete, the outcome of which will inform planning. Ideally:
 - a. Cold Tasks should be done about a week before starting a block of work - this will allow sufficient time for the task to be marked and the unit of work planned accordingly.
 - b. The Cold Task should be stuck into pupils's books immediately before the work that children do in that block.
 - c. In Maths, the Cold Task should be on A3 paper, with a blue border. This should be stuck onto the left hand page of a pupils's book so that it can be unfolded and found easily.
 - d. In English, the task will be completed in the book under the heading, 'Cold Task'. In both subjects, on the facing right hand side of the page will be a 'progress sheet'.
 - e. In Maths, tasks/questions on the Cold Task could come from the White Rose and NCETM materials for the block of work/ARE objectives that you are about to teach. Questions should include a range of Fluency and Reasoning tasks (eg. from WRH) and 'Mastery with Greater Depth' tasks (eg. from NCETM materials).
 - f. At the end of a block of work, a 'Hot Task' should be done. In Maths, this will most likely cover the same content as the Cold Task but this time will have a red border. The Hot Task should be stuck into the pupil's books in the same manner as the Cold Task, with a new 'progress sheet' on the facing page.
 - g. In English, the Hot Task in writing should be independent and will usually be the pupil's choice of topic within the genre being studied. In English, the task will be completed in the book under the heading, 'Hot Task'. In both subjects, on the facing right hand side of the page will be a 'progress sheet'.



4. Planning and Lesson Structure

4.1. Planning

- a. The lessons planned must be based on pupil's prior knowledge and understanding. They are to be inspiring and engaging in order to motivate all learners.
- b. All lessons must have clear learning objectives that relate to the specific learning taking place, e.g. **To be able to use commas to show relative causes. To be able to use short sentences to build suspense. To know the 8 times table division and multiplication facts.**
- c. All children must be clear about how they can achieve the learning objective (often through the use of success criteria).
- d. Planning **MUST** be saved on the network on the Thursday of the current week. The saving location is T:\PLANNING, under the academic year and then year group.
- e. Planning **MUST** also be kept in a planning folder in the classroom and have the following contents:
 - **Section 1**
 - Current Weekly Plan and Assessment Notes
 - **Section 2**
 - Current Medium Term Plans
 - Termly Overview Maths
 - Termly Overview English
 - Termly Overview Topic
 - **Section 3**
 - Yearly Overview English
 - Yearly Overview Maths
 - Yearly Overview Topic
 - **Section 4**
 - Class Timetable
 - Room Timetables
 - Duty Timetables
 - **Section 5**
 - Class List
 - SEN Pupils List
 - Disadvantaged Pupils List
 - **Section 6**
 - SEN Information
 - Intervention Timetables
 - Support Timetables
 - **Section 7**
 - Teaching and Learning Policy
 - Child Protection Forms

4.2. Lesson Structure

- a. During all lessons, a specific structure is to be used
 - **Introduction** – covering one of the following:
 - **Rehearse** – practising facts and information to commit to memory.
 - Maths – Angles – asking children to stand behind chairs and to rehearse physically turning a certain amount of degrees.
 - English – Composing and rehearsing sentences orally (including dialogue).
 - **Recall** – opportunities to recall facts and information that children need to consolidate.
 - Maths – Recalling key mathematical facts and methods fluently and efficiently.
 - English- Recalling stories / asking recall and comprehension questions.
 - **Refresh** – reintroduce skills that will be relevant in the lesson.
 - Maths – Refreshing tricky division skills / decimals before moving onto a lesson on problem solving with money.
 - English – Refreshing knowledge of word classes, spelling, punctuation etc



- **Refine** – respond to and improve errors or feedback either as an individual, a pair or whole class.
 - Maths – Refining a mistake in a calculation – finding the error.
 - Refining / improving a piece of writing.
- **Shared teaching and learning**
 - The pupils are more likely to learn the information if they understand the ‘Big Picture’ around the learning.
 - Pupils concentration spans will be about two minutes in excess of their age so significantly more learning will take place when new information is explained in short burst sessions rather than extended periods of time. Some good effective strategies are:
 - Use of open-ended questions.
 - Use of Lolly-sticks rather than hands up – provide wait time as pupils need time to think through answers before replying.
 - Provide thinking time by pre-warning pupils, e.g. ***In two minutes I am going to ask you...***
 - Allow children to explore their answers by discussing this in pairs / groups.
 - Ask children to think of three different answers and choose the best one.
 - Deepen understanding with follow up questions such as, ***‘What made you think that?’ ‘Use the Explainer to explain to me how you came up with that answer?’***
 - Ensure that children understand the question by repeating it back to you.
 - We know that children learn best by doing rather than listening. Therefore, a much larger percentage of the lesson will be spent with children engaging in active learning rather than listening to the teacher’s input.
- **Pre assessment Q**
 - At the end of the shared teaching & learning section of the lesson, the teacher will have ascertained which children will need further support in the main activity. This may be done through a pre-assessment question or any other means.
- **Independent work**
 - During Independent Tasks, the role of teachers and teacher assistants will be planned and will be one of the following:
 - Running a workshop to support identified pupils
 - Live marking
 - Verbal feedback
 - Questioning pupils to challenge their understanding / enhance learning
 - Addressing misconceptions
- **Plenary**
 - Encourage pupils to reflect on what they have learned and what has helped them to learn. If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?
 - The plenary is an opportunity to reflect on what has helped them to learn.
 - They may also reflect on what learning skills they have used. It is an opportunity to share good work and offer constructive feedback - this is an excellent opportunity to focus on ‘The Listener’ and to support pupils to develop those skills.

5. **Presentation and Books**

- 5.1. Each pupil should have an English, Maths, Topic, RE and Magpie Book (from Y3 onwards). On each of these books should be the name of the book and the name of the child on a sticker produced by the office. ***It is essential that the covers of these books are not drawn or written on – teachers must ensure that children are taught to value and respect their books.***
- 5.2. For each piece of work in the English, Topic and RE books, children need to write the long date and then the title, which will usually be the Learning Objective. They then need to underline the title in pencil using a ruler.
- 5.3. For each piece of work in the Maths books, children need to write the short date, using 6 figures – 04.04.18.



- 5.4. Children must use pencil in Maths books and pen in all other forms of writing and pictures, diagrams and illustrations in other subjects.
- 5.5. Children should use sharp pencils for all their work in Maths books.
- 5.6. KS1 should use 2cm squared paper books; KS2 should use 1cm squared paper books and Year 6 use 0.5cm.
- 5.7. If a pupil is not presenting their work as they could be, then it is the teacher's responsibility to implement rewards and sanctions, for example meeting with parents / carers, until this is resolved.
- 5.8. Worksheets will be kept to a minimum.
- 5.9. Everything that is stuck in the books should be trimmed to fit and neatly glued.

6. Differentiation

- 6.1. There is to be no ceiling in expectations on pupils at St. Bartholomew's. ALL pupils should have the opportunity to become successful learners and achieve the curriculum objectives.
- 6.2. Differentiation will occur through self-choice / challenges / teacher scaffolding / word banks / using equipment and questioning. Teachers might use differentiated success criteria, e.g. include commas , or include semi-colons.
- 6.3. During the independent stage, children will have the choice of tasks ranging in difficulty. There will be an additional 'Ultimate Challenge' that some pupils may tackle if they have achieved the lesson objective.
- 6.4. Pupils will not ever be placed in ability groups. Pupils will be identified for further support either to consolidate or to develop skills and knowledge, based on the cold task or how they performed in the previous lesson.

7. EYFS

7.1. Planning

- Topics in the Reception year will allow children to explore their own interests and be actively engaged in learning.
- They will learn to understand the attributes of the 'Learners' and be able to describe their own learning moments.
- Opportunities for involving families in their child's learning are developed and actively promoted.
- The children in Reception will experience a broad curriculum as outlined in the EYFS curriculum document, specifically the Prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development.
- They will also be taught the skills required in the specific areas of Reading, Writing, Number, Shape, space and measures, Expressive arts and design, and an Understanding of the World.
- Children in the Reception class will be taught in a variety of ways in line with the EYFS curriculum. They will take part in whole class sessions, small group sessions, and active learning opportunities in the learning environment, inside and outside.
- During the Reception year the children will be taught the phase 2/phase 3 and phase 4 phonemes as outlined in the Letters and sounds document. They will apply their knowledge of the phonemic system to read and write words/phrases and sentences in order to meet the Early Learning Goals in Reading and writing.
- All children will have writing books
- Children will contribute to challenge books for maths
- Planning for Mathematics will be taken from White Rose maths.

7.2. Assessment

- The EYFS profile will be completed as a summary of each child's attainment at the end of the Reception year. It measures attainment in the 17 areas of learning, the Early Learning Goals.
- During the first 6 weeks all children will be assessed for a baseline ...and this will form the basis of future next steps in learning. Children's progress is tracked half termly and interventions put in place where necessary to help children make the best possible progress.
- Regular observations of children's learning across all areas of the EYFS curriculum will be made and key learning recorded in the children's 'Special' books to show progression throughout the year.



8. Classroom Environment

8.1. The classroom environment plays a vital role in the way children learn and their well-being. The better the classroom looks, the more it inspires the children and adults inside it. A well cared for classroom can make children feel that what they achieve and how they themselves are perceived is important.

8.2. Classrooms will have:

- The Learners' Posters and board with examples of children being the learners.
- Christian reflection area, including a cross.
- Engaging and creative book area that promotes and encourages reading.
- Access to 'Role Play' area in KSI.
- Topic display.
- Golden Rules.
- Behaviour prompts.
- Golden Time charts x 3.
- Visual timetable.
- Maths display – useful, current and relevant prompts.
- Writing display - useful, current and relevant prompts.
- Evidence of shared writing should be clear as you walk in.
- A Word Collection that is language rich with key words / technical vocabulary displayed for a variety of curriculum areas. Words that develop vocabulary in English – wow words. Children who are surrounded by higher level vocabulary that is discussed will become better writers.
- Reward display based on behaviour for learning.
- Children's achievements and work are celebrated.
- Displays reflect the diverse community of St Bartholomew's School.
- Challenge activities are clearly signposted and labelled.
- Celebration of the different cultures / languages spoken in class.
- Resources are labelled and accessible for children.
- Planning and Assessment files should be clearly accessible.
- Maths display board, which will be updated and changed to reflect the current learning.
- A range of maths resources within their classrooms. Larger, less frequently used resources are stored centrally (scales, weights, 3D shapes, clocks etc.). Please ensure that anything which is taken from these cupboards is returned promptly so that it is available for the next class needing to use it.

9. Feedback & Marking

9.1. The purpose of feedback is:

- To provide opportunities to give praise and encouragement and to show we value their work
- To motivate children to want to produce high quality work
- To teach children to recognise what they do well
- To help children to improve their work through the setting of challenging, but achievable targets
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them

9.2. To evaluate if teaching has been effective and inform the next steps of planning Effective feedback:

- Clearly relates to the objective/success criteria of the lesson
- Is meaningful for the pupils
- Happens during or as soon after the lesson as possible
- Identifies next steps for pupils
- Informs future planning
- Is mostly positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child
- Focuses on the task
- Offers strategies rather than solutions



Types of Feedback

Acknowledgement Marking

- All work is acknowledgement marked with a tick to say that the teacher has seen it and it has been completed according to the instructions given.
- If a child has not completed the work appropriately or the presentation is inappropriate, a comment will be made.
- Teachers or pupils will record if work has been completed with an adult, in a pair or in a group.
- Teaching Assistants and supply teachers will be encouraged to sign or initial any work that they have marked.


Formative Feedback

- Formative feedback informs the pupils what they have done well in relation to the learning objective and gives them next steps to develop their learning further. It also informs the teacher's planning – sometimes the key focus for marking will be recorded in a teacher's planning document.
- If a mistake is not relevant to the learning objective, it is not always corrected e.g. if a child has used lots of ambitious words but spelt them wrong, these won't all be corrected unless the piece of work is to be presented neatly in future.
- Some common and level appropriate errors will be marked following our marking code, particularly in writing activities

Self & Peer Assessment

- Pupils are encouraged to self assess the standard of their work, in English and Maths in the Cold and Hot Task.
- Pupils are encouraged to engage in constructive peer assessment in Maths and English as well as other subjects in the curriculum. This may be in verbal or written form.
- Pupils are taught how to be constructive with their comments and also how to receive compliments about their work. They also learn how to engage in conversations about their work.
- The use of the 'Listener' in peer assessment will help the pupils to understand the value of accepting criticism.

Written & Verbal Feedback

- Effective written feedback identifies what the pupil has done well and identifies steps forward through a reminder, scaffolded or example prompt.
- Each pupil in English and Maths will have their books 'Quality Marked' at least once a week. All pieces of **SB**  **TW** will be quality marked. This will mean in the form of detailed written feedback that will relate to moving that child to ARE or an aspect of that particular piece of work.
- There will be clear evidence of pupils responding to feedback and making progress because of this in their books.
- Pupils will edit their work using a green biro and teachers will mark work and give feedback in a blue biro.
- In Key Stage One and the Foundation Stage, formative feedback is most likely to be done verbally, in discussion with individual pupils or small groups. There will be an indication on the work that feedback has been given. A record of what was said may be recorded on the work or in the teacher's assessment not

Feedback Response Time

- Feedback is most meaningful when pupils have an opportunity to act on the feedback given and to enter into dialogue with their teacher. It is also most effective when it is done as soon as possible.
- In Y2 and above, this is planned into the lessons or plenaries, giving pupils an opportunity to try out the ways forward as suggested by their teacher or to correct previous errors. Pupils are also invited to respond in written form to the teacher or there may be opportunities for further verbal discussion.
- In Y1 and EYFS, this is more likely to be in immediate response to verbal feedback received



Assessment

Assessment Procedures

- Pupil Progress and Data Cycle

Autumn 1	Pupil Progress Meeting <ul style="list-style-type: none"> Updated ARE sheets for that term Questions answered 	Beginning of Autumn 2
Autumn 2	Submit data onto the whole school tracker	Beginning of Spring 1
Spring 1	Pupil Progress Meeting <ul style="list-style-type: none"> Updated ARE sheets for that term Questions answered 	Beginning of Spring 2
Spring 2	Submit data onto the whole school tracker	Beginning of Summer 1
Summer 1	Pupil Progress Meeting <ul style="list-style-type: none"> Updated ARE sheets for that term Questions answered 	Beginning of Summer 2
Summer 2	Submit data onto the whole school tracker	End of Summer 2

- Staff use ARE spread sheets to assess pupil achievement across the year.
 - Only one spread sheet needs to be used through the year.
 - Achievement can be recorded for individuals or groups.
 - If it is completed for groups, notes should be made about who is in each group and if members of the group achieve more or less than other children in the group.
 - Groups should be flexible
- Class Profiles are produced by staff prior to each Pupil Progress Meeting to show which children are close to achieve ARE in all subjects.
- Assessment Weeks are planned into the timetable at the end of every half term.
- All classes will have a green Assessment Folder with a section for each term
 - Assessment Folder Contents
 - A copy of the ARE spread sheet for the end of each half term (6 by the end of the year)
 - Venn Diagram for the beginning of Autumn 1
 - Pupil Progress questions the end of Autumn 1, Spring 1 and Summer 1
 - Print out of the tracker for Autumn 2, Spring 2 and Summer 2
- When submitting data on the whole school tracker, teachers calculate what percentage of the curriculum objectives pupils have achieved to work out which standard pupils are at.

Standard	% of Objectives Received
Y.0	0% – 24%
Y.1	25% - 49%
Y.2	50% - 69%
Y.3	70% - 90%
Y.4	90% +
Y.5	90% + with mastery(BLUE)

- Pupils are at ARE at the following standards, in the following terms

Term	Standard
Autumn 2	Y.1
Spring 2	Y.2
Summer 2	Y.3

- After the cold task, teachers are to plan the unit and identify children who need workshops / interventions.
- After the hot task, teachers are to complete the maths ARE sheets, according to the Assessment Policy.



Subject Specific Guidance

ENGLISH

- Learning objectives must be specific. They must relate to the learning that is taking place that leads to the piece of writing, e.g. ***I can use adverbs to explain what the verb is doing so that the reader can picture what my character is doing.***
- In the front of the English books a piece of writing is to be stuck in from last year so that the children can see visual progress throughout the year.
- Most English units will be based around a book, text, poem, newspaper article etc. Writing should be planned that relates to topic work, develops empathy and leads to specific events.
- On Mondays, every child will 'free write' from 8:45-9:10am. This could be based on a theme, image, poem, joke, sentence starter etc. This is extra to your English lesson that day and must include a date and a title.
- When entering a classroom there should be a culture of shared writing on display, usually on the washing lines
- Shared and modelled writing will often be part of the shared teaching and learning element of the lesson.
- To enrich vocabulary and to develop understanding of structure, pupils will learn to recite a text (more likely in EYFS / KS1) and spend time reading and analysing texts (more likely in KS2).
- Pupils should have an opportunity to write every day.

SB ♥ TW – ST.BARTS LOVES TO WRITE

- This will take place every other ***Friday after break*** so that everyone is writing at the same time. Older children may spend up to an hour independently writing.
- This is an opportunity for the children to develop a love of writing for different purposes, to use a range of genres and to write for an extended period of time.
- This piece of writing needs to be followed up in a writing lesson so that feedback can be looked at and actioned. This follow up needs to be as soon after the lesson as possible.
- Teachers may use images, objects, video, music or role-play to inspire the young writers.
- Language, sentences, ideas can be 'magpie'd' from other writers or children at any time and could be displayed on the washing line for children to use and written into their magpie books.
- The pieces of writing can be anything from a letter to someone to a character description or a short story.
- These lessons don't have to relate to the current English unit and often work better if they don't, however teachers will encourage pupils to practice skills they have learnt recently.
- **KEEP THE CHILDREN INTERESTED, EXCITED & WRITING!**

Reading

- Whole class taught reading sessions will happen every day. Children who are not yet fluent readers need to be heard read every day.
- Fiction Friday - Every other Friday at 11am, all children and adults will read their current fiction book for 20-30 minutes.
- It is unlikely that all children will read aloud during the whole class reading session.
- The teacher or TA will usually read the larger sections of the class novel. This may be read during the reading lesson and at other points of the day.
- Each class will have a class novel which many of the reading and writing activities will be based on. However, other texts will also be used where relevant.

Handwriting

- In Autumn 1, handwriting is a daily focus for all pupils in year 1-6.
- Handwriting is a planned, taught lesson with a learning objective.
- After Autumn 1, handwriting can become a 2 / 3 times weekly focus, at the teachers discretion.
- Pupils will be taught to write in a cursive, joined style.
- Pupils are given verbal or written feedback about their handwriting, and improvements are made as a result of this feedback.
- There should be a date and learning objective for all handwriting work.



- Handwriting work should be completed in the English book.

Spelling

- If a child is unsure of a spelling then they _____ **underline** the work. As a teacher when writing on the board, it is important to model this by underlining any spellings that you are unsure of.
- Common spelling mistakes are corrected and **WRITTEN IN THE MARGIN** for children to write out 3 times underneath during feedback time.
- There will be a taught spelling / phonics lesson with an objective every day.
- The National Curriculum Appendix I should be used as a guide to weekly spelling focuses and teachers can follow the 'No-Nonsense' materials.

MATHS

- Children should use pencils for all their work in Maths books.
- All work should have a clear and specific learning objective as a title, which should be neat and underlined. When a child is able to write this for themselves, they should be encouraged to do so.
- All work should be dated with the short numerical date which should be underlined.
- Children should be encouraged to write out full calculations/number sentences in their books, rather than completing worksheets.
- Marking Codes will be used as per the whole school policy. In addition for Maths:
 - ✓ Correct
 - Incorrect

Worked examples should be written in blue.

Planning for Maths

In line with the requirements of the National Curriculum, teachers should plan for the three distinct, yet complementary, areas of maths, namely:

- Fluency
- Mathematical reasoning
- Problem solving

Teachers may choose to use the White Rose Hub materials, which provide a structure and teaching sequence of blocks, together with suggested visual images, apparatus and questioning.

Timetabling of Maths

Every class will have a maths lesson every day. In addition to this:

- On Tuesdays, Wednesdays, Thursdays and Fridays, every child will have a 'Fluency Focus' lesson from 8:45-9:15am. This should be planned using the 'Key Skills Fluency Map' for the school.
- In KS2, the first 15 minutes after lunch every day will be spent on T4C 'Time for Calculations' or a reasoning problem to work on and analyse as a class.



Appendices

Appendix A – English ARE Sheet

Year 6 Writing 2017-18																											
VOCABULARY GRAMMAR AND PUNCTUATION	V3 I often use adjectives and precise nouns to develop noun phrases and add detail. (Can I change 'dog' into 'wild dog' or even 'My neighbour's wild-eyed German Shepherd'? Expanded noun phrases (simple examples): cream wooden door, winter clothing, tatty-looking passports																										
	V4 I can drop in clauses. Frank Matchan, who was the owner of the King's Theatre,... Sarah, who had only just arrived, looked nervous.																										
	V5 I can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.																										
	V6 I use a wide range of imaginative and ambitious vocabulary accurately and precisely. His thunderous growl echoed across the freezing, mountainous terrain.																										
	V7 I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.																										
	V8 I can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.																										
	V9 I use a wide variety of punctuation including colons																										

Appendix B – Medium Term Plan

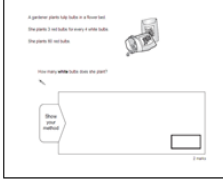


Medium Term Planning				
Year Group	Term	Teacher		
Class Topic	Unit	Subject		
Lesson	Objective	Activity ideas	Notes	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				



Appendix C – English Planning Example

I.25 WRITING		
Objective	Introduction	Notes
I can use stylistic devices when personifying a plastic bag. V5	<p>Rehearse / Recall / Refresh / Refine</p> <p>Recap project so far and how we've been writing persuasive letters to the public of Brighton.</p> <p>We are now going to write a description of a plastic bag next week beginning with... Discarded carelessly, for a moment in time her life was beautiful...</p> <p>We will then write our pieces onto a plastic bag and then give these to people when we letter bomb our persuasive letters.</p> <p>We are now going to use a plastic bag to write descriptively by personifying it.</p> <p>Q. What is personification?</p> <p>We are going to be describing the dark and light sides of a plastic bag's personality.</p>	<p>Personification</p> <p>The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.</p> <p>Stylistic Devices</p> <p>Make your writing more interesting and lively.</p>
	<p>Shared Teaching and Learning</p> <p>Watch the video of a plastic bag. In-pairs, what is he / she doing in the video. Try and capture phrases, e.g. dancing like a ballerina trapped in, dancing as the wind whispers in her ear,.....</p> <p>Q. What do we think of the plastic bag at the moment?</p> <p>Watch the second video to the same music showing the darker side of a plastic bag's personality.</p> <p>List as many stylistic devices, e.g. alliteration / metaphor / simile / repetition with examples: wind whispers</p>	
	<p>Activities</p> <p>Independent work:</p> <p>Silent Conversation</p> <p>Children are to move around the room silently adding examples of stylistic devices to sheets whilst watching video.</p> <p>Ultimate Challenge</p> <p>Write a letter of apology to the ocean from a plastic bag.</p>	
	<p>Plenary</p> <p>Using 'Spag-Pie' books, children are to move from sheet to sheet as if they were in an art gallery. They are critically assess the phrases / sentences and magpie their favourite under different stylistic devices headings.</p>	

Appendix D – Maths Planning Example

9.15 MATHS		
Objective	Introduction	Notes
I am using simple ratio to compare quantities.	<p>Counting 3mins</p> <p>Count in decimals / fractions in groups of 3, e.g. 0.5 ½, 1 ½, 2 etc</p> <p>Have cards to show concrete representation.</p> <p>Rehearse / Recall / Refresh / Refine / Read / Reason</p> <p>Ask the children to name some common metric units. Then ask the children to choose the appropriate metric unit for: weight of a bus; weight of a child; length of a pencil; width of a postage stamp; distance between i360 and the Pier; length of a small garden; dose of medicine; volume of a bottle of lemonade.</p> <p>Extension Provide the metric unit and challenge children to name objects to measure. For example: Name something you would weigh in grams. What could you measure in metres?</p>	<p>Ratio</p> <p>Ratio compares part: part</p> <p>Proportion</p> <p>Proportion compares part in relation to whole. As a ratio of adults to children there are 1:4 or 1 adult to every 4 children.</p> <p>1 adult : 4 children 6 adults : 24 children</p>  
	<p>Shared Teaching and Learning</p> <p>We are planning to take the class on a trip to the moon. We need 1 adult to every 4 children 1:4. We are only allowed to take 1 girl to every 3 boys. Q. How many girls could we take if we left now?</p> <p>Solve in pairs then feedback & discuss Ratio.</p> <p>Read through and solve question as a class. →</p> <p>Pre assessment Q: Read through the question – children solve this then self-mark. If answer correct then move onto independent work. If not then work with NM – Focus on ratio questions.</p>	
	<p>Activities</p> <p>Solving problems involving ratio. Self-differentiating.</p> <p>Live marking</p>  <p>The pie chart shows the ingredients needed to make a breakfast cereal. 120 grams of almonds are used. Estimate the quantity of each of the other ingredient.</p>	
	<p>Plenary</p> <p>In a class of children 25% are boys and the rest are girls. There are 18 girls. How many children are in the class?</p> <p>Solve problem in pairs then when the bell goes find another pair and explain how you solved this.</p>	



Appendix E – Maths / English Progress Sheet

Maths Progress Sheet					
3 Smashed it		2 Bit more practice		1 Need a workshop	
Unit		Measurement – Spring 1		Hot Task	
Y6 ARE		End of Year National Curriculum Statements			
		T	C		
F7	I can identify the value of each digit in numbers up to 3 decimal places, e.g.				
F7	I can multiply numbers by 10, 100 and 1000 to 3 decimal places.				
F8	I can multiply 1 digit numbers with 2 decimal places by whole numbers.				
F9	I can use written division methods where the answer has up to 2 decimal places.				
F10	I can solve problems which require answers to be rounded.				
R2	I can solve problems involving the calculation of percentages.				
F11	I can recall and use equivalences between simple fractions, decimals and percentages in different contexts.				

Appendix F – Planning G

WEEKLY PLANNING - GUIDANCE

Planning must be given to all relevant support staff - Teaching Assistants, INAs, Learning Mentors in advance, either daily or weekly.

Year Group	Year group	Week Beginning	Monday's date
Topic	Overall Topic in class	Teacher	The teacher who planned this
Notes	Any notes you might want to include as a result of last week's planning, cold tasks, observations and assessments of pupils, or anything else that you believe is relevant.		

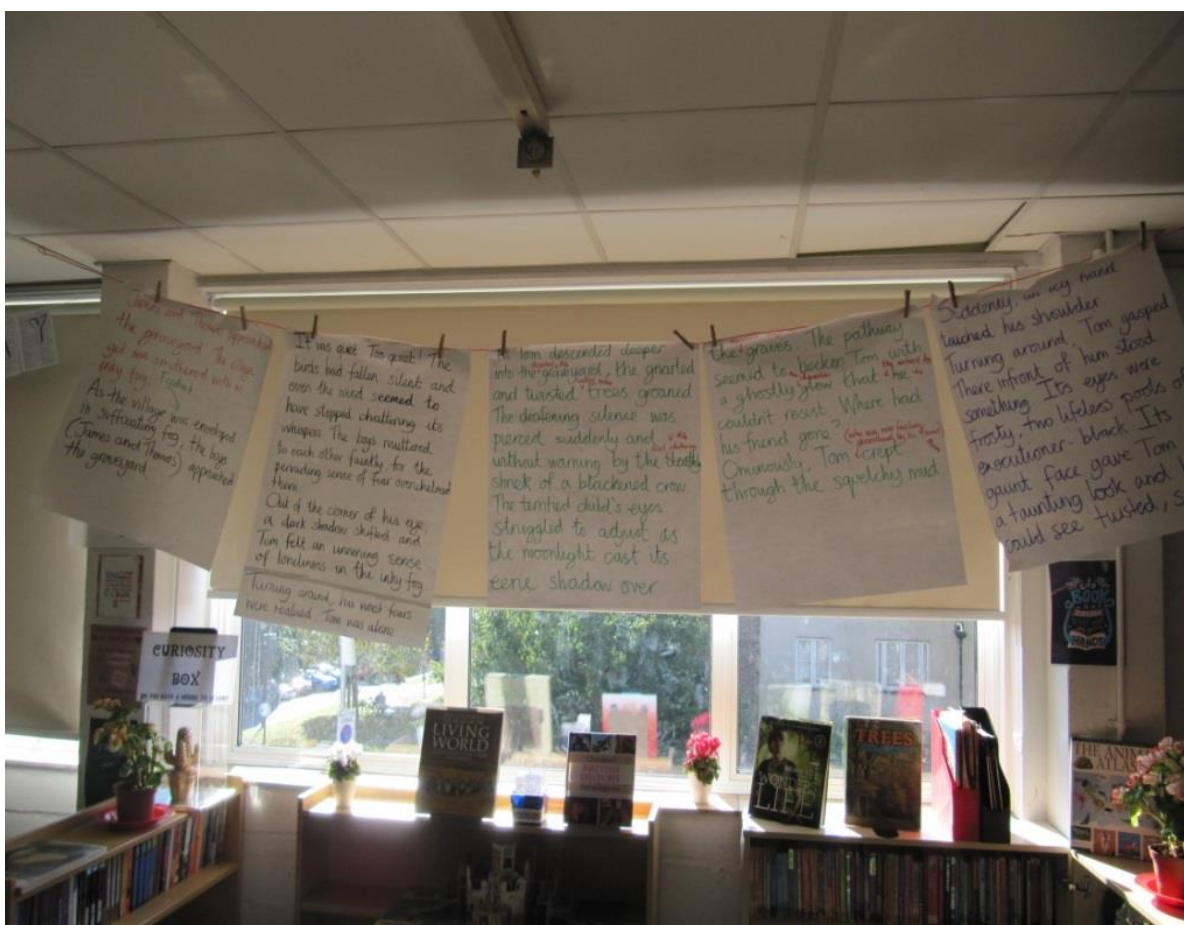
MONDAY		
8.45		
We will be having a soft start – children will come straight into class when they arrive on the playground and there will be work for pupils to do. Register is taken at 8.55am.		
Objective	Activity	Notes
Objective for this morning activity - see T+L policy for guidance about which activity it should be.	A brief outline of the activity EG – 4 calculations on the board for pupils to complete. It might help if you wrote what the calculations were going to be too. Work should be done in the relevant book, alongside the usual work – do not do this work at the back of the book.	Anything relevant – pupils who may support, notes from assessments, vocabulary, equipment, directions for support staff, volunteers etc.
9.15 MATHS		
Objective	Introduction	Notes
Objective for the maths lesson – likely to be taken from your medium term plan.	To include key tasks as directed by the maths lead, based on common errors, gap analysis, pupil assessments etc See T+L Policy. Shared Teaching and Learning What are you going to be presenting as a teacher? How will the pupils be involved and be able to interact? Include references to prior knowledge – how does it link to what you have done before? Why is this skill important? Include reference to the Learners. Activities What activities are the pupils going to do? How will these be differentiated? Based on previous days work or the cold task, who will need a workshop/support with this? How will they be supported? Will the children be able to mark their work before self-assessment? Plenary How will you pull the learning together? Include assessment for learning, especially self-assessment opportunities.	Anything relevant – pupils who may support, notes from assessments, vocabulary, equipment, directions for support staff, volunteers etc.
10.00 SPELLING/PHONICS		
Objective	Introduction and Activity	Notes
Objective for the spelling or phonics session. Ensure the objective links to the curriculum. Use the No Nonsense materials to support you. Likely to be taken from your medium-term plan	Spelling and phonics lessons are likely to have some learning together and then a brief independent activity or group game to consolidate learning. There may also be application lessons where the pupils are demonstrating the application of the knowledge/skill. Plenary How will you pull the learning together? Include assessment for learning, especially self-assessment opportunities.	Anything relevant – pupils who may support, notes from assessments, vocabulary, equipment, directions for support staff, volunteers etc.
10.25 Assembly		
Please arrive in the hall for a prompt start		
10.40 Playtime		
Pupils should still line up at the end of playtime and should be collected promptly by the teacher. The teacher on duty must wait until all classes have been collected.		
10.55 READING		
Objective	Introduction and Activity	Notes
Objective for the reading lesson – likely to be taken from your medium-term plan.	This is likely to be based on the class novel but won't ALWAYS be. Sometimes this lesson will be based round relevant poetry, non-fiction texts etc. Although there will be some reading of extracts from the text in this session, most of the lesson should be involved in the study of the text by the pupils either independently or in pairs. If there is any reading aloud to be done, in your plan please include which children will be reading aloud – give everyone a chance to	Anything relevant – pupils who may support, notes from assessments, vocabulary, equipment, directions for support staff, volunteers etc.



Appendix G – Pre-assessment Question

	<p>7.3.18</p> <p>I can recognise that shapes with the same areas can have different perimeters and vice versa.</p>		
<table border="1"><tr><td data-bbox="151 526 383 705"></td><td data-bbox="438 526 909 660"><p>Which is the correct perimeter?</p><p>A) 27cm B) 38cm C) 31cm</p></td></tr></table>			<p>Which is the correct perimeter?</p> <p>A) 27cm B) 38cm C) 31cm</p>
	<p>Which is the correct perimeter?</p> <p>A) 27cm B) 38cm C) 31cm</p>		

Appendix H –A culture of shared writing in class.





Appendix I – The Learners

