

## **Burwell Village College Primary School Curriculum and Learning Policy**

This policy covers all aspects of learning and encompasses our approach to teaching, learning and assessment in all subjects. It outlines the principles of our curriculum and our approach to learning and is divided into the following sections:

1. Our School Ethos
2. The school Curriculum
3. Planning
4. Teaching
5. Assessment, feedback & marking
6. Home-school links
7. Supporting pupils with SEND
8. Monitoring the quality of teaching & learning.

## School Ethos

At Burwell Village College Primary School, we strive to ensure all children whatever their ability, age, disability, gender, race, religion or belief, sex or sexual orientation:

- **Become effective learners**  
*We aim to help them to become curious, resilient, think for themselves, work with others and show persistence in their learning.*
- **Attain the academic and creative skills, knowledge and understanding which provide the essential skills for life and prepares them for their next stage in education**  
*We aim to ensure that children have a love of learning; have the key skills and concepts to enable them to attain a high level across all areas of the curriculum and are well prepared for the next stage of their education.*
- **Foster a positive and caring attitude towards others**  
*We aim to develop an environment where children will develop respect; experience a sense of rights and responsibilities and involvement in decision making. They will experience how the school is part of the local community and develop local, national, global and cultural perspectives.*
- **Feel secure and live a healthy, happy and safe life**  
*We aim to support children to make good choices about their emotional, mental & physical health and wellbeing; to understand how to embrace the challenges and the courage to manage the risks which will arise as a normal part of living.*

To make this accessible for pupils we use **Learning, Loving, Laughing** or as one Year 6 pupil described it: "Everything you need to succeed in life."

The following table highlights our key Learning, Loving & Laughing **behaviours**. The words and meanings are taken from a list compiled by the pupils and often form part of whole school assemblies and pupil challenges at the start of each academic year.

Learning	Loving	Laughing
<p>I am <b>responsible</b> for my own learning. If I can't do it <b>YET</b> I have to:</p> <p><b>Stickability</b> <i>"be patient &amp; never give up"</i></p> <p><b>Try</b> <i>"give it a go if I want to improve"</i></p> <p><b>Participate</b> <i>"join in, look, listen and ask for help"</i></p> <p><b>Challenge</b> <i>"aim high &amp; never settle for anything less than my very best"</i></p> <p><b>Independence</b> <i>"learn to do it by myself"</i></p> <p><b>Cooperation</b> <i>"learn to work with others"</i></p> <p><b>Practise</b> <i>"learn the more I do the better I will become"</i></p> <p><b>Curiosity</b> <i>"ask questions &amp; find out more"</i></p> <p><b>Creativity</b> <i>"find new, exciting ways to do things"</i></p> <p><b>Confidence</b> <i>"have courage &amp; believe in myself"</i></p> <p><b>Reflective</b> <i>"finding ways to improve &amp; listening to advice"</i></p>	<p>I am <b>responsible</b> for my own actions. If I want to create a better world I have to show:</p> <p><b>Respect</b> <i>"to myself, others peoples' beliefs &amp; opinions, and our environment"</i></p> <p><b>Equality</b> <i>"treat everybody equally regardless of gender, race, ability or belief."</i></p> <p><b>Friendship</b> <i>"be kind, polite &amp; helpful"</i></p> <p><b>Care</b> <i>"help those in need wherever and whoever they are."</i></p> <p><b>Honesty</b> <i>"always tell the truth."</i></p> <p><b>Trust</b> <i>"to do the right thing even when I am not with an adult."</i></p> <p><b>Fairness</b> <i>"solve problems and make decisions by talking and listening."</i></p> <p><b>Humility &amp; Modesty</b> <i>"Take pride in what I do but not be boastful"</i></p> <p><b>Action</b> <i>"We don't just talk about it – we do it. We don't just stand by – we act."</i></p>	<p>I am <b>responsible</b> for my feelings. If I want to create a happier world I have to show:</p> <p><b>Positive attitude</b> <i>"always remain positive and cheerful even if things don't go the way I want.."</i></p> <p><b>Happiness</b> <i>"a smile is more powerful than a frown."</i></p> <p><b>Freedom</b> <i>"in what I think, do and believe."</i></p> <p><b>Fun &amp; Enjoyment</b> <i>"enjoy the things we do."</i></p> <p><b>Encouragement</b> <i>"support my friends and make them feel they can do it."</i></p> <p><b>Hope</b> <i>"to see the possibilities."</i></p> <p><b>Appreciation</b> <i>"say thank you."</i></p> <p><b>Celebration</b> <i>"reward people for what they achieve"</i></p> <p><b>Contentment</b> <i>"to be calm, relaxed and not greedy."</i></p> <p><b>Self-Belief</b> <i>"have confidence in what I do."</i></p> <p><b>Unity</b> <i>"to work together to make us feel that we belong."</i></p>
<p>What have I learnt today? How can I get better at...?</p>	<p>What can I do to be a good member of this community?</p>	<p>Am I happy? How can I make others happy?</p>
<p>These are the Burwell <b>Learning Behaviours</b></p>	<p>We follow the Burwell <b>Golden Rules</b></p>	

To further develop these Learning Behaviours the Head Teacher, in conjunction with the pupils, create a word or phrase of the year. This supports the idea of Growth Mind-sets and positive approach to learning across the school.

2016: Yet ....

2017: Yes I can!

2018: Each child was given the opportunity to create their own bespoke phrase.

## Curriculum organisation:

In our school we teach children in three phases

- **Early Years Foundation Stage:** children in their first year of school, usually aged between 4 and 5 years of age. Often known as Reception.
- **Key Stage 1:** this stage comprises Year 1 and Year 2. The children leave this stage when they are 7 years old.
- **Key Stage 2:** there are four years in this stage, with the curriculum expectations divided in to Years 3 & 4 and Years 5 & 6. At the end of Key Stage 2, when they are 11 years old, children are ready to transfer to the secondary school of their choice.

## The National Curriculum:

Children in the **Reception** follow the Early Years Foundation Stage Framework where their learning continues from their pre-school settings. The areas of learning are

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

From **years 1 to 6** we teach all subjects as set out in the **National Curriculum**.

Our curriculum seeks to achieve a high level of equity, attainment and enjoyment for all children. It presumes that all children, regardless of their background or genetic make-up, are able to make progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning. Teachers will use the curriculum to achieve this by allowing the children time to develop their understanding of key concepts to sufficient depth.

The National Curriculum has a clear progression of key skills and key assessments for the core curriculum subjects (Reading, writing, maths and Grammar, punctuation & spelling). However the curriculum is far wider than the core subjects so Teachers will need to know the stage of development of all children in all subjects in order to teach what they need to understand next. Children must be assessed on the key concepts that they are taught. The curriculum should be sufficiently flexible to respond to the interests of the children and should enable teachers to promote a feeling that anything can happen in their class.

Through implementation of the curriculum, teachers should promote choices and challenges for pupils in order to recognise that children may require different approaches to learning in order to succeed.

The school has devised a curriculum plan which sets out where & when the National Curriculum subjects will be taught. Each year group has a year-plan of topics, often based around a History, Geography or Science focus. (APPENDIX) The daily timetable includes daily Literacy and Mathematics lessons, which usually take place each morning, as well as regular phonics, reading, spelling and tables sessions. We have found that it is very important to embed the topic subjects in the Literacy & Numeracy lessons. By providing these thematic links it gives a cross- curricular approach which helps children to make connections between subjects and provides real purposes for learning. For example when a pupil creates a leaflet on the rainforest they are practising their writing skills. It also makes the Literacy & Numeracy lessons interesting & relevant.

## The National Curriculum Milestones for Foundation Subjects:

To plan for and measure progress within Foundation Subjects, Burwell School are using the Chris Quigley programme that draws upon his research into thinking skills. Each learning objective is split into 3 milestones across Years 1 – 6, using longitudinal learning children will continually build upon a range of skills and knowledge; deepening their level of fluency, ability to apply and level of understanding.

Within these milestones Burwell School will use three categories to describe pupil's level of understanding across the Foundation Subjects:

### **Basic, Advancing and Deep – B.A.D.**

- At the **basic** stage of understanding, pupils are mostly reliant on instructional teaching, this is where children will understand the basic language, skills and knowledge that they need and will follow instructions with support.
- At the **advancing** stage, learning is underpinned by children making decisions and applying knowledge and skills to a range of different and diverse situations, at the **advancing** stage children will be using mental processing beyond recall.
- At the **deep** stage, pupils show a high level of understanding by drawing upon their knowledge and skills and skilfully and creatively solving non-routine and often abstract problems. Children will come across problems with multi-steps or more than one possible answer, children will also have to give justifications for their answers.

The important thing about B.A.D. is that the content remains the same; the thing that changes is the pupil's depth of understanding.

Following is an example of the first Milestone for a History Objective:

Milestone 1

History Learning Objective	Key indicators	Basic	Advancing	Deep
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.	With support of a teacher, evidence is explored to find out about the past.	When presented with evidence, some questions about the past are asked and answered.	Evidence is beginning to be selected in order to ask and answer questions about the past.
	Ask questions such as: What was it like for people? What happened? How long ago?	During structured activities, some relevant questions about the past are asked.	A growing number of relevant questions about the past are asked.	Good, relevant questions about the past are asked and the answers investigated.
	Identify some of the different ways the past has been represented.	With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.

**Beyond the National Curriculum:**

Despite not being in the National Curriculum Burwell school believes that it is vital that we teach our children how to be confident, resilient and happy individuals who take responsibility for their actions and learn to face new challenges. They need to learn the importance of good relationships and respect for others. Learning the skills to interact with others and deal with friendship and bullying issues. Children also need to learn how to stay safe and the importance of a healthy lifestyle. Burwell School will continue to provide this through the Local Authority **Personal, Social and Health (PSHE)** curriculum. This curriculum includes **Sex and Relationships Education (SRE)** at an age appropriate level.

At Burwell, **Religious Education** is taught according to the Cambridgeshire Locally Agreed Syllabus. Throughout the curriculum equal opportunities, equality and diversity are a constant consideration.

The DfE have established a need for schools to *“create and enforce a clear and rigorous expectation on all schools to promote the fundamental **British Values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”* At Burwell these fundamental democratic values are promoted and embedded into all parts of school life. Our school ethos and policies such as SMSC, Community Cohesion & the School Council reflect these values, ensuring that all members of our school understand their importance and how they are essential to enable us to operate as a community. It is important that while the DfE use the term ‘British Values’, for some the term ‘Democratic Values’ better helps to demonstrate that these are values recognised and shared by many other nations outside Britain.

**The Burwell Curriculum:**

By the end of their time in the school, we aim to ensure that all children have the opportunity to experience the statutory coverage of the **National Curriculum**. However we feel that this does not offer our pupils a full and broad range of experiences. The **Burwell School Curriculum** seeks to offer our pupils a wider range of alternative experiences.

For many topics we arrange an **Authentic Experience** to improve the children’s understanding and enjoyment.

To start each topic there will often be a **Stimulating Start**. It may be a school trip or guest speaker. It may be a problem to solve or a classroom turned in to an aircraft, or Beowulf’s lair; something to spark their imagination.

A topic may also have a **Fantastic finish**. This again can be a trip or it can be an opportunity for the children to demonstrate what they have learnt in their topic. It may be a presentation to the class; a play or assembly to parents; creating a French cafe; or having a day dressing up and living life as a Tudor.

To further enhance the School Curriculum we also believe that the children must have an understanding of **Community and Diversity**. Each class will establish a community link be it in the village, Cambridgeshire, nationally or internationally. Some will undertake local projects, others will sing with the local choir or visit the old peoples’ home, some will establish links with schools around the world. Part of this will ensure our pupils actively engage in being **Socially Responsible**. This may

take the form of arranging or taking part in whole school or class charity events; supporting an endangered animal; a litter pick in the village or raising money to support charity programmes such as Oxfam's sponsoring a child through school.

Burwell School also has **Pupil Focus** and **Teacher Focus** lessons. These lessons are unique to the class and teacher and can happen at any point throughout the year. In the Pupil Focus lessons the teachers ask the children what they would like to experience or learn and then arrange a lesson or guest speaker. The Teacher Focus is an opportunity for teachers to teach their class something which they enjoy or are passionate about. They are opportunities for the class and teacher to have fun.

Burwell School also holds **Family Learning** events or **Cafés**. These are lessons or workshops where parents and members of the wider family can join in a lesson and learn along side their child. We find that the last time a parent was in primary school was many years ago and these lessons are an ideal opportunity to see what current lessons, curriculum and teaching methods are like. The Burwell Cafés include a range of subjects from behaviour management to reading with your child.

**Essential Experiences:** To enhance the curriculum even further we plan that pupils should have the opportunity to:

- Perform to an audience as part of a production.
- Take part in musical events and concerts.
- Represent the school in sporting competitions.
- Take part in competitive & non competitive sports events.
- Represent the school in quizzes and competitions.
- Stroke a snake or see an owl fly.
- Being a school Council member and contributing to school decision making.
- Take responsibility for younger children e.g. Play Leaders and Sports Leaders .
- Hold positions of responsibility including class monitors, lunchtime monitors and Office Duty.
- Involvement in producing a whole school art and technology projects.
- Organise as well as take part in charity events.
- Stay away on a residential trip with opportunities to experience team and personal challenges.
- Links with the local community including the Churches, care homes, local clubs & societies.
- Take part in science and technology projects .
- Take part in educational visits or visitors to the school including artists, authors & athletes.
- Safer cycling qualifications, scooter training, balance bike training.
- Opportunities to participate in extra-curricular clubs.

#### **Effective Learners at Burwell: what we expect of our pupils.**

Effective learners come to school with a positive attitude and eagerness to learn. They are able to learn both independently and collaboratively, remembering what they have learnt and have the confidence to apply skills and knowledge in new contexts. They persevere even when they find tasks difficult and are able to ask for help when they need it. They are motivated to take the next level of challenge even if they do not find it easy. They are motivated to extend their learning in class by editing, self improvement and self directed learning. They are also motivated to extend or continue their learning at home.

Effective learners understand how they learn best. They choose to behave in a way that allows everyone to learn, concentrating and listening carefully and participating actively in the learning process. They enjoy school, take pride in their work, are willing to take risks and respond readily to the challenges of the tasks set. They understand that mistakes are not failure but an invaluable means of learning. Learners are proud of what they can achieve, but also think about what they need to do next to improve areas for development.

#### **Effective Teachers at Burwell: what we expect of our teachers**

Effective teachers create an organised, stimulating learning environment in which learners feel safe, secure and happy to come to school, are ready to learn and feel confident to take risks. They show enthusiasm and a positive attitude towards teaching and learning and are confident with the knowledge and understanding within lessons, asking for support or advice from colleagues in any areas where they are unsure. They believe that all children are capable of learning anything, as long as it is presented in the right way and children put effort into their learning.

Effective teachers ensure

- lessons are purposeful through careful, differentiated planning with clear learning objective at the heart of each activity. (think what do the children need to learn and not what are they doing / what the task is)
- objectives are clear to learners and teachers check pupils' understanding during and at the end of a lesson.
- instructions and explanations are clear
- skills and concepts are clearly modelled

- the learning environment provides resources, prompts and reminders (Learning walls)
- pupil activities are clearly linked to the learning objective
- good use of a wide range of questioning skills not only to check understanding, but also to challenge and extend thinking.
- good use of time, ensuring lessons begin promptly, are suitably paced and include effective reviews of learning.
- they are flexible in response to learners' needs and interests, making the most of any learning opportunities that arise.
- learners peer and self-assess, so that they learn to identify for themselves their strengths and areas for development.
- Pupils are given the opportunity to move on to the next level or challenge and are not restrained by the limit of a single task, differentiated activity or worksheet.
- opportunities for pupils' self improvement: self correction, peer correction, "deepening the moment", responding to feedback, or self directed learning tasks once the work is completed (such as spellings, reading challenges, tables challenges etc)

Effective teachers have high expectations for learners' learning and behaviour. They know their learners' capabilities, encourage all to participate and challenge them to reach their potential. They encourage learners to take ownership of their learning and provide opportunities for learners to develop independence in learning. They use appropriate differentiation to ensure that all learners actively participate and make progress in lessons. They teach in creative and imaginative ways, varying teaching styles and learning activities to suit the lesson objective, maintain learners' interest and take account of children's individual learning styles. They make effective use of additional adults in the classroom, ensuring they are clear about their role in supporting learning.

### **Effective planning**

Time tabling should ensure that the agreed balance of areas of learning is adhered to. Maths and English must be taught every day. English is often divided in to writing, reading and phonics / spelling sessions. Maths divided in to maths lessons & key skills lessons (Ninja maths). There must be two PE sessions a week and at least one afternoon of science per week. There must be a weekly PSHE lesson and a half hour for French and music in KS2. The remaining time should be used for topic work.

Teachers must plan to use all available time for maximum impact on learning. In addition to arranging lessons within the timetable, early morning and afternoon time (e.g. during registration & assemblies) are planned for, ensuring consolidation in basic skills (handwriting, phonics, spellings, maths key skills / speed of processing). These sessions can also happen before and after school.

The starting point for all planning for all subjects, is the requirements of the National Curriculum and the stage of development that teachers assess the children to have reached. It is essential that plans are constantly adapted to the attainment and interests of the class and not just repeated from previous year's plans. For each subject area the teachers will use prior assessments as well as work with the class to establish what they already know (show me what you know, mind maps, quizzes, discussion, mini tests) and ascertain those parts they need to learn to progress and deepen their understanding over the next half-term. Teachers will also ask the pupils what interests or intrigues them in order that they can tailor the lessons to the pupils' interests.

### **Effective Teaching:**

To meet the needs of the class there will always be flexibility in the grouping of pupils and the structure of lessons. The structure of lessons and the tasks children will be doing will depend on what is being taught and where it is in the planned series of lessons. There will be lessons when pupils learn new skills for the first time. There will be lessons where they need to practise skills and the repetition will help them become more efficient. There will also be lessons where pupils have the opportunity to apply their skills & knowledge to open ended tasks. There are also occasions each year when pupils are given an enquiry or open ended problem, often at the end of a topic or year, where they have the opportunity to research and apply their newly learnt skills to create a piece of work. It may be linked to the class topic or it may be an individual piece of work. We believe that knowledge is useless unless you can use and apply it, often in collaboration with others. In all subjects there will be opportunities for children to work independently and times when they collaborate and learn the importance of working together.

The groups that children are taught must remain flexible. Some lessons will be taught to the whole class, other lessons to groups of single or mixed ability, friendship, gender or behaviour groups. In some lessons or subjects teachers may find it useful to group children on the basis of ability. This may be within the class or even across the year group. This is always treated with great caution to avoid any notion that children have a fixed ability in all strands of one subject area or across all subjects. Ability groups are based upon a teacher's thorough knowledge of the pupils based upon up to date marking, assessment and working with the pupils. It is vital that a child is not locked in to a group. It is especially true that a child should not be put in an ability group based upon an assessment in another curriculum area. For example pupils being put in to a bottom group in maths due to their poor literacy skills. A basic principle of our approach to learning is that all children should be able to move groups as they are capable of learning anything, as long as it is presented in the right way and they put effort into their learning .

Based on thorough and accurate assessment teachers may decide to group children for some lessons in particular subjects. Ability in one area MUST not be presumed because of attainment in any other area. Whilst groupings & seating are determined by the teacher they must remain flexible. In many lessons, children can be given a choice of challenge in order to determine the level of work they wish to tackle. We never want children to feel their progress is limited or pre-determined.

It is important that teachers start a series of lessons and individual lessons knowing the specific key National Curriculum concept / skill they are aiming to develop. Teachers also need to know what attainment at Age Expected and Greater Depth would look like. This will aid teachers with producing WAGOLs, clear modelling of the key skills & concepts, appropriately challenging vocabulary, and appropriate use of targeted questioning to move learning on. Whilst there may be some revision of previous learning it is essential that lessons start at a point which will move pupils' learning on. Teachers are expected to make good use of time: ensuring transition times are used for learning and making sure that lessons begin promptly and are suitably paced.

A carefully planned and well structured lesson or series of lessons will help to ensure effective teaching and learning takes place.

The following description outlines the elements that we believe will lead to successful learning, although it is the teacher's professional decision how best to structure the lesson to match the Learning Objective and the age and ability of the learners. The following should ensure that all pupils are engaged and on task throughout the entire lesson.

Introduction:	<ul style="list-style-type: none"> <li>Establishing routines &amp; learning behaviours to prepare pupils for effective learning.</li> <li>Ensuring a sense of security and self-confidence.</li> <li>Something to focus attention or spark their interest or excite their imagination: a question, problem or conundrum.</li> </ul>
Set the Learning Objectives	<ul style="list-style-type: none"> <li>Make it explicit in planning, modelling &amp; pupil tasks – what the children are learning (not doing) in this lesson.</li> <li>Make sure there is a clear progression of skills which are exemplified in the modelling and pupil tasks.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>Children must understand what information skills/ understanding / vocabulary they will need to achieve the challenge.</li> <li>Introduce/ discuss Success Criteria as appropriate (i.e. <i>'To achieve this you will need to...'</i>)</li> </ul>
Teacher modelling	<ul style="list-style-type: none"> <li>Scaffolding learners' understanding of concepts or skills, for example by: <ul style="list-style-type: none"> <li>Drawing out learning through good use of questioning – <i>tell me more, how do you know, prove it...</i></li> <li>Teacher demonstration and modelling – <i>articulating the internal thoughts so pupils can see &amp; hear how things are done.</i></li> <li>Sharing/ showing examples (WAGOLL) and alternative images and models.</li> <li>Shared task, which teacher and learners complete together</li> <li>Modelling independence skills (editing, improvement, deepening the moment, checking)</li> </ul> </li> </ul>
Opportunities to practise or apply key skills.	<ul style="list-style-type: none"> <li>Provide a <b>range of experiences</b> to consolidate or revise learning (balancing oral, written &amp; practical learning)</li> <li>Provide a range of <b>challenges</b> for all learners, balancing 'can do' with 'new demand'</li> <li>That these challenges allow pupils to 'have a go' and take risks at the next steps in learning.</li> <li>Provide opportunities for pupils to apply their knowledge to different situations or solve different problems.</li> <li>Provide time for learners to complete work begun previously or respond to feedback</li> <li>Teachers work with targeted focus groups providing further teaching which closes any gaps</li> <li>Develop learner independence, e.g. by including self-chosen/ initiated tasks and role play</li> <li>Develop learner independence, e.g. by including editing and improvement tasks</li> <li>Provide additional adults with clear plans of the intended learning for their group</li> <li>Some children may need to re-trace their steps with a different approach. It is the teachers' responsibility to find approaches that suit each learner and the learners' responsibility to have a dedicated approach to their own progress</li> </ul>
How do I know how well I have done? What have I learnt? What's next?	<ul style="list-style-type: none"> <li>Reflection on learning (<i>NB This will not necessarily take place in one chunk at the end of the lesson, but may be interspersed in small chunks throughout the lesson</i>)</li> <li>Informal teacher assessment and feedback of what has been learned, learning attitudes &amp; behaviours.</li> <li>Time for peer and self-evaluation</li> <li>Celebration of what has worked well, successes</li> <li>Opportunity to consolidate, transfer or apply learning in another context (<i>you have been learning this – how could it help you solve this...?</i>)</li> <li>Opportunities for learners to consider future or extending learning (<i>What else could we find out</i></li> </ul>

*before the next lesson? What don't we know?)*

- Reflection on learning that has taken place or on *how* learner has learnt, by asking questions such as: *What have you learnt? How do you know that you have learnt it? How does your teacher know that you have learnt it? What helped / hinders your learning? What do you need to do / practise to be more efficient?*

### **Recording: pupil books**

Consolidation through practice is an important part of the learning process and many activities are practical by nature and may not always have evidence recorded in books. At Burwell pupils we acknowledge that pupils record their learning in a variety of ways but they should be able to look back at reflect on this learning over time. Books act as a portfolio of their learning journey and should therefore be treated as recognitions of achievement, not simply by celebrating the end result or amount of work which is correct, but also by demonstrating the process they have been through, the mistakes they have made, the challenges they have faced and their editing and corrections. The pupils should be able to use the books to demonstrate and explain their challenges, success and improvements over time. All learning should therefore be reflected in books in some form. This could be a direct piece of work, a photo of them completing learning or their reflection on the learning. Presentation rules must be adhered to for all pupils, although the teacher may make sensible adjustments for children with particular needs and difficulties.

To assist teachers' use of books for assessment purposes, there should be an indication in the book about whether the child has been supported in its completion, using the symbols: **T**: completed with teacher support; **TA**: completed with the support of a teaching assistant; **I**: completed independently; **P**: completed with a partner

### **Focus Group teaching**

When teachers, either as a result of observation during the lesson or when reviewing recorded work, identify a pupil or group of pupils who have misunderstood a concept, skill or key concept, they may choose to address this by working with the pupil in a focus group. This group may be taught by the class teacher, a teaching assistant who has been properly briefed or another designated adult, such as a booster teacher. At the end of the focus group session(s), the adult must record whether all of the children have now grasped the concept, skill or concept and inform the class teacher, to enable the teacher to make decisions on the next steps in learning. These sessions can take place within the lesson or as a booster group outside of the normal lesson time. It is essential that a TA is not solely responsible for working with a set group of children in every lesson. Often these groups comprise of pupils who need extra academic or behaviour support. It is vital that the teacher also works with these children on a regular basis to assess their understanding and progress.

### **Purpose and Outcomes of Assessment (see current Assessment Policy)**

Assessment should support and inform members of the school community in the following ways.

**Teachers** will know:

- Where the learners are starting from;
- Whether the class in the main has learned what was planned;
- How to assess accurately learners' attainment in reading, writing and maths and whether all the learners are making expected and sufficient progress against national expectations;
- How each child is progressing using Classroom Monitor for Reading, Writing, Maths and Science;
- How to assess children in the foundation subjects as having either a shallow, deep or profound understanding of each objective on our progression guides;
- How well learners applying are their skills, knowledge and understanding across the curriculum;
- Which learners need more help and which need extension work in which areas;
- How to measure the impact of any interventions or support programmes to ensure these are targeted and effective;
- How teaching can be adjusted to have a greater impact on learning.

**Learners** will:

- Know how what their strengths and developmental needs are and how to assess their own progress and that of their peers against the intended learning.
- Understand what they are trying to learn and confidently discuss this, using appropriate language;
- Regularly contribute to determining and using success criteria to evaluate and improve their own and peers' progress;
- Independently use and apply learning across contexts;
- Value talk for learning, consciously using it to advance their thinking, express and support their views, contribute to, initiate and lead whole class and group discussions;
- Identify and take their next steps in learning to make good progress.

**Leaders** across the school will know:

- Whether the learners (viewed individually, as year-group cohorts, as specific classes, as identified groups, including girls, boys, ethnic groups, SEN etc) are making sufficient progress and whether this progress is in line with the school's targets;
- Whether there are any areas of learning requiring particular improvement and what aspects of the curriculum and teaching need to be strengthened;
- Each pupil's attainment, in terms of National Curriculum levels or standardised scores, in reading, writing and maths and whether additional provision is required to bring them back on track;
- How the school compares with other schools nationally.

**Parents/carers** will know:

- Whether their child is making good progress;
- Whether there are any specific issues where their child may require additional provision;
- How well their child is doing compared with others of the same age;
- What they can do to support learning.

### **Overview of Assessment (see current Assessment Policy)**

Throughout all subjects teachers will continually mark and assess the pupils' understanding against the National Curriculum expectations. Their progress is monitored and pupils may receive appropriate support to help ensure that they make the best possible progress throughout their time at the school. We measure pupil progress continually through each school year and for specific pupils not making progress using we devise individual support strategies which are recorded on the **Cohort Analysis**. Assessment allows pupils to have their work differentiated by the class teacher (given easier or harder work). Some pupils may need support from a Teaching Assistant and be in a small support group often for maths, reading or writing.

Parents and children are included in the assessment process; parents are kept informed of children's progress via termly meetings and yearly reports including targets for improvement. Termly pupil progress meetings are held between class teachers and team leaders to discuss the progress of each child and to plan further targeted support and interventions where required.

More important than Teacher assessment and tracking of progress is the celebration of success. The use of positive praise, encouragement and rewards (including Class Dojo) all help develop pupil confidence and the love of learning both in school and beyond. A pupil engaged in their learning is a more effective learner.

All learners are regularly assessed and their progress is monitored throughout their time at the school. The learning needs of all learners are identified and teaching and learning opportunities are adapted as required. Assessment falls into two main strands; Formative (assessment for learning) and Summative (assessment of what has been learnt).

#### **Formative Assessment**

Assessment for learning involves ongoing evaluation of learners' progress to identify areas for future learning. Teachers monitor learners' daily progress through careful questioning, assessment of their responses and oral feedback, as well as through marking and reviewing written work. This helps teachers to identify pupils' level of understanding or misconceptions learning needs and plan the next steps. Learners are helped to develop strategies for assessing their own learning, so that they begin to be able to identify for themselves their next steps for improvement and development of skills and understanding. The elements of assessment of learning are:

- **Learning objective** led lessons, with **success criteria** identified and shared with learners, as appropriate to their developmental stage.
- Use of open teacher **questioning** to check, challenge and extend learners' learning.
- Specific **feedback** from the teacher, both oral and written, relating to the lessons objectives and identifying next steps for improvement.
- **Peer and self-assessment**, relating to the lessons objectives and identifying next steps for improvement.

#### **Summative Assessment**

Whilst summative assessments will give raw scores and attainment against national norms to be of any value they must be used for diagnostic purposes. Any tests used should be able to identify areas of improvement for specific pupils, specific groups of pupils or for the class or cohort as a whole. This will allow the teacher to plan a series of lessons or interventions to meet the needs of the pupils in their class.

Summative assessments includes

- End of term NFER tests in Reading, maths & GPS
- Mini assessment tasks at the start or end of a series of lessons to allow teachers to gain a better understanding of a starting point for any of the key constructs and at the end to show how much progress had been made.
- Writing portfolios which can then be moderated across classes, year groups and across schools.
- EYFS records and Teacher assessments of Early Learning Goals
- Class teacher records: reading record, phonics, spelling and tables records etc.
- Summative data for Foundation subjects in Classroom Monitor
- Transition information on pupils in the class
- Pupil Progress Data and meetings

### **Use of Tests**

At Burwell Primary School we believe that formal testing has a place to track progress and attainment against national expectations however they should be used sparingly with primary school aged learners, since it can cause anxiety and stress, provide evidence for a limited range of knowledge, understanding and, particularly, skills and lead to a restricted curriculum in which only that which is to be tested is taught. Some testing, however, is both useful and inevitable.

**Year 6 SATs** in English and mathematics are a statutory requirement and it is only fair to the learners that they be sufficiently prepared for taking these tests by having a number of practice runs. However, a sensible balance should be sought during year 6 so that teaching and learning does not become entirely dominated by these subjects to the detriment of pupil motivation and progress in other areas of learning.

**Year 2 SATs** should be administered in the spring and early summer term and used as a diagnostic tool so that the teacher builds a picture of the learners' current level and the further progress that the learners need to make by the end of key stage 1. They should be administered in such a way that learners are scarcely aware of them and are certainly not caused any anxiety.

**Year 1 Phonics screening** is undertaken individually with pupils throughout year 1 with the final assessment being undertaken in June.

Consideration should be given to those learners who require reading support with their maths paper and to those who may need to sit the test in a 1:1 or small group situation, to minimize anxiety. These requirements should be made clear on the class Provision Map. Learners who are not operating at the levels covered by the tests should not be expected to sit them. The following list summarises the tests that take place across the year.

#### **Autumn Term**

- EYFS baseline
- Yr 1 Phonics baseline and end of term assessment
- End of autumn term: standardised NFER assessments in Reading, Maths, GPS.
- Yr 1-6 Spelling tests ?

#### **Spring Term**

- End of spring term: standardised NFER assessments in Reading, Maths, GPS.
- Y1 phonics assessments
- Y1 1-6 spelling test

#### **Summer Term:**

- Year R EYFS teacher assessments
- Year 1,3,4 and 5 standardised NFER tests
- Year 1 phonics check and Year 2 retake
- Year 2 writing and reading tasks.
- Year 2 SPAG tests.
- Year 6 SATs
- End of Year Report to Parents

### Home-School links

Parents are a key influence on their children's attitude to and success with learning at school. They support their children's learning by encouraging them to be positive about school and to reach their potential. Parents are expected to support the school's behaviour code; everyone has a shared understanding of good learning behaviour through the home-school agreement, which is signed annually. Parents should also ensure that children attend school regularly and on time, and should not take family holiday during term time. It is important that parents let the school know of any problems that may affect their children's ability to learn or their behaviour at school.

Teachers will keep parents informed about both the focus of learning in the class and their own children's progress through:

- Being available to talk briefly with them as they collect the learners from the playground at the start / end of each day;
- Beginning of term letters outlining the term's learning;
- Parent "meet & greet" meeting / workshop at the start of the autumn term
- Parent consultations in the autumn and spring terms, with an optional appointment to discuss end of year reports in the summer term;
- Regular reviews with parents of children with special needs;
- Appointments available by arrangement;
- Class assemblies
- Learning Cafes: workshops for parents and pupils.
- Homework, reading records, a guide to helping learners with maths calculations and termly ideas of maths activities for supporting learners' learning.
- Bespoke support for parents of target individual or groups of pupils
- End-of-year school report

### Homework (see also current Homework Policy)

We believe homework is important because it provides an opportunity for parents to share and enjoy the experience of learning alongside their children. It encourages children to think of learning as a life-long process, rather than just something they do in school. Homework raises parents' awareness of what their children are learning in school and identifies ways in which parents can help them to learn at home. It promotes children's independence and provides them with further opportunities to consolidate and practice the skills they are learning in school.

Home learning is an opportunity to practice skills and to prepare for future learning, but needs to be positive and encouraging in nature. We want to encourage all children to embrace home learning in order to improve their rate of progress. Weekly guidance on how to support home learning should be given every Friday and should be followed up the following week. Children will be provided with a notebook and home learning folder in which to record their home learning. Homework is not an opportunity to learn new skills or concepts but is seen as a means of embedding key skills which require constant, daily practice.

- **Reading:** Every child should spend some time every day reading independently or sharing a book with a parent or other adult. This should be recorded in their reading log and teachers should refer to the logs and chat briefly about what the children have been reading at home, positively reinforcing home reading and talking to children (but not punishing them) if they are not reading at home.
- **Phonics/ Spelling:** Every child should spend time practising their weekly phonics or spelling. This is much better done for a short period several times in the week than all on one night; experience shows that this helps children retain the spelling over the long term, rather than just for a check that week.
- **Mathematics:** practising a method or a skill, including times tables. Instructions must be clear, with examples for parents to follow when a particular method is to be practiced. Maths where there is a correct answer can be accurately marked by the parent for immediate feedback. The teacher will check so that misconceptions can be addressed.
- **Topic:** This will comprise of a more open-ended task in which children have opportunities to for research, creativity, model making, cooking, playing games, writing etc. They might create a picture, a piece of writing, a model or artefact or a photo/ video clip.

They will have an opportunity to share what they have learnt with the class on rota basis, with some sort of display of home learning in the classroom.

When time is short, parents and children should be encouraged to give priority in the order above. Teachers must communicate homework tasks clearly on weekly homework sheets and send them home in homework folders. Please remember that all work should be followed up and result in a positive outcome for the child.

Homework Club may be offered take place once a week on for the purpose of supporting those children that don't have access to resources at home, including adult support and time. It can also be for children who are struggling with something in lessons and would like to opt for some additional 1:1 time.

Homework must be valued if children are going to be encouraged to do it. Parents and teachers have important roles in the positive promotion of homework as a learning experience. Parents should support their children with homework, but strike an appropriate balance between supporting their child and doing too much for them. When time is short, parents should focus with their child on reading, spelling and maths elements of homework. Work will not necessarily be marked in great detail, but where a teacher identifies a particular problem, it will need to be addressed with the child or group of children in the subsequent lessons.

Homework is considered to be an integral part of school curriculum. It is regularly set and suited to the age and needs of the children. It includes regular reading, practising of key skills (spellings, number bonds, times tables, maths calculations, science vocabulary) as well as opportunities to for research, creativity, model making, cooking, playing games, writing etc.

### **Supporting pupils with Special Educational Needs and Disabilities**

The curriculum in our school is designed to educationally inclusive and accessed by all children who attend the school regardless of their **Special Educational Need or Disability** (SEND). If we think it necessary to modify some children's access to the curriculum, in order to meet their individual needs, then we do this with full consultation with the parents or carers. As a school we follow the guidance contained in the SEN Code of Practice (See SEN Policy and SEN Local Offer)

Further information of the identification and support of pupils with special educational needs and disabilities can be found in the SEND (Special Educational Needs and Disability) Policy, which should be read alongside this policy. It is important, however, to make a clear distinction in this policy between the high level needs of pupils with SEND and those pupils with other additional needs.

Pupils with high levels needs as a result of a special education need or disability are those who have a diagnosed condition that impacts on their learning and progress. It covers those pupils who, in spite of a well-differentiated curriculum and high quality classroom teaching, are not able to make progress without further provision, for example specialist equipment, specialist interventions or 1:1 adult support.

Pupils with additional needs are those whose learning and progress may be impacted by a number of factors, e.g. difficulties with English or maths; having English as an Additional Language or being in receipt of Free School Meals, but who are able to make good progress as long as they receive good quality and highly differentiated teaching and make an effort with their learning.

### **Monitoring of the Quality of Teaching and Learning (see current Performance Management Policy)**

Monitoring and evaluation of the quality of teaching and learning is carried out in a variety of ways, including:

- Lesson observation
- Learning Walks
- Work or book scrutiny and displays of learners' work, including assemblies.
- Planning scrutiny
- Formal and informal discussions and meetings with staff
- Feedback from additional adults in the classroom
- Discussion with pupils about their learning and of their work. It is important to never underestimate how the children's sense of fun, engagement, excitement, creativity, enthusiasm and their feeling of success reflects on how well the curriculum is being taught.
- Questionnaires (staff, parents & pupils)
- Data analysis

### Lesson Observations

Although the primary reason for lesson observation is to improve the quality of teaching and learning, lesson observations may be carried out by a variety of people for slightly different purposes. This includes:

<b>Lesson observation by:</b>	<b>Purpose</b>
<b>Head teacher and senior leaders</b>	To monitor the quality of teaching and learning across the school. For performance development and personal development.
<b>Phase Team or Subject Leads</b>	To know the strengths and development needs of the phase or areas of learning they lead.
<b>SENCO</b>	To know the strengths and development needs of specific pupils. To gather evidence for statutory assessments. To support the class teachers / TAs with SEND pupils
<b>Peer observations between teachers</b>	To provide support and advice for colleagues on an agreed area of focus. To share success and spread the good practice across the school.
<b>Teaching assistants or additional adults</b>	To provide informal feedback on the progress and engagement of specific learners
<b>Governors</b>	To contribute to their learning and understanding about the school. To enable them to monitor the school development plan.
<b>Support Services</b> Ed Pysch, START team,	To focus on specific learners with identified additional needs. To advise teachers on how best to engage those learners in learning.
<b>External advisors</b> Local Authority, SIP,	To monitor teaching and learning with a county focus, providing feedback to the school and contributing to local authority reports.
<b>OfSTED</b>	To monitor teaching and learning within the school, providing feedback to the school and contributing to national reports.

Please see the Performance Management policy for full details on lesson observations and observation proforma.

Information available on the school website:

### **Early Years / Reception**

**The Early Years Foundation Stage Curriculum:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Leaflet for parents outlining **Early Years Foundation Stage** (aged 2 to 5) including **Reception**:

[https://burwell.eschools.co.uk/website/early\\_years\\_foundation\\_stage\\_information\\_leaflet/284540](https://burwell.eschools.co.uk/website/early_years_foundation_stage_information_leaflet/284540)

### **The curriculum**

The **national curriculum** expectations for each subject for each year group:

[http://burwell.eschools.co.uk/website/national\\_curriculum\\_for\\_years\\_1\\_to\\_year\\_6/63972](http://burwell.eschools.co.uk/website/national_curriculum_for_years_1_to_year_6/63972)

The **topics** we teach and an overview of Science, Computing, RE, PSHE & Personal Safety for each year group:

[http://burwell.eschools.co.uk/website/burwell\\_village\\_college\\_curriculum\\_topic\\_overview/63974](http://burwell.eschools.co.uk/website/burwell_village_college_curriculum_topic_overview/63974)

### **Maths**

**Maths** curriculum for each year group: using pupil friendly “I can” statements

[http://burwell.eschools.co.uk/website/maths\\_curriculum\\_year\\_1\\_to\\_6\\_key\\_skills/66843](http://burwell.eschools.co.uk/website/maths_curriculum_year_1_to_6_key_skills/66843)

Progression of **Maths** skills. Allowing parents to see all maths skills across all year groups:

[http://burwell.eschools.co.uk/website/maths\\_skills\\_years\\_1\\_to\\_6/63975](http://burwell.eschools.co.uk/website/maths_skills_years_1_to_6/63975)

**Maths calculations.** The actual calculations and when we teach them (Based on White Rose Maths Hub)

[http://burwell.eschools.co.uk/website/maths\\_calculations\\_for\\_each\\_year\\_group/284308](http://burwell.eschools.co.uk/website/maths_calculations_for_each_year_group/284308)

### **Literacy**

**Literacy** Curriculum for each year group: using pupil friendly “I can statements”

[http://burwell.eschools.co.uk/website/literacy\\_curriculum\\_years\\_1\\_to\\_6/64551](http://burwell.eschools.co.uk/website/literacy_curriculum_years_1_to_6/64551)

**Reading** and book-bands at Burwell

[http://burwell.eschools.co.uk/website/reading\\_in\\_school\\_book\\_bands/85648](http://burwell.eschools.co.uk/website/reading_in_school_book_bands/85648)

**Phonics** at Burwell

[http://burwell.eschools.co.uk/website/phonics\\_information\\_for\\_parents/85651](http://burwell.eschools.co.uk/website/phonics_information_for_parents/85651)

**Burwell Village College Primary School**  
**Learning Environment Non-Negotiables**

*At Burwell it is our professional responsibility to ensure our classrooms are effective and inspirational learning environments. To fulfil this we need to:*

<b>Initial impressions</b> <ul style="list-style-type: none"> <li>Welcome sign</li> <li>Clear indication of current learning / topic with picture / big question</li> <li>Clear indication of class rich text "Our class book is.... (picture of front cover)</li> <li>Outside classrooms: <b>Learning Journey book</b></li> </ul>	
<b>Tidy organised classroom</b> <ul style="list-style-type: none"> <li>tidy &amp; uncluttered. (all stock, books etc put away in cupboards.)</li> <li>Teacher and children's desks tidy.</li> <li>Children's drawers / equipment drawers labelled (handwriting font)</li> <li>Cloakroom &amp; sink area tidy</li> </ul>	
<b>Pupil resources</b> <ul style="list-style-type: none"> <li>Table top / learning resources need to be easily accessible to the children including multiplication grids, number squares, phonic mats, spelling rules, counters, dictionaries, calculators etc.</li> </ul>	
<b>Exercise books</b> <ul style="list-style-type: none"> <li>labelled name sticker – subject, Year/Class (4B) &amp; pupil's first &amp; surname</li> <li>kept in designated subject drawer consistent for all to find</li> </ul>	
<b>Behaviour &amp; Learning expectations</b> The school/ class rules and behaviour systems clearly displayed <ul style="list-style-type: none"> <li>Golden Rules</li> <li>Class Dojo</li> <li>awards, celebrations, star student, birthdays,</li> </ul>	
<b>Pupil notices</b> <ul style="list-style-type: none"> <li>visual timetable</li> <li>rotas, monitors</li> </ul>	
<b>Is the love of reading evident?</b> <ul style="list-style-type: none"> <li>class text / Key texts appropriate for year group?</li> <li>questions, suggestions, recommendations</li> <li>Reading corner (in or outside the classroom) tidy</li> </ul>	
<b>Role play, extended learning, independent learning areas</b> <ul style="list-style-type: none"> <li>tidy</li> <li>with key learning questions / prompts, vocabulary,</li> <li>Independent tasks – things to do when work is finished</li> </ul>	
<i>Displays should be a mixture of learning prompts and a celebration of children's work. The children's work should be named and all boards need a clear title.</i>	
<b>WOW Topic / Science display:</b> <ul style="list-style-type: none"> <li>key vocabulary / stimulating start / key questions / pictures</li> <li>pupil questions / pupil responses / pupil work</li> </ul>	
<b>Maths Working Walls</b> relevant to current unit - which includes <ul style="list-style-type: none"> <li>vocabulary, tables, number line, number square</li> <li>calculation methods /prompts, reminders</li> <li>Make it, draw it, say it, write it, apply it</li> <li>Samples of pupils' work</li> </ul>	
<b>English Working Wall</b> which includes <ul style="list-style-type: none"> <li>vocabulary (colour coded)</li> <li>grammar prompts / key GPS for the current unit, year group</li> <li>alphabet, key phonemes</li> <li>WAGOLLS and samples of pupils' work / end of year expectations</li> <li>The FANTASTICS (Jane Considine)</li> </ul>	
<b>Editing / Marking expectations</b>	
<b>Presentation expectations</b>	
<b>Handwriting script</b>	
Teacher's notice board: use main board in pupil eye line to support lessons / learning. Use another space for notice board or place in magazine rack (for PPA, supply teachers etc) <ul style="list-style-type: none"> <li>timetable / week's planning; / Maths, Reading &amp; Writing groups</li> <li>behaviour log</li> </ul>	

### **Presentation expectations KS1**

Books have label with first & surname, subject & class written on.

- ✓ *I will keep my books neat and tidy.*
- ✓ *The title and date are at the top of the page (sticker in KS1)*
- ✓ *I will write neatly on the lines.*
- ✓ *I will leave space between my words.*
- ✓ *I will form my numbers and letters correctly.*
- ✓ *I will cross out any mistakes by putting one line through them, using a ruler.*
- ✓ *I will edit (**improve**) my work carefully with a pink pen.*
- ✓ *I will carefully read all feedback and respond to it in pink.*
- ✓ *I will glue any learning in neatly at the top of the page using the lines to help me.*

### **Presentation expectations KS2**

Books have label with first & surname, subject & class written on.

***I will present my work to the best of my ability and make sure I am proud of it.***

- ✓ *I will keep my books in good condition. I won't write or draw on the cover.*
- ✓ *I will check my book has a label with my first & surname and class on it.*
- ✓ *I will **write the date** in the top right hand corner and underline it with a ruler.*
  - *For English I will write the long date.*
  - *For Maths I will write the short date.*
  - *Days and months must start with a capital letter.*
- ✓ *I will **write the Title** and Learning Objective on the line at the top of the page and underline it with a ruler.*
- ✓ *I will present my learning **neatly** at all times*
- ✓ *I will write with a pencil until I earn a blue pen.*
- ✓ *I will use **cursive handwriting** and write on the lines.*
- ✓ *I will form my numbers and letters correctly.*
- ✓ *In maths I will write one digit or mathematical symbol in each square.*
- ✓ *I will draw in pencil.*
- ✓ *I will put a neat line through any mistakes or carefully use a rubber.*
- ✓ *I will edit my work carefully with a pink pen.*
- ✓ *I will carefully read all feedback and respond to it in pink.*
- ✓ *I will glue any learning in neatly at the top of the page using the lines to help me.*

**Burwell Village College Primary School**  
**Non negotiables: “I like to expect not assume”**

**Planning:**

Where staff, in the same year group, are released at the same time for PPA they will discuss and plan Lit & Numeracy together. Planning which is older than 12 months will not be used without appropriate adaptation.

English & Maths Planning available in every classroom for each lesson. So it can be seen by visitors, supply cover etc..

**Planning will identify:**

**Why Teaching**

- Use Teacher Assessment / marking etc & Provision Map to identify the specific needs of the class / cohort. Generic (White Rose) or previous plans must always be adapted to meet the needs of the current class.

**What Teaching**

- Identify the relevant Learning Objectives taken from the P.O.S
- Planning must make it clear where this week’s work fits in with the whole unit and the progression over a unit of work in English & Maths. Be careful to check the **date is correct** on every plan.
- Ensure there is a clear hierarchy / progression of key skills to challenge all pupils. Plans are about the key skills and not the activity pupils do. How will a child progress in a lesson? and over a series of lessons? , (how can they challenge themselves and not just complete the task / worksheet and then wait?)
  - It should always have clear differentiation (often seen through 3 levels of challenge which is clearly visible in the pupils’ books.
- Success criteria / learning ladders – will clearly identify how the pupils will know they have been successful.

**How Teaching in lesson**

- The clear teaching sequence and key vocabulary the teacher will use to model– this needs to be discussed and time spent on your flip-charts or reviewing Jane Considine / White Rose modelling.
- Series of differentiated challenges which reinforce the modelling.
- The activities are not self limiting and pupils can progress through the differentiated challenges.
- Teachers need to be clear on the teaching groups based on assessment & marking and prior attainment. Often groups are not fixed but fluid from lesson to lesson as teaching will be based upon their needs. If asked teachers need to demonstrate a clear rationale for their groupings.
- Provision Map will identify key barriers for Target Pupils from Pupil Progress Meetings: (those not making progress to FFT target and Pupil Premium and SEND)

**Weeks planning is placed in G drive** available at [all times](#) to staff & supply / cover staff. All other links to flipcharts, resources also placed in G drive.

**Literacy:**

1. All key literacy work in 1 book
2. Learning Objective & date is written in the book (or stickers used)
3. Good practice to have Year group key objectives at front of book.
4. That the unit of work is generally planned in 3 parts which shows progression of learning / skills throughout the unit.
  - a. **Analysis of text type – emphasis on reading, vocabulary and comprehension.** Identifying the key features of the text type (structure and style) which are also on the Learning Ladder which is stuck in the pupil book. Use of WAGOLL and exemplifications. Pupil work often includes annotations, comprehension, word banks. English lessons will include an opportunity for extended writing within this week. For example a response to the text.

- b. The **Grammar, punctuation, spellings** contextualised within the text type. Pupils see language within texts and have activities to practice the grammatical features of the text type. It will include an opportunity to practise this in an extended piece of writing within this week.
  - c. The **writing, drafting & editing** of the text type. This will include teacher modelling. It will end with an independent piece of extended writing demonstrating understanding of the skills learnt.
5. Amount of work: This is difficult to define but we expect the work to be seen in the books
    - a. Expect to see written activity on most days (at least 3 of the 5 days)
    - b. Daily extended written work will largely be seen during the writing part of the unit where there will be evidence of final piece of extended writing linked to text type.
  6. There will be a clear indication in the pupils' book of where the unit starts & ends.
  7. **Learning Ladders** identifying the key features will be stuck in books and used for self and teacher assessment.

### **Maths:**

Maths books need to show a **breath of study**, depth of understanding and clear progress over time. There needs to be evidence where pupils practise calculations as well as tasks where they show their ability to reason and apply their skills.

1. **All work in 1 book**
2. Learning Objective & date written in book.
3. Expect to see written activity on **most** days to clearly demonstrate the key progress over the week. Where tasks are practical, there needs to be some evidence kept and placed on Maths Working Wall.
4. Each unit expect to see evidence of:
  - a. **Conceptual understanding:** say it, write it, draw it, build it.
  - b. **Calculation practice** and evidence pupils had opportunity to complete the task.
  - c. **Problem solving, using & applying, reasoning activities.** There should be evidence that pupils have been taught how to problem solve i.e Bar Model
5. Over the week and the unit Maths books should show evidence of
  - a. progression of key skills which match the planning
  - b. differentiation to match the needs of the pupils.

### **Reading (beyond guided reading)**

1. **Target readers** (those pupils who are below age expected and/or are not heard at home)
  - a. **Class reading record is kept:** pupils are identified & heard read daily if possible / at least weekly by TA, parent helper, teacher.
  - b. The teacher will also hear these pupils to ensure the book is well matched, from the book bands or particular scheme, to meet the pupil's need. Benchmarking is used to assess pupils' reading ability.
  - c. These target pupils have reading record checked every day, books are being sent home.
2. **Pupil expectations:**
  - a. that pupils will be on book bands until assessed by teacher to be a Free Reader.
  - b. Pupils will have a Reading Record & expected to read daily (at least 5x week) and these books will be checked weekly by the class teacher. Pupils & parents will be praised / challenged about reading at home.
  - c. have a reading book for pleasure and not just take any book off the shelf during class reading sessions.
  - d. Teachers must ensure their reading book
    - i. is of the right challenge.
    - ii. They are reading the full range of texts for the year group.

- e. **Key Stage / class Book corners** will support this by having a suitable range of relevant and engaging books which are displayed well.
- f. Class Reading / story book – it is clear what the current class text is (picture on door?) and is read regularly with / to the class by the class teacher.

### **Expectations: Challenge for Pupils**

- Lessons should be structured to allow clear opportunities for progression. Children should be able to progress to the next level of **challenge**. They should not have 1 worksheet or activity they easily finish & then wait.
- Structures should be in place for when pupils have finished all the tasks. Pupils should not sit & wait. Pupils will be taught to
  - improve the work (Deepen the moment)
  - check & edit their work
  - check & edit other's work
  - respond to marking
  - If this is completed then stand alone tasks / challenges / puzzles should be made available for pupils to complete.
- Pupils will be taught how to edit / check work. Teachers will share
  - expectations for presentation. If piece is not neat enough – pupils will be expected to do it again.
  - marking symbols so they know what to respond to, correct or improve.
  - editing prompts so they know how to edit using a pink pen (editing stations / CUPS for Literacy / Deepen the Moment (Jane Considine))
  - If work is not finished, not enough completed – pupils must have opportunity to finish it (break, lunch or at home)

### **Use of Dojo:**

- Used as a regular reward & praise
- Green Dojos given out as reward for work, effort, kindness.
- Red Dojo: Follow behaviour policy - Warnings usually given before a red is given.
  - First time reminder to be on task & support of help.
  - Second reminder, offer of help and reminder that third time there will be a consequence (loss of break, time out, red Dojo etc)
  - Third time – consequence is given.
  - Red Dojo can be given without warnings when behaviour involves violence, willful disobedience, hitting etc.
- Red Dojo – teachers must catch parents at end of day if at all possible to explain.
- Dojos reviewed & celebrated in class and at phase assemblies each week.
- Zeroed at end of each week – allowing pupils to start afresh.
- Share photos & videos as often as possible (2x week) to share with parents key learning moments.

### **Behaviour Logs (see Behaviour Policy)**

- ✓ Each class has a Behaviour log used to record incidents of poor behaviour / bullying in lessons and at playtimes. Teachers must
  - Accurately record incidents in the log
  - Arrange suitable sanctions or support for the children.
  - Inform parents on the day if possible.
  - Monitor frequency and severity of incidences
  - Keep the Head / Deputy fully informed.