



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

## **Teaching and Learning Policy**

## **Statement of Intent**

Our vision is to deliver a learning experience for each pupil which encompasses each of our core values: Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and, most importantly, Enjoying Learning.

Each child, irrespective of background or academic ability, has the right to access an engaging and stimulating curriculum, within a safe, secure and nurturing environment. At the heart of our curriculum is our belief in creativity, diversity and aspiration for all. We believe that children should not be limited by labels and have created this curriculum to inspire, enthuse and engage all of our pupils and their families, working in partnership with parents and carers. We also aim for them to acquire experiences within the local and wider environment irrespective of personal socio-economic circumstances.

We are conscious of the responsibility of schools in shaping well-rounded individuals who are confident learners willing to take risks and have the knowledge and skills necessary to be a 21<sup>st</sup> century citizen. We have incorporated opportunities to develop leadership and collaborative skills, and to utilise our setting fully, including the rich locality as a wider campus.

By the end of their primary education, we want our pupils to be aware of their responsibility in shaping the future as life-long learners, as well as having pride in what they have achieved with us.

## **Rationale**

This policy is a working document for all staff within the school as well as a guide for parents and governors on our expectations of all staff within our school in delivering a high-quality, aspirational curriculum which will engage and motivate all learners whatever their ability.

## **Learning Behaviour**

At the heart of our expectations for learning and behaviour is the belief that children flourish best when they have a positive relationship with the class teacher. We expect all class teachers to make a determined effort to get to know children in their class on an individual basis; they need to know what motivates each child and, equally, what could hinder progress. Linked to this is the importance of fostering good relationships with parents and carers which we attempt to do through an open and welcoming atmosphere in school where we try and make ourselves readily available and quick to answer concerns and queries.

From when they first enter the class in the morning, to the moment they leave at the end of the day, we expect that no moment of time will be wasted. We expect the children to settle quickly into learning, and they will be used to having the classroom prepared for learning so the day is started in a calm and productive manner.

Of paramount importance is a disciplined and caring approach with standards consistent through the whole school. Although we expect compliance with rules and children listening to one another- so silence when the teacher or another child is speaking, we equally value discussion and pupil voice; children should be confident to challenge and question when appropriate. This will be particularly evident during group work where the classroom and lesson should be structured to encourage constructive discussion and criticism. We also want children to challenge the teacher if they do not agree with points that are being made and vice-versa. The atmosphere should be conducive to constructive criticism.

Our School Council is an integral part of our school and ethos, underlining the emphasis we place on Pupil Voice. Elected class representatives with a Chair, Vice-Chair, Treasurer and Secretary from Year 6, will greet and host visitors; gauge and voice opinions and questions; and be a vehicle for change and improvement within the school. We also have Team Captains, eight children from Year 6, who represent and lead our four Houses, Pashler, Clarence, Nethergate and Castle. These children will run House Assemblies, lead fund-raising and team events during the school year.

Prefects are selected from Year 6 to help support children as they move from the classrooms and dinner hall to the outside areas, and librarians from Year 5 organise and help others with the use of the library. Six Year 6 Play Leaders are trained by a Sports Coach to organised physical activities with the younger children each lunchtime.

In addition to this, we seek to regularly and systematically seek and collect the views of both parents and pupils through questionnaires, both general and linked to particular subjects.

Good behaviour is encouraged and modelled by the award of gold certificates for each value, and house points given more generally throughout the school. Incremental certificates support our Accelerated Reader Scheme with children reaching one million words receiving a book, as well as certificates awarded for NumBots, Timestables Rockstars and Bedrock Vocabulary.

## **Teaching**

### ***Aspirational Teaching and Learning***

The learning we aspire to will mean that all children, irrespective of gender, ability or background, are engaged in the lesson from beginning to end, are motivated to make progress and are making some progress during the lesson.

The lesson will be clearly linked to the National Curriculum and the long-term topics from the whole-school planning documents. It may be structured in different ways, and involve written or non-written outcomes, but both children and staff will be proud of what they have accomplished and be able to articulate this to an observer. All adults in the room will be involved in supporting the means to the end, and there will be evidence that there is excellent communication between staff.

Children will be encouraged to question and lead learning; and there will be opportunities to review progress at different points during the learning. Excellent relationships between

children and adults will be observed, with mutual respect and a calm and productive working atmosphere.

***Teaching Standard***

We expect, as a minimum, that teachers adhere to the teaching standards set by the Department for Education.

## **PART ONE: TEACHING**

**A teacher must:**

### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### ***Expectations of Teaching and Learning in the case of***

#### ***a) a member of the teaching staff self-isolating for 14 days;***

The teacher should forward weekly and daily plans to the Deputy Headteacher and Headteacher who will pass these on to the person providing cover. They should be available for online lessons throughout the day, ideally using Teams to introduce each new activity, and for consultation with the cover teacher at the end of the day in order to review and plan the next day.

#### ***b) A pupil self-isolating for a number of days;***

Work will be provided by the Class Teacher and the pupil will be able to access this via tapestry, the school's online platform for learning. Completed work can be posted onto this site, and receive feedback from the teacher. Parents can contact the teacher in this way also.

#### ***c) in the case of a school lockdown for a specified or unspecified amount of time***

Teachers should use the agreed online learning forum (Tapestry) to post plans and resources each week; they should also feedback regularly on work posted to the forum and deliver at least three lessons a day (these could be either pre-recorded videos to be posted on Tapestry or via an online meetings application such as Zoom or Teams).

They should also take part in Phase and whole-staff meetings following the set programme distributed at the beginning of term and including any ad-hoc emergency meetings. Regular contact will need to be maintained with parents, especially regarding vulnerable children; this could be in the form of phone calls, emails and class newsletters.

Support staff should ensure that they are reading emails on a daily basis and attending relevant meetings; they should contact their line manager every few days to find out any reasonable tasks or training they can complete whilst at home. They should also ensure that they contribute to feedback logged on Tapestry, particularly if they are a 1:1 for a child.

### ***The Learning Environment***

Displays within the classroom should reflect the school's key improvement priorities, and there should be designated Display boards for Maths and English learning showing modelled work, word lists, aide memoires and children's work. Other areas within the classroom will show clearly the Topic for the term, class texts, examples of cursive handwriting and cross-curricular writing. There should be a balance between mass produced display material and the teacher's and children's own work. Learning objectives for Maths and English across the week should be displayed prominently near the white board. Timetables, plans, groupings and class jobs should be displayed by the teacher's desk so that covering teachers are aware of timings and class organisation.

All examples of finished work, such as final pieces of writing or art, should be presented neatly and colourfully. Displays of final outcomes should have a clear learning objective displayed with some useful information about the display. Fonts should be clear and large enough for pupils to read at different points in the classroom. There should be a border on all displays and final pieces of work should be double-mounted if time allows.

Cloakroom areas and sinks should be tidy and well-organised so that they are accessible and free from debris. Cupboard should be neatly labelled and resources should be marked and accessible by children. The children should take pride in their classroom and keeping it tidy and well-presented. This will be modelled and led by the class teacher; the children should not leave the classroom for any break without items being tidied on tables and picked up from the floor.

At the end of the day, chairs should be stacked or placed on the table ready for cleaning. Cloakrooms should be clear of items on the floor. Books or papers should not be left on the floor at the front of the classroom. Bookcases should be kept neatly with books stacked neatly, their spines facing outwards. Children should be given different responsibilities within the classroom for keeping it tidy and this should be one focus of class reward schemes.

### ***Use of the Outdoor Classroom***

We are very lucky to have a large school field, playground area, trim trail, woodland area and a wooden outdoor classroom within our grounds. During the warmer months, we try and utilise these areas in many different lessons besides PE. We also have a member of staff training for the Forest Schools Qualification, and run this activity in the EYFS and Year 1.

### ***Learning outside the Classroom***

Central to our ethos is the use of local area to enhance our teaching and provide an engaging context for topics. At least once a term there will be an event, ranging from a visitor to the classroom to a trip to a local attraction such as a museum, exhibit, art gallery or show. We will organise a dramatic workshop or show at least once a year, involving all children. We try and make as much use of the town of Clare and Clare Country Park as we possibly can.

We hope that all staff will share their wider expertise with pupils, and run clubs and extra-curricular activities throughout the school year. We pride ourselves on the range of these clubs, and employ some specific staff particularly to provide these, as well as relying the



kindness of parental volunteers. For more information on our curriculum offer, please refer to the Pupil Learning Journey 2019-21.

## **SEND**

We are a fully inclusive school and believe that teaching and planning should fit the needs of all children within the class. Our fundamental belief is that all children should have the tools to achieve to the best of their ability. Differentiation should reflect the needs of all pupils which will mean that SEND pupils need a further level of differentiation, and we deploy our support staff to reflect this.

We will work together with parents and other educational professionals to ensure that these pupils are performing and supported to the best of their ability and ours. For further information, see the SEND Policy. Our Nurture Room is open throughout the school day, and is staffed by an experienced Teaching Assistant during the afternoons offering therapeutic play and learning scenarios.

## **Support Staff**

Support staff are integral to the smooth and productive running of the school. It is the responsibility of class teachers to ensure clear communication with individual Teaching Assistants on how they should support the class in the most appropriate way. Learning Support Assistants, who support a particular child, are line managed by the SENDCO, whereas Teaching Assistants are line-managed by the Deputy Headteacher. Our HLTAs are line-managed by the Headteacher.

We are committed to ensuring that Support Staff receive training and opportunities in line with their Performance Management objectives and on a par to those offered to Teaching Staff.

## **The Timetable**

### **EYFS**

We combine a 'planning in the moment' approach with focus children and child-led learning; with daily discrete sessions for Phonics, Reading and Maths. These build up to longer sessions of these subjects each day. The teacher and TAs then work with support groups for additional Phonics, writing and Maths teaching throughout the day, while other children engage in independent play using the inside and outside classroom. In addition to this, opportunities for writing are actively encouraged throughout the school day with children encouraged to independently seek learning opportunities. See the EYFS Policy for further details.

### **KS1**

Literacy activities, including Phonics and Accelerated Reading, take up to an hour and a half each morning; Maths, up to an hour. During the afternoons, the non-core subjects are covered; we use an afternoon for Science; an afternoon for alternating Art or DT; an



afternoon for alternating History or Geography and then half-hour sessions for RE, Music and ICT. Children have two hour long PE lessons a week, one of which is outside. Children will end the day with a story. PSHE is covered by class assemblies and some discrete teaching time, up to half an hour a week. RE lessons are supplemented by a half-day whole school RE afternoon once a half-term in KS2.

## **KS2**

All classes will begin the day with a Registration activity, which should be ready for when the children enter the classroom. During the morning, Years 3-6 have half an hour of Accelerated Reading, and hour long Literacy and Numeracy sessions. ICT is taught within other subjects where appropriate, but following a prescribed build-up of skills. Once a week in school, children follow a personalised programme called Bedrock Vocabulary which focuses on the acquisition of subject-specific language. In addition to the Maths lessons, daily Maths Meetings are held throughout the school.

RE lessons are supplemented by a half-day whole school RE afternoon once a half-term. Science is taught on another afternoon, History and Geography are taught on another, and PSHE is covered by class assemblies and some discrete teaching time, up to half an hour a week. Either Art or Design Technology are taught during a half-term for up to 2 hours. All children will end their day being read aloud to from their class text.

## **PPA**

**PPA is covered by a Sports Coach or teacher. The class teacher decides what is the most appropriate use of that time depending on when it is timetabled and the expertise of the cover. It is the responsibility of the teacher to check that the covering teacher knows what they should be teaching, but not necessarily that they plan this time for them.**

## **Planning**

**Planning should primarily be for the ease of the teacher and so that cover can seamlessly take place if a practitioner is unable to take their customary lesson. It is important that a consistent format is used across different subjects, and also that the expectations are clear in terms of organisation and quantity. It should be kept electronically in a clearly marked planning file on the Teacher Drive and annotated plans should be stored systematically and accessibly within the classroom in case of the teacher's absence. Teachers are informed where they can use existing or published planning, and annotate these materials. Medium-term plans may be monitored along with subject content.**

## ***English***

A long-term and medium-term topic structure is provided for each year group ensuring progression and range. It is the responsibility of the individual classroom teacher to ensure that a Unit plan is produced detailing whole class input, differentiated activities, assessment opportunities and linked home learning, starting off with a reading and analysis week/s and then leading into the writing week/s depending on the length of the unit.

Each week should include a lesson focusing on grammar within the context of the whole-class text and a lesson focusing on spelling during which children will be assessed on their individual spelling lists. In Years 1-5 a weekly Big Write will also be planned which need not necessarily be linked to the overall unit, but can be an outcome attached to this. It is recognised that the writing weeks will follow a generic structure based on a pattern of using speaking, listening and drama to explore scenarios and narratives, modelling, writing and reviewing. For more information, refer to the Literacy and Maths Non-Negotiables [Appendix I].

## ***Maths***

Teachers are expected to devise their own medium-term plans, ensuring that the curriculum for their Year group is adequately covered, and the teaching focuses on developing fluency and reasoning; moving from pictorial methods, to using concrete apparatus to support their learning, and then engaging with abstract concepts. We use Maths No Problem and the White Rose Resources as a support for this. There are daily plans provided with this SOW (MNP) which should be printed out and annotated in order to differentiate effectively and noting areas needed to be developed further.

Practitioners are encouraged to also look at links with the White Rose medium-term planning documents in order to plan and resource differentiated activities and the range of resources available in the staffroom. For more information, please see the Maths Non-Negotiables [Appendix I].

## ***Non-core subjects (Science, ICT, PE, History/Geography, Art/DT, RE, Music, PSHE)***

A long-term overall plan showing curriculum coverage and the documents used when planning should be referred to when producing a medium-term plan. A medium-term should be produced or referred to for each unit of work and specify learning objectives, whole class activities, group activities and resources needed to

run the lesson. Please refer to the expectations for non-core subjects [Appendix II], and the long and medium term planning proformas [Appendix III].

We use recognised schemes of work in subjects such as Music and Science, for the benefit of non-specialists; these plans should be photo-copied and annotated to show adjustments and assessment for learning. Staff are encouraged to adapt and vary these Schemes where they feel necessary in order to serve the children in their class best.

### **Assessment**

This should be a fundamental part of each lesson, meaning that teachers build on both misconceptions and progress through individual assessment during lesson time, and is explained in detail in our Assessment Policy.

### **Marking and Feedback**

Again, we believe that the vast majority of marking and feedback should be done face to face, and during lesson-times. This is explained in detail in our Marking and Feedback Policy.

### **Monitoring of Teaching and Learning**

The culture of our school is that all staff will have an `open-door` approach to all visitors including other staff of any level. Lesson observations will be informal, and both ad-hoc and timetabled. They will range from learning walks to longer lesson visits focusing on a particular subject.

Book Looks will take place on a regular basis where staff are expected to provide a range of exercise books at the discretion of the Senior Leadership Team. Books will be rarely looked at in isolation, but more commonly as part of triangulating a child's performance, progress, and involvement in the wider school life; this will include speaking to children individually or in small groups. The results of this monitoring will be fed back on an individual level, as soon as possible, and also in staff meetings and minutes.

The results of this monitoring will be fed back on an individual level, as soon as possible, and also in staff meetings and minutes.

## **Liaison with Other Schools**

We actively seek involvement in positive relationships with other schools and specifically, Stour Valley Community School, our partner school within the MAT. Particularly within KS2, we seek to provide children with opportunities to use specialist secondary staff, equipment and buildings in order to improve their experiences in subjects such as PE, STEM, Maths and English. Some of the ways we are involved with the Stour Valley Community School include:

- PE- shared use of the outdoor swimming pool;
- Reading Group led by secondary English teacher and Year 9 pupils;
- Vocabulary project led jointly by secondary Humanities lead and senior teacher at CCPS;

We aim to moderate with a range of schools in the key area of Writing at KS1 and KS2. We are in a Triad with two other primary schools which takes part in two Peer Reviews throughout the year; these are moderated by the LA.

## **Governor Involvement**

Governors monitor the school using the formal of a Governor Monitoring Day; these happen once a term, and have a focus agreed by the Chair of Governors and Headteacher, linked to the School Development Plan. They have an open invitation to attend school events and visits may be planned or ad hoc, and some governors, such as those leading SEND and Pupil Premium, may meet individual staff more regularly.

## APPENDIX I

EYFS and Key Stage 1- LITERACY NON-NEGOTIABLES	
Strand	How often and how?
Phonics.	<ul style="list-style-type: none"> <li>Daily-20-30 minute discrete multisensory session (<b>Storytime Phonics</b>).</li> <li>Children not at the expected level (i.e. not working at the whole class phase) take part in an <i>additional</i> 20 minute smaller group intervention at least twice a week.</li> <li>Shared Terminology/phrases should be used between year groups e.g. digraph, grapheme, phoneme, phonics screening 'non word' how tricky words and split digraphs are explained.</li> </ul>
Shared Reading	<ul style="list-style-type: none"> <li>Daily- modelling and embedding how to apply newly taught and existing phonics knowledge and skills.</li> <li>Children assessed termly using Reading Assessment sheets.</li> </ul>
Individual reading	<ul style="list-style-type: none"> <li>15 minute reading slot (Yr 2- some on <b>Accelerated Reader</b>)</li> <li>Children not at the expected level and who are not heard at home- daily (LSA); others- weekly (LSA)</li> <li>In KS1, teachers should aim to hear each child read individually once a fortnight.</li> </ul>
Sharing a story/poems with class	<ul style="list-style-type: none"> <li>Daily read aloud session <i>as a minimum (2.45pm- throughout school)</i>.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Fully cursive handwriting supported by <b>Letterjoin</b> website and resources;</li> <li>Daily- discrete differentiated interventions- afternoon registration 5-15 minute session;</li> <li>EYFS- system for assessing and levelling children's physical ability to plan targeted daily input e.g. Dough Gym, Finger Gym activities, Gym Trail, Warm up 'finger stretches' prior to writing.</li> </ul>
Extended Writing	<ul style="list-style-type: none"> <li>Every Friday, children will take part in a Big Write in response to an outdoor stimulus, a stimulus linked to the topic or class reader, or a current event. This activity is designed to build writing stamina and practise skills taught in other lessons.</li> </ul>
Spellings	<ul style="list-style-type: none"> <li>From Year 1 differentiated spellings should be sent home weekly (linked to Phonics work, using scheme of work- Rising Stars)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>Explicit activities to develop these skills should be included in planning on a weekly basis, specifically Talk for Writing techniques and processes;</li> </ul>
Targeted Children	<ul style="list-style-type: none"> <li>Should have a baseline assessment (twinkl/SALFORD) and an exit assessment;</li> <li>Should have individual targets attached to each child that can be easily assessed and measured;</li> <li>Yr 2 Phonics intervention to be taken from Storytime Phonics/Catchup Literacy.</li> </ul>

Home Learning	<ul style="list-style-type: none"> <li>See Home Learning Policy</li> </ul>
<b>KS2- LITERACY NON-NEGOTIABLES-SEPTEMBER 2017-2018</b>	
<b>Strand</b>	<b>How often and how?</b>
<b>Phonics (Year 3 and 4 children)</b>	<ul style="list-style-type: none"> <li>Children attaining significantly below age-related expectations will be offered <b>‘Catchup Reading’</b> with a trained LSA; Children slightly behind might need extra Phonics;</li> </ul>
<b>Guided Reading</b>	<ul style="list-style-type: none"> <li><b>Accelerated Reading</b> daily for half an hour; teachers will work with a group during this time, monitoring reading habits and quiz scores, guided reading with a book or comprehension activity or hearing individual readers.</li> </ul>
<b>Individual reading</b>	<ul style="list-style-type: none"> <li>SEN or children who are not heard at home- daily (LSA);</li> <li>Teachers should aim to have a reading conference with each child once a half-term;</li> </ul>
<b>Sharing a novel with class</b>	<ul style="list-style-type: none"> <li>Daily at 3pm</li> </ul>
<b>SPAG (Spelling, Punctuation and Grammar)</b>	<ul style="list-style-type: none"> <li>Discrete Spelling and Grammar lessons, the objectives of which should be practised elsewhere during the week (Year 2 also).</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li><b>Letterjoin.co.uk</b> Year 3- three times a week- Year 6- once a week depending on assessment of children’s individual needs;</li> <li>Teachers and LSAs must <b>model joined writing</b> consistently on boards, displays (where appropriate) and marking.</li> <li>Pen Licences should be awarded only when a child is joining fully.</li> </ul>
<b>Extended Writing</b>	<ul style="list-style-type: none"> <li>Linked to Literacy topics; <b>Big Write once a week</b></li> </ul>
<b>Extended Writing (in Big Write Books)</b>	<ul style="list-style-type: none"> <li>Twice a half-term, marked according to the KS2 Marking Policy, and assessed using Writing Assessment Sheets;</li> <li>Once a term, within key stages, writing moderation should take place to build up a portfolio of ‘level’ exemplars;</li> </ul>
<b>Spellings</b>	<ul style="list-style-type: none"> <li>Weekly using scheme- <b>Rising Stars</b>- Children should also be encouraged to make personal logs of errors in own writing, especially recurrent at back of English book- ‘Spelling Log’;</li> <li>Tests should be avoided with low ability children;</li> <li>Word lists will be displayed in class.</li> </ul>
<b>Marking</b>	<ul style="list-style-type: none"> <li><b>SPAG- on spot marking;</b></li> <li><b>English: Whole-class feedback;</b></li> <li><b>Big Write- individually marked.</b></li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Explicit activities to develop these skills should be included in planning on a daily basis e.g. Talk for Writing activities, work with talk partners, drama such as hot seating, conscience alley etc.</li> </ul>
<b>Targeted Children</b>	<ul style="list-style-type: none"> <li>Should have a baseline assessment and an exit assessment;</li> <li>Should have individual targets attached to each child that can be easily assessed and measured;</li> </ul>

<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Reading daily/Spelling/Discrete activity weekly depending on Year Group</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

### MATHS EXPECTATIONS - September 2021

<b>Focus</b>	<b>How often and how?</b>
<b><u>Mental Maths</u></b>  (Daily session at 8:45am <i>in addition to Maths lesson</i> )	<ul style="list-style-type: none"> <li>• Children should have daily opportunities to focus on counting and number fact recall, to help build their <u>fluency</u> skills.</li> <li>• Teaching staff should know the National Curriculum statutory requirements for the years immediately above and below, as well as for their own year group (see overview '<a href="#">Maths-non-negotiables-in-grid.pdf</a>' and updated DfE '<a href="#">Ready to Progress</a>' document July 2020). Examples of mental maths activities include:               <ul style="list-style-type: none"> <li>○ <b>Counting</b> – forwards and backwards from different starting numbers; count across tens/hundreds/decimal boundaries; include counting in negative numbers, decimals, fractions.</li> <li>○ <b>Times Tables</b> – Yr1: counting in steps. Yr2-6: multiplications and inverse divisions. Practise previously learned tables. Extend to understanding of fractions e.g. <math>1/7^{\text{th}} \times 35 = 5</math> because <math>35 \text{ divided by } 7 = 5</math>.</li> <li>○ <b>Number Bonds</b> – yes to 5, 10, 20, 100, but also challenge to 7, 17, 70, 0.7, etc., including related subtractions</li> <li>○ <b>Mental Calculations and Problem Solving</b> – e.g. missing numbers, pictorial problems.</li> </ul> </li> </ul>
<b>Times Tables + Practice / Tests</b>	<ul style="list-style-type: none"> <li>• Statutory requirement of Times Tables by Year:           <p><b>Year 1:</b> count in multiples of twos, fives and tens</p> <p><b>Year 2:</b> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p><b>Year 3:</b> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Year 4:</b> count in multiples of 6, 7, 9, 25 and 1000. Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> </li> </ul>
<b>Times Tables Rock Stars / NumBots</b>	<ul style="list-style-type: none"> <li>• At least 1x weekly in school and encourage 2x weekly at home.</li> <li>• Children to be rewarded for participation in Celebration Assemblies.</li> <li>• Children to have logins to take home, as well as to access at school.</li> </ul>
<b>Lesson Plans</b>	<ul style="list-style-type: none"> <li>• <u>Long term plan:</u> should show name and length of all units to be taught each term, over the course of the whole year (e.g. <i>Autumn Term 1, Weeks 1-2: Place Value</i>). Units should be no longer than 2-3 weeks. A Shape, Space &amp; Measure thread should run concurrently or alternately.</li> <li>• <u>Medium term plan:</u> should show L.O.s to be taught over the course of each week (e.g. <i>Place Value, Week 1. Monday: To compare numbers to 100</i>), and link directly to units shown in long-term plan.</li> </ul>



	<ul style="list-style-type: none"> <li>• <u>Daily Lesson Plans</u>: should show teacher input; differentiation (including Extension task, Challenge for Greater Depth, simplified tasks for SEN); adult support; any additional resources to be used.</li> </ul>
<b>Lesson content and delivery</b>	<ul style="list-style-type: none"> <li>• Lessons and independent activities should offer explicit opportunities for children to practise and develop their <b>fluency, problem-solving and reasoning</b> skills. See also '<u>CCPS Calculation Policy 2020</u>'</li> <li>• Children should be introduced to new concepts using the <b>concrete, pictorial, abstract</b> approach to the learning of mathematics. See also '<u>CCPS Calculation Policy 2020</u>'</li> <li>• Children are not expected to write a daily L.O. but should be able to articulate their learning focus for that lesson.</li> </ul>
<b>Marking and Feedback</b>	<ul style="list-style-type: none"> <li>• Marking should be timely (during the lesson whenever possible) and meaningful; feedback should refer directly to the L.O. Children are not expected to copy L.O. into their books on a daily basis, but should be able to articulate their learning focus each week.</li> <li>• It is not expected that every book is marked every day: for example, if a general misconception has been identified during marking, it can be addressed as a whole class teaching input the next lesson.</li> <li>• Feedback will sometimes offer children further challenges or ask them to reflect on their learning. This is a good opportunity for them to practise and develop their <u>reasoning</u> skills (e.g. <i>How do you know you're right?</i> or <i>Where did you go wrong?</i>) Responses to be recorded in books as appropriate.</li> <li>• Children should be given time to correct their work and respond to teacher comments on a daily basis where appropriate.</li> <li>• Marking should indicate any adult support given.</li> </ul>
<b>Targeted Children</b>	<ul style="list-style-type: none"> <li>• Teachers and support staff should have a clear understanding of which children are working below <b>and above</b> the expected level, and should address these needs with targeted support (<b>made evident on planning</b>). Also applies to <b>Pupil Premium children</b>.</li> <li>• Rising Stars 'SHINE' intervention to be used in conjunction with 'MARK' analysis tool, using PUMA assessment data to identify children who have gaps in specific areas of Maths. Targeted intervention to then be delivered by TAs.</li> </ul>
<b>Classroom Displays and Resources</b>	<ul style="list-style-type: none"> <li>• Children should be able to access <u>key vocabulary</u>, relevant to the unit being taught, on display around the classroom. They should also be able to follow displayed resources as modelled examples of calculation and problem-solving, as well as to aid fluency.</li> <li>• All children (particularly those with SEND) should have necessary resources available on their tables to support their understanding of whole class teaching and to enable them to work independently (e.g. hundred square, times tables square)</li> </ul>

	<ul style="list-style-type: none"> <li>Manipulatives ('concrete' apparatus) should be available <b>in all classes</b>, wherever appropriate, for children to represent and manipulate numbers and concepts physically.</li> </ul>
<b>Investigations</b>	<ul style="list-style-type: none"> <li>There should be explicit opportunities for regular '<i>Low threshold, high ceiling</i>' tasks, e.g: <ul style="list-style-type: none"> <li><a href="https://nrich.maths.org/">https://nrich.maths.org/</a></li> <li><a href="https://www.youcubed.org/">https://www.youcubed.org/</a></li> <li>'Puzzles and Problems - Year ? and ?.pdf' documents.</li> </ul> </li> <li>Evidence of investigative / reasoning work must be shown in books.</li> </ul>
<b>Home Learning</b>	<ul style="list-style-type: none"> <li>Maths homework should be relevant to taught L.Os and differentiated in order to support current learning in class.</li> <li>Homework should include learning / practising number facts (see above) and the expectation that children participate in TT Rock Stars (see above) regularly at home.</li> <li>Home Learning should be able to be completed independently by children with minimal assistance from parents - it should reflect your class differentiation with a challenge for More Able children.</li> </ul>

## APPENDIX II

<b>EXPECTATIONS FOR FOUNDATION SUBJECTS</b>	
<b>TOPIC (History/Geography)</b> Time Allocation- 2 hours a week	<b>SCIENCE</b> Time Allocation- 2 hours a week
<ul style="list-style-type: none"> <li>○ 6 cross-curricular pieces of writing each term (for each topic);</li> <li>○ Title-page, contents, Topic Quiz and Topic Evaluation for each Topic;</li> <li>○ A concrete outcome each week (could be photos if activity such as drama or wall display if discussion);</li> <li>○ Worksheets to comprise of no more than half of activities (no wordsearches or filler activities to be included);</li> <li>○ A range of work- art, writing, sorting etc;</li> <li>○ All abilities should have same number of pieces of work but there will be evidence of a varying level of challenge;</li> <li>○ Standard of work should be age-appropriate;</li> <li>○ Marking will be pre-, mid- and post topic using the knowledge/skills frontsheet for that topic;</li> <li>○ There may also be some pieces of marking that are individually marked such as cross-curricular writing or pieces that have taken considerable effort.</li> </ul>	<ul style="list-style-type: none"> <li>○ Formal recording where appropriate- only less able will need scaffolding;</li> <li>○ Variety of tasks- practical and theoretical;</li> <li>○ There should be an outcome for every lesson even if practical (record data/photos);</li> <li>○ Evidence of topic vocabulary/word-bank;</li> <li>○ Different levels of challenge evident;</li> <li>○ Marking and feedback should be at least fortnightly and include enquiry questions;</li> <li>○ Assessment should be at the end of every unit and use WT/EXS and GD coding.</li> </ul>
<b>DESIGN TECHNOLOGY</b> Time Allocation- 2 hours a week	<b>RE/ICT/MUSIC/French</b> (The equivalent of an hour every fortnight)
<p>Each project should include:</p> <ul style="list-style-type: none"> <li>○ A design brief;</li> <li>○ Ideas for planning which are annotated;</li> <li>○ In KS2 one idea should be developed further;</li> <li>○ A prototype should be made and evaluated in writing;</li> <li>○ Practical work will take several weeks and photos should be taken at this stage;</li> <li>○ There should be a final evaluation of the final piece and others could be evaluated too;</li> <li>○ Marking will be pre-, mid- and post topic using the knowledge/skills frontsheet for that topic;</li> <li>○ There may also be some pieces of marking that are individually marked</li> </ul>	<ul style="list-style-type: none"> <li>○ There will not be a concrete outcome for every lesson, but when there are written or drawn outcomes, these should not use worksheets and be of a quality in line with work produced in Literacy.</li> <li>○ PSHE will be covered weekly on the Class Assembly Day</li> <li>○ There will be a balance of practical and theoretical work for each subject.</li> <li>○ Many PSHE sessions produce collaborative outcomes.</li> </ul>

such as cross-curricular writing or pieces that have taken considerable effort.	
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APPENDIX III

<u>Trip/Visit:</u>	TOPIC:		YEAR GROUP:	
	<u>Mantle of the Expert:</u>	<u>Outdoor Learning:</u>	<u>Immersive Classroom:</u>	<u>Community Engagement:</u>
<i>Week</i>	<i>Learning Objectives</i>	<i>Whole-class teaching</i>	<i>Individual/group activities</i>	
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