TEACHING FOR LEARNING POLICY

(INCORPORATING AND REFERENCING THE ACADEMY'S CURRICULUM POLICIES)

There is no more powerful transformative force than education—to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity."
Irina Bokova, former Director-General of UNESCO

Introduction

Effective delivery of an exciting, internationally-minded Curriculum which offers inciting learning 'hooks' is essential to all Teaching for Learning throughout Roundswell Community School Primary Academy. Both the written curriculum and the 'hidden curriculum' (what the children learn from the way they are treated and expected to behave) are integral to a pupil's life at RCSPA, where we aim to provide a broad, balanced and rich curriculum with access and enjoyment for all.

The topic-based themes of the Academy's curriculum inspire the core subject learning, and are based on the United Nations Sustainable Development Goals (SDGs) and the Global Dimensions of learning. Both of these incorporate the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. They run through and connect our curriculum in order to explore the interconnections between the local and the global while building knowledge and understanding, as well as developing skills and attitudes.

In a region of relative geographical isolation, the Academy feels that it is important that the SDGs and the Global Dimensions of learning form a central strand in the Academy's curriculum, so that pupils gain a better understanding of the world around them. This focus allows teachers to be internationally-minded and progressive in their planning and teaching.

This is a statement of the aims, principles and strategies which support the policy of Teaching for Learning at Roundswell Community School Primary Academy. It lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy statements relating to learning should be read. This policy will enable us to further raise standards in teaching and improve children's learning through a consistent approach which has been agreed by relevant staff and governors.

Teaching for Learning in the Foundation Stage is covered in the Academy's Policy, *Early Years Foundation Stage,* which reflects the unique curriculum and the differences between the stages of child development. Nevertheless, there are similarities between the skills needed to foster learning in Early Years and in KS1 and KS2 and both policies should be read in conjunction with one another.

Definition of the Academy's Curriculum

We support the definitions of learning of both J. Abbot and J. West-Burnham:

"*Learning is the process by which individuals develop understanding and the ability to apply knowledge in an independent way. Teaching is one of the means by which understanding is achieved. Learning is an individual and subjective phenomenon.*"
(J. West-Burnham)

 "*Learning is that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. Approach to learning is learned, alongside and linked to other aspects, gender and cultural experience. It is shaped by the prevalent ways of talking about learners and learning in school, family and society.*"

(J. Abbott)

In order to promote personal growth and development, our curriculum is made up of the planned learning (skills, knowledge and understanding) opportunities, including a stimulating learning environment and learning how to learn. Integral to the Academy's curriculum is the child's response to the curriculum, which is reflected in child initiated and peer to peer learning. The curriculum includes not only the formal requirements of the Academy's Curriculum, but also the range of extra-curricular activities and experiences, including home-school learning, which provide enrichment. It also includes the Academy's ethos, or what the children learn from the relationships both within the school community, the local area and the wider world.

Aims of the Academy's Curriculum (Intent)

- To enable all children to achieve or exceed their potential through learning how to learn and developing their skills, knowledge and understanding
- To teach children the basic skills and knowledge of literacy, mathematics, science and information technology (IT)
- To learn how to lead a healthy life by making decisions that support their future health
- To enable children to be creative and to develop their own thinking skills
- To help children understand the breadth of Britain's cultural heritage
- To enable children to have a voice and be a positive responsible citizen in their community and wider world
- To foster children's understanding of the importance of truth and fairness, so that they grow up with a commitment to respect and show empathy for all
- To help children to have a respect for themselves and high self-esteem

Principles

At Roundswell Community School Primary Academy we want to encourage an active learning orientation for all pupils through the following:

- Belief that *effort* leads to success
- Helping children to use their *creative skills*
- Enabling children to be confident in *making mistakes and taking risks*
- Allowing children to have *involvement* at times in the direction of their learning
- Equipping children with the *belief in their ability to improve and learn*
- Preference for providing challenging tasks – the *learning struggle*
- Encouraging *personal satisfaction* from success at difficult tasks
- Providing opportunities for children to use *problem solving and self-instruction* when engaged in tasks
- Ensuring children have *concern for improving their own competence*
- Developing children's skills of *self-discipline*
- *Staff engagement for themselves* in all of the above.

Overview of the Academy's Curriculum

- The core areas of learning at RCSPA are mathematics, literacy, science and technology (including IT and Computing), and physical health and well-being. These are supplemented by the foundation areas of learning of primary languages, humanities, the creative arts and faith and belief. Creativity, IT, literacy skills, oracy and global learning run through all areas of learning and are encompass the planned curriculum.
- The following diagram details the way in which we strive to present the curriculum as a whole to the learners of RCSPA:
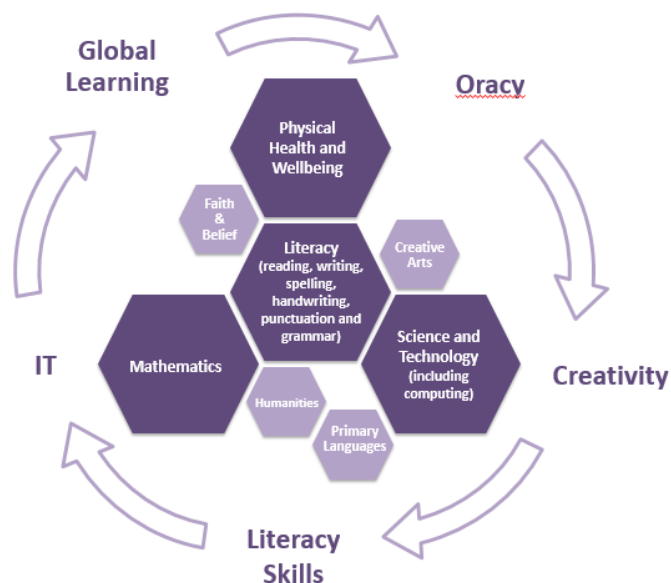
Creativity and Learning

Creativity is a key part of the Academy's curriculum. We emphasise that encouraging creativity in pupils' learning is about two equally important factors:
- creative teaching which will inspire, engage and motivate pupils,
- developing creativity within the child.

The strand is broken down into three parts:
- the *skills* of learning which should be taught
- the *attributes* of children which should be nurtured
- the *learning environment* which should be provided

The following tables show the *skills*, *attributes* and *environmental features* which aid creativity in all areas of the school:

SKILLS	NURTURED BY ACTIVITIES WHICH ASK PUPILS TO:
Enquiry	- Investigate objects and materials by using all senses - Ask relevant questions about why things happen and how things work - Explore materials to test their ideas about cause and effect - Ask different types of question and decide how to find answers - Use techniques to collect and organise information - Ask and answer questions, select and record relevant information - Use a range of data gathering techniques - Plan the steps and strategies for an enquiry - Draw conclusions and evaluate outcomes
Problem-solving	- Understand the concept of cause and effect - Apply prior learning to a problem - Recognise and talk about a problem - Consider a range of possible solutions - Ask questions and select and record information relevant to the problem - Plan the steps and strategies they will use - Predict possible effects of different solutions or modifications - Respond to a problem or task using trial and error - Use a cycle of trial, error and improvement - Review what has been done and recognise the outcome
Creative thinking	- Generate imaginative ideas in response to stimuli - Discover and make connections through play and experimentation - Explore and experiment with resources and materials - Ask "why", "how", "what if" or unusual questions - Try alternatives or different approaches - Look at and think about things differently and from other points of view - Respond to ideas, tasks and problems in surprising ways - Apply imaginative thinking to achieve an objective - Make connections and see relationships - Reflect critically on ideas, actions and outcomes
Information processing	- Use first-hand experiences and simple information sources to answer questions - Know where to find information - Understand what relevant information is and locate this within sources - Use strategies such as scanning, skimming and using an index to locate information - Sort and classify information using a given structure - Talk about and recognise patterns, similarities, differences and time sequences - Summarise information - Record information using a given format - Record information using formats they have devised

Reasoning	- Predict and anticipate events - Communicate about actions and their consequences based on practical activities and experiences - Explain what they have done and why and the conclusions they have reached as a result - Use the language of sequence - Use the language of similarity and difference - Use the language of cause and effect - Recognise that conclusions can be tentative or definitive and that judgements reflect this - Offer evidence to support reasoning - Recognise that conclusions can draw on explicit and implicit evidence - Recognise and challenge assumptions
Evaluation	- Express their own views, opinions and preferences - Justify their own views, opinions and preferences - Use given criteria to make judgements - Develop their own criteria and use them to make judgements - Support judgements with their own evidence - Draw on a range of evidence sources to support evaluation - Use more than one criterion when making judgements - Evaluate the quality of an outcome - Develop criteria to evaluate the quality of an outcome or support an argument
Communication	- Explanation - Questions - Reasoning - Evaluating - Audibility - Body language - Sign language - Visual aids - Hypothesising

ATTRIBUTES	NURTURED BY ACTIVITIES WHICH ASK PUPILS TO:
Self-awareness	- Identify what they know and can do - Identify how they feel and identify when to communicate this to others - Identify ways in which they are influenced by others - Work and learn independently knowing when to seek help, when they have completed a task and when to change activity - Anticipate how they will respond and feel in a situation by referring to past experience - Identify situations in which they learn best and feel most at ease - Reflect on the outcome of their behaviour or learning and use this self-awareness to modify their future behaviour or approach to learning - Reflect on their successes as a learner and identify how this might be improved - Identify any particular barriers to their learning, including emotional and social barriers and seek to overcome them
Managing feelings	- Express emotions through facial expressions and their behaviour - Recognise, label and think about their feelings - Identify triggers to feelings - Stop and think before acting - Manage feelings (including anxiety, anger and fear) by using appropriate strategies - Recognise that managing some feelings requires short-term and long-term strategies - Reflect on their past feelings and experience - Learn from past experience and reflection to manage their future feelings, learning and behaviour
Motivation	- Sustain an activity for the intrinsic pleasure it provides - Carry out an activity to achieve an anticipated outcome - Plan, execute and finish an activity for the satisfaction of having created or learned something

	- Work for a reward - Set their own rewards - Recognise their achievements and celebrate them - Focus, shift and sustain their attention, resisting distractions where appropriate - Organise the resources they need to complete a task - Recognise how different learning opportunities or contexts affect their motivation
Empathy	- Recognise similarities and differences between themselves and other people - Take an interest in, watch and listen to other people - Recognise and label the feelings and behaviours of others - Understand the perspectives of another person - Recognise and anticipate the thoughts and feelings and others in different situations, basing this on their own experience - Identify triggers or causes of other people's emotions and actions, taking account of their knowledge of the person involved
Social-skills	- Listen to, respond to and interact with others - Participate in shared activities with an adult or another child, taking turns and sharing when appropriate - Dirt others or follow the directions of others - Play and learn co-operatively, sharing roles, responsibilities and tasks - Recognise when a situation is unfair and suggest how to make it fair - Recognise when there is conflict and suggest possible solutions - State their own views and needs - Respond to others' views when these are different from their own

ENVIRONMENT	SUPPORTIVE OF LEARNING WHEN THESE FEATURES ARE EVIDENT
Ethos	- An expectation on the part of both adults and children that learning is important and enjoyable and everyone can achieve. - Range of teaching approaches and a culture of collaborative learning - Teachers and practitioners are ambitious for children and expectations of learning are high - Children are motivated to be "the best that I can be" - Policy and practice is guided by values, beliefs and principles - Learning community has emotional well-being - Relationships are good - There is a shared understanding of the rights and responsibilities of all members of the learning community - Relationships with the wider community are good - Systems promote good behaviour and attendance - Systems combat bullying and discrimination - Environment is organised and well cared for - Adults speak and listen to pupils appropriately - Attitudes towards community languages and culture are positive - Teachers use language which gives confidence and "takes the blame" e.g. "which part didn't I explain well enough?"
Classroom routines	- Systems establish a sense of security for children - Systems support social interaction - Systems support learning - Rules and routines are established by actively teaching them to the children after agreeing them within the class - Clear expectations of appropriate behaviour, attitude and work effort are set out - These expectations are continually revisited and reinforced - Familiar routines and procedures are built into lesson planning - Staff share successful strategies - Whole-school routines are agreed by the staff
Physical environment	- Learning objectives, key questions and vocabulary are displayed and used. - Prompts and scaffolds support talking and thinking about learning - Displays include statements and questions to highlight key learning points

	• Layout of classroom supports interactive teaching approach and is clean and tidy to promote good work habits • Pupils are responsible for looking after their work environment • Layout of seating and tables is used flexibly • Classroom layout and provision or resources support collaborative learning • Displays reflect the learning process not just finished work • Prompt posters remind children 'how to…' • Positive affirmations are displayed and referred to • Tools and resources are organised labelled and accessible • Wide range of attractive books, well-organised and accessible • Outdoor environment is used as well as indoor • Resources reflect all communities in an inclusive way • ICT resources are organised to promote use of IT within the curriculum as a tool for learning.
Teaching (questioning)	• Research suggests teachers should ask fewer and better questions. Too many questions from teachers often leads to domination of the interaction and discourages pupils from giving more elaborate and thoughtful answers. • Research suggests children's natural tendency to ask questions is curbed in school instead of encouraged • Responses improve when pupils are given "wait time" both before an answer and after it • High quality questions (Socratic) move on pupils' thinking • Prompting, probing and adoption of a "puzzled listener" role by the teacher are often effective. Disagreeing or putting an opposing argument is often more extending than simply rewarding pupils for a response • Asking pupils to respond to a partner first and then responding as a pair after brief dialogue (think-pair-share) dramatically lifts the quality of response • Teachers' awareness of higher order questions (e.g. Bloom's analysis, synthesis and evaluation) can improve the quality of tasks
Teaching (explaining)	Features of effective explanations to pupils include: • The context is made clear and ideas are broken down into sections and linked together logically • Good subject knowledge is evident • Teacher adapts the material to the audience • Examples are given, ideally linked to pupils existing knowledge and interests • Understanding is supported by a range of strategies, eg analogies, metaphors, graphic organisers etc. • Interaction is encouraged and feedback from the learner is responded to • Effective use of voice, relationships and body language • Brief and to the point • Understanding checked by questions
Teaching (scaffolding)	• Effective teachers use scaffolding but know when to gradually withdraw it • Effective teachers ask pupils to reflect on their own learning and need for scaffolding
Teaching (demonstration and modelling)	Teachers should: • make explicit the underlying structures and elements of what is being taught • provide a supporting structure which can be extended and used to apply the objective that has been taught Pupils should: • see and hear the process • ask questions if something is unclear • discuss what they have seen and heard with other learners and the "expert" • see that expert learners may modify or correct a process as they undertake it
Teaching (using ICT)	Successful use of ICT can: • reduce planning time • introduce greater variety and stimuli into lessons • provide access to different media and resources • overcome barriers for children with disabilities • accelerate the pace of a lesson

	ICT can be used as a teaching tool in: • demonstrating • modelling • accessing and analysing • presenting, re-presenting and communicating • testing and confirming

The roles of the Teachers, Subject Leaders and Curriculum Leader

It is the role of the teacher to provide effective classroom provision that enables all children to reach their full potential through appropriate progression through the curriculum. They produce medium-term and weekly planning from the long term plans provided by the Subject Leaders and Curriculum Leader, ensuring that their planning is kept up to date and available to all school leaders on the electronic drives.

It is the role of each subject leader to keep up to date with developments in their subject(s), at both local and national level. They review the position of their subject(s) in the school and plan for improvement through Self Evaluation Forms (SEFs) and Subject Improvement Plans, both of which are produced and provided to the Head Teacher according to the dates on the academy calendar. Where appropriate, a pair or team of teachers may share responsibility for a subject area, or where subjects are closely linked, work together for improved cross-curricular implementation of the curriculum. Working in conjunction with the Curriculum Leader and other School Leaders, Subject Leaders review the ways in which their subject is taught in the school and ensure the subject Progression of Skills document is kept relevant and up to date so that teachers throughout the school are planning for appropriate progression in that subject area.

It is the role of the Curriculum Leader to provide a strategic lead and direction of Curriculum Development. As part of this, they will monitor teachers' planning of the wider curriculum and topic, ensuring that the internationally-minded aspect is being addressed.

The Teacher should:
- inspire children through the teaching and learning process;
- provide a secure, caring and happy environment for all children;
- be a good role model – punctual, well prepared and organised;
- work collaboratively with other teachers and support staff, sharing philosophy and commonality of practice;
- plan and implement a challenging, stimulating and exciting curriculum based on the teacher's creative thinking, school's policies, schemes of work and the individual needs and response of all children;
- plan lessons which have clear objectives which are communicated effectively to pupils and that respond to their current understanding;
- differentiate the learning so that is accessible to all pupils and builds on previous experiences;
- establish clear expectations for behaviour;
- use a range of teaching styles which take into account the social and academic needs of the children and the intended learning outcomes;
- promote effective and positive interaction with and between pupils;

- provide opportunities for pupils to engage in all aspects of learning;
- promote high expectations of effort, accuracy and presentation;
- recognise and praise achievement and positive behaviour;
- use a range of questioning – see suggestions further in this policy;
- provide opportunities for pupils to work collaboratively and reflect on their learning;
- recognise and manage effectively the support of other adults in the classroom;
- use well timed interventions to help the pupils make good progress;
- provide feedback to pupils about their progress;
- celebrate children's work through effective displays in the classroom and around the school;
- ensure that assessment strategies are implemented and records kept;
- promote effective and positive interaction parents and carers;
- acknowledge and make the best use of the contribution of parents and carers, the community and work carried out at home.

The Subject Leader should:
- provide an informed direction for their subject;
- support and offer advice to colleagues on issues related to their subject;
- monitor pupil progress in that subject area alongside the Curriculum Leader and other School Leaders using school procedures according to the Academy calendar;
- keep themselves and other staff up to date with developments in their subject by relevant reading, INSET and subject updates;
- liaise with appropriate bodies e.g. other schools, governors etc., about matters relating to their subject;
- provide efficient resource management for the subject;
- work with the Curriculum Leader to ensure consistency across the curriculum.

The Curriculum Leader should:
- support SLT in informing Teacher planning and holding staff to account;
- source and attend relevant CPD;
- use external sources, including visits to schools, to widen knowledge;
- keep up to date with current curriculum matters;
- keep staff and SLT informed of developments;
- lead on the day to day organisation and teaching of the curriculum;
- lead on the strategic development of the wider curriculum;
- monitor provision of the Non-Core curriculum, ensuring that all teachers are planning in an internationally-minded, cross-curricular way the requirements of each subject;
- work with Subject Leaders where appropriate, to ensure support is there for teachers in planning and teaching the wider curriculum;
- communicate with other School Leaders on planning and teaching of the wider curriculum;

- provide support to Subject Leaders and teachers on the provision of the wider curriculum;
- ensure consistency across all areas of the wider curriculum.

Planning the Academy's Curriculum

Teachers at RCSPA are expected to plan the curriculum in a cross-curricular way that supports connectivity through all areas of learning. There should be a reasonable balance of subjects, guidance on which can be found as Appendix A in this document. Planning occurs in three phases:

1. Long Term Curriculum Overview (Long-Term/Strategic Planning)
This details the cross-curricular topic which underpins all areas of learning for each year group. This is collated by the Curriculum Leader for the teachers from the Progression of Skills documents from subjects except Literacy and Maths.

Teachers are able to move topics to differing terms within the year group if they feel the need, although the reasoning behind this should first be discussed with the Curriculum Leader or other school Leaders. The Long Term Curriculum Overview and Termly Curriculum Overview documents are housed on the electronic drives, with The Long Term Curriculum Overview and an example Termly Curriculum Overview document as Appendix B in this document.

2. Termly Curriculum Overview (Medium-Term Planning)
Each term's work is based on a Termly Curriculum Overview (housed on the electronic drives and as Appendix B in this document), provided for the teachers by the Curriculum Leader. The objectives for all subjects, except Literacy and Maths, are included on this document.

Maths Medium-Term plans are detailed on the Maths documents (housed on the electronic drives and as Appendix C in this document) by the Maths Leader.

Literacy Medium-Term plans are put together as a Teaching Sequence by teachers from the Literacy documents (housed on the electronic drives and examples of which can be found as Appendix D and E in this document) and are based upon a 'Cold Write' which takes place at the beginning of each sequence. Whilst ideas from Teaching Sequences may be used in subsequent years, the Teaching Sequences themselves cannot be recycled due to the diversity and needs of different cohorts, as demonstrated by the 'Cold Write'.

Teachers are expected to link their Literacy and Maths objectives, found in the Literacy and Maths Overview documents, to the topic wherever possible.

3. Weekly Planning (Short-Term Planning)
Each week, teachers are expected to plan from Literacy and Maths Sequence documents and the topic Termly Curriculum Overview onto weekly planning pro-formas (housed on the electronic drives and as Appendix E in this document). All planning is then placed on the electronic drives for school Leaders to access when necessary. These plans give more detail regarding the activities and learning that the

children will take part in, including the part that adults will play in delivering the taught curriculum. Maths and Literacy are to be differentiated three ways and other subjects two ways. Differentiation can be planned for by the difficulty of the task, the support received during the task, the outcome of the task or by planning alternative activities.

Planning documents have a section for evaluation of learning, which can be used to record notes on both summative and formative assessment. In this way, lesson planning should be responsive to the previous lesson's evaluation and include clear 'next steps' for learning, which can be followed through as a 'learning thread'.
Whilst ideas from weekly plans may be used in subsequent years, the plans themselves cannot be recycled due to the diversity and needs of different cohorts, and the need for planning to be responsive to the events and learning from previous learning.

Teaching the Academy's Curriculum

Planning and teaching in all year groups is designed to follow an internationally-minded, cross-curricular approach. The termly topics, such as *Different Pasts, Shared Futures* and *Mysteries of the Rainforest,* give us scope to meet any national requirements whilst engaging children in a range of exciting and meaningful learning experiences.

Literacy

'Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life. '
Kofi Annan (Seventh Secretary-General of the United Nations)

The National Curriculum (2014) states that teaching the English language is an essential, if not the most essential role of a primary school. The development of an effective literacy skillset (speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills, the more successful we can expect to be in life. Literacy is at the heart of all children's learning in all areas and is essential in modern society:

- Developing an effective literacy skillset will allow individuals to engage fully in society (becoming global citizens).
- It has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.
- It enables children to both communicate effectively with others for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning.
- It is essential to children's intellectual, emotional and social development.

Aims
The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the

spoken and written word, and to develop their love of literature through widespread reading for pleasure. Roundswell's literacy curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information gathering.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and their spoken language.
- Appreciate our rich and varied literacy heritage.
- Write clearly, accurately, coherently and with creativity adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to explain and elaborate on their understanding and ideas.
- Have competent oracy skills which allow them to present their ideas, demonstrate to others and participate in debate.

Reading
- Reading sessions will take place daily and last for 30 minutes and will incorporate phonics (particularly in the younger years) and comprehension skills.
- The teaching of reading must be carefully planned to meet the needs of all children, taking into account the expectations for their year group and beyond. Reading is taught through 'guided reading' where teachers will read and discuss with each group a key text which is being focused upon. These sessions should be child led, where possible, with teachers facilitating discussions about the text but also facilitating curriculum skills of reading. Within guided reading, children will be expected to complete independent tasks: response questions (on the text they are reading), an independent 'cold' task to expose them to different text types, independent reading (focused on reading for pleasure) and a preparation task in order to be prepared to discuss with their group.
- In the literacy curriculum, reading objectives are explicit. The objectives are also to be used within writing sessions (and across the curriculum) to ensure texts are fully interrogated and genres immersed within the process of writing.

Writing
- Writing lessons will take place daily and last for 60 minutes (in most cases) and will incorporate handwriting, spelling and grammar.
- Writing sessions should follow a literacy teaching sequence which has been planned by the teacher. The sequence should begin with a 'cold' piece of writing which is then analysed considering what the children have done well, as well as evaluating what the children need in order to progress. The 'cold writing' should be at the heart of the sequence, responding to the actual needs of the children while still using the curriculum expectations for the year group to ensure they are being exposed and explicitly taught what is expected.
- The literacy teaching sequence reflects the writing process: familiarisation and immersion in a text, scaffolded writing where a clear plan and shared writing may be used and an independent outcome where children can apply the skills they have learnt within the unit or work making their own creative choices.

- In line with the English National Curriculum, teachers have the freedom and creativity to choose whichever genre and writing focus to pursue each term. Writing should reflect real purpose, as well as focusing on our curriculum topics and interests of the children (although this should not be a constraint if the link is not appropriate). A balance of fiction, non-fiction and poetry is required and this is monitored across the school year. A requirement of at least three narratives in each year group would be required to ensure that, by the end of KS2, children have the skills to meet the narrative statutory requirements.

Grammar, vocabulary and punctuation
- Writing lessons will also integrate grammatical skills and knowledge within them. Grammar will be focused upon as a tool for developing writing. Grammatical elements for each year group can be embedded and used within a text. Within the curriculum documents, key grammatical terminology is specifically referenced for every year group. As well as this, children are expected, within our curriculum, to compose and rehearse sentences orally each day as well as in written work which can promote the acquisition of grammatical terminology. This can be achieved effectively through 'warming up the sentence'.
- Warming up the sentence involves children playing orally with the structure of sentences as well as the language choices. This work will reinforce accuracy of punctuation as punctuation will be 'spoken'. This work develops children's auditory skills as well as developing a rich and ambitious vocabulary. From oral complex language experiences, more sophisticated writing should develop which is our aim.

Handwriting
"Writing also depends on fluent, legible, and eventually, speedy handwriting."
(National Curriculum – 2014)

- Taught handwriting sessions will be taught three times weekly in KS1 (15 minutes) with follow up sessions where appropriate.
- In KS2, there will be at least one twenty-minute handwriting session taught weekly; however, other opportunities may be used to consolidate and practise skills.
- Teachers will teach handwriting through the objectives given, and from classroom resource books.
- A taught handwriting session should always begin with 'getting ready to write' and reminders about the 3Ps (pen grip, posture and position). A taught session must include the teaching of specific letter formation, joins, size and/ or proportions. Throughout the session, teachers (and teaching assistants) should be identifying children who may be struggling and then modelling letter formations or joins when needed.
- Handwriting sessions should link to spelling where possible.
- All handwriting expectations should be transferred to all other curriculum areas (particularly in children's literacy books).

Spelling and Phonics

- In EYFS and Year 1 our pupils follow a high-quality, systematic programme of phonics teaching following the Letters and Sounds teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.
- By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words.
- From Year 2 onwards, pupils are taught the age related spelling content using the requirements of the 2014 National Curriculum. To support the teaching of spelling, 'Non-Nonsense Spelling' provides us with a manageable tool for meeting these requirements and has clear progression through blocks of teaching units across the year, supporting teachers with the teaching of spelling.
- Spelling will be taught in a longer session (20 minutes) to introduce spelling rules and patterns once per week. This longer taught spelling session usually begins with 'have-a-go' spelling which enables teachers to assess children's understanding of the spelling rule or pattern. Additionally, spelling will be taught daily through short five minute activities within a writing session to reinforce spelling patterns and rules. Spelling will be tested once per week. Throughout the year, teachers will also ensure the high frequency words, common exception words and statutory spelling lists for year 3, 4, 5 and 6 are taught and children can spell these statutory requirements.
- Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Furthermore, we promote the learning of spellings through multi-sensory strategies, including combining the teaching of spelling and handwriting. Sharing strategies for learning spellings with the children is implemented throughout our teaching of spelling (examples of strategies can be found in the No-Nonsense Spelling guidelines).

Drama
- Drama does not have an allocated percentage of the time taught at either Key Stage; nevertheless, teachers will use drama as part of other curriculum areas to inform, consolidate prior knowledge and develop skills. Drama has a particular place within English, as a key tool to develop speaking, listening and writing. Specific objectives for drama can be found within the curriculum for each year group and these skills will promote inference and understanding, speaking and listening as well as writing skills.

Oracy
- Spoken language is integral to all areas of the curriculum and is fundamental to the achievement of children. Oracy is clear focus for the Academy with talk expectations being on display and implemented in each classroom. This promotes the use of clear, complete and competent sentences in speech which in turn impacts upon children's writing. Oracy objectives are integrated within our literacy teaching (as well as in other areas of the curriculum) and can be found on every literacy curriculum and topic Curriculum Overview document for each year group. Rather than explicitly teaching these oracy skills in literacy lessons, this is implemented as more of an 'ethos' which teachers model, promote and insist on from children.

Supporting documents for Literacy are housed on the electronic drives and examples of which can be found as part of Appendix D in this document

[Maths](#)

As well as being an important curriculum requirement, the ability to use maths effectively is a vital skill in modern society.

- It provides ways of viewing and making sense of our world.
- It enables us to gain the experience necessary to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.
- Maths teaching helps to foster a positive attitude and enthusiasm, in order for mathematics to become interesting, challenging and enjoyable for the child.
- Maths provides the materials and means for creating new, imaginative worlds to explore.

Aims
Our curriculum aims to ensure that all children:
- become fluent in the fundamentals of mathematics, including through varied and frequent practice.
- become confident tackling increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations supported by justification or proof using mathematical language.
- are able to solve problems by applying their mathematical understanding to problems with increasing sophistication, including breaking down problems into simpler steps and persevering in seeking solutions.

The curriculum will be delivered through the implementation of the Statutory Framework for the Early Years Foundation Stage, The Early Years Foundation Stage Profile 2018 and the National Curriculum 2014. Lessons will be delivered daily in discrete lessons and through other subjects where appropriate. They will last for 60 minutes for Key Stage 1 and 2 with shorter sessions in the Early Years.

Lessons should:
- be enjoyable and inclusive, ensuring all children feel valued and able to contribute.
- provide opportunities to practice mental calculation and for all children to orally explain their methods and strategies using mathematical language.
- include both teaching input and pupil activities, ensuring there is a balance between whole class, group, paired and independent activities.
- be interactive and incorporate all learning styles.
- include plenaries to address misconceptions, identify progress and to make links to other work before identifying next steps.

Pupils will engage in:
- problem solving
- practical work
- investigations
- mathematical discussion
- developing mental strategies
- written methods

<u>Maths facts</u>
- In order that they can learn how to use numbers, geometry and statistics, children need to have a basic recall of certain facts that they can then apply. These need to be taught discretely and practised regularly. Documents relating to the maths facts that need to be taught in different school years are housed on the electronic drives and examples of which can be found as part of Appendix C of this document.
- An important section within maths facts is times tables. Times tables must be taught and assessed regularly with the aim of achieving full knowledge and recall of the times tables up to 12 x 12 by the end of Year 4.

<u>Talk for maths</u>
In order to develop mathematical understanding, high quality talk should be used within maths lessons. This should not be seen as rehearsal of key mathematical vocabulary, but as high quality discussion that develops logic, reasoning and deduction skills. The talk expectations below should be shared with the children:
- I will talk about what I am doing.
- I will talk so that everyone can hear me.
- I will talk in complete sentences.
- I will explain what I am thinking
- I will listen to everyone who speaks.
- If I can't hear someone, I will ask them to repeat what they have said.
- I will ask questions if I unsure about what somebody has said.

This method of using talk expectations in lessons is also a key part of teaching and learning in other subjects.

<u>Maths-specific marking</u>
Where appropriate, children should be given the opportunity to give written responses to their marking. They should be encouraged to share patterns that they have noticed and give further explanation. Good examples of comments they could use include:
- *I think…because…*
- *I noticed that…*
- *If…then…because…*
- *You can't… because…*
- *You have to…because…*

Where a child has undertaken an investigative or practical task, time should be planned in for them to write a quality comment which reflects their thought processes

and understanding of the task. They should be given the opportunity to self-evaluate their progress and decide on next steps.

Resources
Resources should be used to aid and support learning. Classrooms should be well organised and have a range of resources appropriate to the level of the children. They should be well-labelled and accessible for pupils, who are expected to be able to independently access the resources they feel they need for a given task.

Staff resources
To support teaching, there are a range of documents (housed on the electronic drives and examples of which are part of Appendix C in this document) that can be used to support the planning, teaching and assessment of mathematics across the primary curriculum.

These include:
Maths sequences
- To be used to plan for each unit of work. These include the objectives that the children should have covered previously and the objectives for the unit.

White Rose
Note: White Rose documents are to support teachers' planning and should not be used without reference to the Academy's Maths sequences and other Maths supporting documents.
- Calculation policy – To be used to support progression within the school and to ensure consistent usage of the CPA (Concrete Pictorial Abstract) approach when completing the four operations
- Schemes of Work - To be used to support planning and understanding of the AREs within year groups.
- White Rose Assessments – To be used as examples of test questions, not as full assessments.

Maths vocabulary
- To ensure that vocabulary used within mathematics is consistent across the school.

Maths facts
- To be used to identify the maths facts relevant to each year of the curriculum.

Talk for Maths

- Talk Expectations, to be used in Maths as well as all other areas of the Academy's Teaching and Learning. These will be on display in every classroom and teaching area, and referenced in all other areas of the curriculum.

Topics

As stated in the introduction to this document, the topic-based themes of the Academy's curriculum inspire the core subject learning, and are based on the United
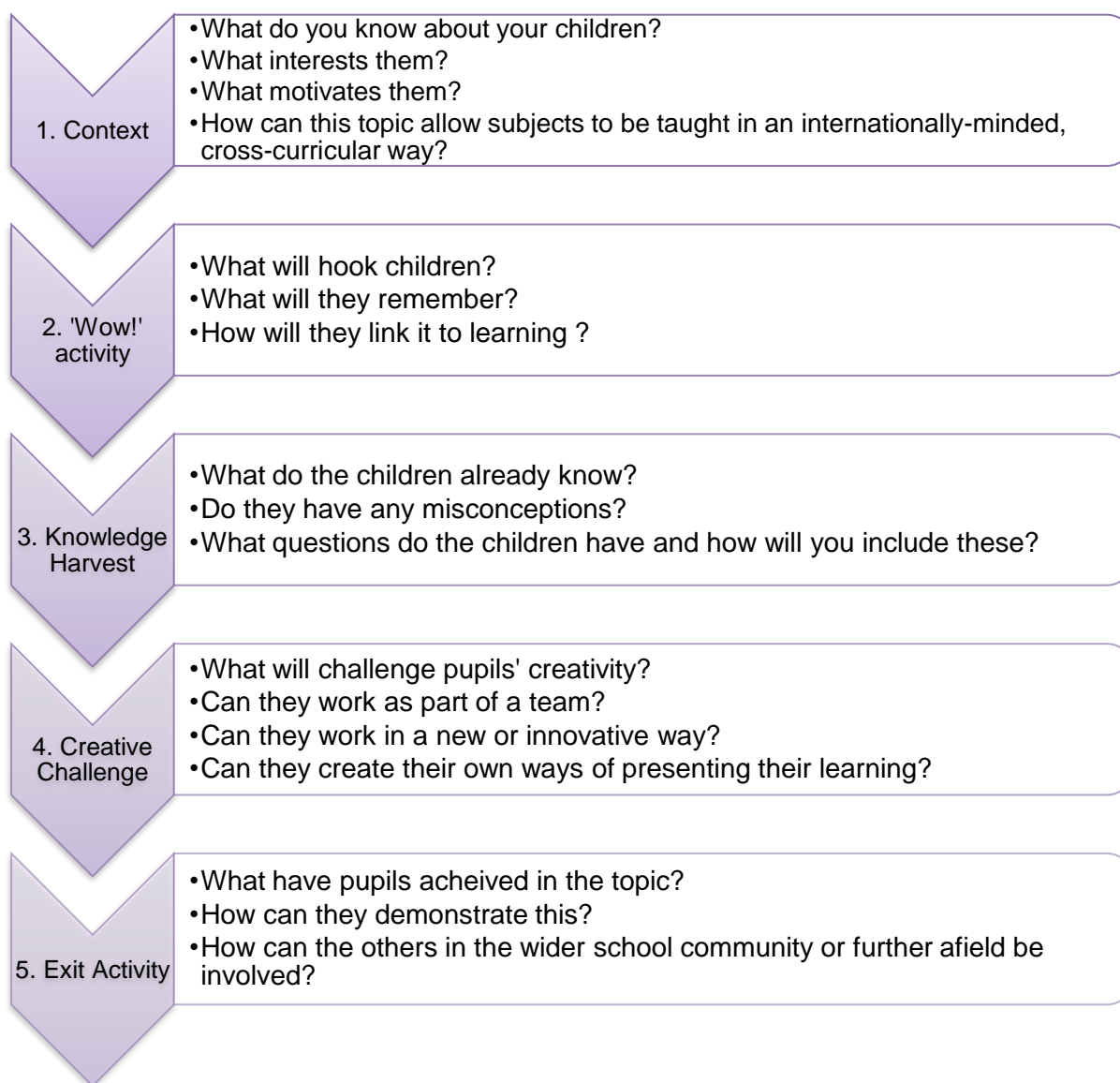
Nations Sustainable Development Goals (SDGs) and the Global Dimensions of learning. Both of these incorporate the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. They run through and connect our curriculum in order to explore the interconnections between the local and the global while building knowledge and understanding, as well as developing skills and attitudes. The SDG(s) for each topic, as well as the SDGs covered in previous learning, are indicated on the Termly Curriculum Overviews for each year group. Teachers should ensure that they are referencing the indicated SDG(s) for each topic in their teaching over that term, as well as referring to previous learning, so that by the time pupils leave the Academy, they have a clear, age appropriate understanding of the goals.

There are 17 SDGs, which aim to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. They set environmental limits and set critical thresholds for the use of natural resources. The goals recognize that ending poverty must go hand-in-hand with strategies that build economic development. They address a range of social needs including education, health, social protection and job opportunities while tackling climate change and environmental protection. The SDGs address key systemic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity and environmental degradation. These goals are outlined in Appendix G in this document.

Topics will permeate the teaching of most subjects, including Literacy, Science and Technology, IT and Computing, Faith and Belief, Humanities, Creative Arts, Physical Health and Wellbeing and Global Learning. Other subjects, i.e. Maths, PE, Music and Primary Languages, are expected to have strong links to the topic but at times may be taught discretely. In this way, the termly topic drives both the core and non-core subjects. Topic objectives form the Termly Curriculum Overviews, which are housed on the electronic drives, and examples of which form Appendix B in this document.

The cross-curricular topic is planned in such a way as to 'hook' the children's interest through a **'Wow!' activity** at the start of a topic, and involve the pupils in shaping the direction of their own learning, through the **Knowledge Harvest**. The Knowledge Harvest is planned by teachers to give an initial assessment of what children already know, as well as what they are interested in finding out. As part of their learning journey through a topic, children should be given the opportunity to take part in a **Creative Challenge**, which asks them to work in a way that may be unusual to them, or present their learning in an innovative way. The journey culminates in an **Exit Activity**, in which the pupils use their learning from the topic, perhaps to present their learning to another year group or parents or producing an end product or event.

The following diagram outlines the process used for planning for the teaching of the Non-Core Curriculum:

1. Context	•What do you know about your children? •What interests them? •What motivates them? •How can this topic allow subjects to be taught in an internationally-minded, cross-curricular way?
2. 'Wow!' activity	•What will hook children? •What will they remember? •How will they link it to learning ?
3. Knowledge Harvest	•What do the children already know? •Do they have any misconceptions? •What questions do the children have and how will you include these?
4. Creative Challenge	•What will challenge pupils' creativity? •Can they work as part of a team? •Can they work in a new or innovative way? •Can they create their own ways of presenting their learning?
5. Exit Activity	•What have pupils acheived in the topic? •How can they demonstrate this? •How can the others in the wider school community or further afield be involved?

Questioning

A range of questions should be used throughout each lesson across the school. It is vital that pupils are given time to answer questions, and the freedom to ask questions of the teacher and each other. The table below provides some examples of different types of questioning. It is not a definitive list, and further support can be provided by school leaders.

Type of questions	Example
Open	What do you think…? Why do you think…? How do you know…? Do you feel…? Find different ways of…? Can you try different ways of…?
Closed	What is…? What are…? When did…? How many…? Where is…? Where would you find…?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.

Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.

Lesson structure

Teachers are free to decide on the structure of their lessons, using their creative skills in designing teaching for learning.

Below is a table that will help teachers consider some of the possibilities. It is not a definitive list or a prescribed structure and the elements and order will vary according to what is being taught and the abilities and response of the children. One of the key ideas is to help children begin to take responsibility for their own learning and evaluate their own success. Encouraging children to become active learners will develop their confidence and belief in their ability to succeed.

PLANNING/PRIOR THINKING
- Where are the children at?
- Try to place the intended learning in context of the real world
- Think of good thought provoking starting points
- Aim for a creative response
- Avoid using prescribed photocopied sheets and get children to set out own work
- Plan for the children to 'learning struggle'
- Plan to extend them beyond where you think they might go
- Be flexible – respond to the children
- TA's should be used across the class and not become 'limpets' to an individual child
- Take a risk – drama, problem solving, oral presentation etc.
- Decide on medium for learning – drama, written, dance, art, oral, outdoors
- Ensure subject knowledge is up to date and you understand the next steps in learning.
- Think about the Connective Model – use of language, imagery, symbols and concrete apparatus where possible

INTRODUCTION/START/SHARED SESSION
- Find out what the children already know or want to find out – concept map, mind map
- Present or discuss a key question for investigation
- Establish the learning objectives and ensure the children understand how they will achieve success.
- Introduce the topic and assess prior learning by questioning and discussion
- Brief TAs to support individuals or observe responses
- Establish rules/expectations of health and safety/ behaviours
- Clear instructions for the task(s)

- Initiate a 'struggle to learn task' – this establishes where the children are and allows you to respond with direct teaching - don't be afraid to 'throw them in at the deep end' with little or no prior explanation or discussion
- Use a range of teaching styles to promote interactive learning
- Encourage discussion through the use of talk partners and the 'Talk for Maths' talk expectations
- Target questions at individuals or pairs
- Use open ended and probing questions (See advice below)
- Model, demonstrate and practise the skills needed for the independent tasks
- Allow opportunity for children to ask questions
- Use TAs to support individuals or pairs
- Explain the differentiated tasks and the time scale
- Establish expectations for the end of the lesson
- Ensure good pace and avoid over scaffolding

ALLOW TIME FOR CHILDREN TO WORK
- Establish the purpose of the group session – new learning
- Differentiate activities
- Use tasks which elicit a creative response – individual or group
- Lead and manage task
- Question pupils and observe work
- Alter task if planned task is inappropriate
- Deploy TA to work group AND monitor class
- Communicate with TA to monitor progress of group or class
- Monitor class and pick up misconceptions. Use information to make teaching points where required
- Allow children to take the lead at times

PLENARY
- Review learning through questioning before moving on to the next lesson, or next session of the current lesson
- Make teaching points which need reinforcement
- Allow children to demonstrate new learned skills
- Provide a structure for self and peer evaluation against the success criteria
- Discuss the next steps
- Challenge learning further
- Take children onto to new learning

Outdoor Learning

The Academy has a large outdoor area, which can be used for a variety of aspects of Teaching and Learning. The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning that is not exclusive to a classroom setting, and provides different approaches and tasks to be adapted to different learning styles. This outdoor area enables pupils to take part in activities such as, but not exclusively, Science and Topic work in an authentic, natural environment.

Assessment, Recording, Monitoring and Evaluation

We support the view of Lord Sutherland regarding assessment:

Effective assessment is essential to quality teaching and learning. *Assessment is inevitably part of every teaching activity.*

Assessment is therefore too important to be the sole preserve of national tests and assessment. In good education, assessment is the progress of the whole child throughout their educational journey.

Assessment is the means used by good teachers to evaluate the progress of the whole child and diagnose the needs of the pupil. True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning. A pupil responds well to new challenges if they grasp what is necessary for progress and why.

(Lord Sutherland, February 2014)

Teachers use a combination of formative and summative assessment within the classroom, in conjunction with regular moderation and pupil progress meetings. The Academy will improve learning through assessment, which will be facilitated by the use of ICT: EExAT in Early Years Foundation Stage and School Pupil Tracker Online in Years 1-6. Further details may be found in Academy policies: *'Assessment, Recording and Reporting'* and '*Early Years Foundation Stage'*.

Teachers' planning and teaching are monitored and evaluated by school leaders periodically, as indicated by the Academy calendar and as part of the appraisal process for teachers. The purpose of such monitoring and evaluation is to provide teachers with constructive feedback in order that they may move their own practice forward and impact successfully on the pupils' learning. Documents relating to the monitoring and evaluation of planning cycle are housed on the electronic drives and as Appendix F in this document.

Marking and Feedback

Effective feedback and marking is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback and marking aims to:

- Celebrate achievement and effort in children's work and provide next steps to help them improve
- Motivate and support pupil confidence and self-esteem in learning
- Develop children's responsibility for their learning
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- Assess and monitor the children's learning and provide information for future planning.
- Develop consistent processes across the school to support children in responding to feedback, self-assessing and evaluating their own learning.

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning. Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes, and skilful questioning should be used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding

and thus provide opportunities for adults to give well-directed feedback. When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson. Effective self and peer assessment allows children to reflect on progress in their learning - identifying areas of success and opportunities for improvement. Feedback and marking given will inform planning.

All marking must be carried out either through teacher marking, verbal feedback, teacher-checked peer marking or self-assessment. Marking should be carried out as soon as possible and all work should be either marked or acknowledged by a mark made against it. Samples of marking will be collected by school leaders according to the academy calendar, in order to assess the extent to which marking is furthering learning. All marking must be relevant to the learning objective the pupil's work relates to.

The table below indicates some examples of comments which could be used as constructive criticism to further pupils' learning through marking.

Written work	Maths work
Read your work – can you add … (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add … (your method, a number line etc)
Try and find a sentence which needs to be changed/ doesn't make sense and improve it	Find where you went wrong / can you find where you went wrong?
How could you check this?	How could you check this?
Now try these … (adding punctuation/ grammar etc.)	Now try these … (extension questions/ consolidation questions etc.)
Read your work – can you add … (3 full stops, an adverbial which says where, a question mark, etc.)	Look back at your work – can you add … (your method, a number line etc.)
Try and find a sentence which needs to be changed/ doesn't make sense and improve it	Find where you went wrong / can you find where you went wrong?
Show me how you think this sentence would work with … adverbials/ conjunctions/ adjectives.	Show me how you think this will work with … other numbers/ 3 digit numbers
Show me how you could write it with … adverbials, conjunctions, punctuation	Show me how you could do it with … smaller numbers … fewer numbers … using a number line

Time should be planned in for pupils to write a quality comment which reflects their thought processes and understanding of the task. They should be given the opportunity to self-evaluate their progress and decide on next steps.

In EYFS, **verbal** feedback on work with pupil should include:
- recognition of the child's effort and contribution
- the degree of success against learning objective
- acknowledgement of an outstanding piece of work in both effort and attainment

Marking strategies – written work

In KS1, **verbal** feedback on work should be given to the pupil, supported by:
- intervention marking alongside the pupil during the lesson and marked with **(VF)**
- written marking to indicate where a learning objective has been achieved and to identify areas of work to revisit and improve
- a comment with the child's name, which may highlight points of success and constructive criticism to further the pupil's learning, provide challenge and/or consolidation of learning

In KS2, the above strategy will be supplemented by use of the following code system which indicates what pupils need to do to improve the piece of work. Pupils need to be trained in the use of this system and teachers are not expected to mark every piece of writing

‖	Paragraph missing – find out where it should be and mark it in.
^	Missing word – write the word above or in the margin.
zzz	This is weak word or phrase. Find a more effective word or phrase and write it in the margin or above your sentence.
R	You have repeated this word too often. Find another one and write it above or in the margin.
?	There is something wrong with your work. Find the problem and write me a note telling me what it is at the bottom of your work.
( )	Rewrite this section at the bottom of your work.
SP	Spelling error, please **find** the correct spelling and write it above the incorrect spelling.
P	Punctuation error. Find what it is and put the correct punctuation into your work.
→	Please put more detail here and write it at the bottom of the work.
☺	Effective word choice. Well done.
T	Correct the tense in this sentence or paragraph by writing the new word above.
VF	Verbal feedback/ marking during the lesson
✎	Finger space

Marking strategies – handwriting

Throughout the handwriting sessions, verbal feedback should be given as much as possible with alterations or extensions visible part way through a child's piece of work by both the teacher and/ or TA. Children who are not spoken to by the teacher should have written feedback with points to work on/ extensions e.g. You got the g! Now try the y. If it is felt that a child will not be able to read written feedback, a smiley/ sad face followed by examples is sufficient.

Marking strategies – maths

In Key Stages One and Two, **verbal** feedback on work should be given to the pupil, supported by:
- intervention marking alongside the pupil during the lesson and marked with **(VF)**
- a cross to indicate a wrong answer or method
- a tick to indicate a correct answer or method
- C to indicate work that the pupil must return to and correct

Further information on marking in maths is given in the 'Maths' section of this document.

<u>Marking strategies – other work</u>

In both Key Stages, **verbal** feedback on work should be given to the pupil, supported by:
- a tick to indicate the work has been monitored
- a comment with the child's name, which may highlight points of success and constructive criticism to further the pupil's learning, provide challenge and/or consolidation of learning

Home Learning

The academy regards the purpose of home learning as being to:

- develop an effective partnership between the academy and parents and other carers in pursuing the academy's aims.
- offer up opportunities to consolidate and reinforce skills and understanding which relate to the curriculum.
- develop positive attitudes to learning.
- provide an opportunity for children to share their learning experiences in an informal, supportive atmosphere.
- encourage all pupils to develop the confidence and independence needed to study on their own, and to prepare them for the requirements of secondary school.
- to develop organisational skills and a responsibility for learning by the child.

We aim to:
- ensure consistency of approach throughout the academy
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual pupil are taken into account
- ensure parents/guardians have a clear understanding of the expectations from themselves and pupils
- broaden the learning experiences offered to pupils
- support and deepen the learning experiences within the classroom through consolidation activities
- provide opportunities for parents, pupils and school to work in partnership
- encourage children to develop long term strategies, including organisational skills, for future needs
- prepare year 6 children for secondary transfer.

The nature of home learning will be appropriate to the ability of the child and expectations will change as progress is made.

Within Early Years into Key Stage 1, there will be short activities of different kinds – simple games, practical research and reading together – providing a very important opportunity for young children to talk about what they are learning and to practise key

skills in a supportive environment. As children get older, home learning provides an opportunity for them to develop skills of independent learning, and this should increasingly become its main purpose.

Home learning activities will cover a range of key skills and curriculum content within a regular weekly schedule and a project home learning task to be developed and completed throughout the term. This approach will benefit their learning and also ensure a smooth transition to Year 7.

Home learning will include:

- **Literacy** and **maths** activities, which enhance and consolidate the learning in the classroom. In some cases, optional suggested websites may be referenced for further learning opportunities.
- **Reading** with an expectation for daily/ regular reading, maintaining a reading log to record frequency and track genres of reading materials, a monthly in depth review/comment on a book read at home, the expectation for regular parental/ carer signatures and an option for parental/carer or child comment.
- **Spellings**: weekly spellings or spelling rule relevant to the year group expectations/ children will be sent home, and after classroom input, a period of time to learn and consolidate spellings or spelling rule at home, there will be a weekly test.
- **Multiplication tables/ number facts:** weekly multiplication table facts/ number bonds relevant to the year group/ children will be sent home, and after classroom input, a period of time to learn and consolidate the multiplication facts /number bonds, there will be a weekly test.
- **Project home learning:** practical and creative tasks based on the term's curriculum topic will be set to be completed at home and then presented at school. The main focus of the tasks will be on the oral presentation of the project by the child, and feedback will be against the speaking and listening objectives outlined when the task is set.

Further details and exemplification of the expectations for home learning in the Early Years Foundation Stage can be found in the Academy's policy *Early Years Foundation Stage*.

Communication to Parents and Carers

Communication with parents and carers about their children's experiences is a high priority for us and we do this in a number of ways:
- Teachers are available at the start and end of each day for any urgent communications, and parents and carers are encouraged to make an appointment to see the teacher for any more in-depth discussions.
- Parents' Evenings once a term give parents and carers and teachers the opportunity to communicate about how pupils are performing both academically and in the wider school context.
- Curriculum Newsletters are sent out at the beginning of each term to inform parents and carers of the intended learning in each year group for that term, as well as important year-group specific dates for the term ahead.

- The school website is used to communicate information about events that children have been involved in. Teachers can use a pro-forma that needs to be filled in and given to office staff to put photographs and information about events on the website (ensuring that all children featured have permission for their image to be used).

Appendices

Appendix A	Curriculum Balance
Appendix B	Y1-6 Curriculum Long Term Overview and a Termly Curriculum Overview example documents (full documents can be found on the electronic drives)
Appendix C	Maths Planning example documents (full documents can be found on the electronic drives)
Appendix D	Literacy Planning example documents (full documents can be found on the electronic drives)
Appendix E	Planning Pro-formas
Appendix F	Planning and Teaching Monitoring and Evaluation forms
Appendix G	The Global Goals for Sustainable Development (SDGs)

The following information is based on a school day of 8.45am to 3.15pm, including a break time of 15 minutes and a lunchtime of 1 hour.

Collective worship	20 minutes daily
Maths	1 lesson daily (approximately 1 hour)
Literacy	1 lesson daily (approximately 1 hour 10 minutes to include spelling and handwriting, and phonics in KS1) 1 guided reading lesson daily
Science	1 lesson weekly
RE	60 minutes weekly
Physical Education	2 x lessons weekly (one lesson during teachers' PPA time) 15 minutes 'Daily Mile' Termly swimming lessons for KS2
Music	1 lesson weekly (during teachers' PPA time)
Topic To include: - IT and Computing - Creative arts - Physical Health and Wellbeing (PSHE and SRE) - Humanities (Geography and History) - Global Learning - Primary Languages	5 lessons weekly

Example timetable – Nursery

		Nursery Example Timetable										
	8.45	**11.45 12.45**					**3.15-45**					
Monday	Register	Play	Story time / listening	Play	Singing Getting ready for lunch/ home	L U N C H	Register	Play	Story time / listening	Play	Singing Getting ready for lunch/ home	Stay and play
Tuesday -												
Wednes												
Thursday												
Friday												

Snack throughout morning and afternoon sessions.
Speech and language throughout the week.
Daily Mile after register in morning or afternoon session.

Example timetable – Reception

Reception

	8.45 – 9.05	9.10 - 9.30	9.30 - 10.45	11.00	11.25	11.45	1.00 – 1.30	1.30 - 2.20	2.30
Monday	Register	Literacy 8.45-9.00	G.Reading (9.00-9.15/30)	**Continuous Provision** (9.00-10.45. Outside open 9.30)	Phonics followed by phonics group	**Daily Mile**	Lunch	**Maths** (1.05-1.20)	**Go Wild**	Collective worship/thought for the day / Celebration of learning from day/Story/Singing/Home time. Interventions: 2.30 – 2.55pm
Tuesday PPA		**PPA – P.E (8.45 – 11.00) swap** / **(8.45 – 11.00) swap Book PSHE**						**Maths** (1.05-1.20)	**Continuous Provision**	
Wednesday		Literacy 8.45-9.00	G.Reading (9.00-9.15/30)	**Continuous Provision** (9.00 – 10.45. Outside open 9.30)				**Maths** (1.05-1.20)	**Continuous Provision**	
Thursday AW NQT -		Literacy 8.45-9.00	G.Reading (9.00-9.15/30)	**Continuous Provision** (9.00-10.45. Outside open 9.30) **Library book groups**				**Maths** (1.05-1.20)	**Go Wild**	
Friday		Literacy 8.45-9.00	G.Reading (9.00-9.15/30)	**Continuous Provision** (9.00-10.45. Outside open 9.30)				**Maths** (1.05-1.20)	**Continuous Provision** / **Reading with nursery 2.15**	Interventions: 2.45-2.55

- <mark>Interventions:</mark> Dough Gym, Speech support, Language support, Nurture sessions.
- Funky fingers/**fine motor** activities integrated across the **continuous provision** in all areas.

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Example timetable – KS1/2

Day	8.45 – 10.30				10.45 - 12.15			1.15-3.15	
Monday	Collective Worship 8.45 – 9.05	Literacy (including handwriting and spelling, and phonics in KS1) 9.05 – 10.15	The Daily Mile 10.15 – 10.30		Maths 10.45 – 11.45	Guided Reading 11.45 – 12.15		Science	Topic (IT and Computing)
Tuesday	Collective Worship 8.45 – 9.05	Literacy (including handwriting and spelling, and phonics in KS1) 9.05 – 10.15	The Daily Mile 10.15 – 10.30		Maths 10.45 – 11.45	Guided Reading 11.45 – 12.15		PPA (Music)	PPA (Outdoor PE)
Wednesday	Collective Worship 8.45 – 9.05	Literacy (including handwriting and spelling, and phonics in KS1) 9.05 – 10.15	The Daily Mile 10.15 – 10.30		Maths 10.45 – 11.45	Guided Reading 11.45 – 12.15		Faith and Belief - RE	Topic (Primary Languages)
Thursday	Collective Worship 8.45 – 9.05	Literacy (including handwriting and spelling, and phonics in KS1) 9.05 – 10.15	The Daily Mile 10.15 – 10.30		Maths 10.45 – 11.45	Guided Reading 11.45 – 12.15		Topic (PSHE/SRE)	Topic (Art or Global Learning)
Friday	Collective Worship 8.45 – 9.05	Literacy (including handwriting and spelling, and phonics in KS1) 9.05 – 10.15	The Daily Mile 10.15 – 10.30		Maths 10.45 – 11.45	Guided Reading 11.45 – 12.15		Topic (Humanities – Geography or History)	Indoor PE (including termly swimming lessons for KS2)

Appendix B: Y1-6 Curriculum Long Term Overview and a Termly Curriculum Overview example documents (full documents can be found on the electronic drives)

	Autumn Term	Spring Term	Summer Term
Year 1	**Claws, Paws, Wings and Fins** Animals and their habitats	**We Are What We Eat** Local geography, imports and exports, farming, plants and habitats	**Plunder, Parrots and Planks** Explorers, sailors and world geography/history
Year 2	**Superheroes** Significant individuals, events and changes within and beyond living memory	**Were they hard times?** Victorians in an inter-connected world, and their influence on the modern world	**Mysteries of the Rainforest** Sustainability and conservation, animals and their habitats
Year 3	**Active Planet** Fossils and rocks; and earthquakes and volcanoes and their affects on the world	**Explorers and Adventurers** Ancient civilisation – Romans	**The Rise of the Robots** Technology across the world and in the future
Year 4	**In the News** Current affairs, bias and stereotype, ICT	**Stargazers** Earth and the solar system	**Democracy** Democracy through time and across the world, Fundamental British Values
Year 5	**Urban Pioneers** Geography, settlements, art	**Time Machine: AD900** Ancient civilisations across the world	**Different Pasts, Shared Futures** Migration and immigration
Year 6	**War and Peace** Conflict, including WWI or WWII	**People Power** Global Learning, active citizens	**What Price Progress?** Inventions, consequences of scientific and other developments

The **Big** Idea…

What is your favourite animal? Why do you like it? Does it slither, fly, run or swim?

From pets we may have at home to animals in the zoo, children will find out what different animals need to survive, where they live and how they behave. Children will learn how animals are grouped by identifying and classifying them using first-hand observation and by formulating their own questions about animals to be answered. They will explore and learn about fish, amphibians, reptiles, birds and mammals, by comparison and direct experience, looking at their bodies and finding out about what they eat.

Questions around the treatment of animals will be investigated, including how attitudes have changed through history, and children will express their own opinions around subjects such as zoos, circuses and visitor attractions that use animals for entertainment. Habitats will be investigated and compared, including micro-habitats, and their protection and development.

Termly Global Goals for Sustainable Development focus:	Key Questions:
	When have you come across animals in your life? Which is your favourite animal? What are its characteristics? Why do you like it?
Global Goals for Sustainable Development previously studied:	How can we identify and classify animals? What are their habitats like? Do some animals and habitats need protection? How can you protect them? Do you know the characteristics of fish, amphibians, reptiles, birds and mammals? What do animals eat? Which animals are eaten? Does everyone eat animals? Why/why not? Are all animals treated fairly?
Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):	**Key Experiences:**

Elmer – David McKee	How to Wash a Woolly Mammoth - Robinson and Hindley	• Visit to or from a zoo.
Beegu - Alexis Deacon Penguins - Emily Bone		• Caring for a living creature.
Dino Dinners - Manning and Granstrom Reptiles - Angela Royston		• Handling animals.
The Tiger Who Came to Tea - Judith Kerr What do you do with a tail like this? - Steve Jenkins		• Creating a habitat for an animal.
Peace at Last - Jill Murphy A Dog's Day by Rebecca Rissman		
Sally and the Limpet - Simon James Augustus and his Smile by Catherine Rayner		
The Elephant and the Bad Baby - Elfrida Vipont and Raymond Briggs		
Where the Wild Things Are -Maurice Sendak Boa's Bad Birthday by Jeanne Willis and Tony Ross		
Could a Penguin Ride a Bike? - Bitskoff and Beydoyere How to Hide a Lion at School by Helen Stephens		
Knock, Knock Open the Door by Michaela Morgan Wanted: The Perfect Pet by Fiona Roberton		
Greatest Animal Stories Chosen by Michael Morpurgo Wolves – Emily Gravett		

Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
S1.1 Observe closely while manipulating simple equipment, to generate and explore answers to questions.	S1.6 Identify and group animals according to their food source i.e. carnivores, herbivores and omnivores	E-safety
S1.2 Record simple data to answer questions. (Use all of the following over the course of the year: drawings, displays, photographs, given tables and simple measurements)	S1.7 Identify, compare and describe the features of a variety of common animals including fish, birds, amphibians, reptiles, mammals and invertebrates.	I1.11 Know what to do when faced with inappropriate / upsetting content online
S1.3 Use key scientific vocabulary to give simple explanations, using recorded voices, phonetic based writing and labelled photographs	S1.8 Understand how some features of common animals can be adaptations to their environment.	**I1.12 Understand some risks of being online**
S1.4 Ask simple questions which lead to exploring a range of simple investigations.	S1.9 Identify, name, draw and label the basic parts of the human body	Digital creativity
S1.5 Record data over an extended period of time.	S1.10 Understand how humans and animals use their bodies to perceive the world through their senses	**I1.5 Be able to take a photograph on a digital camera or mobile device i.e. on school trips or during topic work.**
	T1.1 Investigate and use a range of existing products, tools and materials to identify key features	I1.6 Know how to draw shapes in different colours to make a picture
	T1.2 Use a plan to show what they are going to make through drawings, jottings and key vocabulary	I1.7 Know how to change the brush colour, style or size for effect
	T1.3 Cut, fold and join with control and accuracy a range of materials (e.g. to make an animal puppet)	
	T1.4 Describe how their own and others' products work and suggest improvements	

Faith and Belief (F) Assessment objectives underlined and in bold.	Communications and Oracy: (Objectives ongoing throughout the year)	Creative Arts (A) Assessment objectives underlined and in bold.
F1.1 Be able to retell a story from a religious text F1.2 Be able to explain how religious beliefs can influence attitudes to nature and the environment F1.4 Be able to describe some aspects of the Christian Faith	O1.1 Listen with sustained concentration to all speakers O1.2 Listen and follow instructions accurately, asking for help and clarification if needed O1.3 Introduce the 'Talk for Maths' principles. O1.4 Using an audible voice, retell stories and describe incidents from their own experience O1.5 Be able to ask and answer questions and make relevant contributions in a range of contexts O1.6 Take turns to speak, listening to the suggestions of others and talk about what they are going to do O1.7 Be able to express a view on a given topic. In groups, decide how to report the group's view to the class O1.8 Be able to participate in adult-led conflict resolution O1.9 Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.	A1.1 Present imaginative ideas for a range of audiences and purposes and suggest ways to improve or extend my work with reference to artists (e.g. painters, illustrators, designers and craftspeople) and specific art vocabulary. A1.2 Describe and comment on the work of a range of artists from different times and cultures, describing what I think, how I feel and ask and answer relevant questions. A1.3 Visit a local art gallery or exhibition and work with artists in and beyond the classroom **A1.4 Record from first hand observation (Techniques: line, shape and space. Processes: sketching/drawing)**
Physical health and Well being (PS) Assessment objectives underlined and in bold.	Humanities (G or H) Assessment objectives underlined and in bold.	Global Learning (GL) Assessment objectives underlined and in bold.
For further support with vocabulary and resources, please see 'Jigsaw PSHE'. Being Me in My World **PS1.1 Understand the rights and responsibilities of being a member of my class** PS1.2 Recognise the choices I make and understand the consequences Healthy Me **PS1.7 Explain why I think my body is amazing and can identify some ways to keep it safe and healthy** PS1.8 Know how to keep safe when crossing the road, and about people who can help me to stay safe	**G1.1 Be able to use secondary sources to obtain simple geographical information e.g. atlases, globes and world maps, aerial photographs and plans** **G1.2 Know about the main physical and human features of particular localities and use the related vocabulary** **G1.3 Be able to follow directions e.g. route to school** G1.4 Know their own address G1.5 Be able to make maps and plans of real and imaginary places, using pictures and symbols G1.6 Know about and value both the similarities and differences about different localities	GL1.1 To have knowledge of different places outside their immediate and local environment GL1.2 To understand their own identity and have a sense of self worth GL1.4 To understand what is fair/unfair and right/wrong on a personal level **GL1.5 To be able to identify unfairness and suggest appropriate action**

| | G1.7Know about how land and buildings are used in particular localities e.g. that different cultures in different localities have different housing and social rules
G1.8To understand that the UK is made up of four countries, identifying capital cities and their own location
G1.9Understand and use the vocabulary for key physical features related to topic area e.g. beach | |

Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

PL1.1Be able to locate the UK on a world map and countries where Spanish is spoken
PL1.2Be able to count to 10 in Spanish
PL1.3Be able to greet each other in Spanish
PL1.4Be able to answer the register with a greeting of their choice.
PL1.5Know that other countries speak different languages
PL1.6Know the languages that are native to the UK
PL1.7Know and join in with songs and finger rhymes in Spanish
PL1.8Understand that letter sounds are different for different languages
PL1.9Understand how the school life of a child in Spain may be similar or different to their own

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

Indoor PE
PE1.1Be able to explore movement ideas and respond imaginatively to a range of stimuli
PE1.2Be able to perform movement phrases using a range of body actions and body parts
PE1.3Be able to talk about dance, linking movement to moods, ideas and feelings
PE1.4Understand how to carry and place appropriate apparatus safely, with guidance
Both Indoor and Outdoor PE
PE1.5Be able to move confidently and safely in their own and general space, using changes of speed, level and direction
PE1.6Be able to copy, watch, and describe what they and others are doing
PE1.7Understand why the heart beats faster when exercising, and how their body feels when still and when exercising

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.
Assessment objectives underlined and in bold.

M1.1 **Sing with a sense of awareness of pulse and control of rhythm**
M1.2 Accompany a chant or song by clapping or playing the pulse or rhythm
M1.3 **Play instruments in different ways and create sound effects**
M1.4 Perform together and follow instructions that combine the musical elements
M1.5 Recall and remember short songs and sequences and patterns of sounds
M1.6 Identify different sound sources
M1.7 Identify the pulse in different pieces of music
M1.8 **Begin to recognise simple notation and response by talking about the rhythm using simple terms**

Sequence example document

Number Sense 1.1		Length of unit: **3 weeks**	Week beg:	Year: 1	Teacher:

Success criteria
 	
Pupils can represent and explain what happens when counting forwards and backwards in ones and can compare two measures and describe the relationship.
	Learning over the year:
	This is what the children need to have learnt over the whole of Year 1.
	
	● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
	● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
	● given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
	● read and write numbers from 1 to 20 in numerals and words
	● compare, describe and solve practical problems for:
	  ● lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]
	  ● mass or weight [for example, heavy / light, heavier than, lighter than]
	  ● capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]
	  ● time [for example, quicker, slower, earlier, later]
	● recognise and use language relating to dates, including days of the week, weeks, months and years
	● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
	● recognise and know the value of different denominations of coins and notes
	● measure and begin to record the following:
	  ● lengths and heights
	  ● mass / weight
	  ● capacity and volume
	  ● time (hours, minutes, seconds)
			Resources
			
			Maths vocabulary book
			
			Using and Applying in every maths lesson
			
			Assessment through guided maths
			
			Think Maths!
			
			Pitch and Expectations Y1
			
			Models and Images
			
			Overcoming Barriers to learning Level 1 to 2
			
			Securing Level 1/Level 2		

Guidance

Pupils practice counting (1, 2, 3), ordering (eg first, second, third), and to indicate a quantity (eg 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

They practice counting as reciting numbers and counting as enumerating objects.

Pupils begin to recognize place value in numbers beyond 20 by reading, writing, counting and comparing numbers to 100, supported by objects and pictorial representations.

Learning objectives	Pupil outcomes:

Pupils should be taught to:
 	
Number and place value
● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
● count, read and write numbers to 100 in numerals
● given a number, identify one more and one less
● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 	
Measurement
● compare, describe and solve practical problems for
   – lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
   – mass/weight (for example, heavy/light, heavier than/lighter than)
   – capacity and volume (for example, full/empty, more than/less than, half full, half, quarter)
● recognise and use the language relating to dates, including days of the week, weeks, months and years.
	I can choose some equipment to show how the numbers change when you count up from 20 to 30 and back from 30 to 20 and explain what is happening.
	
	I can build two towers and explain which one is shorter and how I know.

Maths Vocabulary example document

Maths vocabulary for year 1	
Number and place value	Ten more/less, digit, numeral, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones
Addition and subtraction	Number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, equals, is the same as (including equals sign), difference between, subtract, take away, minus, exchange

	How many more to make …?, How many more is … than ... ?, How much more is ... ?, How many fewer is … than … ?, How much less is … ?
Multiplication and division	Once, twice, three, five times, multiple of times Multiply, multiply by, repeated addition, array, row, column, double, halve, share, share equally, group in pairs, threes, etc., equal groups of, divide, divided by, left over
Measure	Time, days of the week, seasons, day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow Before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest Takes longer, takes less time, hour, o'clock, half past, clock, watch, hands, how long ago?, How long will it be to … ?, How long will it take to … ?, How often?, always, never, often, sometimes, usually, once, twice, first, second, third, etc., estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough Length, width, height, depth, long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick How much?, How many?, money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as, total
Geometry (position and direction)	Before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, journey, left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn, stretch, bend
Geometry (properties of shape)	Corner (point, pointed), face, side, edge, make, build, draw
Fractions	Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters
Problem solving	Change, change over, split, separate, carry on, continue, repeat, what comes next?, find, choose, collect, use, make, build Tell me, describe, pick out, talk about, explain, show me, read, write, record, trace, copy, complete, finish, end, fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow Cost, count, work out, answer, check same number(s)/different number(s)/missing number(s) Number facts, number line, number track, number square, number cards, abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board Same way, different way, best way, another way, in order, in a different order, not all, every, each

Talk Expectations

- I will talk so that everyone can hear me

- I will talk so everyone can understand what I am saying

- I will listen to all speakers

- I will ask questions if I am unclear about what has been said

- I will explain what I am thinking

- I will be able to repeat what someone has explained.

- I will be able to use my own words to repeat what someone has said

Appendix D: Literacy Planning example documents (full documents can be found on the electronic drives)

Area	Year 1 Literacy Curriculum Overview - Key Focus/ Objectives
Reading Comprehension **(Guided reading Shared reading/interrogating a text)**	**Decoding/word reading-** • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings • Read other words of more than one syllable that contain taught GPC's • Read words with contractions e.g. I'll, and understand that the apostrophe represents the omitted letters • Reread books that are consistent with their phonic knowledge to build up fluency and confidence in word reading **Comprehension:** • Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that at which they can read independently. • Through discussion, describe story settings and incidents and relate what has been read to their own experiences • Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics • Choose and read familiar books with attention, discussing preferences and giving reasons • Join in with predictable phrases and repeating patterns and perform rhymes and poems. • When reading, check that a text makes sense to them as they read and self correct • Discuss the significance of the title and events • Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories • Predict what might happen on the basis of what has been read so far • Use the terms 'fiction' and 'non-fiction' and share texts with an understanding that the reader does not need to go from start to finish but selects according to what is needed • Participate in discussions in guided reading, taking turns and listening to the points of others and thinking if they agree.
Writing Composition **Planning Drafting Evaluating Editing**	• Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar. • Write sentences by saying out aloud what they are going to write about. • Use 'warm up a sentence' to rehearse complete sentences before writing • Begin to write for a purpose such as write captions for their work for display, making simple lists, write questions as part of an interactive display • Through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to write sentences and ideas • Write sentences by sequencing sentences to form short narratives. Use some of the elements of known stories to structure own writing • Substitute and extend patterns from reading through language play • Write sentences by rereading what they have written to check that it makes sense • Discuss what they have written with a partner and groups

Grammar, Vocabulary and Punctuation	- Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of 'complete' sentences and recognise sentence boundaries. - Compose and write simple sentences independently to communicate meaning. - Read sentences aloud with pace and expression appropriate to the grammar (e.g. pausing at full stops, raising a voice for questions). - Through warm up a sentence, begin to check whether a simple sentence makes 'complete' sense. Develop understanding of how words combine to make sentences. - Join words and sentences using 'and' - Leave spaces between words - Demarcate sentences with a capital letter, as well as ending in a full stop - Add a question mark to questions and begin to recognise an exclamation mark - Begin to recognise and use a capital letter for names of people, places, the days of the week. Use a capital letter for the personal pronoun 'I'	**word** **sentence** **letter** **capital letter** **full stop** **punctuation** **singular** **plural** **question mark** **exclamation mark**

Spelling	**(Primarily Letters and Sounds programme and guidelines)** - Spell common exception/tricky words - Spell the days of the week - Add prefixes and suffixes such as:
	   -use the prefix –un
	   - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	   -use –ing, -ed, -er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) - Apply simple spelling rules and guidelines (see Appendix) - Write from memory simple sentences dictated by the teacher that includes words taught so far	

Handwriting and Presentation
 	
Developing Skills Red Level
	- To ensure a comfortable and efficient pen grip is established and introduce as part of the three p's. - Practise handwriting in conjunction with 'letters and sounds' phonic and spelling patterns. - Begin to introduce and practise the four basic handwriting joins demonstrated through Nelson:
	   -diagonal joins to letters without ascenders (e.g. un, um, ig, id, an)
	   -diagonal joins to letters with ascenders. (e.g. ch, sh, ll. th. ck)
	   -horizontal joins to letters without ascenders (e.g. oon, re, ve, od, og)
	   -horizontal joins to letters with ascenders (wl, vl, fl). - Practise the break letters: b, p, g, q, y, j, z. - Form capital letters	

Oracy	- Listen with sustained concentration to all speakers - Listen and follow instructions accurately, asking for help and clarification if needed - Introduce the 'Talk for Maths' principles. - Using an audible voice, retell stories and describe incidents from their own experience - Be able to ask and answer questions and make relevant contributions in a range of contexts - Take turns to speak, listening to the suggestions of others and talk about what they are going to do - Be able to express a view on a given topic. In groups, decide how to report the group's view to the class - Be able to participate in adult-led conflict resolution - Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.	
Drama	- Explore familiar themes and characters through improvisation and role play. - Act out well known stories, using voices for different characters. - Tell each other why they like a performance.	

		• Be able to participate in adult-led conflict resolution

Literacy Teaching Sequence		
Genre	**Texts that could be used**	
Cold writing (undertaken at the beginning of a unit of work with no recent prior teaching / input on genre. This writing helps teachers to decide what to focus upon and what input the children need).		
Group objectives	**Group objectives**	**Group objectives**
Familiarisation/ Immersion in text/Analysis of text		
Scaffolded (children's writing may be scaffolded and direct instruction may be used. The same or similar structures to modeled texts might be used but children may start to experiment and change aspects of the text).		
Independent outcome (writing without direct intervention or input from the teacher where children make their own choices about how to apply what they have been taught throughout the unit of work).		
Evaluation (what do children still need to work on as a result of the independent outcome? How could this lead on to the next unit of work?)		

Appendix E: Planning Pro-formas

Literacy Weekly Plan for Class: **Week Commencing:**

Learning Objective(s) from Guidance for Teachers: Literacy			
	Starting Point for Learning/ Key Questions	**Differentiated Learning Expectations (To be differentiated three ways)**	**Assessment and Review of Learning Expectations**
Mon			
Tue			
Wed			
Thurs			
Fri			

Maths Weekly Plan for Class: Week Commencing:

Learning Objective(s) from Guidance for Teachers: Maths			
	Starting Point for Learning/ Key Questions	**Differentiated Learning Expectations (To be differentiated three ways)**	**Assessment and Review of Learning Expectations**
Mon			
Tue			
Wed			
Thurs			
Fri			

Science Termly Plan for Class: Week Commencing:

Learning Objective(s) from Termly Curriculum Overview:			
W/C	**Starting Point for Learning/ Key Questions**	**Differentiated Learning Expectations (To be differentiated a minimum of two ways)**	**Assessment and Review of Learning Expectations**

**Topic/Other Subjects Termly Plan**

Topic:

Creative Learning Challenges (What opportunities will you provide for pupils to be creative as part of this topic?):	**Key Experiences** (What key experiences do you aim to provide as part of this topic?):
Entry Wow Activity (How will pupils be 'hooked' into the topic?):	**Knowledge Harvest Activity** (How will you find out what pupils already know/would like to know about this topic, to inform your planning?):

W/C	Subject	Literacy/ Maths Links	Learning Expectations from Curriculum Overview	Suggested Activities (To be differentiated a minimum of two ways and to include key experiences, knowledge harvest, Wow activity and creative challenges)	Assessment and Review of Learning Expectations
	Topic				
	Other subjects				
	Topic				
	Other subjects				
	Topic				

	Topic			
	Other subjects			
	Topic			
	Other subjects			
	Topic			
	Other subjects			

Exit Activity (How will pupils show/use their knowledge from this topic?):

<table>
<tr><td colspan="3" align="center">

Roundswell Community School Primary Academy Evaluation of Children's Learning & Y1- Y6 Teacher's Planning

</td></tr>
<tr><td>**Teacher:**</td><td>**Date:**</td><td></td></tr>
<tr><td>**Year Group:**</td><td>**Senior Leader:**</td><td>**Moderated by:**
(if applicable)</td></tr>
<tr><td>

Evidence base used in making the following judgements:

- **Medium Term Plans**
- **Daily Short Term Plans**
- **Reading Records**
- **Sample of Pupil Books – core curriculum**
- **Assessment Records**
- **Teaching Assistant File**

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Progress against previous planning evaluation: (*please circle*)

1. **N.A. Very Good / Good / Satisfactory / Limited / No Progress**

2. **N.A. Very Good / Good / Satisfactory / Limited / No Progress**

3. **N.A. Very Good / Good / Satisfactory / Limited / No Progress**

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Planning:

	Outstanding	Good	Inadequate
	They make very effective personalised provision for those they teach, including Pupil Premium, those for whom English is an additional language, more able pupils or those who have special educational needs or disabilities. They plan for progression across the age and ability range, consistently designing very effective learning sequences which respond to evaluations of learning The planned learning sequences ensure that the subject matter is accessible to pupils at the different stages in their learning and that very good progress is made.	They make effective personalised provision for those they teach, including Pupil Premium those for whom English is an additional language, more able pupils or those who have special educational needs or disabilities. They plan for progression across the age and ability range, consistently designing effective learning sequences which respond to evaluations of learning The planned learning sequences ensure that the subject matter is accessible to pupils at the different stages in their learning and that good progress is made.	They have very limited understanding of how to make effective personalised provision for those they teach. They do not plan for progression and learning sequences within and across lessons/sessions are not effective; evaluations do not inform teaching. The planned learning sequences do not make the subject matter accessible to most pupils and limited progress is made.

		Opportunities for children to develop their literacy skills at age related expectations are limited.
They design very good opportunities for children to develop their literacy skills at age related expectations.	They design good opportunities for children to develop their literacy skills at age related expectations	
Phonics/ spelling programmes are planned and fully implemented to address age related expectations	Phonics/ spelling programmes are planned and implemented to address age related expectations	Phonics/ spelling programmes are inconsistently planned and not fully addressing age related expectations
They design very good opportunities for children to develop their mathematical skills at age related expectations.	They design good opportunities for children to develop their s mathematical skills at age related expectations.	Opportunities for children to develop their mathematical skills at age related expectations are limited.
They design very good opportunities to support children's learning through IT skills across the curriculum	They design good opportunities to support children's learning through IT skills across the curriculum	Opportunities for children to develop their ICT skills are limited.
They design opportunities for children to learn using a wide range of teaching and learning strategies	They design good opportunities for children to learn using a wide range of teaching and learning strategies	The range of teaching and learning strategies is too limited.
They design good opportunities through all subjects for children to learn in a cross-curricular, internationally-minded way through the topic-based curriculum	They design good opportunities through most subjects for children to learn in a cross-curricular, internationally-minded way through the topic-based curriculum	**Opportunities are limited for children to learn in a cross-curricular, internationally-minded way through the topic-based curriculum**
They plan, set and assess homework or other out-of-class work which extends and consolidates the pupil's learning very effectively and encourages parents and carers to support learning.	They plan, set and assess homework or other out-of-class work which extends and consolidates the pupil's learning effectively and encourages parents and carers to support learning.	Homework or out-of-class work does not extend or consolidate learning, or take account of the roles of parents and carers in supporting learning.
Lesson plans are informed by an in depth review and acute awareness of the effectiveness of previous teaching, in core and non-core subjects, and its impact on all pupils' progress, attainment and well-being.	Lesson plans are informed by an in depth review of the effectiveness of previous teaching, in core and non-core subjects, and its impact on all pupils' progress, attainment and well-being.	Lesson plans takes too little account of previous teaching, in core and non-core subjects, and its impact on pupils' progress, attainment and well-being.
Learning objectives are focused, challenging and appropriately differentiated in each part of the lesson with learning resources and activities are accurately matched to the pupils' varying needs. Learning tasks successfully support appropriate AREs	Learning objectives are appropriately focused and differentiated in each part of the lesson with learning resources and activities are carefully matched to the pupils' varying needs. Learning tasks support appropriate AREs	Learning objectives are too broad and learning resources and activities do not take account of the pupils' varying needs. Learning tasks do not successfully support appropriate AREs
Teaching Assistants/other adults are very well planned for and fully briefed. Their deployment is precisely targeted to maximise learning.	Teaching Assistants/other adults are well planned for and briefed. Their deployment is well focused and makes a significant contribution to the quality of learning.	The teacher does not plan for and/or brief Teaching Assistants/other adults effectively.

		The planning documents have detailed plans which include:- • **Medium term plans/subject plans** • **Short term daily plans** • **Group lists showing differentiation and target group identification, which reflect data and teacher observation** **Class Timetable reflects the school's curriculum balance**	The planning documents do not comply with school expectations and content is incomplete

Children's Learning

Outstanding	Good	Inadequate
Frequency of writing, including extended writing, fully supports very good writing outcomes	Frequency of writing, including extended writing, fully supports good writing outcomes	Frequency of writing and lack of extended writing, does not support good writing outcomes
The balance of writing skills practice and independent/ cold writing ensures very good progress	The balance of writing skills practice and independent/ cold writing ensures good progress	The balance of writing skills practice and independent/ cold writing does not support good progress
A very good range of genres provide very good mastery opportunities for children	A good range of genres provide good mastery opportunities for children	The range of genres do not provide mastery opportunities for children
Work set provides very good progress opportunities towards AREs	Work set provides good progress opportunities towards AREs	Work set does not provide progress sufficient opportunities towards AREs
Phonics/ spelling are having a very positive impact on children's learning	Phonics/ spelling are having a positive impact on children's learning	Phonics/ spelling are having a limited impact on children's learning
Regular, purposeful handwriting practice is evident, resulting in sustaining/ making very good progress	Regular, purposeful handwriting practice is evident, resulting in sustaining/ making good progress	Regular, purposeful handwriting practice is not evident, resulting in poor progress
Very good presentation and handwriting skills are promoted and evident in all books	Good presentation and handwriting skills are promoted and evident in all books	Presentation and handwriting skills are not promoted and evident in books, resulting in poor progress
Very high expectations for Guided Reading tasks/responses have a very positive impact on children's learning	High expectations for Guided Reading tasks/responses have a positive impact on children's learning	Expectations for Guided Reading tasks/responses are not challenging and do not have a very positive impact on children's learning
Very high expectations for Reading Record responses have a very positive impact on children's learning and progress	High expectations for Reading Record responses have a positive impact on children's learning and progress	Expectations for Reading Record responses are not challenging and progress is limited

A very good balance between computation skills and using and applying provide very good mastery opportunities	A good balance between computation skills and using and applying provide good mastery opportunities	The balance between computation skills and using and applying does not provide mastery opportunities
Work set provides very good progress opportunities towards AREs	Work set provides good progress opportunities towards AREs	Work set does not provide progress opportunities towards AREs
Thinking skills are very well developed and evidenced	Thinking skills are well developed and evidenced	Thinking skills are not well developed and evidenced
Very good presentation skills are promoted and evident in books	Good presentation skills are promoted and evident in books	Presentation skills are not supported and promoted
Very good evidence of SC1 and children's thinking skills reflected in work	Good evidence of SC1 and children's thinking skills reflected in work	Evidence of SC1 and children's thinking skills is not reflected in work
Regular opportunities for recording at an appropriate level are very well developed	Regular opportunities for recording at an appropriate level are well developed	Regular opportunities for recording at an appropriate level are not developed
Very good presentation skills are promoted and evident in books	Good presentation skills are promoted and evident in books	Presentation skills are not supported and promoted
Work set provides evidence of a high level of learning in all non-core subjects	Work set provides evidence of a high level of learning in most non-core subjects	Work set is not of sufficient quality to evidence an appropriately high level of learning
Marking is supportive and challenging, which promotes very good progress	Marking is supportive and challenging, which promotes good progress	Marking is not supportive and challenging, and progress is limited
Children are expected to respond to constructive marking and expectations are very high	Children are expected to respond to constructive marking and expectations are high	Children are not expected to respond to constructive marking and expectations are low

Strengths	Areas for Development

Signed: _____ (Teacher)   Date: _____

Signed: _____ (Senior Leader) Date: _____

Signed: _____ (Head Teacher)   Date: _____

Teacher Comment:

Roundswell Community School Primary Academy Evaluation of Children's Learning & EYFS Teacher's Planning

Teacher:	Date:	
Year Group:	Senior Leader:	Moderated by: (if applicable)

Evidence base used in making the following judgements:	Progress against previous planning evaluation: (*please circle*)
• **Medium Term Plans** • **Daily Short Term Plans** • **Subject Plans** • **Objective Led Plans** • **Reading Records** • **Assessment Records/Learning Journeys** • **Wow Slips** • **Sample of Pupil Books (If applicable)**	4. **N.A. Very Good / Good / Satisfactory / Limited / No Progress** 5. **N.A. Very Good / Good / Satisfactory / Limited / No Progress** 6. **N.A. Very Good / Good / Satisfactory / Limited / No Progress**

Planning:

Outstanding	Good	Inadequate
They make very effective personalised provision for those they teach, including Pupil Premium, those for whom English is an additional language, more able pupils or those who have special educational needs or disabilities.	They make effective personalised provision for those they teach, including Pupil Premium those for whom English is an additional language, more able pupils or those who have special educational needs or disabilities.	They have very limited understanding of how to make effective personalised provision for those they teach.
They plan for progression across the age and ability range, consistently designing very effective learning sequences which respond to evaluations of learning	They plan for progression across the age and ability range, consistently designing effective learning sequences which respond to evaluations of learning	They do not plan for progression and learning sequences within and across lessons/sessions are not effective; evaluations do not inform teaching.
The planned learning sequences ensure that the subject matter is accessible to pupils at the different stages in their learning and that very good progress is made.	The planned learning sequences ensure that the subject matter is accessible to pupils at the different stages in their learning and that good progress is made.	The planned learning sequences do not make the subject matter accessible to most pupils and limited progress is made.

They design very good opportunities for children to develop their literacy skills at age related expectations.	They design good opportunities for children to develop their literacy skills at age related expectations	Opportunities for children to develop their literacy skills at age related expectations are limited.
Phonics/ spelling programmes are planned and fully implemented to address age related expectations	Phonics/ spelling programmes are planned and implemented to address age related expectations	Phonics/ spelling programmes are inconsistently planned and not fully addressing age related expectations
They design very good opportunities for children to develop their mathematical skills at age related expectations.	They design good opportunities for children to develop their s mathematical skills at age related expectations.	Opportunities for children to develop their mathematical skills at age related expectations are limited.
They design very good opportunities to support children's learning through IT skills across the curriculum	They design good opportunities to support children's learning through IT skills across the curriculum	Opportunities for children to develop their ICT skills are limited.
They design very good opportunities for children to develop their communication and language skills across the curriculum	They design good opportunities for children to develop their communication and language skills across the curriculum	Opportunities for children to develop their communication and language skills are limited.
They design opportunities for children to learn using a wide range of teaching and learning strategies	They design good opportunities for children to learn using a wide range of teaching and learning strategies	The range of teaching and learning strategies is too limited.
They plan, set and assess homework or other out-of-class work which extends and consolidates the pupil's learning very effectively and encourages parents and carers to support learning.	They plan, set and assess homework or other out-of-class work which extends and consolidates the pupil's learning effectively and encourages parents and carers to support learning.	Homework or out-of-class work does not extend or consolidate learning, or take account of the roles of parents and carers in supporting learning.
Lesson plans are informed by an in depth review and acute awareness of the effectiveness of previous teaching and its impact on all pupils' progress, attainment and well-being.	Lesson plans are informed by an in depth review of the effectiveness of previous teaching and its impact on all pupils' progress, attainment and well-being.	Lesson plans takes too little account of previous teaching and its impact on pupils' progress, attainment and well-being.
Learning tasks successfully support appropriate AREs	Learning tasks support appropriate AREs	Learning tasks do not successfully support appropriate AREs
Lesson planning can be clearly linked to recent and rigorous assessment in order to support children's learning and development, so that all activities and experiences meet their needs.	Lesson planning can be linked to assessment and this supports children's learning and development, many activities and experiences meet their needs.	Lesson plans do not take into account recent assessment and activities set do not take account of the children's current needs.
Lesson planning and assessment frequently shows varied contributions from the teacher and other adults within the setting.	Lesson planning and assessment occasionally shows contributions from the teacher and other adults within the setting.	Lesson planning and assessment only shows contribution from the class teacher.
	Teaching Assistants/other adults are well planned for and briefed. Their deployment is well focused and	

Teaching Assistants/other adults are very well planned for and fully briefed. Their deployment is precisely targeted to maximise learning.	makes a significant contribution to the quality of learning.	The teacher does not plan for and/or brief Teaching Assistants/other adults effectively. The planning documents do not comply with school expectations and content is incomplete

Children's Learning

Outstanding	Good	Inadequate
Frequency of writing opportunities fully supports very good writing outcomes	Frequency of writing opportunities promotes good writing outcomes	Frequency of writing opportunities does not support good writing outcomes
Phonics/ spelling are having a very positive impact on children's learning	Phonics/ spelling are having a positive impact on children's learning	Phonics/ spelling are having a limited impact on children's learning
Regular, purposeful Physical Development and Fine Motor practice is evident, resulting in sustaining/ making very good progress	Regular, purposeful Physical Development and Fine Motor practice is evident, resulting in sustaining/ making good progress	Regular, purposeful Physical Development and Fine Motor practice is not evident, resulting in poor progress
Regular opportunities for recording at an appropriate level are very well developed	Regular opportunities for recording at an appropriate level are well developed	Regular opportunities for recording at an appropriate level are not developed
Very high expectations for Reading Record engagement during home learning have a very positive impact on children's learning and progress	High expectations for Reading Record engagement during home learning have a positive impact on children's learning and progress	Expectations for Reading Record engagement during home learning are not evident and progress is limited
Work set provides very good progress opportunities towards AREs	Work set provides good progress opportunities towards AREs	Work set does not provide progress opportunities towards AREs
Very high expectations for parents to engage and share their child's home learning experiences are regularly evident with WOW slips, e-mails and work/activities sent in from home	High expectations for parents to share their child's home learning experiences are evident with some WOW slips, e-mails and work/activities sent in from home.	Expectations for parents to share their child's home learning experiences are not clearly evident.
Evidence of children regularly participating in a range of activities and experiences can be clearly seen on EExAT	Evidence of children participating in a range of activities and experiences can be clearly seen on EExAT	Very little evidence of children participating in a range of activities and experiences can be seen on EExAT

Strengths	Areas for Development

Signed, _____ (Teacher)　　　Date: _____

Signed, _____ (Senior Leader)　Date: _____

Signed, _____ (Head Teacher)　Date: _____

Teacher Comment:

Lesson Observation Form – New Teacher Standards 2012: QTS (revised 2015-16)		
Teacher:	**Date:**	**Time in Lesson:**
Observer:	**Year Group:**	**Subject / EYFS Area Learning:**
Lesson Aims:		**Ability Grouping:**
Observation Foci: (identified from previous lesson observation) • • •		**Progress in Observation Foci: (*please circle*)** **N.A.　Very Good / Good / Satisfactory / Limited / No Progress** **N.A.　Very Good / Good / Satisfactory / Limited / No Progress** **N.A.　Very Good / Good / Satisfactory / Limited / No Progress**

Planning (Teacher Standards section 4) **'struggle' is taking pupils beyond what they can do, know or understand to apply their thinking to a new situation or problem to gain improved skills, understanding and knowledge**

Std	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
4a 2b	They design very engaging, very creative and highly effective learning sequences within and across lessons which promote outstanding progress.	They design engaging, creative and very well structured learning sequences within and across lessons which promote good progress.	They design structured, but limiting learning sequences within and across lessons which little progress.	Planned learning sequences within and across lessons are inappropriate and do not promote progress.
1b	**Learning objectives very well defined for each part of the lesson and very effectively differentiated and very challenging, ensuring that all learners engage in 'struggle'.**	**Learning objectives are focused, effectively differentiated and challenging, encouraging most learners engage in 'struggle'**	**Learning objectives are inappropriately focused, insufficiently differentiated, offering little challenge, and only encouraging some learners to engage in 'struggle'.**	**Learning objectives are too broad, or insufficiently challenging. Learners do not engage in 'struggle' and hence make little progress.**
2b	Learning resources and activities are very carefully matched to the children's varying needs. All children make outstanding progress.	Learning resources and activities are carefully matched to the children's varying needs. All children make good progress.	Learning resources and activities are not appropriately differentiated. Only some children make good progress.	**Learning resources and activities do not take account of the children's varying needs and some/or most children make little or no progress.**
1a	**Potential risks to safety (including e-safety) are recognised and addressed very effectively.**	**Potential risks to safety (including e-safety) are recognised and addressed effectively.**	**Potential risks to safety (including e-safety) are recognised but not addressed with adequate support for the children. No direct harm comes to the children**	**Insufficient consideration is given to safety, including e-safety. Children are placed in danger. (Alert Head Teacher or Leader of School immediately)**
8c	Teaching Assistant/other adults deployment is very well planned for and they are fully briefed for their role.	Teaching Assistants/other adults are well planned for and briefed. Teaching Assistant/other adults deployment is well planned for and they are briefed for their role.	Teaching Assistants/other adults deployment is planned for and they are briefed for their role. There is limited understanding of the intended learning.	The teacher does not plan for the deployment of and/or brief Teaching Assistants/other adults appropriately.

Teaching and Learning (Teaching Standards Sections 2, 4, 5, 8)

Std	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
4a 2b	Learning objectives are explained very clearly, with reference to explicit success criteria, and reinforced at key points in the lesson / session resulting in outstanding progress for all pupils.	Learning objectives are explained clearly within the lesson / session with success criteria and reinforced appropriately, resulting in good progress for most pupils.	Learning objectives are communicated within the lesson / session, but understanding of the intended learning is limited resulting in limited progress for most pupils.	Learning objectives are not communicated clearly or reviewed appropriately at any stage of the lesson / session. The lesson /session lacks a clear direction. Progress is very limited.

4a	**Prior knowledge, achievement and experience are built upon very successfully and concepts and processes are developed very effectively.**	**Prior knowledge, achievement and experience are built upon successfully and concepts and processes are developed.**	**An attempt to build on prior knowledge, achievement and experience is made, but concepts and processes are insufficiently developed.**	**The teacher does not build sufficiently on the pupils' prior knowledge and achievement. Development of concepts and processes is very limited.**
4a	Skills and concepts are very well explained and where appropriate modelled very clearly and logically throughout the lesson/session.	Skills and concepts are explained and modelled clearly and logically throughout the lesson / session.	Skills and concepts are explained, but there is evidence of some confusion in the lesson / session.	Skills and concepts are not explained clearly enough. There is considerable confusion over the intended learning throughout the session/lesson.
5a **5d**	**Teaching encourages all pupils to learn new skills and concepts through enthusiastically engaging in the 'struggle'.**	**Teaching encourages the vast majority of pupils to learn new skills and concepts through engaging in the 'struggle'.**	**Teaching encourages some pupils to learn new skills and concepts through 'struggle'** .	**Teaching is over scaffolded and limits learning. Pupils learn little which is new to them.**
5a	A very good range of teaching strategies is used (including IT where appropriate) to engage and support pupils, catering very effectively for their varying needs.	A good range of teaching strategies is used (including ICT where appropriate) to engage and support pupils, catering effectively for their varying needs.	A range of teaching strategies is used (including ICT where appropriate) to engage and support pupils, but they do not sufficiently meet the needs of the children.	A limited range of strategies is used and pupils are not engaged or supported appropriately. Progress is very limited
	Targeted, differentiated and probing questions are used very effectively to explore previous learning and develop current understanding. Pupils have to really 'dig deep' to respond to many questions.	**Targeted and differentiated questions are used effectively to revise previous learning and develop current understanding. Pupils have to 'dig deep' to respond to some questions.**	**Targeted and differentiated questions are used to revise previous learning and develop current understanding, but the pupil responses are limited and do not require pupils to dig deeper.**	**Questions do not cater sufficiently for different learning needs or abilities. Questions do not illicit further learning often being closed questions.**
Std	**Grade 1 ~ Outstanding**	**Grade 2 ~ Good**	**Grade 3 ~ Requires Improvement**	**Grade 4 ~ Inadequate**
4b	Teaching encourages pupils to reflect critically, generate their own questions, discuss and evaluate ideas. Pupils may interrupt sessions/lessons to comment on their lack of understanding through a desire to improve further.	Teaching encourages pupils to reflect, discuss and evaluate the ideas of others. Pupils may independently enquire to further understanding.	Teaching encourages pupils to reflect and participate in discussion, but the opportunities are limited and do not engage children sufficiently.	Teaching lacks opportunities for children to participate in discussion. As a result learning is not promoted.
3b **4b** **7c**	**Teaching is imaginative and inspiring. The majority of pupils are highly motivated and work enthusiastically.**	**Teaching is engaging and motivating. The majority of pupils work enthusiastically.**.	**Teaching encourages pupils to enjoy learning, the majority remain engaged but some pupils are off task.**	**Teaching does not encourage pupils to enjoy learning and fails to capture their interest. Many pupils are off task.**

3b 4a 4a 8c 8c 8c	Pupils are taught to plan and manage their own work and the classroom environment very effectively. The lesson / session is very well structured and the pace maximises learning, all pupils demonstrate a strong work ethic. **Teaching Assistants/other adults are very effectively deployed in the class and maximise learning.** Teacher and Teaching Assistants/other adults communicate very effectively throughout the lesson to ensure adults are very clear as to the progress of the children and where intervention needs to take place. This intervention is enacted effectively by either the teacher or Teaching Assistant. **Teaching Assistants/other adults, with the support of the teacher, are questioning pupils very effectively with a wide variety of questions and take the lead in teaching points ensuring learning is outstanding.**	Pupils are taught to plan and manage their own work and the classroom environment effectively. The lesson / session has a goo has a good structure and the pace enhances learning, all pupils have a good work ethic. **Teaching Assistants/other adults are effectively deployed in the class and have a very positive effect on learning.** Teacher and Teaching Assistants/other adults communicate effectively in the lesson to ensure adults are clear as to the progress of the children and where intervention needs to take place. This intervention is enacted by either the teacher or Teaching Assistant. **Teaching Assistants/other adults, with the support of the teacher, are questioning pupils effectively with a variety of questions and leading teaching points ensuring learning is good.**	Pupils are given strategies for working independently, but the outcomes are limited. Most aspects of the lesson / session are clearly structured and sufficient time is allowed for each part. Some pupils demonstrate a good work ethic. **Teaching Assistants/other adults are deployed in the class, but have a limited impact on learning.** Teacher and Teaching Assistants/other adults communicate in the lesson to ensure progress is monitored, but do not intervene sufficiently well to improve the quality of learning. **Teaching Assistants/other adults, with the support of the teacher, are questioning pupils with a variety of questions and learning is evident, but less than good.**	Pupils are not given strategies for working independently. Routines are not embedded and reduce the pace of learning. The lesson / session is poorly structured and the pace impacts negatively on learning. Some pupils have a poor work ethic. **Teaching Assistants/other adults are poorly deployed and have a very limited impact on learning.** Teacher and Teaching Assistants/other adults do not communicate well and it is clear adults do not monitor progress effectively or address the needs of the class / group. **Teaching Assistants/other adults, do not question pupils well – most questions are closed and learning is very limited.**

Comments:

Assessment (Teaching Standards Section 6)

	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
6a	Observation, targeted questioning and discussion are used very effectively to monitor and assess individual progress against the success criteria. Insights gained, inform teaching. The impact on learning is very strong.	Observation, questioning and discussion are used effectively to monitor and assess progress against the learning objectives. Insights gained, inform teaching. The impact improves learning.	Observation, questioning and discussion are used to monitor and assess progress against the learning objectives. Some insights gained, inform teaching, but the impact is limited.	Progress against learning objectives is not monitored sufficiently.
6d	**Learning is reinforced and extended very effectively during lessons through detailed, accurate, constructive and supportive feedback against clear success criteria (Orally or written).**	**Learning is reinforced and extended effectively during lessons through accurate and constructive feedback against the success criteria (orally or written).**	**Some learning is reinforced and extended during lessons through accurate and constructive feedback against the planned learning objectives, but some learning is left unchecked. (orally or written).**	**Constructive feedback during lessons is limited and learning, as a result is limited (orally and written).**
6c	Teachers monitor the class very effectively, identifying misconceptions and addressing them either individually and / or as a group or class. The outcomes push learning to its maximum.	Teachers monitor the class effectively, identifying misconceptions and addressing them either individually and / or as a group or class. The outcomes ensure good learning.	Teachers monitor the class, identifying some misconceptions and addressing them with individuals / group or class. The outcomes of intervention do not impact sufficiently on the learning.	Teachers do not effectively monitor the class and misconceptions are not effectively identified or addressed. Learning is very limited.
2c	**Pupils engage in structured, focused reflection on their progress and emerging needs, through self and peer assessment against detailed success criteria (where appropriate). This has a very positive effect on learning**	**Pupils reflect on their progress and emerging needs, through self and peer assessment against clear success criteria (where appropriate). This has a positive effect on learning**	**Pupils are encouraged, to reflect on their progress and emerging needs, through self and/or peer assessment against the learning objective (where appropriate) but the impact is limited.**	**Opportunities are not given for pupils to reflect on their progress through peer or self-assessment.**
6c	The teacher uses guided work very effectively using assessment comments. Perceptive and accurate comments are recorded focusing on	The teacher uses guided work effectively using assessment to inform their next steps. Accurate comments are recorded in the lesson or shortly afterwards about	The teacher uses guided work to make comments about pupil's assessment. These comments lack detail and are largely descriptive.(where appropriate.)	The teacher does not use the guided books effectively (where appropriate) either not commenting or commenting only on what they saw – a description of what happened.

what the child / group has achieved or next steps either in lesson or shortly afterwards.(where appropriate)	attainment and future learning. (where appropriate.)		

Comments:

Learning Environment (Teaching Standards Section 7)

	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
7d	The teacher's manner in the classroom inspires confidence.	The teacher has a clear, confident manner in the classroom and acts decisively if necessary.	The teacher has a presence in the classroom, but does not always act decisively if necessary.	The teacher has limited 'teacher presence' in the classroom. Pupil behaviour is poor.
7d 1a	**Relationships with pupils are outstanding. They are rooted in mutual respect and maximise learning.**	**Relationships with pupils are very good. They are rooted in mutual respect and promote learning.**	**Relationships with most pupils are maintained, rooted in mutual respect, but some pupils display a lack of respect for the teacher and or the adult/children.**	**Relationships with pupils are not sufficiently respectful or constructive.**
1a	They establish a safe, very stimulating and a very positive environment that maximises learning.	They establish a safe and stimulating learning environment that promotes good learning.	They establish a safe and often stimulating learning environment, but there are some inconsistencies	**The learning environment is not sufficiently safe or stimulating for pupils. Learning is very limited.**
1a			**Work spaces and resources are sometimes poorly organised and learning is stifled by the children's organisation**	
1a	**Work spaces and resources are very well organised and managed very efficiently and effectively by pupils.**	**Work spaces are well organised and managed safely and effectively by pupils.**	The outdoor learning space is organised, but the pupil engagement in learning is limited.	**Work spaces and resources are not always organised or managed safely by pupils. Routines are**

1a	The outdoor learning space is very well organised, very stimulating and supports a wide variety (where appropriate) of areas of learning. The children demonstrate a very high level of engagement.	The outdoor learning space is well organised, stimulating and supports a variety (where appropriate) of areas of learning. The children demonstrate a high level of engagement.	**Communication with pupils is sometimes inconsistent**	**poorly embedded and have a significant impact on learning.** The outdoor learning space is poorly developed. The children are frequently off task. There is evidence of disruptive behaviours.
7d				
1c	**Communication with pupils is very clear, concise, positive and very effective.**	**Communication with pupils is very clear, positive and effective.**	They demonstrate and promote the positive values, attitudes and behaviour they expect from pupils, but the impact is limited.	**Communication with pupils is not sufficiently clear or positive, often creating misunderstandings and or poor behaviour** They communicate or demonstrate some negative values, attitudes or behaviours.
2e **3b**	They consistently and very effectively model and promote the positive values, attitudes and behaviour they expect from pupils.	They consistently and effectively model and promote the positive values, attitudes and behaviour they expect from pupils.	**Pupils are encouraged to demonstrate responsible and conscientious attitudes towards their learning, but the impact is limited.**	
			Expectations of the pupils' behaviour are set and communicated, but the impact is limited.	**Conscientious attitudes towards learning are not promoted.**
7a **7b**	**Pupils demonstrate conscientious attitudes and take responsibility for their own learning.**	**Pupils are encouraged to demonstrate conscientious attitudes and take responsibility for their own learning.**		
7a **7b** **7c**	Very high expectations of the pupils' behaviour are set and communicated clearly. The outcome is consistent and maximises learning.	High expectations of the pupils' behaviour are set and communicated clearly. The outcome promotes good learning	Rules and routines are reinforced and praise, rewards and sanctions are used to try to maintain a purposeful working atmosphere. Pupils are engaged in the lesson / session demonstrating continuous level of engagement. Some pupils are not engaged.	Expectations set for the pupils' behaviour are too low.
	Rules and routines are reinforced calmly, constructively, confidently and consistently. A range of strategies is used very effectively to pre-empt potential difficulties and create an atmosphere in which learning is maximised. Pupils are engaged very enthusiastically throughout	**Rules and routines are reinforced and a range of strategies is used calmly and consistently to pre-empt potential difficulties and maintain a positive and purposeful working atmosphere. Pupils are engaged enthusiastically throughout the lesson / session showing a high level of engagement.**		**The behaviour management strategies used are not successful in creating a purposeful working atmosphere. Pupils are frequently off task in parts of the lesson / session.**

the lesson / session showing a deep level of learning.	

Comments:

Subject Knowledge (Teaching Standards Sections 2, 3)

Std	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
3a	Teachers demonstrate a thorough knowledge of the subject content, skills and concepts covered in the lesson and may set this knowledge in a broader context.	Teachers demonstrate a thorough knowledge of the subject content, skills and concepts covered in the lesson.	Teachers demonstrate some understanding of the subject content, skills and concepts covered in the lesson, but there may be inconsistent application or a minor misconception taught.	Inaccuracies show insecurity in areas of learning. Descriptions and explanations of concepts, knowledge or skills are inadequate.
2d **3d** **2d**	**They have a very good knowledge and understanding of how children learn.** Their teaching caters very effectively for a range of learning styles.	**They have a good knowledge and understanding of how children learn.** Their teaching caters effectively for a range of learning styles.	**They have some knowledge and understanding of how children learn.** Their teaching caters for some learning styles.	**Knowledge and understanding of how children learn is very limited.** Their teaching does not cater sufficiently for different learning styles.
5b **5c** **3a**	**Teaching strategies are adapted very effectively to support and challenge children at different stages of development.**	**Teaching strategies are adapted effectively to support and challenge children at different stages of development.**	**Teaching strategies are adapted to support and challenge children at different stages of development, but they have limited impact.** Misconceptions are recognised, but not acted upon or the impact of intervention is limited.	**Teaching strategies are not adapted to support and challenge children at different stages of development.** Misconceptions are not recognised.

3a **Pre 3c**	All misconceptions are recognised and used to extend the learning of others, maximising learning. **The 'pitch 'of the lesson / session is very challenging and opportunities are sought to extend progress further and the teacher succeeds in maximising learning.** Correct handwriting, Standard English and correct articulation are consistently used, modelled and promoted.	Some misconceptions are recognised and used to extend the learning of others. **The 'pitch' of the lesson / session is challenging and opportunities are sought to extend progress further during the lesson.** Correct handwriting, Standard English and correct articulation are used and modelled.	**The 'pitch' of the lesson / session is not consistently challenging.** Correct handwriting, Standard English and correct articulation are used, but inconsistently	**The 'pitch' of the lesson / session is insufficiently challenging and the lesson / session remains so**. Correct handwriting, Standard English and correct articulation are often not used.

Comments:

The judgement and comments about the Teacher's Subject Knowledge will take account of the effectiveness of the Teacher's:
- Explanations of why the learning objectives matter in terms of the knowledge, skills and understanding of the subject, including where possible, relevant examples of practical applications in a broader context.
- Modelling of subject specific skills and strategies (eg. reading, writing, calculation, investigative, artistic, musical and physical skills, handwriting.
- Modelling and reinforcement of technical vocabulary/notation/terms.

- Modelling of high standards of oral and written communication including correct articulation of phonemes, handwriting and presentation skills.
- Questioning to encourage particular ways of thinking (eg. logical, critical, creative and speculative)
- Use of appropriate resources/equipment (eg. texts, mathematical representations, artefacts, images and ICT)

Professional Attributes and Conduct (Teaching Standards Sections 1,2)

Std	Grade 1 ~ Outstanding	Grade 2 ~ Good	Grade 3 ~ Requires Improvement	Grade 4 ~ Inadequate
Pre &1b	They have very high expectations and are totally committed to ensuring that each child achieves their full educational potential. Learning and progress is outstanding.	They have very high expectations and consistently set goals that stretch and challenge all pupils. Learning and progress is good.	They have high expectations and set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Expectations of children are not high enough.
Con &1c	**They treat all children with dignity and respect. Relationships with children maximise learning.**	**They treat all children with dignity and respect. Relationships with children promote learning.**	**They treat all children with dignity and respect. Relationships with children are constructive, but inconsistent.**	**They do not always treat all children with dignity and respect. Relationships with children are not constructive.**
Con &1c	They succeed in developing pupils' confidence and self-esteem, which maximises learning	They seek opportunities to develop pupils' confidence and self-esteem, which promotes good learning.	They take advantage of opportunities to develop pupils' confidence and self-esteem, but the impact is limited.	The teacher's interactions with the pupils do not develop their confidence or self esteem.

Comments:

Strengths:	Areas for Development:

Pre = Preamble in the Teachers Standards 2012
Con = Personal and Professional Conduct – Part Two of Teachers Standards

Notes for Guidance

- Judgements about the criteria which best describe the teacher's performance are to be recorded with a highlighter pen.
- When a Standard is judged not to apply to a particular lesson / session, none of the criteria against it will be highlighted.
- Specific examples that illustrate performance against the Standards, and advice/guidance on ways forward, are to be recorded in the boxes.
- An outstanding lesson can only be awarded if teaching and learning is outstanding and where the majority of the other 5 remaining sections are graded outstanding.
- A good lesson can only be awarded if teaching and learning is good and where the majority of the other sections are graded as good.

All lesson observations are signed by the teacher, senior leader (where appropriate) and Head Teacher.

Overall Lesson Grade: _____

Summary of Grades	Outstanding	Good	Requires Improvement	Inadequate
Planning				
Teaching and Learning				
Assessment for Learning				
Learning Environment				
Subject knowledge for teaching				
Professional Attributes				

Teaching which is graded as 'Requires Improvement' should be discussed with the Head Teacher to provide support where applicable.

Any teaching graded as 'Inadequate' should be discussed with the Head Teacher as soon as possible and prior to meeting with the teacher.

Observer's Comments:
Teacher's Comments:

Signed:

Teacher: _____ **Senior Leader:** _____ **Head Teacher:** _____

Date: _____ **Date:** _____ **Date:** _____

Appendix G: The Global Goals for Sustainable Development (SDGs)

1. No Poverty – End poverty in all its forms everywhere

2. Zero Hunger – End hunger, achieve food security and improved nutrition and promote sustainable agriculture

3. Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages

4. Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

5. Gender Equality – Achieve gender equality and empower all women and girls

6. Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

7. Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable and clean energy for all

8. Decent Work and Economic Growth – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

9. Industry, Innovation and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

10. Reduced Inequalities – Reduce inequality within and among countries

11. Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient and sustainable

12. Responsible Consumption and Production – Ensure sustainable consumption and production patterns

13. Climate Action – Take urgent action to combat climate change and its impacts

14. Life below Water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development

15. Life on Land – Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

16. Peace, Justice and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

17. Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development

Further information on the SDGs can be found in the Academy's electronic drives, https://www.un.org/sustainabledevelopment/sustainable-development-goals/ and http://www.teachsdgs.org/ .