Halton Lodge Primary School

Teaching & Learning Policy

For implementation from 1st September 2019
[Last Reviewed and Updated: July 2020]

Policy approved and ratified by Governors:
23rd October 2020 (FGB Meeting – Curriculum & Standards Focus)

Date of next review: Summer 2021

The Teacher

I have come to the conclusion:

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that creates the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanised or de-humanised.

Teaching & Learning Policy – Part 1

Introduction:

Schools are fundamentally places where all within them learn. For this reason, the Teaching and Learning Policy is the foundation upon which all the school's work is built. All other policies must recognise the philosophy expressed in this policy. It is this policy that binds together all other policies: making all that is practiced **consistent** and **purposeful** throughout the school. *This policy will also be used as a key component of our new staff induction process – so all new members of staff, along with our existing staff members, are aware of our expectations.*

We believe that high quality achievement arises directly from a consistent set of expectations delivered through a broad, well-balanced and knowledge rich curriculum, which exposes children to opportunities through which they can become active and increasingly independent learners. As part of their learning, all pupils should acquire and develop their personal, social and emotional aspects of learning; whilst also increasing their understanding of how their behaviour and attitude affect others. We also want all of our children to develop a strong work ethic and desire to do well in school, and to take pride in their appearance and the presentation of their work.

During 2019/20, the school explored the potential and opportunities (including the impact on the children's self-esteem, confidence, behaviour for learning, ability to self-regulate, resilience and self-belief) of increasing the amount of time our pupils were engaged in learning outside the classroom (outdoors). Staff were supported by Mr Thorpe (from Edsential) to develop these skills and deliver lessons in the natural environment – so an increased proportion of the children's learning and lessons would take place 'outdoors'. Due to the school closures – from 20th March 2020 until the end of the school year – it is our intention for this support to continue during the Autumn Term 2020 – to enable the school to fully evaluate and assess the impact of these 'changes'. This is, however, dependent on the PE and School Sport Premium being extended for 2020/21.

At Halton Lodge Primary School, we believe that accurate assessment of pupils' work is the basis of effective teaching and learning. Learning is at its most effective when teaching is focused on what each child's next steps should be. Understanding what pupils need to learn next is determined by three different forms of assessment: (i) assessment **as** learning, (ii) assessment **for** learning and (iii) assessment **of** learning.

Our school motto – Happy Learning Promotes Success – will convey to everybody an understanding that learning is most effective when everybody is aware of what is expected of them, knows exactly what they need to do, the activities are purposeful and the children are confident that they will receive the necessary support, and encouragement, to succeed. Within a happy environment, the children will have the confidence to 'have a go' and persevere at tricky challenges, build resilience and aspire to progress on to chilli challenges (extension and enrichment tasks).

Providing high quality assessment and learning experiences will demand dedication and commitment from everyone at our school; especially if we are to sustain and build on the high ideals that we have set. However, as a school, we believe that we have a staffing

structure and have established a strong professional culture (with additional support available and provided where needed), to enable this to be achieved; whilst also ensuring we promote our staff's mental health and well-being; and take steps to reduce any unnecessary workload.

Within this document, where the term 'teacher' has been used, this also applies to teaching assistants, learning support assistants, student teachers and volunteers. The children at Halton Lodge Primary School are expected to be respectful of and follow the instructions given to them by <u>all</u> adults. Therefore, all adults are to be viewed as teachers.

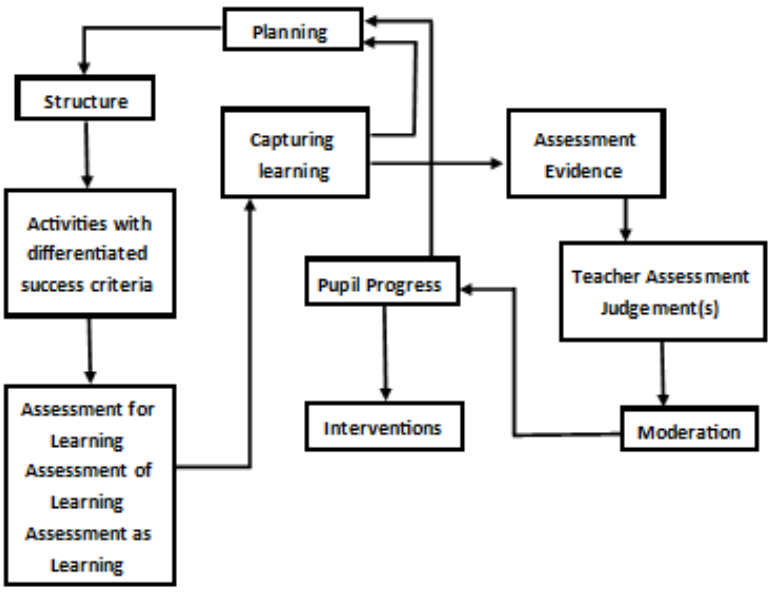
<u>Objectives</u>:

The objectives of the teaching and learning policy at Halton Lodge Primary School are:

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To ensure that our pupils make at least good progress;
- To help our pupils recognise the standards to aim for – and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each unique child;
- To provide regular information for parents that enables them to support their children with their learning;
- To provide the headteacher and school governors with information that allows them to make judgements about the effectiveness of the school – and the quality, and effectiveness, of the school's curriculum.

<u>Assessment for Learning and Teaching Sequence</u>:

At Halton Lodge Primary School we have adopted an assessment for learning and teaching sequence that scaffolds teachers in planning and delivering high quality teaching and learning experiences; to ensure that all of our pupils receive a high quality education:



Planning for Assessment and Learning:

Long Term Planning:

- The long term planning documents for all subjects are the **Early Years Foundation Stage (EYFS) Statutory Guidance**, **The National Curriculum (for Key Stage 1 and Key Stage 2)** and the **Agreed Syllabus for RE**. *However, throughout 2019/20, on track indicators (OTIs) were developed for all subjects (with the exception of English and Maths) and knowledge organisers (KOs) were developed for all subjects (except those where the scheme of work is clear and progressive – i.e. English, Maths, PE and PSHE). These are all available to all staff on the Google_Drive in the 'Curriculum (Whole School)' folder - so they can be used as the basis for all subject planning. The focus for 2020/21 will be developing a recovery (catch up) curriculum to ensure that the children in all year groups (i) only encounter aspects of the curriculum where they have the pre-requisite knowledge for, (ii) they have multiple encounters and exposure to key concepts and (iii) are given several opportunities to revisit key concepts to develop a mastery of the curriculum.*

- The English Curriculum is based on the 'Read To Write' Long Term Plans – see Appendix 1. *The resource and texts for all of these units are stored in the labelled sections of the school library. It is essential that each of these units is taught in sequence – and in full – to ensure that the children experience a progressive and cohesive English curriculum.* ***Due to the prolonged period of time that the majority of our children have been absent from school – during the period of school closures – the importance of 'cold tasks', as a diagnostic assessment of the skills and concepts that the children have retained and which need to be incorporated into each unit of work, will be essential to ensure that all of the children make progress and experience success. These will need to be revisited, as part of the 'hot task' (where appropriate) to demonstrate the level of progress achieved.***

- From September 2020, the scheme of work for shared and guided reading is **Pathways To Read**. While staff are provided with a comprehensive plan – and resources – to deliver these sessions to a high standard, the planning documents have a blank column on the right hand side to enable teachers delivering the session to adapt and change the plans, dependent on the needs of the children in their class/group. **It is important for all staff members to record (through annotations) informal and formal assessments of the children on these documents during these sessions.** ***Copies of all annotated plans should be kept by the class teacher in a 'Guided Reading Folder' that is easily accessible for monitoring and, in the event of an unexpected absence from work, for other staff members to implement the plans.*** *Please note: Staff may find it easier to have separate Autumn, Spring and Summer folders – to make these easier to access and reduce the size (and weight) of planning files that are being actively used; especially towards the end of the school year.*

- The scheme of work for Phonics is **Letters & Sounds**, Spelling (from Year 2 onwards) is **No Nonsense Spelling*** and for Grammar* is **No Nonsense Grammar**. **There is also an expectation that grammar, punctuation and spelling is taught through English and there is a strong, clear focus on this each week – in addition to the additional spelling, grammar and handwriting sessions delivered through the scheme of work.*

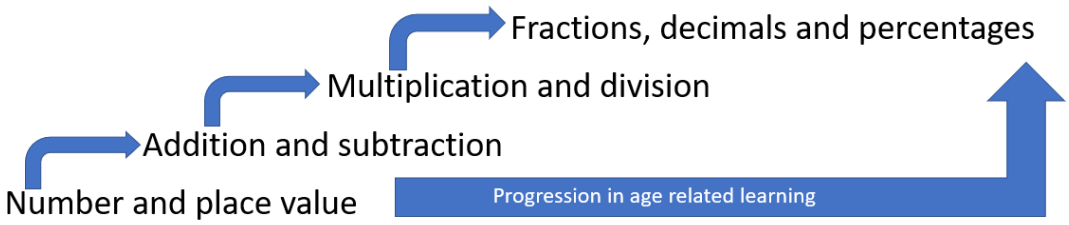
Phonics lessons must take place in Year R, Year 1 and Year 2 daily (for at least 25 minutes each day – using the 4 part lesson – see Appendix 3 for phonics planning template. **Children still requiring phonics in Year 3 (i.e. they are not yet secure at Phase 6), should continue phonics for a minimum of 5 lessons each week – to acquire the skills necessary for decoding and spelling – see Phonics Policy**.

Important: To focus on all aspects of the Year 2 Non Nonsense Spelling 'curriculum' that is not explicitly covered in Phase 6 of Letters & Sounds, regular (weekly) spelling sessions should be incorporated into handwriting activities and/or English lessons (where appropriate) from the start of the school year. However, during the Summer Term, Year 2 pupils are expected to experience and encounter **three** spelling and **two** grammar, punctuation and spelling lessons each week. These lessons, as for all KS2 classes, should last for between 20 – 30 minutes each day.

The Mathematics Curriculum takes a mastery approach based on the 'Power Maths' scheme. Mathematics topics are taught in blocks to allow greater depth and mastery, to solve problems and to show reasoning. Staff have access to the Power Maths teaching guides (A Guide to Teaching for Mastery), text books and pupil books, to guide the length of time that is most likely to be required to deliver each unit and to help formulate appropriate learning challenges (learning objectives) for each lesson.

There are also a suite of additional resources stored in the 'Maths' folder on the Goggle Drive that have been collected from various Tara Loughran's 7 day Excellent Maths Teacher programme, 'I See Reasoning' booklets and Third Space Learning, which staff may find useful in planning lessons and learning activities. This can be further supplemented with resources such as resources from NCETM or classroom secrets as teachers feel appropriate.

- The Long Term Plans are available on the website – www.activelearnprimary.co.uk/login . ***However, all staff are strongly advised to focus on the core mathematical skills of number and arithmetic at the start of the academic year; so these can be embedded and consolidated throughout the year and do not become a barrier to the children's learning or fluency (by quickly becoming a focus of Morning Maths sessions).*** The diagram below shows the core elements of the curriculum that should be prioritised for children to master early in the academic year. The relevant weighting of these will be dependent upon the child's increasing progress in age related learning.



Furthermore, all children should encounter Morning Maths for a minimum of 20 minutes every school day – to allow them to practice key mathematical skills, number and calculations. The focus of these short burst lessons should be on the core skills (e.g. the four operations and arithmetic) and only cover concepts that the children have been taught during that academic year or is core content from the previous year. *The focus each week should remain the same but provide the children with a wealth of opportunities to apply this knowledge by encountering problems, challenges and calculations that have been presented in a variety of ways.* ***It is also strongly advised to recover any misconceptions that have arisen during the course of a unit, to ensure the children do not revert back to these misconceptions – and consolidate their knowledge and understanding.***

Every year should also incorporate a 5-10 minute 'counting' session each day – to consolidate counting on and back in multiples, fractions and/or negative numbers (as appropriate to the age group) to develop the children's fluency.

- To ensure consistency in the school's approach to the teaching of each area of curriculum (including topic weeks), the following must* be adhered to:

[ ] Every unit of work should start with a COLD TASK – covering as many aspects of the 'topic' as possible – to ascertain what the children already know, can do and to identify any misconceptions (or key skills, knowledge and understanding that are in need of development or further reinforcement). *The timing of cold tasks must enable the teacher to 'analyse' these and use these diagnostically to determine that the focus of their teaching specifically addresses the needs of the children in their class.*

[ ] Title pages for Topic Weeks and Units of Work should be pre-printed – so no time is used to colour in or draw a picture (as this time is best utilised with more focused teaching and learning). *Furthermore, where possible, every unit of work should be presented as a question – to engage and inspire the children, ignite their curiosity and interest, and allow the progress in the key knowledge (and subject specific skills) to be repeatedly assessed throughout the unit of work (by referring back to the over-arching question at opportune moments).*

[ ] The key VOCABULARY that you expect the children to use during the unit of work should be given to them at the start! *This vocabulary bank should have some 'spare' spaces to add new words that arise organically throughout the Topic Week and/or Unit of Work.*
The key vocabulary that must be taught and incorporated repeatedly during a unit of work is also detailed in the Knowledge Organisers - to ensure the pitch and expectations of the vocabulary bank utilised is suitably challenging.

[ ] High expectations must be set at the beginning of each unit of work – and the planning MUST be based on the teacher's knowledge (and formative assessment) of the children's depth of understanding and range of skills.

[ ] Teachers must invest time in analysing (diagnostic assessment of) the COLD TASK – and give the children opportunities to reflect on their starting point to set their own targets and what they want to achieve by the end of the 'week' (or unit of work). *In this respect, teachers may wish to conduct the Cold Task a whole week prior to a Topic Week (or Unit of Work), to allow sufficient time to do this well.*

[ ] The unit of work must explore the curriculum subject area in depth – with opportunities for the children to apply their skills in a wide range of situations – with the children making good progress throughout the week.

[ ] Lessons may take the form of teacher modelling and the children 'imitating', and the children having a go at similar challenges (innovation), before progressing on to more challenging problems and scenarios (invention).

[ ] Children must encounter work that is challenging and receive regular feedback. The children must respond to the marking by making corrections and/or exploring problems at greater depth.

[ ] A HOT TASK (Independent Application) must be used at the end of each unit of work – to demonstrate what each child can now do independently. This should be 'at distance from learning' – and with no access to the work book (unless the child demonstrates that they need this level of support to perform to the expected standard). *If this happens, it is essential this is noted by the class teacher – so the assessment can be judged and marked accordingly.* In this respect HOT TASKS should typically be completed on paper and glued in after they have been marked and assessed.

**The approach to Computing, Music, PSHE and PE may be slightly different.*

- The long term plan for Topic Weeks (Art & Design, Design Technology, Geography and History) has been planned, so the children have a broad, well-balanced and knowledge rich curriculum in each key stage and curriculum year group – see Appendix 2.

- The Computing curriculum is taken from the **Knowsley Scheme of Work**, the Music curriculum is taken from the **Charanga Scheme of Work**, the Physical Education curriculum is taken from **Real PE**, the French curriculum is taken from **The Primary Languages Network** and the RE curriculum is taken from **'The Lancashire Agreed Syllabus'** (which is the syllabus that has been adopted by Halton). For all other areas of the curriculum, teaching staff are reminded to use the Knowledge Organisers and On Track Indicators to ensure full coverage of all aspects of the curriculum.

- PSHE and RSE are based on the **Jigsaw Scheme of Work** (a digital copy is available to all staff on the Google_Drive). It is essential that the units of work in each year group are taught in the order in which they are designed to be taught: (i) BM = Being Me in My World; (ii) CD = Celebrating Difference; (iii) DG = Dreams and Goals; (iv) HM = Healthy Me; (v) RL = Relationships and (vi) CM = Changing Me.

- Forest Schools planning will be supported by Jon Thorpe throughout 2020/21 (Autumn Term) – with staff receiving regular training and CPD (regarding effective outdoor learning) throughout the year. *This should be incorporated into long term, medium term and short term planning – as appropriate (and beneficial to the pupils).*

Medium Term Plans:

- The key learning associated with each area of the curriculum (with the exception of subjects that are taught as part of intensive topic weeks: Art & Design, Design Technology, Geography and History) must be detailed on a medium term overview,

which summarises the learning journey – using learning challenges and/or objectives that will be taught on a week by week basis – see Appendix 6. These are completed by the class teacher, and monitored by the Phase Leader, at the start of each term (or half term). **These must be emailed to the headteacher prior to the start of each term / half term and uploaded to the Google_Drive.**

- Coverage for the English and Maths units of work is mapped out on the Medium Term Overview (Appendix 6) to ensure that the objectives are achieved by the end of the unit; and sufficient time is allocated, throughout the year, to cover the whole curriculum.

- Using the Read To Write unit of work – which each incorporate four key stages (Immerse, Analyse, Plan and Write) – staff need to determine which skill(s) will be the focus of the Cold Task and gather the resources necessary to 'immerse' the children (and hook them in). The aspects of the curriculum (Reading, Writing and Vocabulary, Grammar and Punctuation) that are covered within the unit are detailed at the end of each unit of work and staff are asked to map each of the four stages (using the recommended number of days suggested within each of the plans) – plus the Cold Task and Hot Task - on the medium term overview – see Appendix 6. Staff may also wish to consider the learning challenge and objective for each lesson, along with the success criteria, at this stage.

- Mathematics medium term planning should also be presented within the medium term overview – detailing the key objectives for each week. *It is envisaged that the learning objectives will be taken from the Power Maths textbooks and teacher guides (with separate learning challenges and success criteria devised for the children to use in each lesson). These can be annotated on the published planning documents – see bullet point 2 in Short Term Plans section – or recorded and mapped on a separate Weekly Planning sheet for Mathematics – see Appendix 8.*

- Planning for topic weeks can be presented as an annotated Topic Book (to model to the children the expectations of each piece of work and how this will be presented). If this option is chosen, the learning objective for each lesson should be clear and the levels of differentiation also made clear. *Alternatively, a weekly overview may be completed – see Appendix 9 – to capture all of the learning objectives, activities and assessment opportunities for each unit of work.*

- For all other subject areas – Science, RE, Computing, PE, PSHE and Music – the key learning intention (including learning objective / learning challenge and differentiated success criteria) must be included; to demonstrate that there is a clear focus for each lesson, the lessons are progressive and suitably challenging, and (where appropriate) there is a clear outcome for each unit of work. *The Knowledge Organisers and On Track Indicators will greatly support staff to complete their medium term, and should be used as the basis of all curriculum planning.*

Short Term Plans:

- Short term planning describes the weekly or unit delivery of the curriculum.

- It will show learning objectives, a learning challenge and differentiated success criteria; but may also include teaching strategies, key questions, differentiated activities, lesson outcomes, deployment of adults and assessment opportunities. <u>There should always be an extension activity – referred to as a 'chilli challenge'</u>. (Staff may also wish to consider differentiating these by using 'mild', 'hot' and 'spicy' challenges).

- Planning is based on children's prior learning, assessment notes from Cold Tasks, evaluation of curriculum objectives, targets set, a detailed knowledge of each child's ability and next steps in learning (which we call 'Targets').

- Planning associated with all whole school agreed schemes of work (e.g. PSHE, Music, PE, Maths, Pathways To Read, RE, etc) can be annotated documents – scanned and saved at the end of the week as one document – or kept and made available for monitoring purposes in an easily identifiable and readily accessible folder within the classroom. *For Science, staff are reminded to utilise the Knowledge Organiser and On Track Indicator for the specific unit of work; to ensure the key skills identified on this remain the core focus of the learning experiences planned for the children.*

- All short term planning must be recorded on the agreed formats found on the school server (Google_Drive) – see Appendix 3 (Phonics), Appendix 7 (English), Appendix 8 (Maths – where staff feel it is beneficial to do this rather than annotate the Power Maths plans), Appendix 9 (Topic Weeks), Appendix 10 (Guided Reading – for Reception and Year 1) and Appendix 11 (Spelling and GPS).
  Staff are invited to print <u>and annotate</u> lesson plans from Power Maths and scan these as one document at the end of the week – or retain these in a planning folder that is easily accessible within the classroom. Staff may also prefer to save the pre-prepared PowerPoint (or SMARTboard) slides in the planning folder for Mathematics.
  However, as 'Read To Write' is a new scheme of work - and it is vital that these plans are adapted to accommodate the key needs and learning experiences of the children in each cohort - Weekly Plans for English must be used – see Appendix 7.

Electronic copies of all planning must be placed on the school server (Google_Drive) at the end of each week/unit/topic. All planning may be monitored by SLT and Subject Leaders at any time.

<u>Guided Reading, Shared Reading and Whole Class Reading</u>:

Our Individual Reading Scheme consists of a wide range of books – all of which are banded into colours (from Lilac band through to Diamond) and the children are supported to read a range of fiction, non-fiction and poetry within each band. *All books from Pink to Turquoise are 100% fully phonetically decodable - to match the phonics teaching and aid children's developing reading fluency and self-confidence.*

It is vital for all of our pupils to be encouraged to read on at least <u>FIVE</u> occasions each week – and for this reading to be monitored, by the class teacher, during weekly checks of the children's Reading Diaries. *Incentives and rewards – including Leadership Boards –*

should also be used to encourage all of our children to develop a love of reading; and a well-established routine of reading outside of school. Reading should also have a high profile within the classroom and every class should have a class novel – linked to their English topic or focus, where possible – which is read daily, to further develop the children's interest and passion of books and reading. An ongoing display to capture ALL of the books that the children have read during the course of the school year should also be created within each classroom – ideally on the classroom windows that look out on to the school playground – to highlight the focus and interest in reading to parents (and visitors to the school).

From September 2020, Year 2 to Year 6 will follow The Literacy Company's 'Pathways To Read' scheme of work. This ensures high quality, age appropriate texts are exploited to develop the children's key reading and comprehension skills; to enable them to become competent and fluent readers (following a mastery approach). *Our ultimate aim is to create confident readers who develop a love of reading using inspiring and engaging texts.*

Each year group has 6 units (1 per half term). Each of these has 6 whole class shared reading sessions (1 per week) followed by group reading and 'follow on' (independent) tasks. *It is also important for all pupils who are reading below age-related expectations in all year groups to be regularly supported with their reading fluency and accuracy, using books matched to their word reading ability (book-band) for both individual reading and additional guided reading sessions.* Teachers also have access to PinPoint Comprehension and Comprehension Boxes – to further enhance these key skills.

In EYFS and Year 1, the children will follow the same 4 part approach - using the same symbols that are used in the Pathways To Read scheme – but ensuring that they utilise fully phonetically decodable books matched to their reading ability – see appendix 10. *These children should only take home books that contains words and phonemes that they have encountered and learnt in school; to help them to become more confident and proficient readers.*

Adults supporting children with their Early Reading (in EYFS and Year 1) are reminded to ensure that the focus of guided and shared reading sessions include a regular focus on:

- Drawing on what pupils already know (predicting /questioning/summarising / paraphrasing);
- Strategy Check / Vocabulary
- Read for a range of purposes (retrieving / clarifying / analyse and infer / skimming and scanning)
- Understanding (retrieval / inference)

EYFS / Year 1 Weekly Reading Cycle

- Individual Reading – with an adult – at least once each week for all pupils;
- Guided Reading (up to 30 minutes per day) – on at least two occasions each week - with Reading For Pleasure (R4P) encouraged amongst the other pupils;
- Shared Reading (as part of the English and/or Phonics lesson) – with a clear focus on comprehension skills;
- Story of the Day;

- *Additional reading support for those who rarely read with an adult at home – during Wake N Shake and/or assemblies.*
- *Every Child A Reader (for 6 pupils).*

Year 2 to Year 6 Weekly Reading Cycle

- Individual Reading – with an adult – at least once every two weeks (especially for pupils who are attaining below the expected standard in reading) – during weekly Reading For Pleasure (R4P) sessions;
- Guided Reading (up to 30 minutes) – on at least two occasions each week - with Follow On (Independent) activities and/or Pre Reading Tasks encouraged amongst the other pupils (see timetable below);
- Shared Reading (on a Monday – for all pupils – plus additional 'shared reading' as part of the English and/or Phonics lesson);
- Clear focus on comprehension skills (for at least 30 minutes) – using Comprehension Box and/or PinPoint Comprehension activities;
- Ongoing 'Story of the Day';
- *Additional reading support for those who rarely read with an adult at home – during Wake N Shake and/or assemblies.*

Monday	**Whole class shared read**			
Groups	**HA**	**MA 1**	**MA 2**	**LA**
Tuesday	Follow on task or pre-read	Follow on task or pre-read	**Grouped read** TEACHER	**Grouped read** TA
Wednesday	**Grouped read** TEACHER	**Grouped read** TA	Follow on task	Follow on task

On Thursday the focus in all year groups (Year 2 to Year 6) should be on Reading for Pleasure (and listening to individual readers) and, on a Friday, Comprehension skills.

Shared Reading involves the class teacher explicitly <u>modelling</u> all aspects of effective and efficient reading and comprehension skills – at a high level – so all of the children are very clear of the expectations of them. The texts chosen for this (especially during the 1-2 weeks prior to a Topic Week) may be focused on the subject area to be covered during the Topic Week – e.g. extracts from Samuel Peep's diary (The Great Fire of London) – to introduce some of the new vocabulary the children will be exposed to; generate curiosity, interest and intrigue; and purposefully read for meaning.

To maintain a clear overview of the children's progress in phonics and in reading, 'Phonics & Reading Trackers' – see Appendix 12 - must be maintained and updated by the class teachers in Year R, Year 1, Year 2 and Year 3 each half term (until the child is confident reading Copper Band books fluently and with a good level of comprehension). These are reviewed every half term by the English Subject Leader and the progress children are making in phonics will be evaluated and discussed at Pupil Progress Meetings at the start of each term. *A template to ensure that these discussions are purposeful and effective has been created to*

help monitor that the children in each year group are keeping up with the pace of the curriculum – see Appendix 13.

Timetabling:

Timetables are bespoke to classes – and should reflect the needs and the greatest areas for development of each cohort. Data analysis and the Strategic School Improvement Plan (SSIP) drive the timetables for each class.

The general timetable for the school day in 2020/21 is:

Early Years (Reception)	Key Stage 1	Key Stage 2
8:45am – Classroom doors open 8:55am - Registration	8:45am – Classroom doors open 8:55am - Registration	8:45am – Classroom doors open 8:55am - Registration
9:00am – Morning session (2 hours 50 minutes)	9:00am – Session 1 (1 hour 25 minutes)	9:00am – Session 1 (1 hour 45 minutes)
	10:25am to 10:40am Morning Break	10:45am to 11:00am Morning Break
	10:40am – Session 2 (1 hour 20 minutes)	11:00am – Session 2 (1 hour 20 minutes)
11:50pm to 12:50pm Lunch	12:00noon to 12:50pm Lunch	12:20pm to 1:10pm Lunch
12:50pm – Afternoon session (2 hours 20 minutes)	12:50pm - Registration	1:10pm – Registration
	12:55pm – Session 3 (1 hour 10 minutes)	1:15pm – Session 3 (1 hour 5 minutes)
	2:05pm to 2:15pm Afternoon Break	2:20pm to 2:30pm Afternoon Break
	2:15pm – Session 4 (55 minutes)	2:30pm – Session 4 (40 minutes)
School finishes at 3:10pm	School finishes at 3:10pm	School finishes at 3:10pm

However, due to the latest guidance regarding the 'safe' reopening of schools from September 2020, the timetable may be altered to accommodate staggered start/end times and staggered break and lunch times. Staff are asked to be mindful of this when setting their timetables.

Nevertheless, staff are reminded that each day should consist of:

- English (minimum of 50 minutes)
- Mathematics (minimum of 50 minutes)
- Shared / Guided / Individual Reading (minimum of 30 minutes)
- Spelling (x3) / GPS (x2) (minimum of 20 minutes)
- Morning Maths (minimum of 20 minutes)
- Daily Counting (5 - 10 minutes)
- Story of the Day

Learning Objectives:

It is essential that learning objectives are shared with children as it is the first step of formative assessment in the classroom. To ensure that the children understand the expectation(s) of them, the learning challenge should be presented - and must be recorded in the children's work books – as a learning challenge (LC).

Research shows that children are motivated and task-orientated if they know the purpose of the task (or activity) they are doing. They are also able to make better decisions about how to go about the task if they know the 'big picture'; and how the learning will help them in the short and long term. This is sometimes referred to as 'What's In It For Me?' (WIIFM). It is, therefore, vital that the learning objective (in the form of a learning challenge) is shared with children for every lesson.

The following steps outline the use of learning objectives at our school:

- Teachers and learners need a shared understanding of what is to be learned and what the children are expected to be able to do after they have learned it.
- The learning objective is shared with the children both verbally and in a written form using wording that can be easily understood by all of the children. <u>The use of learning challenges (LCs), ideally starting with the word 'What…', 'How…' or 'Why…' not only allow the children to have a clear understanding of the task they are being asked to complete, but also provides an assessment opportunity for the children to revisit, throughout the lesson, to check whether they have been successful</u>. E.g. LC = What is the best way to build suspense in a ghost story?; LC = Why are expanded noun phrases used in descriptive writing?
- The process of communicating the learning objective is given considerable emphasis. All children are expected to be fully aware of the main objective of the lesson – knowing clearly what they are learning or reviewing, what they are becoming more proficient at (or mastering) and/or what they need to demonstrate to be successful (success criteria – see below).
- The learning has to be matched to the individual needs of the children and therefore some children may have a different learning objective altogether.
- The learning objective must have with it identified and differentiated success criteria. It is expected that these are used in all subjects/books when children are recording their work. *It is important to ensure that examples are not given alongside the success criteria IF the piece of work is going to be used for assessment purposes, especially as an independent piece of writing.*
- The learning objective (or learning challenge) should be distinctly different from the task – what do you want the children to learn, NOT what do you want the children to do.
- It is important for the children to also see any connections in the learning, so learning is not limited to a particular context and the children understand they will be presented with opportunities to apply their knowledge and skills in a variety of contexts. This is particularly important for demonstrating and achieving mastery.

<u>Success Criteria (Top Tips)</u>:

Success criteria need to be carefully considered so that they have maximum impact on the children's learning – and assessment for learning. The success criteria should be processed focused – i.e. what the children need to do to meet the learning objective/challenge.

The purpose of children having success criteria is to remind the children of the aspects of the task on which they most need to focus on. It should not be a simple fix-it list but may be

differentiated, appropriately, for each group of children (based on assessment of their prior learning or assessment as learning).

If success criteria are differentiated, they should be progressive and pupils should be given the opportunity to be issued with heightened expectations if their work during the lesson merits this.

- Success criteria must be identified on short term planning for English and Mathematics. (Staff may also wish to use the same approach for Guided Reading and/or Phonics – especially if these are ever taught as a whole class). They should also be clear on all medium term overviews (for each subject area that is taught each week) and on topic week overviews (whether these are recorded in an exemplar work book or weekly overview sheet).
- In some lessons, it may not be appropriate or supportive of the children's learning to share the success criteria – e.g. PSHE and Music, when the children (as part of their task) need to devise, or work out, the 'answers' to certain tasks or challenges.
- Success criteria should be process and not product focused.
- Success criteria should summarise the key points that link to the learning objective/challenge.
- Success criteria are progressive so that every child can be challenged throughout the lesson. *To ensure consistency, the colours used should be red, green and blue (with blue for the highest challenge in the success criteria for the lesson).*
- Challenges will also be provided to extend and deepen learning during the lesson. These will be planned as 'extension activities' (or chilli challenges) on the teacher's plans and teachers can display these as they choose – e.g. including them on the Learning Challenge (LC) sticker, glued in as a chilli challenge, presented on a challenge table, challenge task cards or on the relevant subject display.
- The Learning Challenge labels – including success criteria – must be printed using the correct school font – modelling DUMTUMS (following the school's Marking Policy). *The LC and success criteria can be used to give clear feedback to pupils by annotating these with single, double and/or treble ticks, as appropriate.* ***They should provide the framework for dialogue with the children and between children on how well they have met the learning objective.***
- Where appropriate, the children should be encouraged to devise the success criteria based on their learning of what successful outcomes will look like, what they will contain and the skills they have learnt. When the success criteria are to be generated by the children, this should be noted on the planning.

The type of learning objective has implications for the success criteria.

(i) Closed Skills – These skills are either right or wrong. E.g. LC = How do we use commas in a list? You can either use commas in a list correctly or you can't.

Success criteria can either be a list of each of the steps involved or what needs to be done to achieve the learning challenge.

E.g. LC = How can you use a number line to subtract two-digit numbers?

- Put the smallest number at the start of the number line.
- Put the largest number at the end of the number line.

- Jump to the next ten.
- Record the size of the jump.
- Jump to the final number.
- Record the size of the jump.
- Add the two jumps together.
- Record the answer.

The success criteria for closed skills are simply each of the elements of the learning challenge in order. <u>It is essential that they are known because it would be difficult to teach the learning objectives without knowing the steps that need to be taken and which, therefore, must be taught</u>. *As the success criteria scaffold the teaching sequence, this is why they should be detailed in the short term plan.*

(ii) Open Skills – These skills are neither right or wrong. Instead, the children's work is on a continuum of achievement. The children need real examples as a model and the success criteria will tend to be presented in an 'ingredient style' (a menu of skills that will help them).

Although these 'ingredients' are included in the success criteria, it is the responsibility of the children to show that they can use these ingredients independently and successfully.

E.g. LC = How can adjectives be used to write description?

- I can use one suitable adjective to describe a noun – using one of my senses (sight, touch, smell, taste or hearing).
- I can use two or more suitable adjectives to describe a noun (using a comma to separate these) – which will paint a more powerful image for the reader.
- I can use a thesaurus to elevate my vocabulary and will use alliteration, where possible, to create further interest for the reader.
- Chilli Challenge: Can you use a 'with a…' expanded noun phrase to add detail and description appropriate to the noun?

While it is possible for a child to achieve all of the success criteria, there needs to be discussion and consideration given to the quality of their responses when marking and giving feedback. *This is where the use of single, double and treble ticks can be used to capture the child's successes.*

Teachers can only carry out assessment OF learning and assessing AS learning, if they are able to observe the children at work. To be most effective, teachers need to act as 'bumblebees' and routinely check on the children – to ensure they are fully engaged, completing tasks to the best of their ability and to rectify misconceptions as these arise. Therefore, there is an expectation of all teaching staff to move around the classroom and effectively monitor the children WHILST they are working: providing encouragement and praise, giving additional support where needed and looking for children who are demonstrating a secure grasp of the learning objective to set extra challenges for. This cannot be achieved by sitting at a desk or teaching from the front whilst the children are working.

The length of any 'Teacher Talk' or explanation should also be given careful consideration – to ensure the children are given the optimum time to rehearse, practise, learn and/or consolidate key, planned learning objectives. Children should be sat in groups of 4, 6 (or 8) – as determined by the class teacher(s) – so they can collaborate, share ideas, engage in purposeful discussions and evaluations, and/or benefit from additional adult support and intervention (including being set extension tasks to make further progress in their learning during the lesson). Children should only be sat in rows (or with the desks separated) during Assessment Weeks – when they are carrying out formal assessment tasks. At all other times, seating plans should encourage and facilitate co-operation, collaborative learning and a strong work ethic (with high expectations). Seating plans and learning (talk) partners need to be given careful consideration – to ensure they are mutually beneficial, purposeful and highly effective. ***All children should be given the opportunity to work alongside different children throughout the day, week and term. If is, therefore, likely the children will have separate English, Maths and 'Topic' places – as well distinct carpet places (EYFS and KS1), Guided Reading and Phonics groups (if appropriate).***

If a misconception is identified, only those children who would benefit from revisiting this aspect of their learning should be halted – so those who are clear and are working well are allowed to continue without any unnecessary interruption. Equally, the information that teachers have gathered from observing the children at work should be used to lead short, mini-plenaries, which provide the children the opportunity to reflect on their work and ensures they have sufficient time to correct, rectify and/or improve any key aspects based on the focus of the discussion.

Questioning:

When used well, questioning can help facilitate learning significantly. However, questions also have the potential to inhibit intellectual activity and prevent children from having to think. Closed, factual questions can be used to test recall of knowledge but do not encourage children to think or become inquisitive.

Open questions allow for a range of responses and make children think about their learning. They also encourage children to move beyond the learning and make creative links to other areas of learning. The effective use of open, higher-order questions enables teachers to secure and develop children's understanding and thinking.

Bloom's Taxonomy of Questions and Activities to Encourage Questioning:

Knowledge	Who? What? Where? When?
Comprehension	What do you mean by? Explain…
Application	What other examples are there?
Analysis	What is the evidence for parts or features of…?
Synthesis	How could we add to, improve, design, solve…?
Evaluation	What do you think about? What are your criteria for assessing?

Activity	**Details**
Topic Questions	Groups devise questions about a topic to research.
Hot-Seating	Children take turns to be a character from literature, history,

	current affairs. Others create questions to ask.
Questions Game	20 questions to guess what the hidden object, number, place is. Only yes and no answers are allowed and only three direct guesses.
Answer and Question	Children are given an answer and they have to devise questions to fit the answer.
Interview Questions	Children devise, share and evaluate the best questions to ask a famous person at interview.
Question Your Classroom	Devise, write and display questions to stimulate thinking and discussion about objects, picture in the classroom.
Question Board	Collect any interesting questions in an agreed area. Set aside time each week to choose and discuss a question.
Metacognitive Questions	These encourage children to reflect and assess their own learning: What have I learned? What have I found hard? What do I need to learn next? What would help me do better? Discuss and share these questions in a plenary. Older children can use these questions to assess their own learning and work.

If questioning is to be used it should provide a worthwhile challenge. To provide challenge there needs to be a balance between closed and open questions that demand more complex higher-order thinking skills. Examples of open-ended questions that invite children to think include:

- What do you think?
- Why do you think that?
- Do you have a reason?
- How can you be sure?
- Is this always true?
- How do you know?
- Is there another way/reason/idea?
- What if…? What if… does not?
- Where is there another example of this?
- What do you think happens next?
- Tell me more about…

Teachers may wish to have these questions displayed, to act as a prompt to all teaching staff of key questions that encourage children to think and extend their learning.

Encouraging children to be active, committed learners:

All pupils should be encouraged and motivated to take an active part in their learning, including contributing thoughts and ideas to class discussions and answering questions that are asked.

Teachers should consider using teaching and learning strategies that place the expectation on all pupils to respond to questions and directions. This could take the form of a **universal response** (e.g. all children answer the question by recording their answer on a whiteboard then show their answers when directed by the class teacher. This will allow the teacher to see how each child has performed independently and to assess how well they are doing in achieving the learning intention). Alternatively, **learning (or talking) partners** can be used to give the children time to think, articulate their thoughts and extend their learning. *When learning partners are used, careful consideration needs to be given to the partnering of all children – so they both benefit from these discussions – and clear ground rules must be established so the children treat each other in a kind and respectful manner.*

Children who respond positively and take an active part in lessons should be recognised for their committed attitude to learning by having their name placed on the Recognition Board. *The Recognition Board should have a prominent place in each classroom and be updated throughout the day – see Behaviour for Learning (and Positive Handling) Policy.*

Although hands up will be used as a strategy for answering questions, teachers will take care to ensure that this strategy does not dominate. An over reliance on hands up can lead to some children answering the questions and discourages some children from engaging with the question asked (and can, therefore, limit the thinking process). *If applications, such as Random Name Generator, or strategies like a lollipop lotto are used, the children should still expect targeted questions to be fired at them all – to ensure they remain fully focused and ready to respond. Again, demonstrating they are always alert, focused and attentive should be recognised by the teacher through the use of the Recognition Board and/or Star of the Day.*

How teachers respond to children's responses is just as crucial as the quality of the question asked. Teachers should increase thinking time (or 'wait time') to at least 5 seconds so that children are given sufficient time to formulate their response. This should also encourage more children to be willing to answer questions, knowing they will not be rushed into giving an immediate response and panic, and the children's answers should become more thoughtful and creative. It is more productive if children are encouraged to do something during this wait time, such as:

- Give thinking time and ask for no hands up until the wait time is up;
- Asking for learning partner discussion for a period of time before taking responses;
- Simply give time for processing to take place;
- Ask children to jot thoughts on a whiteboard (or in a note pad) for a given period of time before taking responses.

While there are merits in children supporting other children and having to explain their reasoning in a clear and unambiguous way, our more able pupils must be given the opportunity to regularly explore concepts in greater depth – and to apply their knowledge and skills in a wider range of contexts. In this respect, children who complete their work should be given time to work on their individual target(s) or be set an extension activity; rather than be asked to assist in the teaching (unless this has been explicitly planned for and there is a clear rationale behind asking the children to work in this way).

Furthermore, to model being 'Ready, Respectful and Safe' all teachers – unless they are on PPA – must be in their classroom at the start of each session **before** the doors open at 8:45am and **before** the whistle is blown at the end of morning break, lunchtime and afternoon break; to supervise the children as they enter the classroom.

Scaffolding Learning:

Scaffolding involves the teacher in offering when new ideas and concepts are introduced. This may be through demonstration or modelling as in shared and guided work, or by providing support in the form of frameworks and prompts (both written and verbal).

Recognising when to withdraw teacher scaffolding is important if children are not to become over reliant and dependent on this level of support. This is key for our pupils to become independent and resilient learners. Moving children on from scaffolding learning to independent learning involves offering children scaffolds such as writing frames and cue cards. Equally, proving model texts and story maps (as part of the 'imitation' stage of the 3Is writing process) allows children who may struggle with writing the chance to be successful; while the more accomplished writers can use this to 'innovate' ideas or even carry out their own 'inventions'). Asking children to reflect on the strategies they have used encourages children to be aware of their learning processes.

Demonstrating and **modelling** are key teaching and learning strategies that support children's learning – taking them from what they know to new learning. They are interactive whole class teaching strategies that involve teacher-led activities as well as children contributing and trying things out. To be successful these techniques should be directly linked to the learning objective for the lesson, or series of lessons, and wherever possible should be carried out 'live' – using the talk for writing methodology of clearly articulating the thinking process behind the work being demonstrated or modelled.

Modelling should:

- Make explicit to children the underlying structures and elements of what is being taught;
- Provide a supporting structure, which can be extended and used so children can apply the learning that has been taught independently.

Teacher modelling involves the teacher showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it. Modelling slows down the process so it can be seen clearly.

It offers learners the opportunity to:

- See and hear the process;
- Ask questions if anything is unclear;
- Discuss what they have seen and heard with other learners with the 'expert' modelling;
- See that expert learners may modify, improve or correct a process AS they undertake it.

Children need to be given the opportunity to practise and apply the processes and structures that have been modelled and demonstrated. When following up demonstrating or modelling, emphasis needs to be placed on the quality of questioning.

When modelling reading comprehension and rereading texts for clarity (shared reading), it is essential that this is modelled in full – including how to compose sufficiently detailed, factual and accurate answers (e.g. copying all words from the text correctly).

If a skill is being demonstrated staff should consider using a multisensory approach to doing so whereby initially a very clear, narrated, demonstration is given. This is then followed by the children observing the skill again, but with no narration (to encourage them to remain fully focused) and then the children should guide the teacher through each step (by giving them very clear and precise instructions for each step) which the teacher is able to follow.

Assessment for Learning (formative assessment):

This involves the use of assessment in the classroom to raise pupil achievement. Research has shown that pupils make more effective progress when the learning is clearly stated and a scaffold is provided to help them move on. At Halton Lodge Primary School, Assessment for Learning is based on this practice:

- Cold Tasks
- Success criteria
- Learning partners
- Effective questioning
- Learning prompts to shape metacognitive learning
- Mini-plenaries
- Peer/Self evaluation
- Pupil feedback

Assessment of Learning (summative assessment):

This involves judging pupil's performance against national standards. Teachers may make these judgements at the end of each piece/unit of work (Hot Tasks) or at the end of the each term/year/key stage (probably also using PIRA, PUMA and/or NFER Tests).

At the end of each term, teachers must update the information recording on the Mapping Attainment Grids – see Appendix 15. Children will be assessed on objectives taught throughout the term and any additional assessment information available (Book Bands, Phonics Phase and/or Standardised Test Outcomes) must be added to these grids; to provide a chronology of assessment data over the last two years.

When 'plotting' the children on these grids, teachers need to make a judgment as to the most likely outcome for each child – in Reading, Writing, Mathematics, Spelling and GPS – by the end of the academic year.

There are 5 levels for consideration – and within each level, a child may be ranked as High, Medium or Low:

- 1L / 1M / 1H – Currently well below the expected standard and unlikely to reach the expected standard (or even WTS) by the end of the school year. *These children are likely to score below 90 in a standardised test, will most likely achieve PKF and, therefore, should have a Support Plan (detailing the extra support, differentiation and additional resources they require, to enable them to make good progress)*.
- 2L / 2M / 2H – Currently working towards the expected standard (WTS). *These children are most likely to form the focus of performance management (pupil progress) objectives; and should receive more intensive feedback, marking and consideration when groupings, adult intervention and learning partners are decided – to help accelerate their progress and narrow the gap.*
- 3L / 3M / 3H – Currently working at the expected standard (EXS). *These children will also be able to achieve an age-standardised score of 100+ in tests and will achieve the expected standard at the end of the key stage, in addition to the end of the school year.*
- 4L / 4M / 4H – Currently working above the expected standard (and will achieve a high score – above 110+ as a scaled score in End of KS1 / KS2 SATs and/or 115+ as an age-standardised score). *For writing, these are the children who will go on to attain Greater Depth in the Standard (GDS). These children will also, most likely, be identified as gifted and talented pupils, and recorded as such on the school census.*
- 5L / 5M / 5H – Currently working well above the end of year expected standard. *These children have the ability to score 118+ as a scaled score in End of KS1 / KS2 SATS and/or 126+ as an age-standardised score. These will be exceptionally gifted pupils.*

Assessment as Learning (diagnostic assessment):

Pupils will take termly tests from Year 1 – 6. These are to be used as a diagnostic tool for teachers to be able to tailor their planning (quality first teaching), administer additional support teaching in the form of booster groups and other interventions, and to group children appropriately for lessons (such as guided reading, spelling and phonics). Year 1 use PIRA and PUMA in the Autumn and Spring terms - and NFER in the Summer term. Years 3 – 5 will use NFER for Autumn, Spring and Summer. **Tests will be administered during an assessment fortnight window towards the end of each term.** It is each teacher's responsibility to administer these tests fairly, mark them accurately and pass the standardised scores on to the assessment coordinator for analysis.

Year 2 and 6 will use past SATs papers as a diagnostic assessment at the end of the Autumn and Spring terms.

Staff are then encouraged to use the analysis tools (kept on the shared drive) to analyse the strengths and weaknesses for their cohort. These gaps can then be addressed in the final two weeks of each term. Results from the analysis can also be fed back to the English and Maths Subject Leaders, to enable whole school trends to be identified and addressed.

In the Autumn and Spring term, the standardised scores are to be used. However, in order to accurately measure progress, the age-standardised scoring is to be used for the final term (Summer) each year. This will show any significant progress or decline in progress.

These results are to be fed into pupil progress meetings and discussed with the Headteacher and/or Assessment Subject Leader.

Assessment AS Learning can also take place during a lesson – with the class teacher(s) closely monitoring and giving informative feedback to pupils – that they can respond to DURING the lesson. Equally, observing the children working may provide an opportunity to 'scaffold' the lesson differently for identified children – with children being encouraged to move on to more challenging (and appropriate) tasks if they demonstrate they are a 'rapid grasper' of a particular skill or concept, be given more consolidation opportunities if it is apparent they have a slight misconceptions, or be given more targeted support to address a misconception that is preventing them from being successful. This is why it is imperative that all teachers move around the classroom, monitoring the children and their work and 'correct at the point of teaching' – rather than allow misconceptions (or bad habits) develop. This teaching strategy is referred to in this policy as being a 'bumblebee'.

<u>Feedback to Pupils</u>:

Feedback to pupils is very important as it tells them how well they have done and what they need to do next to improve their work. Research has shown that pupil's involvement in the review process raises standards, and that it enables them to take actions towards improving their performance. It also supports the teacher in 'next step' planning for all pupils. We have an agreed code for marking (see Appendix 16) as this ensures that we all give feedback in the same way; and the children learn to understand and use the feedback to accelerate learning.

Verbal feedback is given to children wherever possible. This is usually done while the children are working, as Assessment AS Learning, but it can also sometimes be given at the beginning of the next lesson. It is particularly relevant during a guided session when a teacher is working closely with a group of children linked to their learning targets. Equally, when the teacher is circulating around the class - 'bumblebee' – and they notice a misconception, error or opportunity to extend a child's learning, they may provide verbal feedback at this point – indicating this by placing VF in the margin – and ensure this is picked up on at the end of the lesson.

When lesson time does not allow for verbal feedback, a **written comment** should be given on the children's work during feedback. *To ensure all children receive pertinent feedback, the Learning Challenge (LC) and/or success criteria given should be annotated with a single, double or treble tick, as a minimum, to indicate the child's level of understanding and application. Any written comments should focus on what the child could have done to attain to a higher level. This may best be achieved by setting them a target (next step) to complete.*

It is important for any written comment given to focus on the child's achievements in relation to the learning intention. However, aspects of handwriting, punctuation, spelling (including application of phonics) and presentation may also be commented upon – especially if this has significantly improved or deteriorated.

For consistency, any strengths should be marked with a **star**, while any next steps (or targets) should be indicated by the use of a **wand**. **If a child is set a challenge (next step), then there should be an expectation that the child revisits this work and carries out the**

challenge. Small paper indexes should be used to mark any page where these have been set – and only the teacher should remove these once they are satisfied the child has carried out the necessary corrections, improvements and/or extension task.

If the teacher considers that the learning intention has not been met, they must make it clear why. The teacher should also identify what the pupil needs to do in order to improve in the future and consider whether an extra intervention, prior to the next lesson, or a differentiated activity needs to be planned – so the child can demonstrate competency of the skill or concept within the next two lessons. *This may also be set as an individual, personal target for the child, if it will require a number of weeks to consolidate and acquire the necessary skill. If this is the case, it is important for this to be the focus of any marking during this period.* It is vital that any time invested in writing comments has an impact.

It is imperative for all children to have a Writing and a Maths Target (from Year 1 onwards). These must be displayed on a 'flip out' target card – at the front of the child's English Book – so (i) the child can see and be reminded of their targets every time they write and (ii) the teacher can mark against the target (and give feedback to the child). As with all targets, these should be dated when set and dated when achieved. *They should be achievable within a 3-4 week period – so they need to be very specific – and reviewed regularly.* **These targets will usually be set to address a misconception or a key area of ;earning identified during a Cold Task – so they will routinely be taught and the child be given several opportunities to focus on these and demonstrate their understanding over the next few weeks.**

The format of Target Cards needs to be simple – easy to maintain and easy for the children to understand: For example:

Name:				
Date Set	**Target**	**Date evidenced**	**Date evidenced**	**Date evidenced**

Written feedback in Mathematics:

Marking in maths may be completed, wherever possible, during the lesson - giving immediate feedback to pupils (and providing them with the necessary time to reflect and act on the feedback they have been given).

After lessons, marking can be in the form of a circle being placed around any errors, dots and ticks and/or one tick, two ticks or three ticks next to the LC (Learning Challenge) indicating how well the pupil has responded to the learning challenge.

Pupils with two or three ticks should have a wish to complete during fix-it time as an additional challenge. This may be an open-ended question regarding the LC or an additional problem or question to stretch the understanding of the pupil. *It would be hoped that these children were encouraged to take on the 'chilli challenge' during the lesson and/or given an extension activity to secure their knowledge and understanding (by applying their knowledge in a different situation).*

Pupils with one tick next to the LC may just have a couple of simple examples to support their understanding. They may also be encouraged to complete a couple of extra questions to help secure their knowledge and understanding.

All pupils must routinely be expected to carry out any corrections AND respond to any targets and challenges set by the teacher. Staff should also consider, where there are two (or more) adults supporting a Morning Maths session, to utilise this time for a pre-teach and/or consolidation session – focused on the core learning associated with each year group in number and calculations.

Where teacher support is indicated on a child's work – using 'S' for Supported Work (see Appendix 16) - it is clear that there has been ongoing dialogue as the child has completed their learning tasks under the guidance and/or support of the class teacher. **When this appears, it is likely that the feedback will predominantly be verbal, with marking limited to dots and ticks plus ticks against the Success Criteria (unless the child has made great progress or effort in which case a comment recognising this may also be added).**

When verbal feedback is given during the lesson - and revisions are made by the child in pencil (during the lesson) or green pen (after the lesson, during fix-it time) - the feedback may be recorded as VF (verbal feedback) and evidence of a teacher modelling a correct approach or a brief summary of the conversation referenced (e.g. VF – neatness or VF – place value).

Where feedback is not possible within the lesson, written feedback will be provided for children and if necessary, an opportunity for corrections or next day intervention provided for children to identify and address misconceptions.

All children (from Year 1 upwards) must have a Maths Target – recorded on a 'flip out' card at the front of their Maths Book – that focuses on a key concept (principally Number, Calculation Strategies and/or Place Value) that is proving to be a barrier to their learning.

<u>Fix It Time</u>:

It will be at the discretion of individual teachers to timetable when fix-it-time occurs but where children have misconceptions to address in their learning, a coloured paper index tab will be used to indicate to the child that they need to re-visit their work. Obviously, it is imperative that a brief written (or oral) explanation is given to children as to what 'fixes' are required.

Teachers may wish to set aside time at the start/end of a morning or afternoon session - or within a lesson - dependent upon the timetabling requirements and the age of the children. Equally, it may be pertinent to establish a routine whereby the children if they have work to correct or 'fix' as they arrive each morning – by checking if there are any coloured paper index tabs in their books and to sit down to do these.

Regular Fix-It Time **is essential** in English and Mathematics lessons, in particular, but can also be used in other curricular areas where appropriate. *It should be evident in Science and Topic Books – in addition to RE.*

Children should be encouraged to respond to the teacher's marking and answer wishes, edit writing, correct any incorrect answers in maths or add to answers to prove further understanding.

Rewards and Sanctions:

Rewards are used to promote positive behaviours. There are many ways of rewarding pupils for their efforts and attitudes towards learning. Any children that are showing staff they are following the school rules – Ready, Respectful and Safe – can be rewarded with their name on the Recognition Board and progressing to Committed (or Outstanding) on the Behaviour chart. In addition, there are house points, class star of the day trophies, raffle prizes and being recognised for a certificate at the end of the week. All these need to be visible and clear to the other pupils so that desired behaviours are promoted – and the children can see that these are allocated fairly.

Around and about the school, including assemblies and singing practise, pupils can be rewarded in the same ways. It is the responsibility of all staff to encourage and notice good behaviours as well as reminding pupils of the rules if they are not following them.

House points should be awarded in recognition for the amount of effort, time and pride they have put into their work. These should be recorded by the class teacher as 1hp, 2hp or 3hp (up to a maximum of 5hp for an exceptional performance) at the end of the piece of work. *These should be crossed out by the child when they are added to the class House Points Chart.*

At the end of each week, two children in each class should be nominated for a special certificate – to be awarded in the Family Assembly. It is important that a record of children who achieve these certificates is maintained in the back of the certificate book and teachers routinely check this – to ensure that all children are given the opportunity to be recognised for their hard work, behaviour and effort.

Staff should make a phone call home, send a postcard home or have a positive conversation at the end of the school day for any child who gets placed on outstanding – so their successes are shared with their parents/carers.

Classroom Expectations:

To achieve consistency throughout the school, a list of what is expected in every classroom in our school is given below:

- Class year group as well as staff names on classroom door / board near entrance to classroom
- "This year we have read…" display – laminated on classroom windows so visible to children (and adults) on the playground – and updated regularly throughout the year
- School Rules displayed – Ready, Respectful, Safe
- Recognition Board – in a prominent place
- Behaviour Chart – Outstanding / Committed / Blue / Compliant / Reluctant – with all children's names (and used throughout the day).
- Stamp Cards – stored in a basket
- Handwriting and number formation posters
- Marking Code and Editing Code (taken from Marking & Feedback Policy – see Appendix 16)
- House Points record/table/chart – including House Point teams
- SMART – internet safety
- Safeguarding Children – child friendly poster
- "Inhalers in here" sign on their location e.g. cupboard door (with slips to notify parents their child has used their inhaler and administration of medicines record sheet – in a labelled and organised medical file)
- Asthma Plan (if applicable)
- Child Protection Cause for Concern blank sheets readily available
- Record of number of children in class – to be used in case of an emergency (fire drill/evacuation, lock-down, etc) – and when children are collected for medical appointments
- Fire Drill Procedure next to classroom door
- Fire Evacuation Plan next to classroom door
- Labelled water bottle area
- Visual timetable of the day
- Topic, RE and Science Units must have: (i) Preprinted Title Page (ii) Vocabulary Bank and (iii) Cold/Hot Tasks.
- All English Books must have Writing Targets – as a flip out target card (at the front)
- All Maths Books must have Maths Targets (that focus on Number and/or Place Value concepts that the child is struggling with) – as a flip out target card (at the front of the book)
- Homework Books must have expectations of children and parents for that year group glued on the inside cover.
- Tables grouped for children to work in groups of 4 or 6 (or 8).

Displays:

- Working Wall (or Washing Line) for English – including an ever developing list of skills the children are now expected to feature in ALL of their work that is present throughout the year.
- Maths Working Wall
- Times Table Record Sheet (from Year 2 upwards) – linked to TT Rockstars
- Vocabulary (and Spelling/Phonics) display
- SPAG Banner and associated posters (including the word classes most relevant to the particular year group)
- Pathways To Read – shared and guided reading symbols
- Science Working Wall (or display)

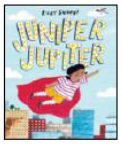
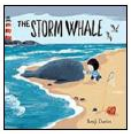
- RE Working Wall (or display)
- PSHE Working Wall (using the speech bubbles stored on Google_Drive)
- The display outside the classroom – in the main corridor – should showcase the children's work from their most recent Topic Week
- Separate and **inviting** reading area – all children must have a book mark with their library barcode printed on it
- Pen Licence expectations (for the year group) – with examples. *This should NOT include children's names*
- Labelled coat pegs

Inside stock cupboard door:

- Children listed with allergies/medical needs
- Playground Duty rota
- Hall timetable
- Computer Suite timetable

Appendix 1: English Curriculum Long Term Overview (including Pathways To Read Units)

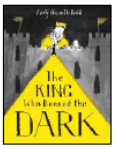
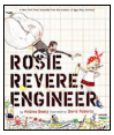
Reception Suggested Progressive Sequence

A	B	C	D	E	F
The Something 	**Star in a Jar** 	**Juniper Jupiter** 	**Little Red** 	**The Storm Whale** 	**The Extraordinary Gardener** 
Writing Outcome & Writing Purpose					
Narrative: A Losing Story **Purpose:** To tell and write a losing story	**Narrative:** A Finding Story **Purpose:** To tell and write a finding story	**Narrative:** A Superhero Story **Purpose:** To tell and write a superhero Story	**Narrative:** A Traditional Tale **Purpose:** To tell and write a traditional tale	**Narrative:** A Friendship Story **Purpose:** To tell and write a friendship story	**Narrative:** A transformational Story **Purpose:** To tell and write a transformational story
Recount: Animal Information **Purpose:** To inform	**Information:** Poster to find a lost star **Purpose:** To inform (and describe)	**Information:** A letter wanting to be a sidekick **Purpose:** To inform	**Instructions:** How to trap an animal **Purpose:** To instruct	**Poems:** Sea creature poems **Purpose:** To describe	**Instructions:** How to grow a garden plant / vegetable **Purpose:** To instruct

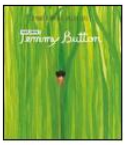
Year 1 Suggested Progressive Sequence

A	B	C	D	E	F
Major Glad, Major Dizzy 	**Rapunzel** 	**Hermelin** 	**Where the Wild Things Are** 	**The Secret of Black Rock** 	**The Last Wolf** 
Writing Outcome & Writing Purpose					
Narrative: Discovery Narrative **Purpose:** To narrate	**Narrative:** A Traditional Tale **Purpose:** To narrate	**Narrative:** A Detective Story **Purpose:** To narrate	**Narrative:** A Portal Story **Purpose:** To narrate	**Narrative:** A Return Story **Purpose:** To narrate	**Narrative:** A Hunting Story **Purpose:** To narrate
Recount: Messages **Purpose:**	**Instructions:** How to catch a witch **Purpose:** To instruct	**Recount:** Letters **Purpose:** To recount	**Information:** Wild Things **Purpose:** To instruct	**Recount:** Postcards **Purpose:** To recount	**Instructions:** Recipes **Purpose:** To inform
Curriculum Topic Driver					
History: Living Memory		**Geography:** Locality		**Science:** Animals inc Humans	

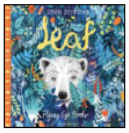
Year 2 Suggested Progressive Sequence

A	B	C	D	E	F
A River 	**The Night Gardener** 	**The Bog Baby** 	**Grandad's Island** 	**The King Who Banned the Dark** 	**Rosie Revere** 
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative **Purpose:** To narrate	**Narrative:** Setting Narrative **Purpose:** To narrate	**Narrative:** Finding Narrative **Purpose:** To narrate	**Narrative:** Return Narrative **Purpose:** To narrate	**Narrative:** A Mistake Narrative **Purpose:** To narrate	**Narrative:** Invention Narrative **Purpose:** To narrate
Recount: Letter **Purpose:** To inform	**Recount:** Diary **Purpose:** To recount	**Instructions:** How to build a habitat **Purpose:** To instruct	**Information:** Jungle Animals **Purpose:** To inform	**Information:** How to be a Regal Leader **Purpose:** To inform	**Explanation:** How a machine works **Purpose:** To explain
Curriculum Topic Driver					
Geography: Rivers and Seas		**Science:** Living Things Habitats & Plants		**History:** Bronze Age	

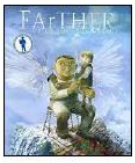
Year 3 Suggested Progressive Sequence

A	B	C	D	E	F
The Iron Man 	**Fox** 	**The Rhythm of the Rain** 	**Jemmy Button** 	**Egyptology** 	**Into the Forest** 
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative **Purpose:** To narrate	**Narrative:** Fable Narrative **Purpose:** To narrate	**Narrative:** Setting Narrative **Purpose:** To narrate	**Narrative:** Return Narrative **Purpose:** To narrate	**Narrative:** Egyptian Mystery **Purpose:** To narrate	**Narrative:** Lost Narrative **Purpose:** To narrate
Explanation: How to capture the Iron Man **Purpose:** To explain	**Information:** Fox Report **Purpose:** To inform	**Information:** River Information Leaflet **Purpose:** To inform	**Information:** Letters **Purpose:** To recount	**Information:** Secret Journal Report **Purpose:** To inform	**Recount:** Newspaper Report **Purpose:** To inform
Curriculum Topic Driver					
Science: Forces and Magnets		**Geography:** Mountains and Rivers		**History:** Egyptians	

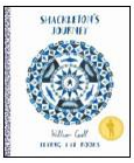
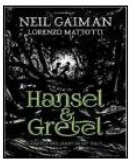
Year 4 Suggested Progressive Sequence

A	B	C	D	E	F
The Whale 	**Leaf** 	**Arthur and the Golden Rope** 	**The Lost Happy Endings** 	**The Journey** 	**Manfish** 
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative **Purpose:** To narrate	**Narrative:** Outsider Narrative **Purpose:** To narrate	**Narrative:** Myth Narrative **Purpose:** To narrate	**Narrative:** Twisted Narrative **Purpose:** To narrate	**Narrative:** Refugee Narrative **Purpose:** To narrate	**Narrative:** Invention Narrative **Purpose:** To narrate
Recount: Newspaper Report **Purpose:** To recount	**Information:** Polar Bears **Purpose:** To inform	**Information:** Defeating a Viking monster **Purpose:** To inform	**Persuasion:** Letter **Purpose:** To persuade	**Recount:** Diary **Purpose:** To recount	**Recount:** Jacques Cousteau Biography **Purpose:** To recount
Curriculum Topic Driver					
Science: Living things / Habitats / Animals		**History:** Vikings		**Geography:** Europe	

Year 5 Suggested Progressive Sequence

A	B	C	D	E	F
Where Once We Stood 	**FArTHER** 	**The Hound of the Baskervilles** 	**The Promise** 	**The Lost Book of Adventure** 	**King Kong** 
Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative **Purpose:** To narrate	**Narrative:** Setting Narrative **Purpose:** To narrate	**Narrative:** Cliffhanger Narrative **Purpose:** To Narrate	**Narrative:** Character Narrative **Purpose:** To narrate	**Narrative:** Survival Narrative **Purpose:** To narrate	**Narrative:** Dilemma Narrative **Purpose:** To narrate
Recount: Formal Report **Purpose:** To recount	**Recount:** Letter **Purpose:** To recount	**Inform:** Formal Event report **Purpose:** To inform	**Recount:** Newspaper Report **Purpose:** To recount	**Explanation:** Survival Guide **Purpose:** To explain	**Discussion:** Balanced Argument **Purpose:** To discuss
Curriculum Topic Driver					
Science: Space		**History:** Victorians		**Geography:** North & South America / World	

Year 6 Suggested Progressive Sequence

A	B	C	D	E	F
Rose Blanche 	**A Story Like the Wind** 	**The Origin of the Species** 	**Wolves** 	**Shackleton's Journey** 	**Hansel and Gretel** 
Writing Outcome & Writing Purpose					
Recount: Diary **Purpose:** To recount	**Narrative:** Flashback Narrative **Purpose:** To narrate	**Narrative:** Discovery Narrative **Purpose:** To narrate	**Recount:** First Person Narrative **Purpose:** To narrate **Discussion:** Balanced Argument **Purpose:** To discuss	**Narrative:** Endurance Narrative **Purpose:** To narrate	**Narrative:** Dual Narrative **Purpose:** To narrate
Recount: Bravery Speech Award **Purpose:** To recount & inform (hybrid)	**Recount:** Newspaper Report **Purpose:** To recount	**Explanation:** Adaptation **Purpose:** To explain	**Information Text:** Wolves **Purpose:** To inform **Narrative:** Suspense Narrative **Purpose:** To narrate	**Recount:** Magazine Article **Purpose:** To recount & inform (hybrid)	**Persuasion:** Letter **Purpose:** To persuade
Curriculum Topic Driver					
History: War		**Science:** Evolutions and Inheritance		**Geography:** Coasts	

Pathways Literacy

THE LITERACY COMPANY

Overview of texts: Year 2 to Year 6

Year group	Autumn term		Spring term		Summer term	
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty Genre – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre – Recount: emails, Information	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version) Genre – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill Genre – Information	Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company Genre – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company Genre – Information
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman Genre – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company Genre – Persuasion/ information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure

Appendix 2: Long Term Overview (Topic Weeks and All Other Subjects)

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	**Major Glad, Major Dizzy** Discovery narrative Messages	**Rapunzel** A traditional tale How to catch a witch	**Hermelin** A detective story Letters to recount	**Where the wild things are** A portal story To instruct	**The Secret of Black Rock** A return story Postcards to recount	**The Last Wolf** A hunting story Recipes to inform
Reading	Guided reading Using 100% phonetically decodable books matched to child's word reading ability	Guided reading Using 100% phonetically decodable books matched to child's word reading ability	Guided reading Using 100% phonetically decodable books matched to child's word reading ability	Guided reading Using 100% phonetically decodable books matched to child's word reading ability	Guided reading Using 100% phonetically decodable books matched to child's word reading ability	Guided reading Using 100% phonetically decodable books matched to child's word reading ability
Maths *Power Maths*	Numbers to 10 Part-whole within 10 Addition and Subtraction within 10 *Doubling, halving and sharing	Addition and Subtraction within 10 2D and 3D shapes Numbers to 20	Addition within 20 Subtraction within 20 Numbers to 50	Intro. Height/Length Intro. Weight/Volume	Multiplication Division Halves and Quarter	Position and dir. Numbers to 100 Time Money
Science *National Curriculum*		What is a material and how do they differ?	Are all animals the same?	What are the parts of a plant?	Which parts of my body are associated with my senses?	
	Seasonal changes- **Is the weather always the same when I look out of a classroom window?**					
Topic *OTIs taken from N.C*	How do you make an object move? Instructions Measure	Where do I live?	How does the location of a country determine its climate? Label a world map/ Leaflets Temperature (Celsius)	Where does my food come from? instructions Weight/measure/ Early intro to halves/quarters	How do artists use different media? Biography Shape	How has the world changed since my Grandparents were children? Letters to Grandparents/care home Measure of time. E.g. years
Extra Art/DT *OTIs taken from N.C*		Has my local area always been the same as it is now? Writing directions Position and direction	What techniques can I use to make my drawing more effective?			

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I make my online life safe?** My online life S&L- scenarios acting out Tally chart/ Bar graph	**How can I keep myself safe online?** Modern tales (IT) Script	**What is a computer?** (CS) Tinkering station (CP) Emails Measuring with a ruler to create a Bee Bot mat	**How do you give robots instructions?** My friend the Robot (CS)- NEW Directional language	**How can I create my own photo story?** Mini-Beasts (IT) Key words into a search engine Facts- statements Labelling diagrams	**How can I draw and use text to show my learning?** Drawing Maths (IT) 2D/3D shapes
PSHE *Jigsaw*	Being me in my world *ELG: People and communities- Families, communities and traditions.	Celebrating difference *ELG: People and communities- Families, communities and traditions.	Dreams and goals	Healthy Me	Relationships	Changing Me
Music *Charanga*	**Hey You!** Singing: Rap Play, improvise and compose: untuned percussion	**Nativity** Singing: Nativity and carols. Play: Clapping rhythms	**Into the Groove** Singing: Blues Play, compose and improvise (Boomwhackers/ recorders/ hand bells?)	**Infant Music Festival practice**	**Music festival /Round and round** Singing Playing: Boomwhackers/ xylophone/ hand bells?	**Round and round/ reflect and review** Musical understanding Singing Playing: Boomwhackers/ xylophone/ hand bells?
RE	**How do some people feel because they believe in God?** (Christianity-Baptism)	**What do some people do because they believe in God?** (Christianity- Nativity)	**What is God like?** (Hinduism- One)	**What stories are told about God?** (Christianity- Easter)	**Where is God?** (Islam- Allah the creator)	**What do some people do because they believe in God?** (Judaism- Shabbat)
PE *Real PE*	**Personal** Coordination- footwork (10) Balance- one leg (1)	**Social** Balance- Jumping and landing (6) Balance- Seated (2)	**Cognitive** Balance- on a line (5) Coordination- ball skills (9)	**Creative** Coordination- sending and receiving (8) Balance- With a partner (7)	**Physical** Agility- Reaction/response (12) Balance- Floor work (3)	**Health and Fitness** Agility- Ball chasing (11) Balance- stance (4)

Extra things- Phonics booster club from September as an intervention/catch up programme (offered to target children- phase 2)

Extra considerations due to last year's curriculum: Implementation of continuous provision enhancements/challenges to provide opportunities to learn through play due to missed CP in Reception.

Investigation station- (ELG): Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.

Maths area- (ELG): Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Small world/imaginative play and storytelling- (ELG): Children use what they have learnt about media and materials in original ways, thinking about purposes. They represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	A river Circular narrative Letter to inform *Circular narrative revisit from Y1*	The Night Gardener Setting Narrative Diary to recount	The Boy Baby Finding narrative How to build a habitat	Grandad's island Return narrative Jungle animals to inform	The King who banned the dark A mistake narrative How to be a regal leader	Rosie Revere Invention narrative How a machine works
Reading *Pathways to reading*	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin **Genre** – Fiction: fantasy, Fiction: fairytale	Above and Below by Patricia Hegarty **Genre** – Information	The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) **Genre** – Recount: emails, Information	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version) **Genre** – Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl **Genre** – Fiction: adventure	Grimm's Fairytales (Usborne Books) **Genre** – Fiction: fairytale
Maths *Power Maths*	*Revise Y1 +/- bonds to 20 *Numbers 50 – 100 (Y1) Place value to 100 Addition and subtraction	Addition and subtraction Money (context of p/v and +/-) *	Multiplication and division * Length and height * (context for x and ÷)	Fractions* Statistics Shapes	Time (word problems) * Position and direction *	Weight, volume and temperature * (applying 4 operations)
Science *National Curriculum*	Are all animals the same? * Comparative conjunctions & NC report. Statistics	How do all animals keep healthy? Temperature Letter writing	How are animals suited for their environment? Temperature Instruction writing	Are all materials the same? Length and height, Y1 measures (comparisons) Non chronological report	How does the beanstalk grow? * Length and height Statistics Instruction writing	Seasons display throughout year and consolidated in this term * Time Explanation text
Topic	Is Runcorn the same as other areas of the UK? (Geography) *Where do I live? Non-Chronological report (& conjunctions) Statistics	What's it like to live in a different country? (Geography) *Kenya - based on book 'Lila and the Secret of the Rain'.* Letter revisit from Y1 Temperature/ capacity (	How have explorers affected our lives today? (Trip Liverpool museums) * Explanation text Position and Direction	How did the great fire affect the people of the time? (History) * Revisit diary features Time, dow & seasons.	What do I need to make my structure strong and stable? (D&T) Writing instructions revisit. Shape	How can I express moods and feelings? (Art) Poetry inc performance Shape
Extra Art/DT	How do sculptors use different techniques to create their finished piece? writing captions Shape	Where does my food come from? weighing and measuring writing instructions (recipe)		How do artists use different media? * Poetry - fire Measurement l & H		How can I design and make a hand puppet? character profiles of hand puppets. instructions. Measurement l & H

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I make my online life safe?** My online life *IT	**What does friendship mean online?** Online buddies (DL)	**How can I code a story?** Code a story *CS	**Why is it important to present digital content in a clear way?** Presentations typing (DL)	**What are the features of an audiobook?** Story Land (IT)	**How can I share my digital work?** Maths Madness (IT)
PSHE *Jigsaw*	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
Music *Charanga*	**Hands, feet, Heart** Singing Playing: Boomwhackers/ Xylophones/ hand bells?	**Nativity** Singing: Nativity and carols. Play: Untuned percussion (sleigh bells and blocks?)	**I wanna play in a band** Singing *Playing: Xylophones/ bells*	**Infant Music Festival practice**	**Music festival/ Zootime** Xylophones/ bells/ Glockenspiels	**Zootime/ Reflect and review.** Musical understanding Singing Playing: Xylophones/ bells/ Glockenspiels
RE	**How and why is celebrating important in religion and worship?** (Christianity- Pentecost)	**What do special stories teach worshippers and others?** (Christianity- Christmas sharing good news)	**Why do some people have religious rituals?** (Christianity- prayer as a form of power)	**Does worship help people?** (Judaism- Hannukah/Sukkot) *Shabbat	**Does worship have to happen in a special place?** (Islam- Slalah) * Allah	**Can worship help people remember what is important?** (Hinduism- Puja)
PE *Real PE*	**Personal** Coordination- footwork (10) Balance- one leg (1)	**Social** Balance- Jumping and landing (6) Balance- Seated (2)	**Cognitive** Balance- on a line (5) Coordination- ball skills (9)	**Creative** Coordination- sending and receiving (8) Balance- With a partner (7)	**Physical** Agility- Reaction/response (12) Balance- Floor work (3)	**Health and Fitness** Agility- Ball chasing (11) Balance- stance (4)

Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	The Iron Man Approach threat narrative How to… to explain	Fox Fable narrative Fox report to inform	The Rhythm of the Rain Setting Narrative River Information Leaflet	Jemmy Button Return Narrative Letters to recount	Egyptology Egyptian mystery Secret journal report to inform	Into the forest Lost Narrative Newspaper report
Reading *Pathways to reading*	The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale
Maths *Power Maths*	Place value to 1,000 Addition and subtraction	Multiplication and Division	Money	Statistics Length Fractions	Fractions Time	Angles and prop.shapes Mass Capacity
Science *National Curriculum*	What do the different parts of a plant do? * Instructions Measurement, statistics	How are rocks formed? Persuasive poster Time calculations	Why do we need light? Report for Newsround Measurement	How do magnets work? Information leaflet Measurement, statistics	Why do animals have skeletons? Informative/persuasive letter statistics	How do sculptors use different techniques to create their finished piece? *
Topic	How is the UK similar and different to another country in the EU? (Geography) Information booklet Statistics- data	How do volcanoes and earthquakes occur? (Geogrpahy) *Non EU country News report	How can I create different textures and patterns when drawing? (Art)	What changes have happened in Britain from the Stone Age to the Iron age? (History) Diary	What impact has the Roman Empire had on Britain? (History) Newspaper report Money	What techniques can I use to make a savoury dish? (D.T) Instructions Mass/capacity
Extra Art/DT				How can different materials and textures be used to create a landscape? (Art)		How can I construct a textile product? (D.T) Length/measurement

Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I use online services safely?** My online life	**How can I use the internet to find information quickly?** Online Detectives (DL)	**How can I use scratch jr to create a dancing robot?** Dancing Robot (CS))	**Do I only need one piece of software to create a game?** Rainforests (IT)	**How can I improve my keyboard skills?** Keyboard adventures (IT)	**Which digital skills do I need to create engaging content?** Digitally Awesome (IT)
PSHE *Jigsaw*	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
Music *Charanga*	**Let your spirit fly** Glockenspiels	**Glockenspiel stage 1**	**Three little birds** Glockenspiels	**Bringing us together** Glockenspiels	**Bandlab/ Garageband** Introduction	**Reflect, Review and perform**
RE	**What makes a good leader?** (Christianity- disciples)	**Who should we look up to?** (Christianity- advent) * Hannukah	**Who inspires you?** (Judaism- Passover) * Sukkot	**What qualities make a good leader?** (Christianity- Easter celebrations)	**Who has the x-factor?** (Islam- Muhammed) *Salah	**What makes a good leader?** (Sikhism- Gurus)
PE *Real PE*	**Personal** Coordination- footwork (10) Balance- one leg (1)	**Social** Balance- Jumping and landing (6) Balance- Seated (2)	**Cognitive** Balance- on a line (5) Coordination- ball skills (9)	**Creative** Coordination- sending and receiving (8) Balance- With a partner (7)	**Physical** Agility- Reaction/response (12) Balance- Floor work (3)	**Health and Fitness** Agility- Ball chasing (11) Balance- stance (4)

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	The Whale Setting Narrative Newspaper Report	Leaf Outsider Narrative Polar Bears (to inform)	Arthur and the Golden Rope Myth Narrative Defeating a Viking monster	The Lost Happy Endings Twisted Narrative Letter to persuade	The Journey Refugee narrative Diary to recount	Manfish Invention narrative Biography
Reading *Pathways to reading*	A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister **Genre** – Fiction: traditional tales	The Train to Impossible Places by P.G. Bell **Genre** – Fiction: fantasy	DKfindout! Volcanoes by Maria Gill **Genre** – Information	Ariki and the Island of Wonders by Nicola Davies **Genre** – Fiction: adventure	Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company **Genre** – Recount: biography, Information	A Myth-Hunter's Travel Guide by The Literacy Company **Genre** – Information
Maths *Power Maths*	Place value 4-digit Addition and subtraction *perimeter and measuring	Measure- perimeter Multiplication and division *Angles/shapes	Multiplication and division Measure- area *Fractions	Fractions Decimals Measure- perimeter *time	Decimals Money Time	Statistics *CS Angles and 2D shapes Position and direction
Science *National Curriculum*	How do magnets work? Year 3 unit	How do we use electricity within our daily lives? *light Instructions	How do materials change states? Poetry/ Recount	How can living things be classified? Narrative writing – writing from the perspective of one of the animals	What happens to my food when I eat it? Diary entry Sequencing	How do we modify sound? *
Topic	Have rivers always been important to humans? * Setting narrative Graphs/ Geometry	What impact did the Ancient Egyptians have on the rest of the world? Newspaper report Make 3d shapes	How do we identify physical and human features in our local settlement? Leaflet (inform) Measure – area	What is the hidden meaning behind sculptures? Myth Geometry - Classify geometric shapes/ Symmetry	How did the Anglo Saxons and Scots settle in Britain? Twisted narrative Statistics	How can I make a game which uses electricity? Formal written advert
Extra Art/DT	How can different materials and textures be used to create a landscape? *		How can I construct a textile product? * Instructions Measurement/conversion	What makes an effective bridge structure? Conversion/measurement	Do artist's just use a paintbrush when painting? *light/shadows	

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I decide if what I read is fake or not?** Fake or Real (DL)	**How can I use online services safely?** My Online Life	**Why is coding important?** Hour of code (CS)	**How can I create digital content which is informative and engaging?** Endangered species (IT) **Romanisation of Britain*	**What impact does editing and formatting have on digital content?** Wizard School (DL) *(Games Designer (CS)*)*	**How can I combine technology to create a blockbuster?** Dinosaurs (DL)
PSHE *Jigsaw*	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
Music *Charanga*	**Mamma Mia**	**Glockenspiel stage 2** *Science- sound	**Stop!** Glockenspiels	**Keyboard course (Charanga Freestyle chapters 1-4)** ipad piano	**Blackbird** Glockenspiels	**Reflect, Review and perform**
RE	**How do religious families and communities practice their faith?** (Judaism-daily rituals)	**What lights our way?** (Christianity- Christingle)	**What is expected of a person in following a religion?** (Sikhism – 5K's) *	**What are we prepared to sacrifice?** (Christianity- Sacrifice on the cross)	**Why are some occasions sacred to believers?** (Christianity-Eucharist)	**Should religious teachings affect our laws today?** (Islam- Qu'ran)
PE *Real PE*	**Personal** Coordination- footwork (10) Balance- one leg (1)	**Social** Balance- Jumping and landing (6) Balance- Seated (2)	**Cognitive** Balance- on a line (5) Coordination- ball skills (9)	**Creative** Coordination- sending and receiving (8) Balance- With a partner (7)	**Physical** Agility- Reaction/response (12) Balance- Floor work (3)	**Health and Fitness** Agility- Ball chasing (11) Balance- stance (4)

Year 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	Where once we stood Exploration narrative Formal report	FarTher Setting Narrative Letter to recount	The Hound of the Baskervilles Cliff-hanger Narrative Formal event report	The Promise Character narrative Newspaper report	The Lost Book of Adventure Survival narrative Survival guide to explain	King Kong Dilemma narrative Balanced argument
Reading *Pathways to reading*	Goodnight Stories for Rebel Girls by Elena Favilli **Genre** – Biography	Hansel and Gretel by Neil Gaiman **Genre** – Fiction: traditional tale	Odd and the Frost Giants by Neil Gaiman **Genre** – Fiction: myths and legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) **Genre** – Information, Film	The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company **Genre** – Persuasion/ information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin **Genre** – Fiction: books from other cultures and traditions
Maths *Power Maths*	Place value within 100,000 Addition and subtraction *Perimeter Area	Graphs and tables Multiplication and division Area/Perimeter *Angles/2D shapes	Multiplication and division Fractions *Decimals	Fractions Decimals and percentages *Position and direction	Decimals Properties of Shape *Statistics	Position and direction Converting units Volume/capacity *Time
Science *National Curriculum*	What happens to my food when I eat it? * Explanation	Can materials change and be separated? Report	What is air resistance, water resistance and friction? Biography Comparing/measuring results	What is happening beyond Earth? Poetry/Information text	Can you identify the differences in animal life cycles? Explanation Sequence	How do humans develop as they get older? Explanation Sequence
	Living things and their habitats (Changes in the local area – Year 4 and Year 5)					
Topic	Are all counties in the UK the same? Information text Graphs/	Were the Vikings always victorious and vicious? Letter/Diary/Recount	What are the similarities and differences between Brazil and the UK? Letter Statistics- Population	How can we use a range of media to create a space themed collage? Biography	Who were the Mayans and what have we learnt from them? Newspaper report Calendar	How can I use different joining techniques? Instructions Measurement/conversion
Extra Art/DT	Do artist's just use a paintbrush when painting? *	How can I make a vehicle move without pushing it? Instructions	How can I create depth in my drawings?		What is the hidden meaning behind sculptures? *	

Year 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I use online services safely?** My online life	**Could I be a successful Youtuber?** Youtuber (DL)	**Is technology changing the world around us?**	**What is needed to create an AR game?** Making AR games (IT)	**What does being a music composer involve?**	**How can I use computational thinking to solve a problem?** Girls vs Boys
PSHE *Jigsaw*	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
Music *Charanga*	Don't Stop Believing	Five Gold Rings	Make You Feel My Love	The Fresh Prince of Bel Air *sound	Dancing in the Street	Reflect, Rewind, Replay
RE	**What can we learn from the way that Jews treat their scriptures?** (Judaism- Torah)	**Which different kinds of writing and stories are important for Christians?** (Christianity- Versions of the Nativity story)	**Should religious teachings affect our laws today?** (Islam- Qu'ran)	**What guidance should we follow?** (Christianity- the Bible) *sacrifice	**What do religious texts and teachings tell us about God?** (Christianity- Revelations in the Gospels)	**What can sacred stories tell us?** (Hinduism- Seeking knowledge) *five daily rituals
PE *Real PE*	**Cognitive** Coordination- ball skills (9) Agility- Reaction/ response (12)	**Creative** Balance- seated (2) Balance- floor work (3)	**Social** Balance- On a line (5) Balance- with a partner (7)	**Physical** Balance- jumping and landing (6) Balance- one leg (1)	**Health and fitness** Balance- stance (4) Coordination- footwork (10)	**Personal** Coordination- sending/ receiving (8) Agility- Ball chasing (11)

Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English *Read to Write*	Rose Blanche Diary (recount) Bravery Speech (recount/inform)	A story like the wind Flashback narrative Newspaper (recount)	The Origin of the species Discovery narrative Adaption to explain	Wolves Suspense narrative Balanced argument (discuss)	Shackleton's journey Endurance Narrative Magazine article (recount)	Hansel and Gretel Dual narrative Letter (persuade)
Reading *Pathways to reading*	Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll **Genre** – Poetry, Fiction: historical	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase by The Literacy Company **Genre** – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde **Genre –** Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company **Genre** – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys **Genre** – Information	Sky Chasers by Emma Carroll **Genre** – Fiction: adventure
Maths *Power Maths*	Place value Four operations PM- Measurement (*) →	Fractions Position and direction (*)	Percentages & Decimals (*) PM- Shape (*) →	Algebra Statistics (*)	Revision	Problem Solving
Science *National Curriculum*	**Can materials change and be separated?** investigation write up Reading scales; Converting units; Reading tables	How do scientists classify living things? Narrative- predator stalking Tyger Poem Position and direction	How have living things changed overtime? Diary Time- calculations	Why is it important that I keep my body fit and healthy? Explanation Statistics	What happens when I put different components into a circuit? Balanced Argument Statistics	Does light always behave in the same way? Information 3D shapes- nets
Topic *OTIs taken from N.C*	How can I create depth in my drawings? (Art) *	How have the Ancient Greeks influenced the modern world? (History) Diary Conversion and measurement- Parthenon	Would I prefer to live in the USA or UK? (Geography) Letter (Formal and Informal) %/fraction statistics	Who was the most effective British Monarch? (History) Newspaper Statistics	How can I be an effective Global citizen? (Geography) Balanced argument Statistics	How can I create a complex structure which is stable? (DT) Explanation Conversion and measurement
Extra Art/DT *OTIs taken from N.C*		How does an artist's choice of colour affect a painting? (Art)	How does seasonality affect the food that I can purchase? Persuasive leaflet- formal Persuasive advert- informal Conversion and measurement		How do artist's use relief when creating a sculpture? (Art)	Who were the Mayans and what have we learnt from them? *

Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing *Knowsley*	**How can I use online services safely?** My online life	**How can I use VR software to tell a story?** VR Worlds (IT)	**How can I collaborate to create an engaging learning tool?** Solve it club! (IT)	**How is visual coding used to create a game?** Crosy Roads (CS)	**How can I communicate appropriately online?** Online safety dilemmas (DL)	**What skills and knowledge does an app. Developer need?** Coding playground (CS)
PSHE *Jigsaw*	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me *Science- Changes as humans develop
Music *Charanga*	**Happy** Glockenspiels/ipad piano	**Keyboard course (Charanga Freestyle chapters 5-7)** ipad piano	**Classroom Jazz 2** iPad piano/ keyboard/ Glockenspiels	**You've got a friend** iPad piano/ keyboard/ Glockenspiels	**Hip Hop course (Charanga freestyle)**	**Hip Hop course/ Reflect, Review and perform**
RE	**What do we commit ourselves to on our journey?** (Christianity- baptism)	**What is worth celebrating?** (Christianity- Advent)	**What should our attitudes be on our journey?** (Islam- source of Islam)	**Can saying sorry change things?** (Easter- reconciliation in the gospels) *Different versions of Easter Story	**How do religions make the 'signposts' on the journey through life?** (Judaism- Bar Mitzvah)	**What can sacred stories tell us?** (Hinduism- four ahsramas) *Hinduism:
PE *Real PE*	**Cognitive** Coordination- ball skills (9) Agility- Reaction/ response (12)	**Creative** Balance- seated (2) Balance- floor work (3)	**Social** Balance- On a line (5) Balance- with a partner (7)	**Physical** Balance- jumping and landing (6) Balance- one leg (1)	**Health and fitness** Balance- stance (4) Coordination- footwork (10)	**Personal** Coordination- sending/ receiving (8) Agility- Ball chasing (11)

Extra things:

Need to cover puberty near the start of the year as did not get included in 2019/20

Appendix 3 - Weekly Phonics Planning Template

Weekly Phonics Planning

Phase	Menu of activities	Monday	Tuesday	Wednesday	Thursday	Friday
REVISIT & REVIEW Read previously taught phonemes or words .Write previously taught phonemes or words	**Read** Mnemonics/flashcards/ mood sounds/raps/songs/noisy letters **Write** Back writing/anagrams/ be the teacher					
TEACH Introduce new phonemes to be taught and model how to segment /write or say/read words that contain the phonemes	**Read** Magnetic letters/letter cards/robot words/sound buttons/phoneme count/puppets/object bags **Write** Phoneme fingers/phoneme frames/puppets/object bags/treasure baskets					
PRACTISE Read/write words containing the phonemes taught	**Read** Cross the river/treasure baskets/puppets/sound buttons/read and do/word sort/bingo/phoneme spotter **Write** Fans/quick write/full circle/puppets/treasure basket/object bags					
APPLY Read/write sentences that contain phonemes taught	**Read/Write** Dictated sentences/lists/labels/ instructions/captions					

Appendix 4: Mathematics Curriculum Long Term Overview

Every class in KS1 and KS2 should allow a 20-minute timetable slot during the morning for 'Morning Maths'.

The principles behind morning maths are to:

- Increase fluency in key curriculum areas e.g. times tables, number bonds to 10, place value etc.
- Present children with reasoning challenges - to support deeper understanding.
- Revise key concepts (reduce loss of learning through frequent practice).

Morning maths should be a fast paced practice focussed on the curriculum areas highlighted in Appendix 2 of the Teaching and Learning Policy (also saved on the shared drive in the maths folder).

This would normally take the form of a series of questions that, where possible, children would access independently. Questions should reflect the expected standard for the year group and there should be a challenge element built in for children who are capable of working at greater depth.

The morning maths timetable slot may also be used as an opportunity for a class teacher to undertake pre-teaching for the upcoming daily maths lesson with a targeted group in order to support their ability to keep up with the learning. *If other children are independently accessing sufficiently challenging maths questions this will allow a targeted group to focus on a specific learning objective, in order to support a full class mastery approach in the maths lesson that day.*

Where two adults are available during the morning maths session, and one is already supporting a pre-teaching maths group, the second adult may be used to split the larger group to enable a more concrete/ pictoral approach (or a different pace of learning for a group that requires a different level of support).

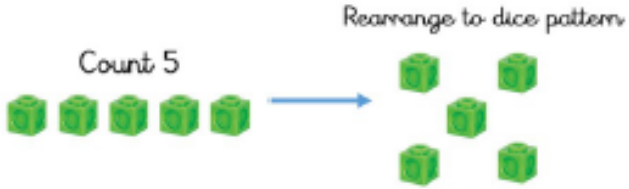
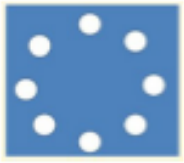
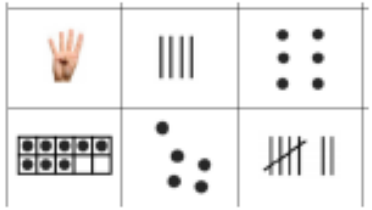
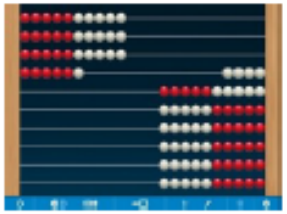
Morning maths should underpin key number and calculations learning for the year group and revise concepts presented in prior year groups, particularly at the start of the year.

Morning maths is typically marked by the children - using a green pen - as answers are shared during a review session where children share their answers and the teacher explores different models and methods of solving the problems. The focus should always be on finding the most efficient and accurate method for solving problems although a variety of different methods may be explored. Key vocabulary is also modelled by the teacher and children are supported in using this when reviewing the learning as a group. Problems and images presented to children should be varied in order to encourage a deeper understanding of a concept.

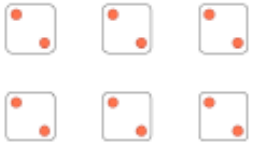
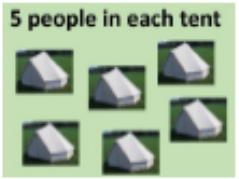
It is important that effective monitoring of Morning Maths lessons takes place – so no valuable lesson time is wasted revisiting questions that the vast majority (or all) of the children have demonstrated they have been able to solve accurately and efficiently. ***This will have been identified during the lesson – as Assessment AS Learning – and it would be hoped the children may have been set a more challenging problem – to further develop these skills before the end of the lesson. Teachers may also wish to introduce how the problem will be developed ahead of the next lesson as part of their plenary, if time permits.***

The document that follow shows a variety of images (visual representations) appropriate for teaching and learning in each year group – taken from 'I See Maths':

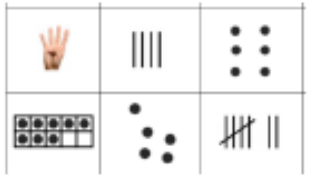
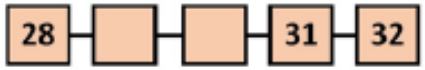
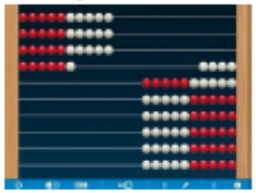
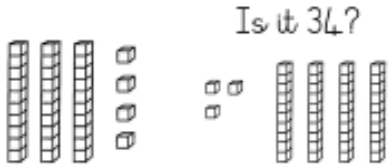
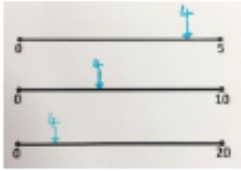
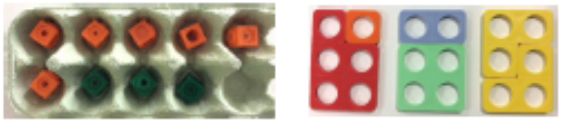
Reception

Objective	Visual representations
Count reliably with numbers from 1-20	For 1:1 counting, number sounds are clearly separated and items counted with exaggerated movements. Counted objects are rearranged in regular patterns to support quantity recognition.  Children learn that each object is counted once and the last number is the total for the set — count small sets in irregular arrangements. Progress by counting out items from larger set; objects that can't be moved; make objects not visible once counted; count movements and sounds. Counting on taught by counting two sets, then screening one of the counted sets.   
Identify and use numerals	Children match numerals to different representations of number for quantities 1-10 (see 'knowledge of numbers as quantities') e.g. making and finding 5 in different ways. Children learn that 'teen' represents 10 and match teen/ten visual cards. Place value arrow cards used for partitioning and combining tens and units.  *Different representations matched to numerals*  
Understand 10 as a unit	Items are counted into groups of 10, for example pipe cleaners bundled into 10s or items counted into 10-frames. Children recognise quantities in multiple 10-frames as 'how many tens, how many ones'.   Children count tens/ones on Slavonic Abacus. Coloured 100-square supports counting in tens.  

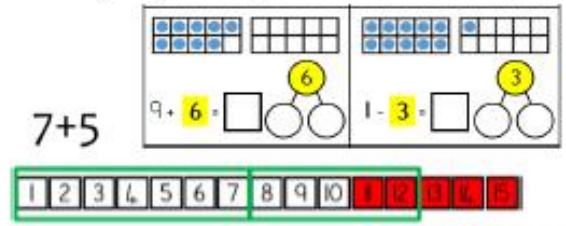
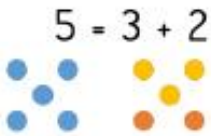
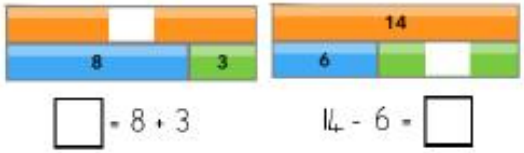
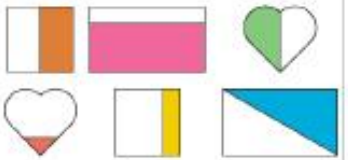
Reception

Objective	Visual representations
Secure knowledge of numbers as quantities	Children instantly subitize 1-3 items through dot pattern games and everyday experiences. Items may be unrelated.  *Image shown briefly. How many toys?* A range of representations used for quantities 1-10. Children show numbers in different ways on fingers; games used to improve finger discrimination. Quick recognition of regular and irregular dot patterns, with larger quantities visualised in two parts (e.g. see 5 as 3 and 2). Children are taught to recognise quantities on 10-frame and base-5 number track. 
To recite forwards and backwards number word sequences	Forwards and backwards number word sequences supported using songs and rhymes. Children continue number sequences starting from different numbers with some prior words in appropriate range e.g. 3, 4, 5, 6... or 24, 23... The transition ofer 10s boundaries supported by visuals. Number tracks used, with numbers hidden to add challenge as appropriate. 
Add and subtract single-digit numbers	Addition built on experience of counting two groups. Opportunities provided for comparing quantities, using language more/less. Combining quantities in 10-frames and using Numicon encourage non-counting-in-ones strategies. Arrangement of sets counted also encourage counting on and calculation strategies.  *Representation of 4+3 encourages counting on from 4* *Representation of 4+3 to help visualise 3+3+1*
Develop pre-multiplication and division concepts	Halves and doubles identified in a range of contexts, with a focus on equal halves. Shown on 10-frames and with Numicon.  Counting in 2s supported by colouring of 100-square  Opportunities for 'repeat add' counting in context e.g. counting socks. Repeated addition shown with dice patterns. Grouping and sharing context tasks provided.  

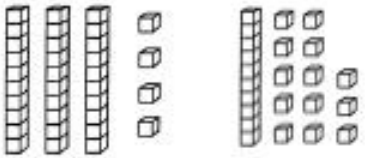
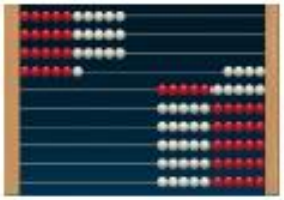
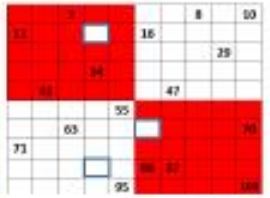
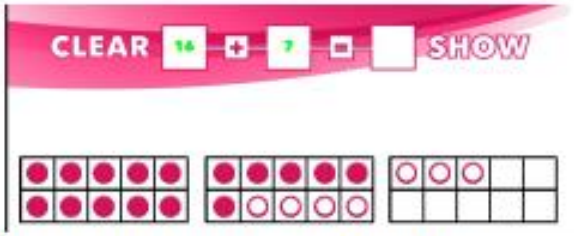
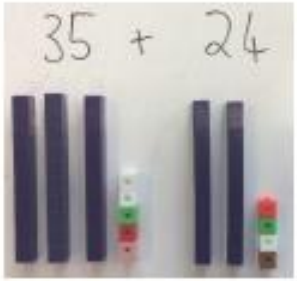
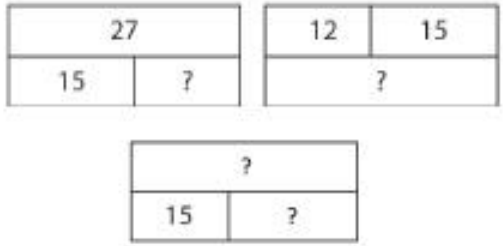
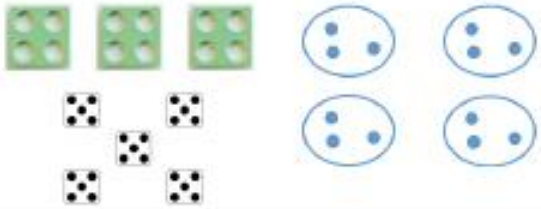
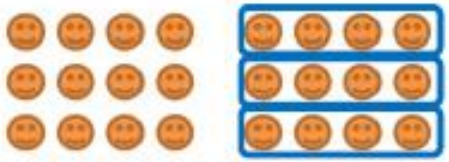
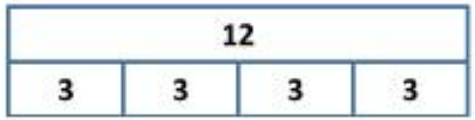
Year 1

Objective	Visual representations
Know 1 more/less in the range 1-100, focusing on bordering tens boundaries	Identify and show one more/less in different ways. Example game: one more/less bingo.  Find missing numbers on number track, focusing on tens boundaries.  Slavonic Abacus to show quantities 1-100 (iPad app 'Number Rack'). 
With visuals, discern teens from tens	Organise large quantities in groups of 10 e.g. with egg boxes or pipe cleaners.  Use teens/tens matching cards.  Identify and make 2-digit numbers with dienes, showing in different ways.  Partition 2-digits numbers using place-value cards 
Able to represent 1-10 in a range of ways, working out small quantities without counting all items	Immediate recognition of Numicon, 10-frame images, tally charts, dot patterns and finger patterns.  Represent numbers on fingers in different ways.  Estimate position of numbers on blank number lines with different start/end numbers. 
Break down 1-10 in all possible ways, write number sentences using +, - and =	Subitizing games for regular and irregular dot patterns, with children visualising quantities in two parts.  Arrangement of 2 colours of items e.g. in egg box 10-frame or with Numicon.  Introduction of part-whole model from individuals squares/items to bars. 

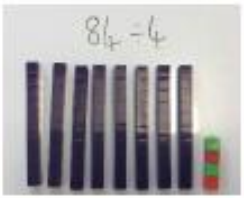
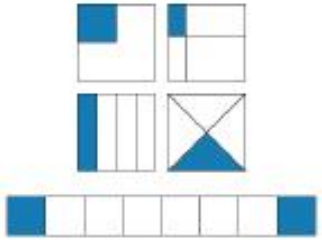
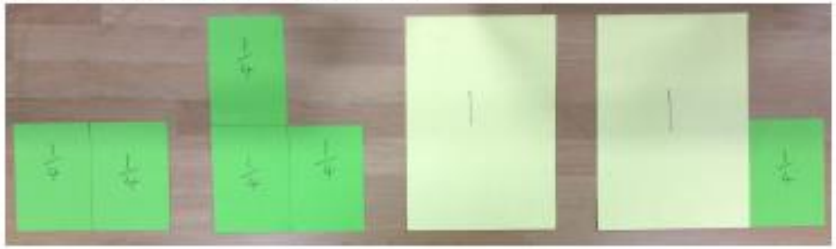
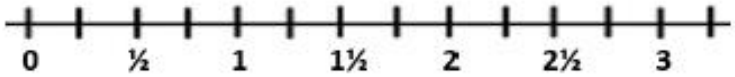
Year 1

Objective	Visual representations
Represent and use number bonds and related subtraction facts within 20	10-frames and 2-colour number tracks show calculations bordering 10: 'how many to 10, how many more?' Lead to use of blank number line.  Equivalence shown with balance scales and dice patterns.  Bar models used to show relationship between addition and subtraction. 
Count in multiples of 2, 5 and 10	100-square with columns highlighted used to support counting. The Slavonic Abacus (iPad app 'Number Rack') used to visualise quantity when counting.  Count in visual then hidden groups of 2, 5 and 10. 
Recognise and make one-half in a range of ways (discern examples from non-examples); identify one-quarter	Half of a shape/capacity , number of objects, 10-frame half/double, half of length, half of an amount of money.  Colour half of each whole shape:  Circle half of this group of strawberries.  What is half of this amount?  
Link the value of coins to a matching visual	Match value of coins to Numicon pieces, use Numicon to support calculations involving money. 

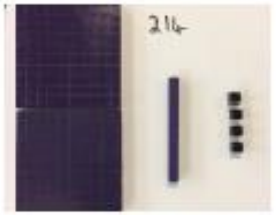
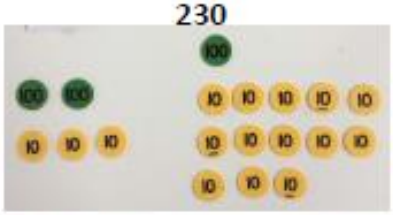
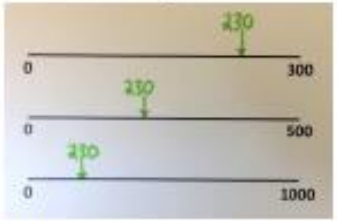
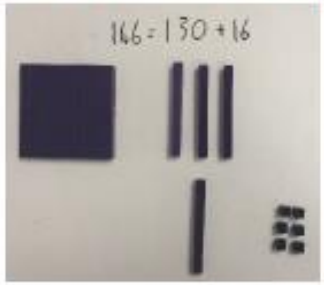
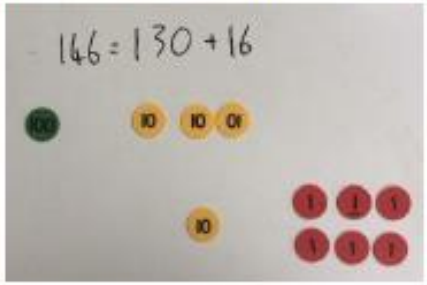
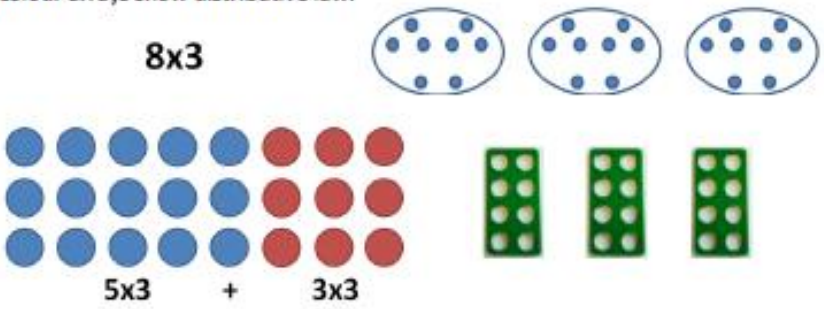
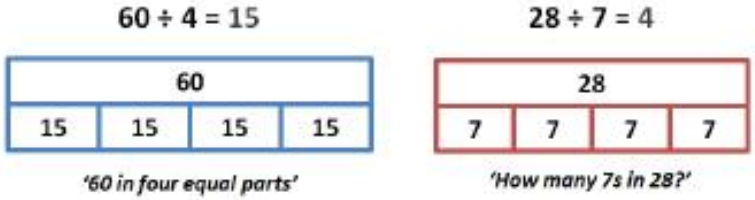
Year 2

Objective	Visual representations			
Represent numbers 1-100 in a range of ways, showing understanding of place value	Represent tens/teens using dienes, showing numbers in different ways. 	Partition 2-digits numbers using place-value cards. 	Estimate position of numbers on blank number lines with different start/end. 	Recognise amount on Slavonic Abacus, seeing tens and ones; find missing numbers on 100-square.  
Use different calculation strategies for adding and subtracting one and two-digit numbers	Calculation within 30 using 10-frames, lead to use of number line, e.g. use egg-box 10-frames and app 'I See Addition and Subtraction'.  	Model calculation using partitioning with dienes. 	Bar modelling to show relationship between + and – (using words 'whole/parts'). Include spatial reasoning estimates. 	
Understand x as repeated adding, find related x and ÷ facts from a number sentence	Numicon and images of repeated quantities show multiplication as repeated addition. 	Arrays show commutativity of multiplication. Columns/rows circled to link to division. 	Bar model shows relationship between whole/ parts and makes links to division. 	

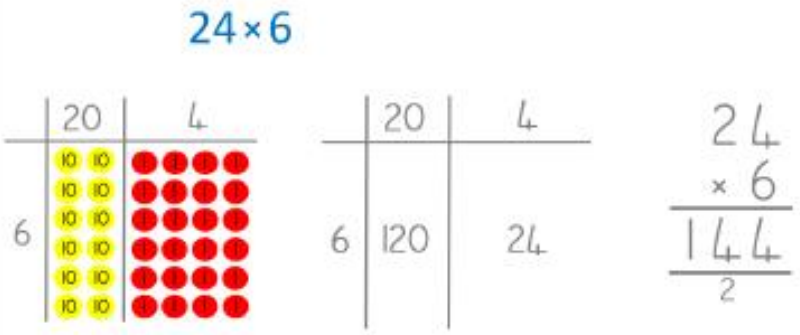
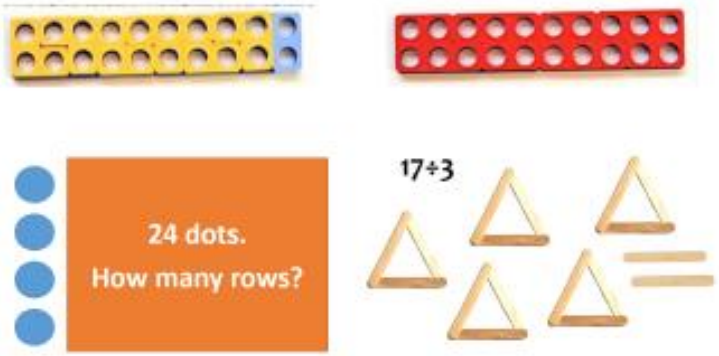
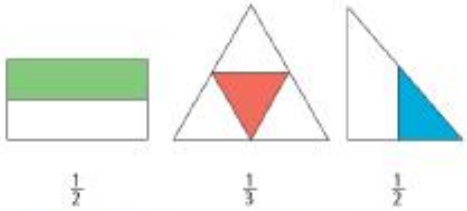
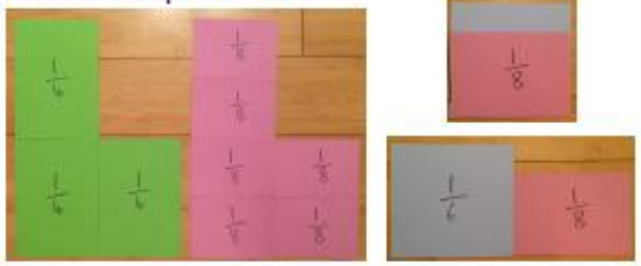
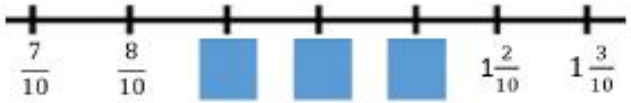
Year 2

Objective	Visual representations		
Use sharing and grouping strategies for division, re-late division to finding unit fractions of quantities	Sharing supported by appropriate visuals, used where a large total is shared into few groups:  	Grouping strategy modelled with covered arrays and Numicon: how many [divisors] in [dividend]?  $20 \div 5 = 4$ 20 dots. How many rows? 	Grouping context questions with supporting visuals. **How many cars are needed to take 18 children to the match? 4 children per car.** 
Represent fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ in a range of ways; order and recognise equivalence.	Fractions of areas/objects (and non-examples): **Which of these diagrams are ¼ blue?**  *Include fractions of containers*	Fractions of a length/number line: Estimate the position of $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$ 0 1 	Fractions of quantity: **The children can have ¾ of the cupcakes.** 
Use halves and quarters as counting numbers, going over 1	Modelled with fraction cards and on a number line. 	 0 ½ 1 1½ 2 2½ 3	

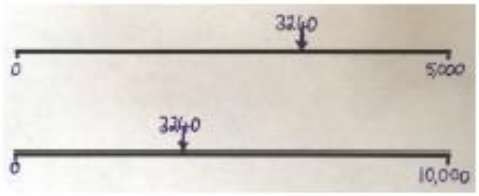
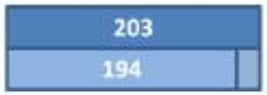
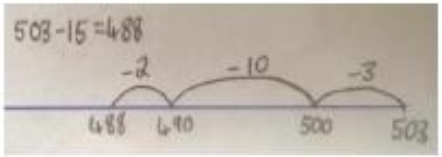
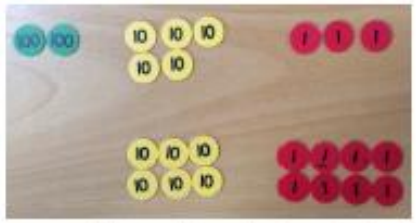
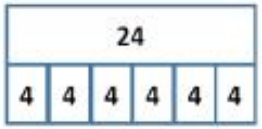
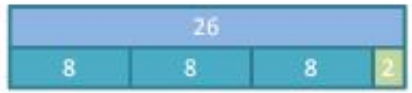
Year 3

Objective	Visual representations
Represent 3-digit numbers in a range of ways, showing an understanding of place value	Make 3-digit numbers using dienes and place value cards, showing how they can be partitioned.   Make the same number in different ways with place value coins.  Estimate position of numbers on blank number lines with different start/end numbers. 
Add and subtract ones, tens and hundreds to HTU, making realistic estimates	Dienes, place value coins and app 'I See Addition and Subtraction' model written addition and subtraction. Bar model shows subtraction as difference.    
Understand the inverse relationship between x and ÷; know x as repeated adding, use to derive related multiplication facts.	A range of images show multiplication as repeated addition. 2-colour arrays show distributive law.  Bar model shows link between multiplication and division, and model division as sharing and grouping. 

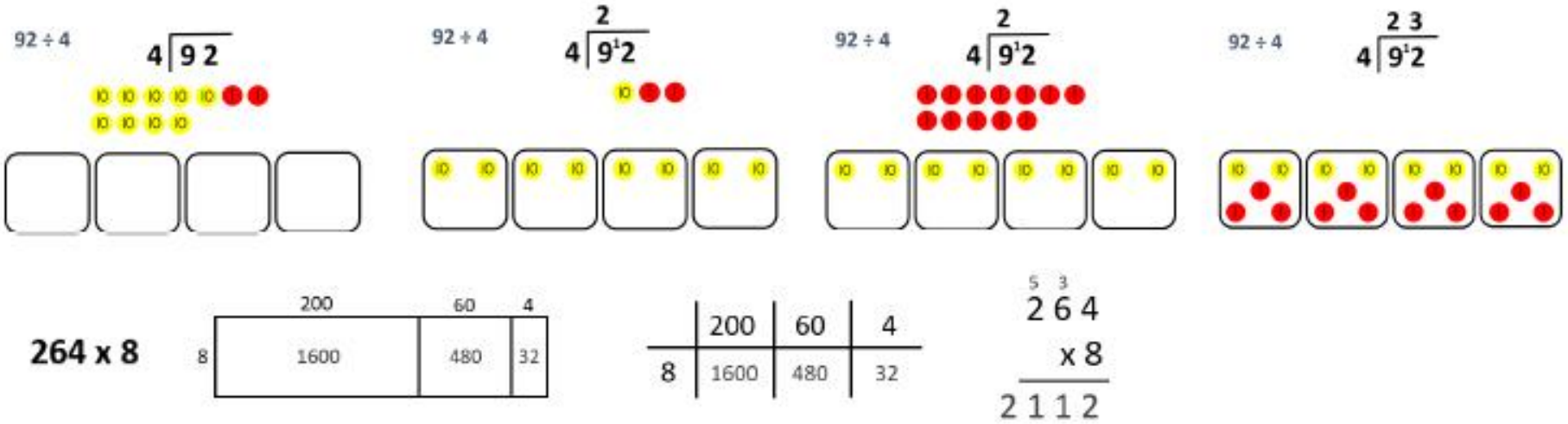
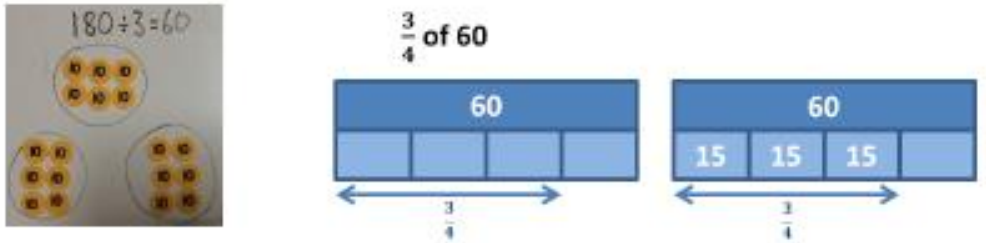
Year 3

Objective	Visual representations
Use efficient formal written methods for multiplication and division	Multiplication modelled using place value coins, leading to efficient written forms:  The concept of 'How many [divisors] in [dividend]' shown using Numicon, part-hidden arrays and by making shapes with matchsticks. **20 ÷ 3 (how many 3s in 20?) and 20 ÷ 5 (how many 5s in 20?):** 
Simple unit/non-unit fractions represented in a range of ways; different fractions compared including equivalence	Identify fraction of shaded shape; position fractions on a number line; use fraction cards to show equivalence and compare fractions. **True or false?**  Estimate the position of $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{7}{10}$  
Use quarters, halves and tenths as counting numbers going over 1	Modelled with fraction cards and on number lines.  

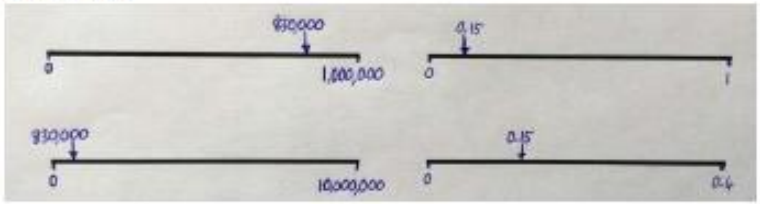
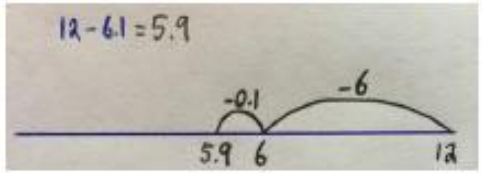
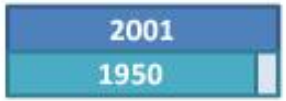
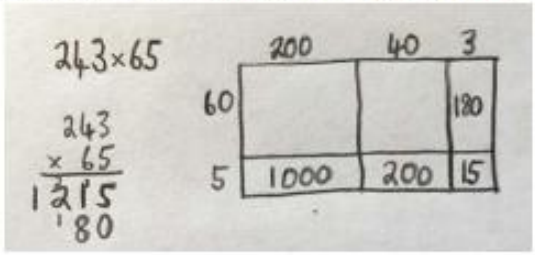
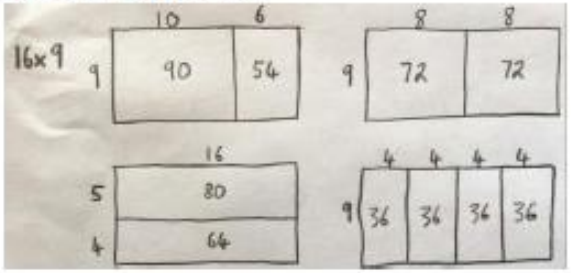
Year 4

Objective	Visual representations
Represent 4-digit numbers in a range of ways, showing understanding of place value	Make 4-digit numbers using dienes and place value coins, building numbers in different ways. *2,130*  *420 with three 100s and twelve 10s*  Estimate the position of numbers on blank number lines with different start/end numbers. 
Choose efficient mental strategies for adding and subtracting numbers	Round and adjust to calculate, model with appropriate visual *350-198 modelled with place value counters: take away 200, add 2.*   Choose whether to count on or count back, show with number line or bar model. **203 - 194**  
Become fluent in written methods for addition and subtraction	Model vertical methods for addition and subtraction step-by-step using place value counters and iPad app 'I See Addition and Subtraction'. 253 + 68  
Understand and represent multiplication and division in a range of ways; derive related facts from a given calculation.	Use arrays and bar models to derive related multiplication and division facts This image shows **4 x 6**  *Change the image to show **4 x 7*** This image shows **4 x 6**  *Use the image to calculate **4 x 12*** Understand division as 'how many [divisors] in [dividend]' showing remainders using matchsticks to make shapes and bar models. **17÷3**  

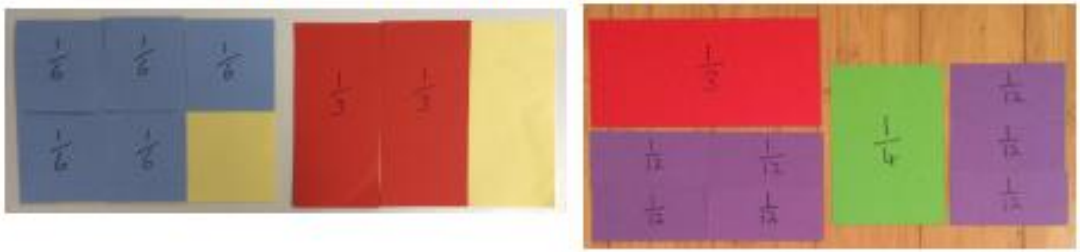
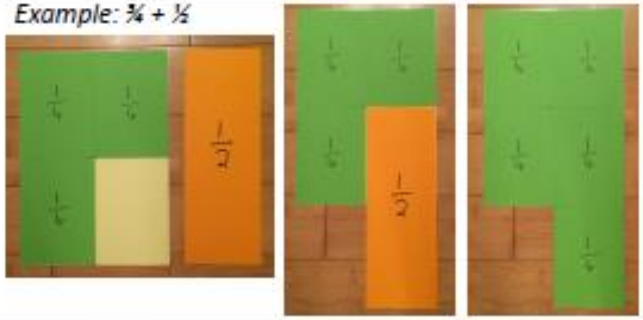
Year 4

Objective	Visual Representations
Use efficient formal written methods for multiplication and division of 3-digit numbers	Division modelled with place value counters. Written multiplication represented by area model—links made between grid method and compact method. 
Find equivalent fractions, calculate fractions of amounts (unit and non-unit fractions)	Fraction cards and Lego used to show equivalence.  Fractions of quantities shown using place value counters and bar models, presented in stages. 
Know decimal equivalents for quarters and halves, relating to division	Dividing length of a metre ruler into two/four equal parts. 

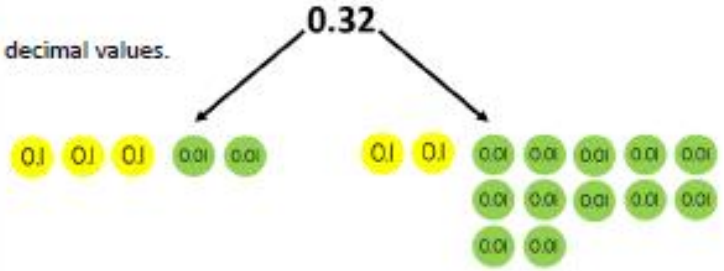
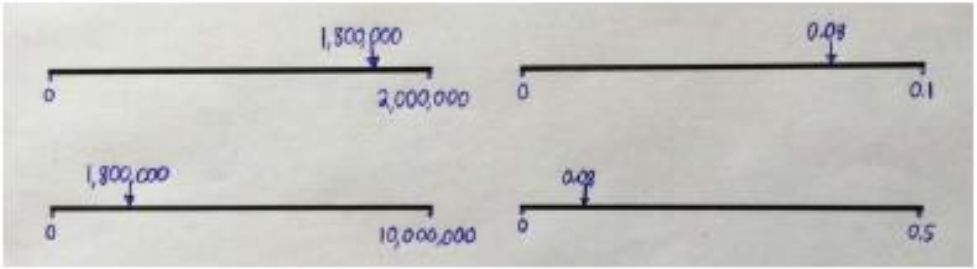
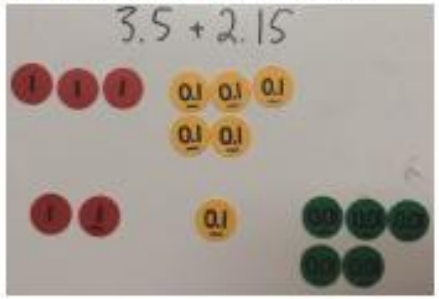
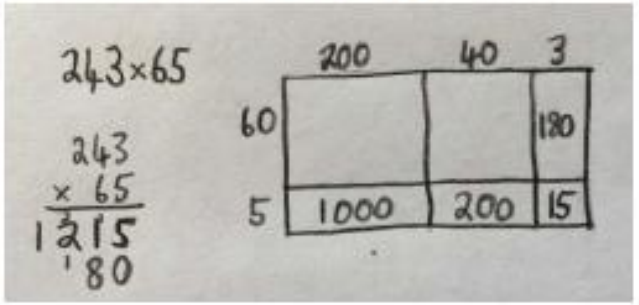
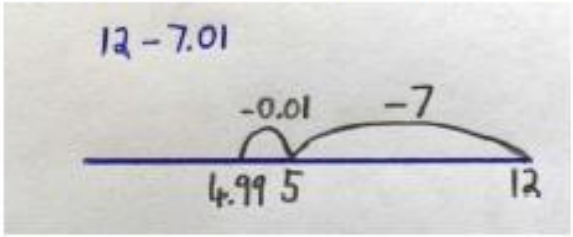
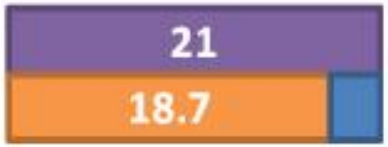
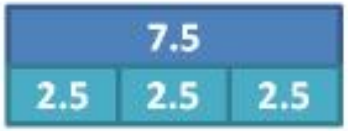
Year 5

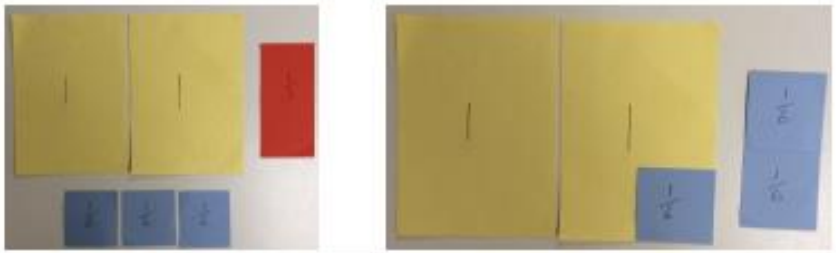
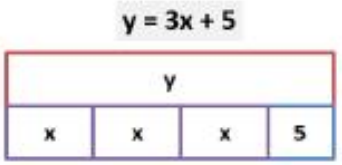
Objective	Visual representations	
Represent the value of digits in numbers of up to 7-digits and decimals to thousandths	Make numbers in the range using place value coins, partitioning decimal values and showing the same number in different ways. *0.35*  *430* 	Estimate the position of numbers on blank number lines with different start/ end numbers. 
Choose efficient strategies and apply knowledge of place value when adding and subtracting	Model vertical methods for addition and subtraction step-by-step using iPad app 'I See Addition and Subtraction' or place value counters.  	Mental calculation methods modelled using appropriate visual, e.g. rounding and adjusting on a number line, bar model to show subtraction as difference.  **2001 - 1950** 
Develop a range of strategies for multiplication including efficient written methods	Compact written method made visual by area model. 	Area model used to show multiplication where numbers are partitioned in different ways. 

Year 5

Objective	Visual representations
Develop a range of strategies for division including efficient written methods	Division modelled with place value counters.  Bar model used to reinforce 'how many [divisors] in [dividend]?' 750 ÷ 150 750 150 150 150 150 150
Compare and order fractions, find equivalent fractions, add and subtract fractions.	Fraction cards used to compare, show equivalence and model calculations.  *Example: ¾ + ½* 
Find decimal equivalents for quarters, fifths and tenths, relating to division	Dividing length of a metre ruler into two/four/five equal parts. 

Year 6

Objective	Visual representations
Represent numbers of up to 8-digits and decimals to thousandths in a range of ways	Make numbers in a range of ways using place value coins, partitioning decimal values.  Estimate the position of numbers on blank number lines with different start/end numbers. 
Carry out formal written methods of calculation for all four operations	Place value of numbers in addition and subtraction modelled using place value counters.  Multiplication visualised using area model. 
Choose efficient strategies and apply flexible knowledge of number to calculate	Choose appropriate visuals to model structure of calculations, including modelling worded questions.  21 – 18.7  7.5 ÷ 2.5 

Objective (Y6)	Visual representations
Add and subtract fractions with different denominators	Fraction cards to show conversion into common denominators and calculating over whole-number boundaries. Example: $2\frac{1}{3} - \frac{3}{6}$ 
Multiply and divide unit fractions and simple non-unit fractions	Area model diagrams to model a fraction being divided or multiplied by a fraction (modelled in two steps). 
Calculate percentages and fractions of quantities	Bar model visualises finding fraction/percentage of quantity and finding the whole given a percentage/fraction. Shown step-by-step. 
Describe linear number sequences, including using formulae in the form y = mx + c	Numicon and bar model used to model linear number sequences or equations.  

Appendix 6: Medium Term Overview Planning Sheet

Halton Lodge Primary School – Medium Term Overview (Planning Sheet) for AUTUMN 2020 - Year X

Learning Challenge, lesson objective and/or intended outcome for each subject area, each week to be inserted into the weekly overview below – to ensure all subjects are covered in sufficient depth and all aspects of the 'topic' are covered. Medium Term Overview to be emailed to APH on, or before, 3rd September 2020. A copy should also be placed on Goggle_Drive to enable Subject Leaders to monitor.

Year X	**Autumn 1 [Insert Topic Title]**							
	Week 1 3 -4 Sept	**Week 2** 7 – 11 Sept	**Week 3** 14 – 18 Sept	**Week 4** 21 – 25 Sept	**Week 5** 28 Sept – 2 Oct	**Week 6** 5 Oct – 9 Oct	**Topic Week** 12 – 16 Oct	**Week 8** 19 – 23 Oct
English								
Maths								
Science **[Insert Topic Title]**								
Computing **[Insert Topic Title]**								

Year X	**Autumn 2 [Insert Topic Title]**						
	Week 9 2 – 6 Nov	**Week 10** 9 – 13 Nov	**Week 11** 16 – 20 Nov	**Week 12** 23 – 27 Nov	**Week 13** 30 Nov – 4 Dec	**Topic Week** 7 – 11 Dec	**Week 15** 14 – 18 Dec
English							
Maths							
Science **[Insert Topic Title]**							
Computing **[Insert Topic Title]**							

French **[Insert Topic Title]**									French **[Insert Topic Title]**							
Music **[Insert Topic Title]**									Music **[Insert Topic Title]**							
PSHE **[Insert Topic Title]**									PSHE **[Insert Topic Title]**							
Physical Education **[Insert Topic Title]**									Physical Education **[Insert Topic Title]**							
Religious Education **[Insert Topic Title]**									Religious Education **[Insert Topic Title]**							
Ongoing Units of Work **[Insert Topic Titles]**									Ongoing Units of Work **[Insert Topic Titles]**							
Enrichment Activities and other Special Events									Enrichment Activities and other Special Events							

Appendix 7: English Curriculum Weekly Plan

Halton Lodge - English Planning – for Year:

Unit Focus: **Number of weeks:**	**Hook:**	**Role Play Opportunities:**	**Text:**
Cold task: 	**Hot task:** 		**Extended Read:** 

	Warm Up Objective	Main learning Objective	Main Teaching (including differentiated success criteria)	Pupil Tasks	Plenary/Assessment
Monday					
Tuesday					

Wednesday					
Thursday					
Friday					

Appendix 8: Mathematics Weekly Plan

Maths Weekly Planning

Unit _____ **Year** _____ **Term and Year**

Date	Learning Objective	Success Criteria	Daily Counting	Review and Do	Hook	Key Questions	Intelligent Practice (inc support and challenge)
M							
Tu							
W							
Th							
F							

Example of Maths Weekly Planning

Unit 1 – Numbers to 100 **Year 2** **Autumn 1 2019-2020**

Date	Learning Objective	Success Criteria	Daily Counting	Review and Do	Hook	Key Questions	Intelligent Practice (inc support and challenge)
5/9/19	Count numbers to 100.	I can line up objects and count each of them one time only by pointing, crossing out (pictoral) or by moving them. to 20 to 50. to 100 Challenge: Can you count in groups of 2, 5, or 10?	Count on and back to 100 in 1's Power up activity (missing numbers on number track).	Count straws/ multilink and place in bundles of 10. (AfL for TS group in hook) Discuss efficient counting strategies. Is it quicker? more accurate? To count in bundles of 10 or a pile of 40, 50 etc. In 1's?	P8 PM Textbook 2A Supported group – Multilink on table – numbers up to 20.	How can we make sure we count every block? How do we know we have counted a block once only? Have you counted efficiently? How can you check you have counted correctly? Why would counting in groups help?	PM Practice book 2A p6. Support – TS group (concrete manipulatives) pre-teaching. Challenge –Put a quantity of counters in front of a partner (>50 <100). Can they count accurately? Who is the most efficient counter? Why?

Appendix 9: Example of a Topic Week Plan (Timetable) – with differentiated success criteria

Monday	Tuesday	Wednesday	Thursday	Friday
Cold task Vocabulary	**Which climate would I prefer to live in? (Maths)** I can calculate the mean from a set of data I can use a line graph to accurately answer questions I draw an effective conclusion by comparing two sets of data	**What are the features of a n effective legend? (English– reading)** I can identify and discuss themes and conventions of a legend I can explain how the themes and conventions can be adapted I can identify the motives and how to develop this through characterization	How can I apply my understanding of Native America to invent my own legend? (English– composition) I can use an historically accurate setting I can include accurate cultural references I can amend my plot so that it is aimed at a particular audience	How can I apply my understanding of Native America to invent my own legend? (English– Vocab., Gram., Punc.) I can use expanded noun phrases to describe I can use the perfect form of verbs I can recognize vocabulary and structures for formal speech
Which conclusions can I draw from a political map about a continent? (Geography) I can explain what a political map is I can locate key countries and capitals within North America I can use the countries location to make a prediction about the climate.	**Prime VR workshop** **Analyse VR as a computing/learning tool**	**Do the UK and USA rely on each other for trade?** I can explain what trade is– the difference between import and export I can explain why certain products are produced in certain places in the world I can begin to explain what would happen if there was an issue with trade	**How can I locate points of interest?** I can identify basic OS map symbols I can use directional language to describe where the OS symbols are I can use the gradient to describe the landscape (local area) Applying above skills to a different scenario– UK/US OS maps	**How is different to ? (Hot task)** • Independent task:- using maps to infer understanding about UK (political and topographical) • Present comparison in however they see fit (encouraged to show their skills in relation to the on track indicators)
What is significant about the landscape in USA? (Geography) I can locate topographical features such as mountains and rivers on a map I can identify environmental regions in the USA I can apply my understanding of biomes to create statements about the landscape of a location	**How can I use sources to understand a time period? (History)** I can identify what a primary source is I can identify the difference between a primary and secondary source I can explain how bias can impact on the validity of a source	**How can I effectively use a search engine? (computing)** I can explain how a search engine works I can alter my search to find more specific information I can explain which websites were more useful than others		
Assembly	**What is the difference between the UK and USA law system?** I can explain key British Laws I can compare British and American Laws I can explain why these laws exist	Assembly	Singing	Assembly

Appendix 10: Guided Reading Plan

<table>
<tr><th colspan="5">Guided Reading Plan</th></tr>
<tr><td>Year:</td><td>Group:</td><td>Date:</td><td>Book Title:</td><td>Book Band</td></tr>
<tr><td colspan="3">Text introduction:

Strategy check:

Independent reading:</td><td colspan="2">Key questions:

Retrieval questions:

Inference questions:</td></tr>
<tr><td colspan="5">Assessment/Follow up activity</td></tr>
</table>

Appendix 11 – Spelling (and GPS) Weekly Plan

Weekly Spellings / SPaG Plan

Phase	Monday	Tuesday	Wednesday	Thursday	Friday
REVISIT & REVIEW Activate prior knowledge Revisit previous linked learning					
TEACH Introduce new concept Explain Investigate model					
PRACTISE Individual/group work Extend/explore independently Investigate Generalise					
APPLY Assess through independent application Explain and demonstrate understanding					

Example of a Weekly Spellings / SPaG Plan:

Phase	Monday	Tuesday	Wednesday	Thursday	Friday
	-ible, -able, -ibly, -ably	-able, -ible, -ibly, -ably	-able, -ible, -ibly, -ably	Sentence types	Sentence type impact on reader
REVISIT & REVIEW Activate prior knowledge Revisit previous linked learning	Anagrams with Y3/Y4 spellings words	Missing vowels Y3/Y4 words	Spellings around the room- write the correct spellings down on the board- What is the rule? What did you notice?	Word class sort- word pack per group. Sort into	Snap with sentences.
TEACH Introduce new concept Explain Investigate model	Show dif. Words with -ible, -able. Which spelling rule are we looking at? What do you notice? Give different words and children hold up an -able or -ible card. Record on the board. What do you notice? If any disagreements, show how to use 'Have a go' sheet.	True or false. Spellings children identify right or wrong spellings. What is the rule?	Dictate sentences from No Nonsense. Check with spelling partner at the end. What do we need to remember? Write reminders to put on the spelling display	What do you know about sentences? Children to work in a partner to make a concept map.	*The Diamond Thief* Read the text and discuss the impact it has on the reader. Model identifying the sentence construction • Are they short or long? • Hammer the verbs to identify clauses. • How are the clauses linked? • Why has the author chosen to write sentences like this at this point in the text?
PRACTISE Individual/group work Extend/explore independently Investigate Generalise	Hangman	Children choose one of the strategies: Pyramid write/look, say, cover, write/drawing around the word	Quick write with a group. Cards with words on/sentences on. Child A says the word, Child B, C and D write. Fastest writer and correct.	Children have different sentences- identify the similarities and differences	In pairs, pupils practice 'talking the text' using other extracts from classroom texts. Pupils could also select their own sections of texts based on the impact they have.
APPLY Assess through independent application Explain and demonstrate understanding	Give sentences, child write the correct word	Images- write sentences which include the spelling pattern.	Passage of writing with incorrect spellings- children to re-write passage focusing on correct spellings		Final text- answer the question: what is effective about the authors use of sentence structures?

Appendix 12 – Phonics and Reading Tracker (Example)

Year X Phonics and Book Band Level Tracker

	Phonic Phase							Book Band						
Child's Name	On Entry	End of Au1	End of Au 2	End of Sp 1	End of Sp 2	End of Su 1	End of Su 2	On Entry	End of Au1	End of Au 2	End of Sp 1	End of Sp 2	End of Su 1	End of Su 2

Appendix 13 – Evaluation of Phonics Achievement (for Pupil Progress Meetings)

PROGRESS DATA

School: Halton Lodge Primary School

DECEMBER	MARCH	JULY
YR 80% SECURE AT PHASE 2+ Y1 80% SECURE AT PHASE 4+	YR 90% SECURE AT PHASE 2+ Y1 85% SECURE AT PHASE 4+	YR 80% SECURE AT PHASE 3+ Y1 85% SECURE AT PHASE 5+

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

RECEPTION	Total number of children In the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 2+ %	PHASE 3+ %
DECEMBER										4%	0%
MARCH											
JULY											

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

YEAR 1	Total number of children In the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 5 (number)	PHASE 6 (number)	PHASE 3+ %	PHASE 4+ %	PHASE 5+ %
ON ENTRY														

DEC															
MAR															
JULY															

Red = cause for concern/SEN **Amber** = vulnerable **Green** = in line with expectation **Dark Green** = exceeded expectation

YEAR 2	**Total number of children In the cohort**	**How many are EAL?**	**How many are boys?**	**How many are children with SEN?**	**How many are looked after children ?**	**PHASE 1 (number)**	**PHASE 2 (number)**	**PHASE 3 (number)**	**PHASE 4 (number)**	**PHASE 5 (number)**	**PHASE 6 (number)**	**PHASE 4+ %**	**PHASE 5+ %**
ON ENTRY													
DEC													
MAR													
JULY													

Outline of progress:

Next steps:

Appendix 14:

Appendix 15: Example of Mapping Attainment Grids

Assessment against the standards in Reading

Assessment Point: Autumn 2020 (baseline) Class: [Insert Year Group and teacher(s) name]

[Insert Term – and names of any standardised tests used to verify teacher assessment judgments]
N.B. Book Bands displayed in this document relate to End of Year 1 expectations.

Standard based on the latest P.I.R.A. scores and Teacher assessment	1) Currently below the expected standard and unlikely to reach the expected standard by the end of KS1 **Below 85**	2) Currently working towards the expected standard for Year 1,Term 1 (and unlikely to be reading turquoise books fluently and independently by the end of Year 1) **85 -99**	3) Currently working at the end of **Year 1** expected Standard for Term 1(and likely to be reading purple books by the end of Year 1) **100 -115**	4) Currently working above the **Year 1** expected standard for Term 1 (and is likely to reading white books, or above, by the end of Year 1) **116 - 125**	5) Currently working well above the end of year expected standard for **Year 1 Term 1** **126+**
	High (Green)	**High (Turquoise)**	**High (Gold)**	**High (Copper)**	**High (Topaz or above)**
	Mid (Blue)	**Mid (Orange)**	**Mid (Purple)**	**Mid (Lime)**	**Mid (Topaz)**
	Low (Yellow or below)	**Low (Green)**	**Low (Turquoise)**	**Low (White)**	**Low (Copper)**

Assessment against the standards in Writing

Assessment Point: Autumn baseline 2020 Class: [Insert Year Group and teacher(s) name]

Type child's name into the correct column- overall judgement 1, 2, 3, 4 or 5. Rank children in order.

Standard based on Standardisation meetings with the Halton Assessment Project	1) Currently working **well below the expected standard** and unlikely to reach the expected standard for Year 1 (SEND – with a Support Plan)	2) Currently **working towards** the expected standard for Year 1 in Term 1 and **not yet on track** for end of year expectations.	3) Currently **working at** the Year 1 **expected standard** in Term 1	4) Currently **working above** the Year 1 **expected standard** in Term 1 (and likely to achieve a high standardised score – above 115)	5) Currently **working well above the** Year 1 **expected standard** in Term 1 (and should achieve **greater depth** in the standard) by the end of Year 1.
	High	**High**	**High**	**High**	**High**
	Mid	**Mid**	**Mid**	**Mid**	**Mid**
	Low	**Low**	**Low**	**Low**	**Low**

Assessment against the standards in Maths

Assessment Point: Autumn baseline 2020 Class: [Insert Year Group and teacher(s) name]

Year 1 (Autumn) P.U.M.A. Results

Standard based on the Latest P.U.M.A scores and Teacher assessment	1) Currently working **well below the expected standard** and unlikely to reach the expected standard for Year 1 (SEND – with a Support Plan) **Below 85**	2) Currently **working towards** the expected standard for Year 1 in Term 1 and **not yet on track** for end of year expectations. **85 -99**	3) Currently **working at** the Year 1 **expected standard** in Term 1 **100-115**	4) Currently **working above** the Year 1 **expected standard** in Term 1 (and likely to achieve a high standardised score – above 115) **116 -130**	5) Currently **working well above the** Year 1 **expected standard** in Term 1 (and should achieve **greater depth** in the standard) by the end of Year 1. **Above 130**
	High	**High**	**High**	**High**	**High**
	Mid	**Mid**	**Mid**	**Mid**	**Mid**
	Low (below 70)	**Low**	**Low**	**Low**	**Low**

Marking & Feedback

LO / LC	Learning Objective / Learning Challenge
SC	Success Criteria ✓ = need to **revisit** ✓✓ = need to **consolidate** ✓✓✓ = ready to **move on**
✓	Something good
✓ ✓	Something brilliant
✓ ✓ ✓	Something exceptional
.	Incorrect – this needs checking and then correcting
O	This is where a mistake has been made
	Finger spaces
CL	Capital letter missing (or incorrectly used)
sp	Spelling error – *with additional support dependent on level of independence*
~~	Grammatical error or this doesn't make sense so please read it again - **and edit and improve this section**)
//	New paragraph
VF	Verbal feedback given
*	Stars to be used to succinctly indicate

	strengths in a piece of work
(T) or (TM)	Target set / Target Met
	Next Steps (to improve your work further)
H	Handwriting (Copy <u>underlined</u> part *neatly*)
p	Punctuation mistake
c (or cc)	Corrected by the child (*or corrected by the child on their second attempt*)
I	Independent Work *However, it will be assumed that all work is independent <u>unless</u> it is marked with an 'S'.*
S	Supported Work
JDG (or ST)	Initials to indicate the person who marked the piece of work (or **s**upply **t**eacher)

Appendix 17: Pupil Progress Grid – to be completed PRIOR to pupil progress meetings (and annotated during the meeting)

Teacher: (+ Phase Leaders:	Year Group:	Date:

Brought forward actions	

Year 1 Cohort = Boys = Girls =	% pupils ARE last year	% pupils currently expected to reach ARE this year DEC 2019	% pupils currently expected to reach ARE this year MARCH 2020	% pupils at risk not meeting ARE this year DEC 2019	% pupils at risk not meeting ARE this year MARCH 2020	What we are going to do about this.
Reading						
Writing						
Mathematics						

PP = / (%)	PP pupils			SEND pupils	Agreed actions
Read					
Write					
Maths					

Additional comments:	LEVEL OF RISK

Signed Class Teacher: Signed SLT: Date: