



eastbury
primary
school



Partnership Learning



Teaching and Learning Policy

Approved: 1st September 2017

Review Date: 1st September 2018

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APPENDICIES

- Appendix: 1.0: IPC National Curriculum Objectives Matching for each year group
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1. Purpose of the Policy

At Eastbury Primary School, we are committed to high quality teaching and learning to raise the standards for all children. The purpose of this policy is to set out the expectations for teaching and learning at the school.

To ensure consistency and rigour in our approach, all staff should have high expectation of themselves, other adults and the children.

2. School Values

The teaching and learning at Eastbury supports and embeds the school's values of:

- Respect
- Teamwork
- Aiming high
- Creativity
- Enjoyment
- Resilience

It also supports the overall delivery of British values within the curriculum.

3. Our Approach to Teaching and Learning in KS1 and KS2

Teaching at Eastbury will consistently demonstrate the following features:

- A clear learning objective (LO) and success criteria (SC) for every lesson. The LO is the skill or the knowledge that you plan for your pupils to acquire during the lesson (it can be in the form of a statement or a question). Success criteria are measurable and specific, and can be used to assess whether an LO has been achieved.
- High quality modelling by the teacher.
- Encouragement of engagement from all children by consistent use of talk partners, the use of lolly sticks and open-ended questioning.
- Encouragement of resilience and a growth mind-set, helping children to stay positive and learn from their mistakes.
- Encouragement of independence – through use of the '5 Bs' (brain, book, board, buddy, boss).
- Mini-plenaries throughout learning – to assess progress and provide opportunities to address misconceptions.
- Clear plenary to review and reflect on learning.
- High expectations – always pitching learning high and in line with the year group's National Curriculum requirements, while providing appropriate scaffolding and support as appropriate.
- High expectations of presentation in all books.
- Use of DUMTUMs (Date, Underline, Miss a line, Title, Underline, Miss a line, Start).
- Focus/peer/self-marking opportunities to consolidate learning, address misconceptions and provide clarity on next steps (as set out in the marking and feedback policy).

- Individual targets for maths, reading and writing, set and reviewed at half-termly pupil conference meetings and recorded in books so that children understand their next steps .
- High expectations of behaviours for learning – with appropriate rewards and sanctions (set out in the behaviour policy) – so that every child aspires to succeed.

4. Maths

Lesson structure in KS1 and KS2

At Eastbury, we follow the maths mastery approach. The structure of maths lessons should include the following elements:

- **Five a day** (5 daily arithmetical/mental questions recorded in books to help the continuous reinforcement of concepts learnt and extend work on targets).
- **Sharing LO, success criteria and key vocabulary** displayed and addressed to promote accurate maths talk.
- **Engaging hook and brief input** (with materials from Inspire Maths unit starters/illustrations or other effective resources).
- **Teaching sequence based on the progression and activities from Inspire Maths**, in line with the agreed medium term.
- **One lesson per week focused on developing mental strategies and fluency**, including rapid recall and use of times tables to derive related facts and in real-life applications; include computer-based practice and open tasks.
- **Use of CPA approach**, including manipulatives, multiple representations and bar models, to develop deeper understanding; facilitated by the suggestions in the Inspire Maths units of work.
- **Use of higher order questioning** to stimulate mathematical thinking, discover patterns and connections, explain reasoning and make generalisations; at least a **weekly question** relevant to the topic to be displayed on the working wall; **weekly maths challenge** set in every year group.
- **Consistent use of partner talk and collaborative work**, both during the input and in the IM practice tasks.
- **Use of the traffic light cups**, stack on top of each other, as diagnostic tool (green at the top to indicate 'We've got it and we are confident'; amber to indicate 'We are unsure about some of our work' and red to indicate 'We struggle and we need help') combined to a no-hands-up rule and with **the 5 Bs** (brain, book, board, buddy and boss) to tackle pitfalls.
- **Immediate feedback** given to children's work and **opportunities for clarification/ intervention** set as quickly as possible (within the lesson and during the day/week).
- **Mini-plenaries** to check and deepen learning.
- **Self and peer-evaluation**, each set once a week; response to teacher's marking in purple pen.

In addition, there should be provision of **maths early morning work** at least twice a week and opportunities created for **cross-curricular activities**.

Maths should be planned, using the template at Appendix 2

Maths Assessment in KS1 and KS2

In addition to the ongoing teacher formative assessment, the multi-ticks on Pupil Asset and the Inspire Maths (IM) end of unit reviews, children from year 1 to 6 will take half termly written tests for both arithmetic and problem solving/reasoning. The results must then be completed into assessment spreadsheets and passed on to the maths lead to be analysed.

To gather comparable data within the Academy, we will assess using the Inspire Maths Tests and Rising Star official assessment materials, administered in same test conditions as SATS in terms of time and additional allowance; test marking will be undertaken by a parallel teacher from the same year group.

If a child cannot access the year group expected assessments, then another assessment should be agreed in advance with the SENCo and maths subject leader.

From year 1 to year 6, children will keep a times tables progress chart at the back of their maths books. At the end of the year each child - from year 2 to year 6 - will undertake a screening check on times tables and related facts to ensure that they are meeting the end of year times table expectations and identify gaps for their next teacher.

The timetable and expectations for maths summative assessments are noted below:

| Test type | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|----------------|-----------------------|---|---|----------------|--|
| Arithmetic & Reasoning and Problem Solving papers | Rising Stars A | IM end of unit review | Rising Stars B (Years 2 and 6: 2016 SATS test) | IM end of unit reviews (Years 2 and 6: 2017 SATS test) | Rising Stars C | End of year Inspire Maths test End of year times tables screening |

Maths Learning Environment in KS1 and KS2

| Maths Zone | Working Wall | Celebration Area | Table Tops |
|--|--|--|------------------------------|
| Manipulatives table with resources easily accessible to all children Trays and resources clearly labelled | Weekly overview with daily learning objective and success criteria | Examples of both practice and application Examples of investigation and problem-solving activities, including | Manipulative trays on tables |

| | | | |
|---|---|-----------------------------------|---------------------------------------|
| | | some cross curricular connections | |
| Number line age appropriate. Hundred chart Multiplication tables | Vocabulary related to current topic | What 'good' looks like | Word banks and tables mats if needed |
| 4 operation examples - including written calculation approach Inverse operations where appropriate | Learning questions on display to challenge thinking Weekly maths challenge | | Inspire Maths textbook/practice books |
| Visual images to support long term conceptual understanding | Visual prompts that reflect current learning | | Traffic light cups |
| Scaffolds to support problem solving | Illustration of children's progression in current unit | | |

Expectations in Maths (squared) books for KS1 and KS2

- Always use a sharp pencil.
- Always use a ruler to draw straight lines and underline in pencil.
- Always present your work neatly.
- Always write one digit in each box.
- Always use a purple pen to peer assess and respond to marking.
- Always write the short date on the left-hand side and from year 4 add the date in Roman numerals.
- Always miss a line after the date and write the learning objective.
- Always underline the date and LO.
- Always miss a line after the LO and between each question.
- Always complete a page before starting a new one.
- Do not write across onto the opposite page.
- Always miss a line and rule off the last piece of work before starting again.
- Worksheets must be trimmed and glued neatly, without overlapping or folding.
- Presentation on worksheets must be as neat as in your book.
- If you make a mistake, use a ruler and a pencil to draw one small line through it.
- Record and update your progress with times tables in the chart at the back of the book.

5. English for KS1 and KS2

Structure of lessons

At Eastbury, we have a cohesive approach to the teaching of reading, comprehension, grammar and writing.

The week should contain a mixture of GPS lessons, a comprehension lessons and writing lessons (in line with the Read, Write Inc. Literacy and Language unit planning). All this work needs to be recorded in the English books.

- Comprehension - Improve understanding of text, develop vocabulary, imitate writers, enjoy reading.
- Grammar – The technical skills to write.
- Writing – Practice the skills of both and develop skilled writers.

English lessons should be planned, using the template at Appendix 2.

In addition, guided reading must take 5 times per week (where possible daily) and must be only taught by the class teacher. This is to be recorded in a specific “Guided Reading” lined book (same expectations of presentation and content applies).

Assessment in KS1 and KS2

Writing assessment

- All year groups must assess half termly a completely independent piece of writing.
 - The first half termly piece will be written as part of the termly writing and the final piece will be the assessed piece.
 - The second half termly piece will be directed by the English lead and must be taught explicitly as the lesson plan directs.
- All writing pieces will be assessed against the NAHT key performance indicators to establish their level of progress within the year group’s expectations.
- 3 children will be allocated by the English lead to be assessed and a copy of this assessment must be moderated within the year group and then passed to the English lead to be moderated and filed.
- All assessment is based solely on the children’s independent work. When a child is entitled to adult support (SEN), it must be made clear what additional support has been provided and discussed with the English lead in advance (for example if additional vocabulary has been provided, then this must be provided as additional evidence). An adult additionally reminding the child of key writing pointers is counterproductive at this stage.

Reading and GPS written assessments

In addition to teacher assessment throughout the year, the children will also participate in half termly written assessments (except Y1). This data must then be completed into the assessment spreadsheet and passed on to the English lead to be analysed.

- Year 1 will be assessed through teacher assessment including benchmarking.

- Y2-6 will be assess using the Scholastic and Rising Stars official assessment inline the schools within the Academy.
- These written assessments must be taken during an agreed timetable and under the exam conditions that match their key stage. For example, KS1 would mimic KS1 SATs conditions (regarding time and additional allowances) and Y3-6 should match KS2 SATs conditions (regarding time and additional allowances).
- At no point should a child have the reading assessment read to them in any language or form (in-line with government key stage expectations).
- If a child cannot access the year group expected assessments, then another assessment should be agreed in advance with the SenCo and English lead (for gap analysis only).

The timetable and expectations for all English assessments are noted below:

| Test Type | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Writing | Final half termly written piece | English lead written assessment | Final half termly written piece | English lead written assessment | Final half termly written piece | English lead written assessment |
| Reading | Rising Stars A | Scholastic A | Rising Stars B | Scholastic B | Rising Stars C | Scholastic C |
| GPS | Rising Stars A | Twinkl A | Rising Stars B | Twinkl B | Rising Stars C | Twinkl C |

English learning environment

- **Vocabulary wall** - this needs to be year group specific and based around the needs of your class. Clearly colour-coded (green – nouns, blue – adjectives, yellow – adverbs, red - verbs).
- **Word bank mats available to the children** - either on table top or central table.
- **Key vocabulary** - this is noted on your planning wall already, but should be clearly evident.
- **Working wall has current learning focus** - for example of a working wall for everyone to look at, main LO, key vocabulary that would support the learning, images, text type purpose if you are looking at a particular text type, exemplar texts, etc.
- **Celebration area includes children's examples** – in particular presentation award area which celebrates the children’s work and explains why it was chosen.
- **Word of the week** – this is taken from the vocabulary build up and is chosen by the children to be the word for them to aspire to use in their writing.
- **Handwriting weekly focus clearly visible to the children** – example of the focus being taught.
- **Grammar vocabulary explained** - as with vocabulary, this should be yearly specific.
- **Then and now display** – this would include the first piece of work from the year and half-termly updated work to show progress.

Guided Reading in KS1 and KS2

As comprehension is not a single process (comprising of a range of processes), all the skills need to be developed during guided reading lessons. Therefore, the guided reading session must develop

the following key reading strategies (taken from Guided Reading – Layers of meaning, Wayne Tennent et al, 2016, Pg. 35-41):

| Strategy | |
|----------------------|---|
| Predicting | Making logically plausible “guess” as to what will happen next – this is based on their prior knowledge and the ability to anticipate the upcoming text in the light of this/using this. |
| Questioning | Asking questions about the text to expose different layers of meaning – Right there (explicit answers from the text), think and search question (the answer can be found in the text but some level of inference making is required) and on my own (the reader is encouraged to bring his/her background knowledge to the text). |
| Clarifying | Checking how specific words and phrases have been understood – this encourages the children to monitor their understanding to ensure the text is consistent and allows the teacher to check whether there are any gaps in understanding. |
| Thinking out loud | Reading a few sentences or paragraph and verbalising what has been understood. Then repeating this activity across the text – there are two types (the teacher thinks out loud to model the process for the pupils so that they are know what to so that they know what to do and pupil to participate in the same strategy which should lead to more thoughtful and strategic reading. |
| Visualising the text | Developing the visual image of the text – encourage the children to visually represent the text to make it more memorable and support the process of comprehension. |

Guided reading follows these principles:

1. The aim of guided reading sessions is to improve comprehension, not merely to decode text.
2. Books are read more carefully, in greater depth and with more enjoyment.
3. Children will learn to differentiate different types of question such as literal, inference and deduction etc., and classroom dialogue.
4. They will also improve the skills of predicting (based on evidence from the text) and summarising.
5. Children become adept at listening to others and responding to their opinions, using full sentences and making good eye contact. These speaking and listening skills transfer well to other areas of the curriculum.
6. Children learn to support one another and not to rely on adults for support.
7. Children produce a range of responses to what they have read in their guided reading books. These responses can be linked to targets which can then be self-assessed by the children, enabling them to take greater ownership of the process.

During guided reading, a class of 30 will be organised into five groups of six. Each group participates in a different activity every day. The five activities are as follows:

1. **Pre-reading** (written in the guided reading book as a DUMTUM) - Reading a passage from a

text, as directed by the class teacher. Children need to: write down words they do not understand; write down words they would like to use in their own writing; prepare questions they would like to discuss, using a range of question types (all including page numbers to be able to refer back to).

2. **Reading with teacher** (all additional comments to be added to the “pre-reading” notes in purple pen) - A dialogue group which will discuss what they prepared in 1 and discuss their own questions, followed by some questions the teacher has prepared, including summary and prediction. At times the children will take on different roles in the discussion group: clarifier, question maker, predictor and summariser. It is expected that each child participates in each activity for every session.
3. **Follow up activity** (written in the guided regain book as a DUMTUM) - Children write their responses in their guided reading books. They carry out tasks chosen by the teacher (this can be a choice between 1-2 or a whole range depending on the teacher).
4. **Spellings or Grammar** (written in the guided regain book as a DUMTUM) - Children practise and learn the week’s spellings or grammar activities. These should be written into contextual sentences as well as understanding the word or grammatical meaning.
5. **Reading Eggs** – Children use this time to read a choice of books and answer comprehension questions using the Reading Eggs website.

Expectations in English books for KS1 and KS2

These are the expectations for the children in English books:

Think! Is your pencil sharpened? Is your pen the right one? Is it a black pen? Do you have a ruler ready to make straight lines and underline?

- Always use your best writing.
- Black pen must be used to write - Pencil Year 1 – 3.
- Purple pen must be used to respond to marking.
- Write the full date against the margin on the left-hand side (day, date, month and year).
- Leave a line then stick or write the Learning Objective or title underneath, against the margin, make sure you copy the spelling correctly.
- Underline the date and learning objective using a ruler.
- *Ask a friend to check!*
- When starting a new paragraph, miss a line and do not indent.
- Complete the line before starting a new one.
- Complete the page before starting a new one.
- Miss a line then rule off under last piece of work to start your next one.
- Worksheets must be trimmed and glued neatly into books on separate pages, not overlapping and no sheets should be folded.
- If you make a mistake use a ruler and a pencil to draw one small line through the mistake.
- Presentation on worksheets must be as neat as in your books.
- Learning objective must be written on worksheets.
- Felt tip pens must not be used in books.
- Do not write across onto the opposite page.

6. International Primary Curriculum (IPC) for KS1 and KS2

IPC Background information:

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-12 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

Fundamental to the IPC approach to learning is a clear progression in skill development. This even applies to the personal learning goals which emphasise adaptability, resilience, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries.

The International Primary Curriculum (IPC) has been successfully supporting schools to achieve the outcomes of the National Curriculum for England for over a decade. There are over 1,300 schools in England using the IPC. The IPC is used by schools in more than 92 countries around the world.

Reference: <http://www.greatlearning.com/info/how-are-you-getting-on-web/about-ipc>

IPC at Eastbury:

At Eastbury year group leaders across the school have chosen IPC topics with feedback from their year teams for the next academic year. The charts below represent this:

Year 1 – Year 6

| <i>IPC Topic 2017 - 2018</i> | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|-------------------------|----------------------------------|---------------------------------|------------------------------------|--|----------------------|
| Y1 | Who am I? | Let's celebrate | Seeing the light | Say cheese and The magic toy maker | We are what we eat | Flowers and insects |
| Y2 | The stories people tell | Super Humans | Buildings | | Live and let live | Let's go on Holiday |
| Y3 | Digital Gamers | Chocolate | Active planet | Let's plant it | Different places, similar lives (Romans/Egyptians) | Fashion / Shaping Up |
| Y4 | Land Sea and Sky | Footprints from the past | Gateway to the World - Airports | How humans work | They made a difference | Young Entrepreneurs |
| Y5 | Moving people | Existing. Endangered and Extinct | Making the News | Space Explorers | Myths and Legends | The Holiday Show |

| | | | | | |
|----|-----------------|-------|---|------------|-----------------|
| Y6 | Mission to Mars | China | Full power (Investigators) / Champions for Change | Growing Up | Drugs Education |
|----|-----------------|-------|---|------------|-----------------|

Links with English: Wherever possible, links are made between IPC and English. The IPC topics also have been linked with the new National Curriculum objectives. See appendix 1.0

Timings

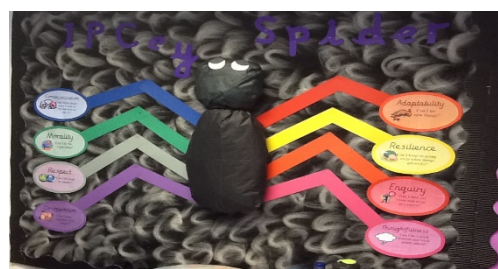
Timings given on the IPC Unit of work are only guidelines, it is up to the year team to discuss and focus on objectives that need to be met each half term for different subjects. Coverage of different curriculum area should provide breadth and depth. Two IPC lessons need to be taught each week with an additional Science lesson also once a week KS1: 1 hour and KS2: 1.5 hours.

Links to other subjects:

Where possible links to other subjects should be made, this will ensure coverage and meeting of objectives via cross curricular links.

The IPC Learning goals and Objectives:

The learning goals are objectives listed for different subjects. The ones that initially link with the national curriculum objectives listed for each year group need to be met first – see appendix 1.0



Success Criteria:

Each IPC subject has a defined success criteria that needs to be typed and printed for children to stick in their IPC books. This needs to be in colour. This will support assessment for learning; peer assessment and teacher assessment.

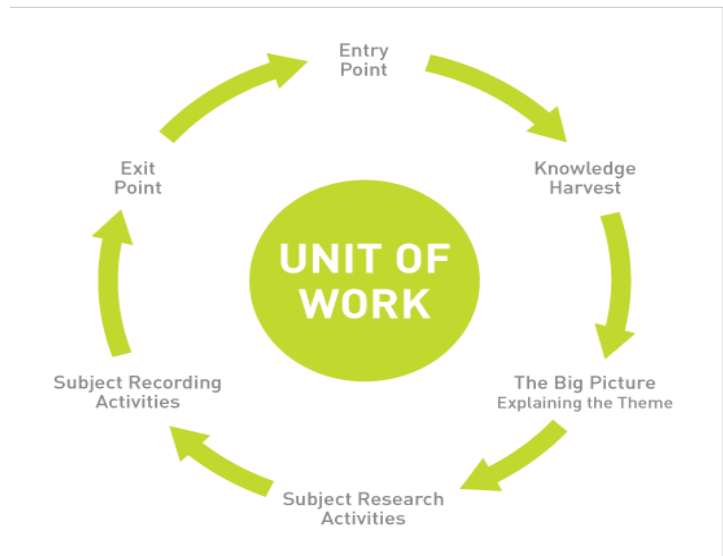
| | | | |
|-------------------|------|------|---------|
| LO: | | | |
| Success criteria: | Self | Peer | Teacher |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| SCIENCE | | | |

THE IPC LEARNING CYCLE:

The learning cycle needs to be evident in IPC weekly planning and should be evident in pupils' books.

STEP 1: Entry Point:

Introduction to the topic: This is planned to excite and hook the children to their new learning. This is planned through 'Wow day', visits out, special speakers to school and through presentations of aspects of work done by the children at home as 'Family homework project'.



STEP 2: Knowledge Harvest:

Explore what children already know about the topic. This can be done in different ways in the class using a variety of different activities. Children can work in pairs or in groups to mind map ideas, create fact cards or put facts in order of what they already know are true, false or unsure about.

STEP 3: The Big Idea and Explaining the theme:

The pupil overview and parents' overview need to be completed and uploaded onto the school website. Where needed pupil overviews can be stuck in IPC books for pupils to use and refer back during the topic and can be used as a self-assessment tool at the end of the topic. It is used as a discussion tool to show pupils what will be covered in each subject.

STEP 4: Subject research and recording activities: IPC Lesson tasks:

Lesson plans given as part of the IPC SoW to be used as the backbone. Resources and materials needed including website links are detailed with personal goals and objectives to be met for each lesson (task). The recording activity gives ideas about how evidence of new learning can be shown. For topics where national curriculum objectives do not fully match but need to be completed, for these objectives teachers will need to plan for lessons using resources from other sources. IPC subject leaders will support the planning where required. It will be important to stick to the objectives for each particular year group as taken for the national curriculum. This will ensure the right coverage of different subjects and it is not duplicated across year group.

The Lesson Cycle:

The lesson cycle should include; Starter: a 'hook' to engage and excite the learners, share the learning objectives and success criteria, present new information using variety of methods to allow all children can access the curriculum. Main activity: children to complete the tasks in pairs and groups (allow lots of opportunity for partner talk). Apply their understanding: Organise tasks for pupils to apply their new knowledge to real life situations. Plenary: share learning, review lesson and reflect on objectives and success criteria met.

STEP 5: Exit point:

Children display their work completed throughout the topic as a celebration. This can be done as a performance in assembly or as a visit out to a museum exhibition. Parents can be involved in special projects to show the learning that has been completed. Children work can be displayed in class and around the school with clear captions, labels and pictures.

STEP 6: Assessment and reflecting on learning:

Children will carry out a self-assessment at the end of each unit. Children will evaluate different aspects of their learning. For KS1 and KS2 the evaluation form shown in appendix 1.2 can be modified to suit different ability pupils and year groups. For example, KS1 can use pictures and children can write short captions to describe what they did. In some cases, questions will need to be explained further. See evaluation sheet: appendix 1.1

Marking policy: See whole school marking policy – same procedure to be followed when marking (green pen, green and pink highlighters). The IPC success criteria to be used to support marking. This needs to be stuck in IPC books and printed in colour. The success criteria can be ticked as self-assess, peer assess and teacher assess. This can be done in rotation or as needed depending on tasks and feedback required to move the learning on. Teacher diagnostic marking with next steps needs to be evident once a week, the teacher will need to initial the work marked.

Pupil response to marking: Time needs to be allocated to children to respond to marking (using purple pen) whether these are diagnostic comments or questions given by teacher or highlighted as green, this can be done during registration or before starting a new lesson.

IPC Displays: Children's work need to be celebrated in class and across the school. Displays should show work completed during the topic and final pieces of work. Key words and vocabulary and pictures can be used to support the learning of all children in the class, displays should be vibrant, colourful and interactive.

Science Displays: Needs to show the super heroes that are being explicitly taught during the practical scientific enquiry lessons (see documents from INSET training sessions). There should be an investigation area in the class that allows children to question and explore scientific ideas. This can be linked with IPC topics where possible.

Monitoring: IPC book and planning scrutiny will take place across the school end of each term. The subject coordinators will comment on planning differentiation, application of knowledge tasks, evidence of IPC learning cycle in books starting with entry point ending with exit point and review assessment. Overall presentation and coverage of different subjects and objectives met will also be commented on. The feedback will be given to year team leaders for each year group and will also be shared with all staff. The year team leader will also conduct IPC monitoring once each half term for their year group and give feedback to each teacher.

7. Learning Environment in KS1 and KS2

Learning environments from years 1 to 6 should have the following:

| General | Maths | English | IPC |
|---|-------------------------------|--|---|
| 5 Bs | Minus to over 100 number line | Working wall + Lettering | Spider net (buy for all staff) |
| British values Eastbury values | Maths method examples | Colour coded colours for children's words + examples for each by teacher | IPC Questions/from spider on board or near front of class |
| Reading ambassadors | Times tables | Washing line for children's half termly writing example | Science posters used and displayed during lesson. |
| Good to be green day | Working wall + Lettering | Marking poster | Science characters |
| | LO + SC front of class | LO + SC front of class | |
| Children's work displayed and celebrated | Key Vocabulary | Key Vocabulary | |
| Star with name of child who has had star of the week | | Inviting book corner/theme with text posters about reading skills | |
| Time out area, board, book | | | |
| Important information, passports, fire evacuation, playground duty, first aiders, | | | |

Display Areas –

English working wall

Maths working wall

Science

Celebration – stars, work

IPC – what would we like to learn? /work/key words

British values and school values

Rewards – House points, respect

Good to be green cards

8. EYFS

Teaching and learning strategies

In Early Years at Eastbury, we follow these principles in teaching and learning:

- Effective use of partner talk.
- Appropriate use of AfL strategies.
- A balance between adult-led, adult-directed and child-initiated activities and independent learning.
- Active participation.
- Open-ended questioning to develop thinking skills.
- Effective modelling to scaffold learning.
- ECAT strategies to develop communication skills.
- Learning objective shared and explained.
- Effective and differentiated resources to stimulate learning and curiosity.
- Children know their targets.
- Whole class, small group and one to one sessions.
- Learning through structured play opportunities
- Cross curricular approach
- Working in partnership with parents
- Personalised observations based on what the child is able to do are written positively and refer to ages and stages (see Development Matters)
- Personalised observations are based on how the child learns referring to Characteristics of Effective Learning, well being and involvement.

EYFS learning environment

- Continuous provision is inviting, accessible and enabling. (Descriptors to cover: reading, writing, maths, discovery, role-play, EAD Malleable).
- Enhanced provision is stimulating.
- There are opportunities for reading across all areas of learning.
- There are opportunities for writing across all areas of learning.
- There are opportunities for maths across all areas of learning.
- Children are exposed to different languages and text types.
- Time out area encourages reflection on school rules.
- Behaviour management system displayed and used consistently and effectively.
- Print rich environment (across all areas) to include topical vocabulary.
- Display boards up to date and labelled.
- Outdoor area set up to encourage independent and child-initiated learning.
- Children's work and voice are displayed and celebrated.

Homework in EYFS

- Homework should consolidate learning in class and help to build a strong partnership between the parent and the school.
- Reading books, matched to children's attainment, are sent home weekly.

- Letter formation and number formation practise sheets are given to children on alternate weeks.
- Educational online games (using Education City) are given when children are ready.

Topics covered in Early Years

EYFS: Nursery

| Term | Topic |
|------------|--------------------------------|
| N Autumn 1 | Settling in |
| N Autumn 2 | Traditional tales |
| N Spring 1 | People who help us |
| N Spring 2 | Planting/Dinosaurs |
| N Summer 1 | Wild animals |
| N Summer 2 | Travel and Journeys/Transition |

EYFS: RECEPTION

| Term | Topic |
|------------|--|
| R Autumn 1 | Me and my family Similarities and differences Seasons Autumn |
| R Autumn 2 | Bears in the forest Nativity Seasons Winter |
| R Spring 1 | Transport Forces – push pull, slide roll, float sink |
| R Spring 2 | Farm animals Seasons Spring |
| R Summer 1 | Mini-beasts/Lifecycles |
| R Summer 2 | Planting and Growing Seasons -Summer |

9. Inclusive Teaching

The goal for inclusive education is to widen access to education and to promote full participation and opportunities for all learners, including those vulnerable to exclusion, to realise their potential. Key to this is viewing learning for all children as a process rather than coverage of content.

Some pupils have barriers to learning for example speech and language, social, emotional and mental health difficulties and/or physical difficulties that mean they have special needs and require particular action by the school. Some pupils are more able than the majority of their peers and equally need action taken to ensure they progress at an appropriate rate.

To ensure all children have access to the curriculum the following should be carefully considered and planned for:

- Teachers should plan suitable learning objectives and success criteria, responding to children's diverse learning needs.
- All staff should ensure all children are able to access planned activities and where required they should be appropriately differentiated.

- Assessments should take into account the type and extent of the additional need for the individual child.
- All teachers should ensure additional support has been appropriately used when available.
- All teachers should ensure additional resources have been used to support learning where required.
- All teachers should provide opportunities for all children (regardless of their ability) to work and become independent learners.
- Provide key vocabulary with a range of visuals displayed for a variety of curriculum areas to support access.
- Record keeping should show what provision is being made for children with additional needs that is additional to and different from that provided for other children.
- In collaboration with the SENCO, teachers should use pupil passports for some learners (with more complex learning needs) for a more focused approach to their learning. These should be developed to maximise learners' independence and involvement in goal setting and also collaboration with parents and families.
- Co-operative teaching where teachers take a team approach involving learners themselves, parents, peers, other school teachers and support staff, as appropriate is also used and encouraged.
- Teachers should support participation for children with additional needs which is meaningful for them and not just provide access. This is encouraged by involving learners in decisions about their own learning and supporting parents to make informed choices for their children.
- The promotion of positive attitudes to diversity and difference is crucial for widening participation.

10. Homework

Homework should consolidate learning in class and help to build a strong partnership between the parent and the school.

For years 1 to 6, weekly homework should alternate between recording in homework books and being completed on-line (using Education City and MyMaths).

In addition, there should be weekly spellings (consolidated by writing in sentences) and weekly times tables appropriate to the year group. These should be recorded in the homework books.

11. Linked Policies

This policy should be read in conjunction with the marking and feedback policy, the monitoring of learning policy and the behaviour policy.

APPENDIX 1.0: NATIONAL CURRICULUM OBJECTIVES MATCHING FOR EACH YEAR GROUP

(see email sent to all staff with IPC and NC link for y1 – y6) EXAMPLE:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|---|--|
| IPC topic | Who am I? | Let's celebrate | Seeing the light | Say cheese and The magic toy maker | We are what we eat | Flowers and insects |
| Science – within IPC topic (Also Science week) | I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can identify the differences between humans and animals: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | I can describe celebrations linked to different seasons. I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day and length varies. | I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees I can observe and describe weather associated with the seasons and how day and length varies. From year 2 objectives: I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can distinguish between an object and the material from which it is made | | I can identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees |
| Science - to be taught as stand alone | | | | | | |
| History (Also Black History/Hist. Day) | I can understand key events of local importance. I can understand lives of significant local people. | I can understand events beyond living memory that are significant nationally or globally. I can understand the lives of significant historical figures, comparing those from different periods. | | | | |
| Geography (Also Geog. Day) | I can use basic geographical vocabulary to refer to local and familiar features. I can name and locate the four countries and capital cities of the UK using maps, atlases and globes. I can use basic geographical vocabulary to refer to local and familiar features. | | I can locate hot and cold areas of the world. I can use four compass directions and simple vocabulary. | | | |
| Art (Also Art/DT Week) | I can communicate ideas about myself. I can begin to explore work on a range of artists, crafts people and designers. | I can begin to explore work on a range of artists, crafts people and designers. | I can use drawing, painting and sculpture to share my ideas, experiences moods and imagination. | I can use a range of materials creatively to create a picture. (Art Week) | I can use drawing, painting and sculpture to share my ideas, experiences moods and imagination. | |
| Design & Technology (Also Art/DT week) | | I can understand a healthy and varied diet to prepare dishes. | | I can use a range of tools to cut, shape and join. I can design and make a purposeful product for myself. I can generate and communicate my ideas through talking and drawing. I can select and use a wide range of materials. I can explore a range of existing products PMI. I can evaluate my own ideas and products. I can explore mechanisms such as levers, sliders, wheels and axles. I have a basic understanding of structures. | | |
| Music (Also Music week) | I can use my voice expressively and creatively. I can sing individually or as a part of a group. | I can speak chants and rhymes. I can listen with concentration to a range of high quality live and recorded music. I can experiment with sound. | | | I can experiment with sound (noises made when eating) | I can listen with concentration to a range of high quality live and recorded music (Music week) |
| P.E. (Also Sports Day) | I can run and jump. I can throw and catch. I can participate in team games. I can develop balance, agility and co-ordination. I can perform dances using simple movement patterns. | | | | | |
| I.C.T. / Computing (Also ICT week) | I can use technology to create, organise and store digital content. | | I can use technology to create, organise and store digital content. | I can tell you about computer safety and know who to go to if I have a problem/concern with the Internet. I can use technology safely and respectfully. I can understand what algorithms are. I can use technology to create, organise and store digital content. I can recognise common uses of information technology beyond school. | | |

APPENDIX 1.1: END OF IPC TOPIC PUPIL SELF EVALUATION

END OF IPC TOPIC: PUPIL SELF EVALUATION

Name: _____ Year group: _____ Date: _____

IPC Topic title: _____

| | |
|---|--|
| 1. New things I now know: | |
| 2. New things that I can do: | |
| 3. New things I am beginning to understand: | |
| 4. What I did well: | |
| 5. What I can improve next time: | |
| 6. What I found the most interesting: | |
| 7. What I found the last interesting: | |
| 8. My preferred method of learning is (paired work/group work/researching/creating) | |

APPENDIX 2: PLANNING TEMPLATES FOR ENGLISH AND MATHS

Eastbury Primary School – Weekly Planner

Subject: English

Class: 5_

Week

beginning:

| | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| WRI Unit: Unit references: | | | Homework: | |
| L.O: | L.O: | L.O: | L.O: | L.O: |
| <i>Pupil asset targets?</i> | <i>Pupil asset targets?</i> | <i>Pupil asset targets?</i> | <i>Pupil asset targets?</i> | <i>Pupil asset targets?</i> |
| SC: I can: | SC: I can | SC: I can | SC: I can | SC: I can: |
| Day: | Day: | Day: | Day: | Day: |
| Unit reference: | Unit reference: | Unit reference: | Unit reference: | Unit reference: |
| Page: | Page: | Page: | Page: | Page: |
| Opps to write: | Opps to write: | Opps to write: | Opps to write: | Opps to write: |
| Resource reference | Resource reference | Resource reference | Resource reference | Resource reference |
| Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): |
| Marking: | Marking: | Marking: | Marking: | Marking: |

| | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Inspire Maths Unit: | | Key Vocabulary: | | |
| Unit references: | | Homework: | | |
| L.O: | L.O: | L.O: | L.O: | L.O: |
| Pupil Asset targets: | Pupil Asset targets: | Pupil Asset targets: | Pupil Asset targets: | Pupil Asset targets: |
| SC: I can: | SC: I can | SC: I can | SC: I can | SC: I can: |
| Teaching sequence reference: pages | Teaching sequence reference: pages | Fluency based arithmetic practice | Teaching sequence reference: pages | Teaching sequence reference: pages |
| Greater depth: | Greater depth: | Greater depth: | Greater depth: | Greater depth: |
| AEN: | AEN: | AEN: | AEN: | AEN: |
| Resources: | Resources: | Resources: | Resources: | Resources: |
| Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): | Use of adults (including teacher): |
| Marking: | Marking: | Marking: | Marking: | Marking: |

APPENDIX 3: EARLY YEARS PLANNING TEMPLATES

Example of Short Term Overview of Learning and Development

Core text(s): Topic Date week Term

| | |
|--|------------------------------|
| Long term objectives linked to Development matters | Key vocabulary and Questions |
| LO | |

| | |
|--|--|
| Introduction to learning | |
| Focused activity (including differentiation) | |
| Enhanced Provision | |

Reception Weekly Planner

| DIRECTED ACTIVITIES | | | | | |
|---------------------|---------------------|-------|----|-----|----------------|
| | Mark making/Writing | Maths | UW | EAD | Outdoor/Carpet |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

| CLEVER FINGERS | | | | |
|----------------|-------------|--------------|----|-----|
| Maths | Mark making | Construction | UW | EAD |
| | | | | |

Nursery Weekly Plan for Adult Led Learning

Week Beginning:

Welcome

Focus:

Key words:

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--------|---------|-----------|----------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| Focused group(s) | | | | | |
| Team Roles | | | | | |