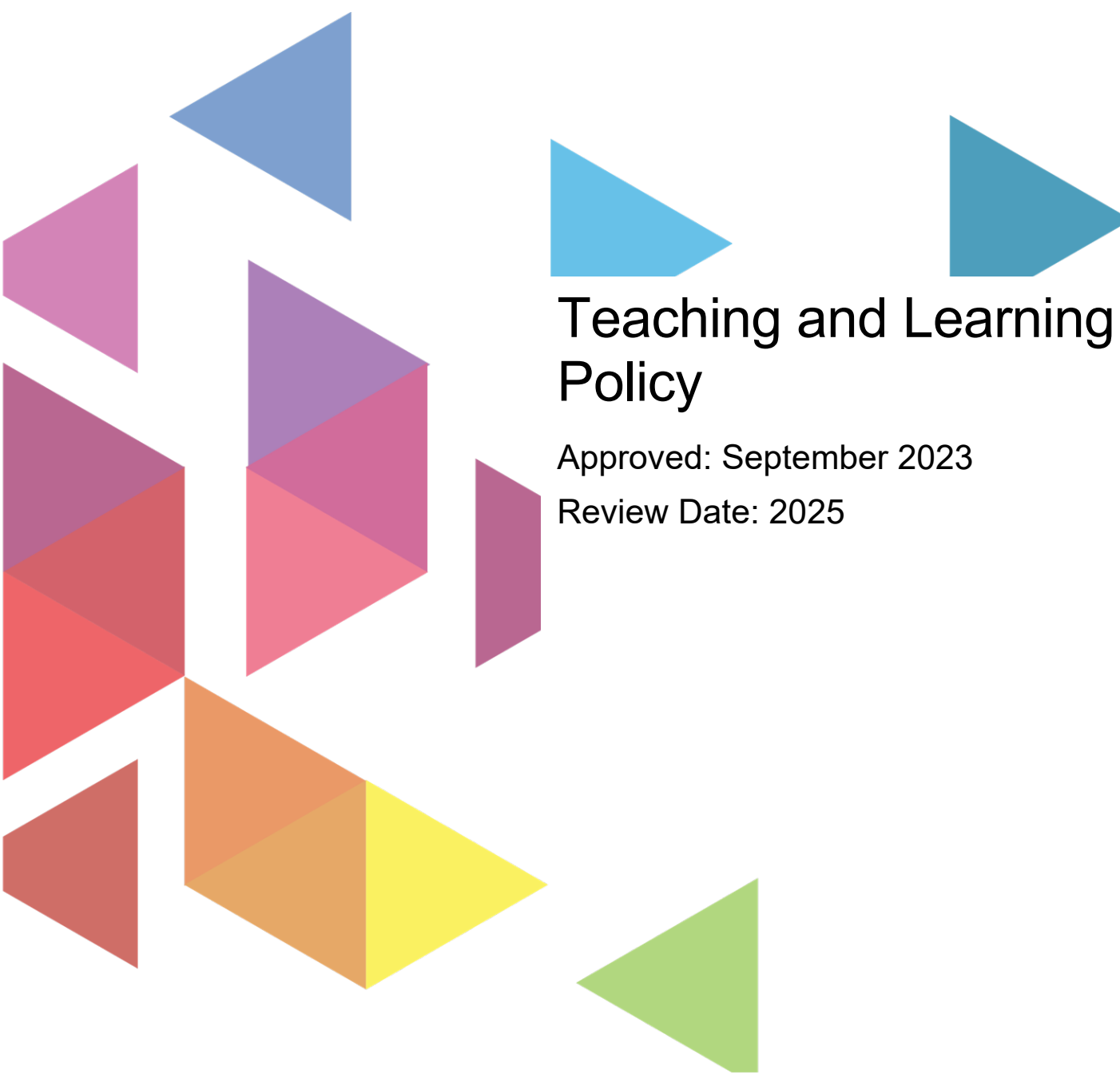




eastbury
primary
school



Partnership Learning



Teaching and Learning Policy

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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 we focus on intent, implementation and impact in our approach. All staff should demonstrate this as well as have high expectations of themselves, other adults and the children.

- Intent – the extent to which we demonstrate a rich and varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results.
- Implementation – model how we present all aspects of this broad and balanced curriculum (not just English and maths) and we are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- Impact – to show how learners develop detailed knowledge and skills across the whole curriculum. It follows that there is a greater emphasis on the behaviour and attitudes of pupils.

2. School Vision and Values

Our vision is that children, staff, parents and governors work together so that every child at the school, whatever their background, can achieve their full academic, social and physical potential.

To achieve this, we are committed to:

- Providing excellent quality teaching and learning, with high expectations that challenge and motivate every child.
- Providing a range of educational experiences through a broad, creative and enjoyable curriculum which is tailored to our local community.
- Developing and safeguarding the wider needs of every child - social, emotional and physical – so that they are ready to be successful and resilient citizens
- Ensuring a good work-life balance and providing first rate professional development to all of our staff to enable them to deliver our vision.
- Developing effective partnerships with parents, governors and the wider community.

Our vision is based on six core values which permeate the life of our school (CRATER):

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

3. Our Curriculum

Intent:

At Eastbury Primary School, we believe that it is important to ensure children experience a broad and balanced curriculum, which develops skills and knowledge. Our curriculum empowers children to develop an understanding and appreciation of the subjects they study. The curriculum is planned with a variety of tasks and is differentiated to meet the needs of all children. Moreover, we firmly believe that to fully enhance the life chances of our children; our curriculum must actively promote the acquisition of a broad/academic vocabulary and depth of understanding. We believe that knowing more words makes you smarter, and our curriculum is very intent on ensuring this becomes a reality for all of our children.

The wider curriculum provides opportunities for children to apply their new learning to real life context, linking with other subject areas to solve problems, be engaged in debates and discussions. It provides many opportunities to celebrate the diversity of the community from which our children come. The curriculum encourages children to take a positive mind-set approach to learning and is embedded through our Eastbury core values of creativity, respect, aiming high, teamwork, enjoyment and resilience.

We ensure that our curriculum meets the needs of our local community. It provides opportunities for both academic, physical and social development that many of our children would not otherwise access, in particular our disadvantaged children. In terms of academic learning, an emphasis on the love of reading, vocabulary, oracy and provision of knowledge of current affairs helps to meet those needs; while a commitment to PE and the daily mile promotes physical wellbeing. We are also committed to an active programme of social development through our PHSE curriculum and pastoral support services.

Our children are taught to self and peer assess their own and others learning. They learn how to use thinking for learning skills using meta-cognitive methods. Using rigorous assessment and evaluation procedures teachers are able to make accurate judgements of a child's academic success and social well-being.

Implementation:

In order to deliver the aims of wider curriculum we ensure that KS1 and KS2 children study all subjects within a term. English and Maths are taught daily using evidence-based schemes of work, while other subjects are timetabled on a weekly basis (with history and geography, and art and DT, taught on an alternate half termly basis). Examples of timetables are at Appendix 7. The Eastbury wider curriculum shows the organisation of topics and subjects of the National Curriculum in a 'Curriculum overview map' across year groups. These curriculum maps are at Appendix 5. It includes National Curriculum Progression of skills and medium-term plans for

history, geography, art, design technology. It also includes overview of topics from schemes used for science, computing, Spanish, RE, PHSE and PE.

Impact:

A robust assessment system is in place for wider curriculum subjects. Children develop detailed knowledge and skills across the whole curriculum. It follows that there will be a greater emphasis on the behaviour and attitudes of children towards their learning. The children are assessed using the Developing Expert's assessment tasks. All other wider curriculum subjects are evaluated end of each topic (half-termly) using wider curriculum end-of-topic evaluations or quizzes.

As children progress through each year, they further develop key skills and ideas about how to be well-prepared for learning and how to meet their next steps and targets. They are taught to have a positive mindset and show teamwork and resilience. Teachers use assessment for learning and assessment of learning strategies to understand and support the children to achieve their highest potential. Teachers use positive praise and give regular feedback to children on improving their subject knowledge, skills and learning habits. From the school monitoring schedule that includes pupil learning weeks, book scrutiny feedback and analysis of data, leaders ensure planning is well differentiated and the curriculum is accessible to all children they teach keeping, as well as ensuring high standards of presentation and acquisition of skills and knowledge.

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

Mastery

At Eastbury Primary School, we are committed to the mastery approach to teaching and learning. Mastery learning involves breaking subject matter and learning content into units with clearly specified objectives which are pursued until they are delivered. Learners work through each block of content in a series of sequential steps.

Mastery is an inclusive way of teaching that is grounded in the belief that all pupils can achieve. A concept is deemed mastered when learners can represent it in multiple ways, can communicate solutions using appropriate language and can independently apply the concept in different contexts.

Instead of racing ahead to the next block of content, learners who grasp the concept are therefore encouraged to explore it with greater depth and variation, while those who are finding it more challenging are provided with appropriate instructional strategies (such as scaffolding, peer support, small group discussions, homework, interventions and formative feedback).

In mastery learning, there is a shift in responsibilities, so that student's failure is more due to the nature of the instruction and not necessarily lack of ability on his or her part. Therefore, in a

mastery learning environment, the challenge becomes providing enough time and employing teaching strategies so that all students can achieve the same level of learning.

The mastery approach is particularly effective in combination with the following elements:

- Collaborative working in groups or teams with pupils taking responsibility for supporting each other's progress
- Effective oral and written feedback – specific, accurate and clear with guidance on how to improve and an emphasis on effort and perseverance (see the school's Feedback Policy)
- Dialogic teaching – use of effective questioning and encouraging children to explain their thinking as well as to develop their oracy skills
- Promotion of metacognitive skills and strategies – helping children to think about what they are learning (eg through setting goals, and monitoring and evaluating their own development)
- Encouragement of a growth mindset in all pupils – a belief that their basic ability can be improved through hard work and perseverance, encouraging them to be resilient and love learning.

Grouping

The majority of children at Eastbury are taught in mixed-ability groups (with the exception of phonics). However, we recognise that there are some children who require additional support to address significant prior gaps in their learning, and which can be most effectively delivered in a separate group (whether for English or maths or, in the case of year 6, through the use of banded classes).

Decisions on whether grouping is appropriate in a particular year group is taken on a case-by-case basis and consideration is given to avoiding poor practices which research shows make setting/streaming less effective (such as mis-allocation, low expectations, less demanding curricula and fixed positioning in low groups).

The following applies to all groups:

- limits are not set on pupils to succeed; the mastery approach is used in all groups, and high expectations maintained of all children's progress.
- children's progress is monitored and compared on a regular basis in line with the assessment cycle; if the gap is widening, then appropriate action needs to be taken (whether through movement between groups, providing additional or different support or reconsidering the appropriateness of a separate group).
- particular attention is given to the needs of disadvantaged children and children with SEN.

- pupils are not assigned to a particular group on the basis of behaviour.

Features of teaching

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).
 - The SC is a specific and measurable criteria, which 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 (rather than 'hands-up') 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) and through the use of traffic light cups (green at the top to indicate 'We've got it and we are confident'; amber to indicate 'We are finding it very challenging but we are using the 5Bs' and red to indicate 'We struggle and we need help')
- Mini-plenaries throughout learning – to assess progress and provide opportunities to address misconceptions.
- Clear plenary at end of lesson 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) whenever children are writing their own LO (in some subjects this will be stuck in).
- Focus/peer/self-marking opportunities to consolidate learning, give specific praise, address misconceptions and provide clarity on next steps (as set out in the feedback policy).
- Individual targets for maths, reading and writing, set and reviewed at pupil conference meetings and displayed in the classroom 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.

5. Maths

Lesson structure in KS1 and KS2

At Eastbury, we follow the maths mastery approach and includes the following:

- Sharing LO, success criteria and key vocabulary. These should be displayed and referred to by the teacher to promote accurate maths talk.
- Engaging hook and brief input (with materials from Inspire Maths unit starters and illustrations or other effective resources).
- Teaching sequence based on the progression and activities from Inspire Maths, in line with the agreed medium term plan.
- 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. Mental strategies need to be actively modelled by the teacher and explored by the children during this lesson.
- 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; and at least a weekly question relevant to the topic to be displayed on the working wall.
- Consistent use of partner talk and collaborative work, both during the input and in the Inspire Maths 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 finding it very challenging but we are using the 5Bs' and red to indicate 'We struggle and we need help') combined with 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 address misconceptions and deepen learning.
- Self and peer-evaluation, each set once a week; response to teacher's marking in purple pen.

Mathematics Lesson Structure

The structure of maths lessons should include the following elements:

- **Do Now (Arithmetic or times tables practise):**

Children complete arithmetic questions (5-10) in Maths books. Questions to be structured with the first four on the same skill and then randomised for the other questions. Children to self-assess understanding. Questions to be generated from list provided (Please see_ spaced practice). **Teacher to model approach to questions 1-4.**

- **Fluency Starter (step before/linking to skill):**

The short WR starter that is embedded in the lesson Teach PowerPoints. This can be adapted

to be more of one question type with teacher modelling the one example and the children having a go on whiteboards. **Children share answers on W/Bs.**

- **Teacher input: I Do – all eyes on the IWB.**

Class Teacher (CT) models the lesson's learning using the same format with which the Main Task will be completed. Here the CT will ask questions out loud to show learners the Success Criteria (SC). The CT will then answer their questions as they work through their model demonstrating cognitive thinking out loud. **No input from the learners at this point.**

- **Teacher input: We Do - Children with whiteboards.**

CT works through a similar example (worked example). This time, the CT will ask the same questions used in the I Do example but here learners will provide the responses. This can be a structured approach where learners answer some questions initially and teacher support is removed through subsequent examples and learners answer more questions to solve the task.

- **Teacher input: You Do (AFL)**

CT presents another example for the learners to attempt independently on whiteboards. Here the CT assesses who can and cannot complete the work independently. Those who **cannot** confidently complete the example complete further questions with the CT, while those assessed as understanding move off to complete the initial questions based on the teaching input examples.

- **Main task: You Do (independent)**

The CT continues to work with those not understanding, returning to I DO or We Do as needed. All learners should do some

independent work in each lesson. A maximum of 6-8 questions and then move onto next challenge. CT to move around and assess/mark/feedback to those already on task.

- **Extension and challenge:**

Learners to start on the reasoning questions following (80%-100%) accuracy in the main task.

- **Plenary: AFL**

True or false question from the WR planning works well here or you can design your own hinge/exit questions, find teacher mistakes, etc.

Learners out of curriculum do not need to take part in input if it is out of their depth. More confident learners should take part in input but be moved off quickly.

In addition, there should be provision of daily maths early morning work. Flashback 4 from the White Rose (WR) planning. Learners self-assess after 4 minutes on the task. Students record score out of five for CT to assess.

This should be a recap that requires no teacher modelling/input.

Maths should be planned using the template at Appendix 1.

Assessment in KS1 and KS2

In addition to the ongoing teacher formative assessment, children from year 1 to 6 will take written tests four times a year for both arithmetic and problem solving/reasoning. The results must then be entered into SIMS and assessment spreadsheets and passed on to the maths lead to be analysed. The data will be discussed at Pupil Progress meetings in accordance with the Assessment and Data Cycle (Appendix 3).

Assessment is completed via Rising Stars assessment materials, administered in similar test conditions to SATS (for that Key Stage) 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.

At the end of the year each child - from year 2 to year 5 - 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. Year 4 will sit the statutory multiplication tables check.

The timetable and expectations for maths assessments are set out in Appendix 4.

Expectations in Maths books for KS1 and KS2

- Use a squared book
- Always use a sharp pencil.
- Always use a ruler to draw straight lines and underline in pencil.
- Always present 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 underline the date and stick the weekly LO in at the beginning of the week under this date.
- 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.

6. English

Lesson structure in KS1 and KS2

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

The week should contain a mixture of lessons to develop writing, reading comprehension and grammar, punctuation and spelling (GPS) skills in line with the Read Write Inc Get Writing and Literacy and Language unit planning. All of which should be recorded in the English books (with the exception of handwriting).

- Comprehension - improve understanding of text, develop vocabulary, imitate writers, enjoy reading.
- Grammar – the technical skills to write.
- Writing – practise the skills of both and develop skilled writers.
- Phonics – daily lessons in the Early Years and in year 1, with additional phonics lessons in older years where required.
- Handwriting – an initial weekly formation lesson followed by practice sessions throughout the week

English lessons should be planned, using the template at Appendix 1. Planning should be based on the Get Writing programme (year 1) and the Literacy and Language programme (years 2 to 6).

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).

Finally, handwriting is taught through “Nelson Handwriting” with each group following the units of work appropriate for their year. Online resources are available for consistent modelling and text books (as well as work books for EYFS and KS1) are available to practise with.

To enhance children’s vocabulary, teachers should introduce a Word of the Day. This should be relevant to the current curriculum, and be displayed and referred to throughout the day.

Expectations in English books for KS1 and KS2

- Use a lined book
- Black pen must be used to write - Pencil Year 1 – 3 (felt tip pens must not be used)
- Always use a ruler to draw straight lines.
- Always present work neatly.
- Always use a purple pen to peer assess and respond to marking.
- Always write the full date above the LO (eg: Thursday 27th, April 2020), the underline it.
- Always miss a line after the date and stick in the LO and SC.
- 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.
- When starting a new paragraph, miss a line and do not indent.
- Complete the line before starting a new one.
- Worksheets must be trimmed and glued neatly, without overlapping or folding.
- Presentation on worksheets must be as neat as in your book.
- If a mistake is, use a ruler and a pencil (or pen depending on year group) to draw one small line through it.

Assessment in KS1 and KS2

Writing assessment

One Literacy and Language Unit should be completed every half-term. Extended writing pieces should be completed in line with the end of the fiction and non-fiction parts of the unit.

An additional piece of writing to demonstrate the child's independent capabilities should then be completed (which can then be assessed).

On a half-termly basis, this assessment needs to be recorded on the NAHT key performance indicators sheet to establish the child's level of progress within the year group's expectations. These assessments must vary between fiction and non-fiction.

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 assessment

In addition to teacher assessment throughout the year, the children will also participate in four written tests during the year. The results must then be entered into SIMS and an assessment spreadsheet will be passed on to the English lead to be analysed. The data will be discussed at Pupil Progress meetings in accordance with the Assessment and Data Cycle (Appendix 3).

- Year 1 will be assessed through teacher assessment including benchmarking.
- Years 3,4 and 5 will be assessed using the Rising Stars official assessment.
- Years 2 and 6 will be assessed using previous SATS papers.
- 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 set out at Appendix 4.

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	
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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.

Reading follows these principles:

- The aim of guided reading sessions is to improve comprehension, not merely to decode text.
- Books are read more carefully, in greater depth and with more enjoyment.
- Children will learn to differentiate different types of question such as literal, inference and deduction etc., and classroom dialogue.
- They will also improve the skills of predicting (based on evidence from the text) and summarising.
- 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.
- Children learn to support one another and not to rely on adults for support.
- 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 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:

- Pre-reading (written in the guided reading book as a DUMTUM) - Reading a passage from a text, as directed by the class teacher. The children will be given three questions (of a range of types) to consider relating to this passage and at least one answer should

be written in the guided reading book as if it were a test question. In addition, children can write down words they do not understand; write down words they would like to use in their own writing; and/or prepare questions they would like to discuss, using a range of question types (all including page numbers to be able to refer back to).

- Reading with teacher (all additional comments to be added to the “pre-reading” notes in purple pen) - A dialogue group which will discuss what the children prepared in the pre-reading activity, as well as summarising and prediction. There will be a particular focus on their written answer during pre-reading. 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.
- Follow up activity (written in the guided reading book as a DUMTUM) - Children answer comprehension questions of a similar style to those in the previous two activities. These are marked by the teacher.
- Spellings or Grammar (written in the guided reading book as a DUMTUM) - Children practise and learn the week’s spelling or grammar activities. These should be written into contextual sentences as well as understanding the word or grammatical meaning.
- Independent reading – Children use this time to read a choice of books and, where appropriate, answer comprehension questions as directed by the teacher.

7. Wider Curriculum and Science for KS1 and KS2

The children and their learning are at the core of everything we do at Eastbury Primary School. Our curriculum is designed to take into consideration our children’s varied backgrounds and cultural experiences as we believe they deserve a curriculum that does not narrow their life chances but expands them, enabling social equity and mobility. We therefore prepare children to be lifelong learners and global citizens.

Teachers plan using the wider curriculum template (see Appendix 1). Teachers use resources from schemes and link subjects with one another to deepen understanding and provide depth. Each lesson is structured using the TEEP learning cycle. This includes hooking the children into the lesson, sharing of learning objectives and success criteria, teacher presenting new information using clear modelling and steps, and allowing the children to practise and construct their learning using different methods. Children are then challenged using activities that promote the application of new learning.

Retrieval practice

Within lessons, teachers use a variety of retrieval strategies to support pupils in recalling facts, concepts, or events from memory to enhance learning. Research suggests that using a mixture of different retrieval techniques is better than repeatedly using the same technique. Examples of the strategies used are:

- Brain Dump
- Vocabulary from a picture
- Odd one out!
- Blast from the past!
- Retrieval Placemats
- Matching/sorting activities - pictures and words, words and definitions
- Spot the error
- What am I?
- Multiple choice question/low stakes quizzes

At the end of each topic, the lesson ends with children reflecting, reviewing their learning, and completing their brain dump or knowledge catcher.

The curriculum map for each year group is published under the relevant year groups on the school website.

Kapow Primary

At Eastbury, we use Kapow Primary for some of our wider curriculum subjects (Computing, Art & DT). Kapow Primary is an engaging, knowledge-rich, progressive curriculum and lesson plan for foundation subjects. Includes teacher CPD videos and planning materials.

Resources include diverse images, names and scenarios reflecting different backgrounds, genders, disabilities and challenging stereotypes. A subject-specific example: In Art and design, children learn about art and ethnically diverse artists across cultures and throughout history. Kapow also provides resources that cater to different assessment methods for all units in all subjects. These include end-of-unit quizzes and knowledge catchers.

Science

At Eastbury, we use Developing Experts (DE) which provides interactive science lessons with embedded experiments, handouts, assessments and industry and career links. Resources are fully mapped against multiple curricula, including the national science curriculum for KS1 & KS2, designed to help our teachers deliver outstanding science throughout the school. Units and lessons are sequenced so that new knowledge is built upon prior learning. Expert films are embedded within every lesson to demonstrate how the lesson's knowledge is relevant to the wider world. Lessons are structured to give all pupils multiple opportunities to recap on previous learning. This structure is particularly effective in supporting lower-attaining pupils and bettering their chances to succeed, as substantive knowledge is reinforced by frequently recalling information through pictures, videos and vocabulary. Our learning outcomes are differentiated to enable pupils to access our lessons at a level that is appropriate for them. Every lesson features a 'challenge task' to support higher-attaining pupils.

DE has various assessment options, including pre/post-tests, end-of-unit tests, and quizzes in the pupil zone. The quizzes' results are recorded in the teacher's Mark Book, saving them time. They are engaging and fun for pupils. These quizzes are delivered to pupils in a fun and engaging way.

Links with English, maths and science: Wherever possible, links are made between subjects with Literacy and Language, White Rose Maths and Developing Experts Science Scheme.

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.

Success Criteria

Each wider curriculum subject has a defined success criterion that needs to be typed and printed for children to stick in their books. This does not need to be in colour but should include the subject.

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.

Evaluation 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 6. It 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.

Displays

Children's work must be celebrated in class and across the school. Displays should show work completed during the topic and final pieces of work. Keywords 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 science "Super heroes" that are being explicitly taught during the practical scientific enquiry lessons (see documents from INSET training sessions). There should be a

science area in the class that allows children to question and explore scientific ideas and topics being taught.

British Sign Language (BSL)

Eastbury Primary School has chosen BSL as the language that all students learn. BSL is a language that is accessible to children who are and are not deaf. It is a manual language that combines two areas of skill: productive and receptive. It has its own grammatical and syntactical structure. It does not have a written form.

This enables Eastbury to be a much more deaf-friendly school, and its students will be more deaf-aware well beyond Year 6. The National Curriculum explains that “learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils’ curiosity and deepen their understanding of the world.” While BSL is not a foreign language, it has every potential to fulfil this aim.

BSL has the capacity to strengthen understanding of the English Language. This benefits all students, especially those with SEN and EAL needs. This curriculum has been mapped onto the topics that key stage 3 children are learning in other areas of their curriculum. This means there will be meaningful opportunities to use and develop BSL skills throughout the school week, not just during BSL lessons. This also supports retention. Language is a tool for thought. This curriculum provides opportunities for developing appropriate metacognition alongside developing signing capacity. As such, this curriculum is built with questioning at the heart of its progression.

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
- Develop a growth mindset and resilience through effective questioning and language
- Use of enhanced provision to promote challenge
- 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.
- The out area encourages reflection on school rules.
- The behaviour management system is 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.

Early Years Topic Structure

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

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. Learning Environment in KS1 and KS2

Learning environments from years 1 to 6 will be checked against the following checklist:

Date completed: _____

class: _____

Completed by: _____

General	Maths	English	Wider Curriculum
5 Bs	Number line (phase specific)	Washing line for children's half termly writing example	Science (investigation) posters used and displayed during lesson.
British values Eastbury values	Four key operations posters	Colour coded colours for children's words +	Science characters

		(modelling calculation)		examples for each by teacher			
Marking poster		Times tables chart		Reading ambassadors		Enquiry type and skills grid	
Good to be green and reward points		Manipulatives resource table and trays		Inviting book corner/theme with text posters about reading skills			
LO + SC front of class (Maths and English)		1-100 square chart		Handwriting focus			
Key vocabulary related to current topic		Four key operations posters (vocab)		Word of the week poster			
Children's work displayed and celebrated							
Star with name of child who has had star of the week							
Time out area, board, book							
Important information, passports, fire evacuation, playground duty, first aiders,							
Working walls (Maths and English)							
Book layout examples							
Display for Science and Wider Curriculum							

Additional notes/comments:

To complete ones not ticked by: _____

(2 weeks from date checked)

10. 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.
- Promoting positive attitudes to diversity and difference is crucial for widening participation.

11. 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 online (using Teams, Education City and MyMaths). During online homework weeks, additional written homework should be available to parents on request.

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.

The topic for the next week relating to Votes for Schools should also be provided as part of the homework to act as a basis for discussion at home.

Children should also be encouraged to read at home every day.

12. Linked Policies

This policy should be read in conjunction with the annual strategic planner, feedback policy, the monitoring of learning policy and the behaviour policy. In addition, all curriculum maps can be found at <http://www.eps.barking-dagenham.sch.uk/>.

13. Appendices

Planning Templates for KS1 and KS2

Eastbury Primary School – Weekly Planner Subject: English Class: _____ Week beginning: _____

Task and context	Fiction Unit – Non – Fiction Unit
Audience	
Purpose (what do we want the reader to think/feel/do /know/imagine?)	
Form	
Vocabulary, language and style	
Grammar	
Punctuation	
Spelling	

Planning Templates for KS1 and KS2

Eastbury Primary School – Weekly Planner

Subject: Maths

Year:

Week beginning:

Maths Planning

Year 4

Autumn Term

Week beginning 4/9/23

Session	SKILLS AND CONCEPTS		Fluency starter- What is the step prior to this skill? 'I do'- How will the skill be modelled? What sentence stems will be used to support understanding? Is there a visual representation I can use to support understanding? Misconception support	TASKS			ASSESSMENT OPPORTUNITY
	DO now questions with focus	Learning Objectives Success Criteria		Pre year group Scaffold?	Whole class Scaffold?	Extension and challenge	
1	1) $853 + 10 = 863$ 2) $291 + 10 = 301$ 3) $407 - 100 = 307$ 4) $738 - 10 = 728$ 5) $279 + 7 = 286$ 6) $211 - 6 = 205$ 7) $193 + 344 =$ 8) $835 - 261 =$	LO: To represent numbers to 1,000. I grouped the hundreds I grouped the tens I grouped the ones	FS- <u>chn</u> use a contango chart with counters to make the numbers read aloud by the CT. CT to address how a place holder works using the chart. I DO: teacher to model making numbers from <u>deines</u> . Discuss the order of grouping the place value of the numbers. Misconception model: writing the number 24 instead of 204 with the missed placeholder.	<u>Chn</u> to represent numbers that are two digits with tens and ones.	<u>Chn</u> to work through example from the board into their books. Move onto questions 5-7 WR	Problem solving questions WR Odd one out question.	TC SA PA SA

Flashback 4s

Flashback 4

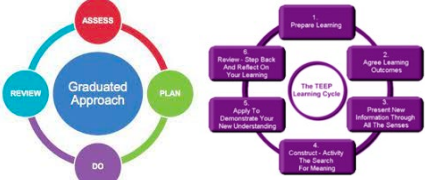

Year 2 | Week 3 | Day 2

1) There are equal groups.

2) $20p + 20p + 5p + \text{} = \text{£}1$

3) The total value is £

4) $56 - 48 = \text{}$

Year: Class:	Date: Week: Term:	WIDER CURRICULUM WEEKLY PLAN 6 PART LESSON - FLOW CHART			 	
Subject/ Lesson title	1. Hook 2. Share learning objective and success criteria		3. Present new information 4. Construct: Explore new learning 5. Application of learning and challenge		6. Review of learning and plenary	Resources
Science	Hook: LO: SC:	Present: Construct: Challenge:	Review:			
History / Geography	Hook: LO: SC:	Present: Construct: Challenge:	Review:			
Art / DT	Hook: LO: SC:	Present: Construct: Challenge:	Review:			
Computing						
Spanish	Hook: LO:	Present: Construct:	Review:			

	SC:	Challenge:		
PHSE	Hook: LO: SC:	Present: Construct: Challenge:	Review:	
RE	Hook: LO: SC:	Present: Construct: Challenge:	Review:	
Votes for Schools	Hook: LO: SC:	Present: Construct: Challenge:	Review:	
PE	Hook: LO: SC:	Present: Construct: Challenge:	Review:	
Other projects / homework / visits this week	Hook: LO: SC:	Present: Construct: Challenge:	Review:	

End of Topic Pupil Self Evaluation (edit as needed for each group)

EVALUATION

Name: _____ Year group: _____ Date: _____

Topic title: _____

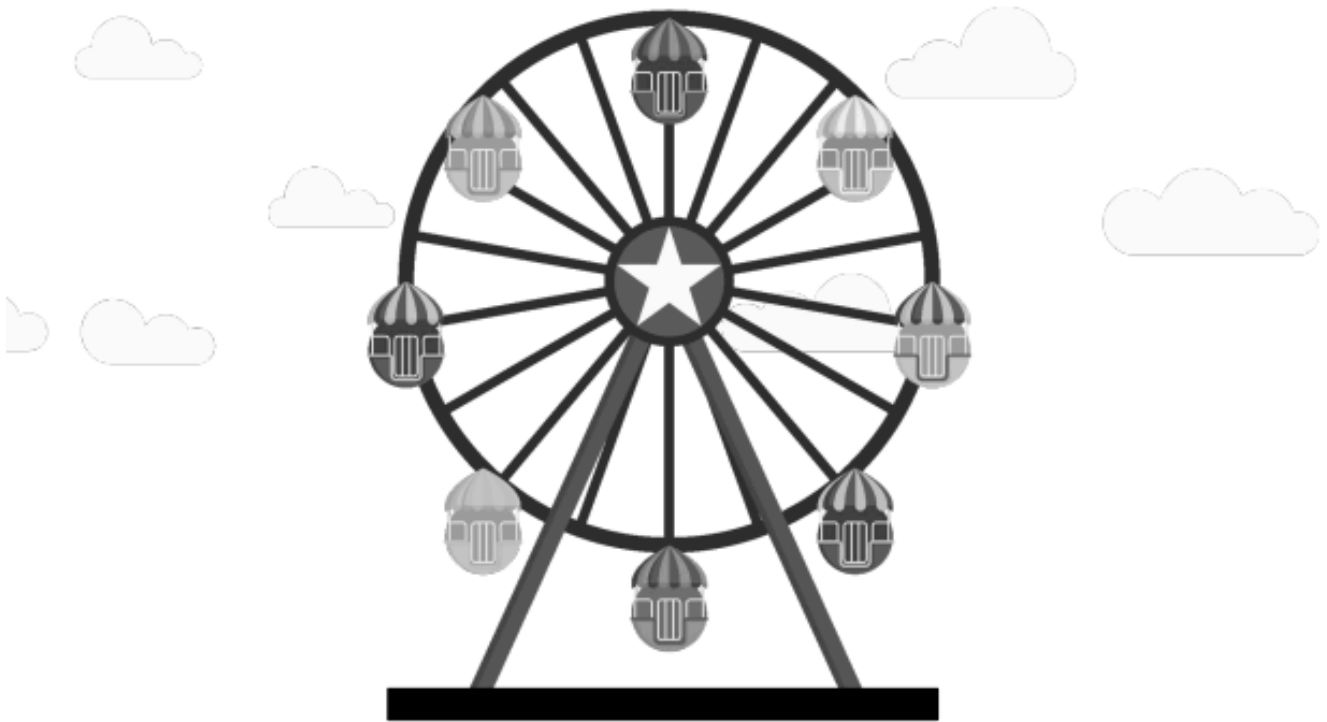
1. What I enjoyed best about this topic:	
2. What I have learnt new:	
3. What I did well:	
4. What I can improve next time:	
5. What questions I still have:	

Evaluations may look slightly different based on subject and key stage, generally it needs to show a reflection and review of the children's learning for the topic completed.

KAPOW unit quizzes, knowledge catchers.

Year 2 - Fairground wheel

Use the image below to help you answer the question.



Question How does a fairground wheel work?

Quiz presentation - Y2: Fairground wheel

Multiple-choice

Question 1:

What is a **mechanism**?

A Parts of an object that conduct electricity

B Parts of an object that move together

C Parts of an object that attach to each other

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Quiz



Unit title: _____

Name: _____ Date: _____

Question 1:	A	B	C
Question 2:	A	B	C
Question 3:	A	B	C
Question 4:	A	B	C
Question 5:	A	B	C
Question 6:	A	B	C
Question 7:	A	B	C
Question 8:	A	B	C
Question 9:	A	B	C

Question 10:

Score: _____

Planning Templates for EYFS

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					

Learning Objective Template English

To be used for every new lesson (see Feedback Policy to confirm which template for which lesson)

<p><i>LO: LO to be written here.</i></p> <p>SC: I can...</p> <ol style="list-style-type: none"> 1. Add some details here 2. Add some details here 3. Add some details here <p>Challenge:</p> <ol style="list-style-type: none"> 4. Add one challenge for children. <p>Personal target:</p> <ol style="list-style-type: none"> 5. 	<p><i>LO: To retell a story from a different perspective.</i></p> <p>SC: I can ...</p> <ol style="list-style-type: none"> 1. Add some details here 2. Add some details here 3. Add some details here <p>Challenge:</p> <ol style="list-style-type: none"> 4. Add one challenge for children. <p>Personal target:</p> <ol style="list-style-type: none"> 5.
---	---

<p><i>LO: LO to be written here.</i></p> <p>SC: I can...</p> <ol style="list-style-type: none"> 1. Add some details here 2. Add some details here 3. Add some details here 	<p><i>LO: LO to be written here.</i></p> <p>SC: I can...</p> <ol style="list-style-type: none"> 1. Add some details here 2. Add some details here 3. Add some details here
---	---

Maths

To be used weekly (stuck in on Monday).

<p>My weekly learning objective: LO to be written here.</p>
<p>SC: I can...</p> <ul style="list-style-type: none"> • Add some details here • Add some details here • Add some details here • Add some details here • One also needs to be for greater depth (GD).

Wider Curriculum

Learning objectives & Success criteria

To be used for every subject.

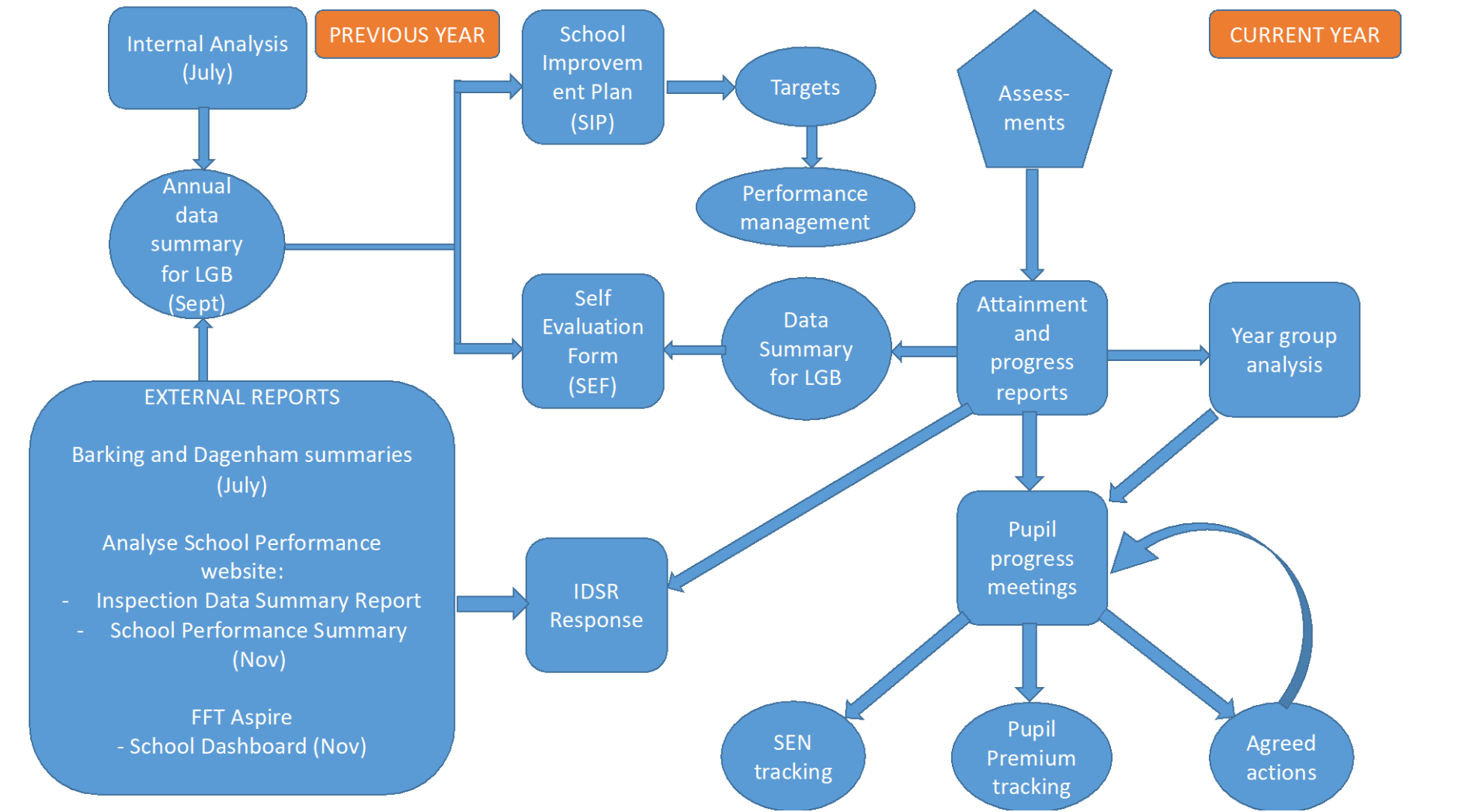
LO:
Success criteria:
1.
2.
3.

SUBJECT HERE

Assessment timetable

Year Group	Autumn 1 Baseline (Wk 5)	End Autumn 2	Spring 1 (Wk 4/5)	Spring 2 (Wk 5)	Summer 1	Summer 2 (Wk 2)
1	EYFS results Teacher assessment (all)		Teacher assessment (all) Some may begin with Maths written assessment – Teacher to decide (Rising Stars B)	Teacher assessment (writing)	Teacher assessment (writing)	Teacher assessment (writing) Rising Stars C (Maths, Reading and GPS)
3, 4, 5	Rising Stars A (Maths, Reading and GPS) Teacher assessment (writing)	Teacher assessment (writing)	Rising Stars B (Maths, Reading and GPS) Teacher assessment (writing)	Teacher assessment (writing)	Teacher assessment (writing)	Rising Stars C (Maths, Reading and GPS) Teacher assessment (writing)
4	Times table check		Times table check		Times table check	Times table SAT
2, 6	Teacher assessment (writing) Y2/6 - 2017 SATS paper (Maths, Reading and GPS)	Teacher assessment (writing)	Teacher assessment (writing) Y2/6 – 2018 SATS paper (Maths, Reading and GPS)	Teacher assessment (writing) Y2/6 – 2019 SATS paper (Maths, Reading and GPS)	Teacher assessment (writing)	Teacher assessment (writing) Times table check (Y2)

Assessment and Data Cycle



Example timetables

Y1

	Monday	Tuesday	Wednesday PPA PM	Thursday	Friday
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:40	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)
9:40 – 10:40	English	English	English	English	English
10.40 – 10:55	BREAK	BREAK	BREAK	BREAK	BREAK
11:00 – 12:00	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:10	Phonics (10mins)	Phonics (10mins)	PPA: PE (See PE timetable) 1hr	Computing: 1hour (see ICT Suite timetable)	Phonics (10mins)
1:10 – 2:10	Science (1hr)	History/Geography: (1hr)			Art/DT: (1hr)
2:10 – 2:20	Daily Mile	Daily Mile	Music (30min) KS1 Assembly (2.50 – 3:15)	Daily Mile	Daily Mile
2:20- 3:00	RE start (40mins)	Library/Reading Hut (30mins) Handwriting (10mins)		Votes for schools (30min) (Spelling test (10mins)	Maths Fluency Practice (30min) Handwriting (10mins)
3:00 – 3:15	Storytime (10min)	Storytime (10min)		Storytime (10min)	Storytime (10min)

Y2

	Monday	Tuesday	Wednesday	Thursday	Friday PPA PM
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:40	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)	Y1/2 RWI Phonics groups + Reading (40mins)
9:40 – 10:40	English	English	English	English	English
10.40 – 10:55	BREAK	BREAK	BREAK	BREAK	BREAK
11:00 – 12:00	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-2:00	Science (1hr)	History/Geography: (1hr)	Computing: 45mins (see ICT Suite timetable) Handwriting (10mins)	Art/DT: (1hr)	RE start (45mins) Handwriting (10mins)
2:00 – 2:10	Daily Mile	Daily Mile	Daily Mile	Daily Mile	PPA: PE (See PE timetable) 1hr
2:10- 3:00	Music (30min) Spelling (10mins)	Library/Reading Hut (30mins) Handwriting (10mins)	Votes for schools (30min) KS1 Assembly (2.45 – 3:15)	Maths fluency practice (30mins) Spelling test (10mins)	
3:00 – 3:15	Storytime (10min)	Storytime (10min)		Storytime (10min)	Storytime (10min)

Y3

	Monday PPA PM	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:40	RE start (40mins)	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups
9:40 – 10:40	PPA: PE (See PE timetable) 1hr	English:Lit and Lang	English:Lit and Lang	English:Lit and Lang	English:Lit and Lang
10:40 – 10:55	BREAK	BREAK	BREAK	BREAK	BREAK
11:00-12:15	Music (30min) English:Lit and Lang (45mins)	Maths 1hr15mins	Maths 1hr15mins	Maths 1hr15mins	Maths 1hr15mins
12:15- 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15 – 2:15	Maths	Science (1hr10mins)	Computing: 45mins (see ICT Suite timetable) Spelling (15mins)	History/Geography: (1hr)	Art/DT: (1hr)
2:15 – 2:25	Daily Mile	Daily Mile	Daily Mile	Library/Reading Hut (30mins)	Daily Mile
2:30- 3:00	Vipers Reading groups	Library/Reading Hut (30mins)	Votes for schools (30min)		BSL/PHSE (30min)
3:00 – 3:15	Storytime (10min)	Storytime	Handwriting (10min)	Assembly (2:45-3:15)	Spelling test (10min)

Y4

	Monday	Tuesday	Wednesday	Thursday	Friday PPA AM
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:45	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups	PPA: PE (See PE timetable) 1hr
9:45 – 11:00	English:Lit and Lang (1hr) Maths Do now (15mins)	English:Lit and Lang (1hr) Maths Do now (15mins)	English:Lit and Lang (1hr) Maths Do now (15mins)	English:Lit and Lang (1hr) Maths Do now (15mins)	Computing: 45mins (see ICT Suite timetable)
11:00 – 11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15-12:15	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr	Maths 1hr
12:15- 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15 – 2:15	History/Geography: (1hr)	Science (1hr10mins)	Art/DT: (1hr)	RE start (45mins) BSL/PHSE (30min)	Spelling test (10mins) English:Lit and Lang
2:15 – 2:25	Daily Mile	Daily Mile	Daily Mile	Daily Mile	Vipers Reading groups (30mins)
2:30- 3:00	Library/ReadingHut (30mins)	Music (30min)	Votes for schools (30min)	Assembly (2:45-3:15)	
3:00 – 3:15	Spelling (10min)	Handwriting (10mins)	Handwriting (10mins)		

Y5

	Monday	Tuesday PPA PM	Wednesday	Thursday	Friday
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:45	Vipers Reading groups	Vipers Reading groups (30mins)	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups
9:45 -11:00	English:Lit and Lang (1hr15mins)	English:Lit and Lang (45mins) Start Maths (10:30-11:00)	English:Lit and Lang (1hr15mins)	English:Lit and Lang (1hr15mins)	English:Lit and Lang (1hr15mins)
11:00 – 11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15-12:30	Maths	Finish Maths	Maths	Maths	Maths
12:30-12:45	Spelling (15mins)	RE start (45mins)	Handwriting (15mins)	Starting Science (15mins)	Spelling test (15mins)
12:45- 1:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45 – 2:45	Computing: 45mins (see ICT Suite timetable) Handwriting (10mins)	PPA: PE (See PE timetable)	History/Geography: (1hr)	Science (1hr10mins)	Art/DT: (1hr)
		Daily Mile	Daily Mile	Daily Mile	Daily Mile
2:45- 3:15	Assembly (2:45-3:15)	Music (25min)	Votes for schools (30min)	Library/ReadingHut	BSL/PHSE (25min)

Y6

	Monday	Tuesday	Wednesday	Thursday PPA PM	Friday
8:45 – 9:00	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)	Morning work: Flashback 4s (15mins)
9:00 – 9:45	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups	Vipers Reading groups (30mins)	Vipers Reading groups
9.45 -11:00	English:Lit and Lang (1hr15mins)	English:Lit and Lang (1hr15mins)	English:Lit and Lang (1hr15mins)	English:Lit and Lang (45mins) Start Maths (10:30-11:00)	English:Lit and Lang (1hr15mins)
11:00 – 11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15-12:30	Maths (1hr15mins)	Maths (1hr15mins)	Maths (1hr15mins)	Finish Maths	Maths (1hr15mins)
12:30-12:45	Spelling (15mins)	Start Science (15mins)	Handwriting (15mins)	RE start (45mins)	Spelling test (15mins)
12:45- 1:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45 – 2:45	Computing: 45mins (see ICT Suite timetable) Handwriting (15mins)	Science (1hr10mins)	History/Geography: (1hr)	PPA: PE (See PE timetable)	Art/DT: (1hr)
	Daily Mile	Daily Mile	Daily Mile	Music (30mins)	Daily Mile
2:45- 3:15	Assembly (2:45-3:15)	Library/Reading Hut (30mins)	Votes for schools (30min)		BSL/PHSE (25min)



Timings:

KS1

Maths: 1hour (+ 30mins fluency practice)

Maths: Flashback retrieval 15mins

Phonics/Reading: 45mins

English: 1hour

Science: 1hour

PE &Daily Mile: 1hour 40mins

PSHE: 30mins

RE: 40mins

Computing: 1hr

ART:1 hour

Music: 25-30mins

History: 1 hour

Geography: 1 hour

Library/Reading Hut (30mins)

Handwriting: 15mins

Assembly: 30mins

Votes for schools: 20-30mins

Timings:

Eastbury Primary School, Teaching and Learning Policy



KS2

Maths: 1hour15mins

Maths: Flashback retrieval 15mins

Phonics/Reading: 45mins

English: 1hour

Science: 1hour 10mins

PE &Daily Mile: 1hour 40mins

PSHE: 30mins

RE: 40-45mins

BSL: 25-30mins

Computing: 45mins-1hr

ART:1 hour

Music: 30mins

History: 1 hour

Geography: 1 hour

Library/Reading Hut (30mins)

Handwriting: 15mins

Assembly: 30mins

Votes for schools: 30mins