GATLEY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The school Teaching and Learning Policy maintains our belief that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

March 2022

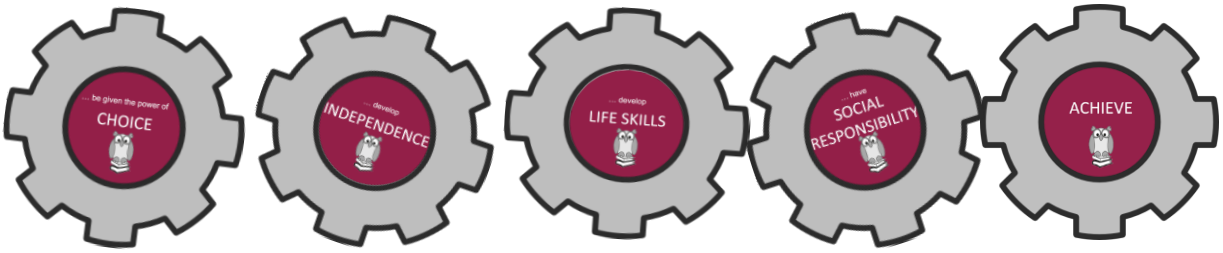
VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser

Introduction

At Gatley Primary School, we believe in the concept of lifelong learning, and the idea that both adults and children learn new things every day and through this approach we realise our mission statement where we 'all enjoy learning and achieving together'. In our approach to the curriculum our teaching practices and through the learning experiences provided for our children we focus on the delivery of our school values in order to promote these within our pupils.

Our School's values are for all pupils to



Our school values and our school mission statement are further embodied and lived through our curriculum intent and its implementation.

Our Curriculum Intent

'To enable students to understand the world around them, and the talents within them so that they came become fulfilled individuals and active compassionate citizens.'

Sir Ken Robinson

We are 'unashamed champions of knowledge and citadels of civilized debate where (our) pupils are encouraged to express views and discuss ideas.'

Nick Gibb

At Gatley Primary School, the intent for our curriculum is to capitalise upon the knowledge our children bring and to further grow and develop this knowledge through 'enjoying learning and achieving together', as everybody in our school community is viewed as a learner. In doing this, we promote, by grounding our curriculum delivery in questions, our children's natural inquisitiveness and curiosity about the world in which they live, so that they become socially responsible citizens in the school, our community and beyond.

At our school, our curriculum journey is coherently and sequentially planned, enabling all of our children, regardless of their starting points and level of need, to:

- Build a body of knowledge overtime that is underpinned by the national curriculum. This is the basis for the conceptual knowledge our children acquire, which is further refined through the identification of **powerful knowledge components.**

- **See and articulate coherence and connectivity within their learning,** through the regular revisiting of identified powerful knowledge components within and across subject disciplines. This enables our pupils to gain a cumulative body of knowledge that grows over time and is strengthened through the sharing of ambitious subject specific vocabulary, which is ultimately evidenced in our pupils' responses to **learning questions.**

- Grow their **cultural capital** building upon their existing knowledge of our local context to enable our pupils to become proud citizens of Greater Manchester. This additional layer adds to the ambition of our curriculum, extending our pupils' knowledge beyond the national curriculum.

- Experience enrichment that capitalises upon pupils awe and wonder to support the sticking of knowledge through practical and real-life exploration and experience.

- Achieve at all levels, both **personal** and academic, where achievements are celebrated and underpinned by our school values.

- Develop their leadership and exercise agency through the co-construction of our curriculum, promoting pupils' motivation and engagement as active learners in the classroom and beyond.

- Become the owners of their learning journeys, in the **short, medium and long term**

- **Experience an ambitious curriculum,** which is carefully adapted and refined to improve outcomes and strengthen knowledge. This is supported by our trust charter, demonstrating symbiosis across the schools within our trust.

As a result of experiencing this, our children will have an expansive body of knowledge anchored in our local context. This knowledge will not only prepare our pupils well for their next stages of education, promoting them to be life-long and passionate learners, who continue to pursue new knowledge, it will enable them to make positive contributions to our society through the choices they make and the values they exude.

This intent has been shaped in consultation with all of our staff and is lived in pupils' day to day curriculum experiences.

Curriculum Teams

Gatley believes in teaching and learning through collaboration and this is the same with curriculum leadership. Every member of staff works within a curriculum team to drive improvement in an identified area. All subject disciples, while offering a bespoke learning opportunity, value and mirror our overarching intent.

The English, Communication and Languages Intent:

Through taking a co-constructed approach, all learning opportunities are designed to encapsulate children's passions and curiosity, as identified through pupil consultation. The curriculum intends to promote children to see the true value of communication as a means to develop themselves into full and active contributors to society, with excellent levels of cultural literacy.

Children will see reading as an opportunity to extend their knowledge of the world around them and their love of this will be fostered through access to a wide range of texts, exposing them to the thoughts and feelings of the greatest and most influential minds. Children are given the opportunity to be fully immersed in their class read through experiential enrichment activities. The curriculum will also deliver powerful and permanent knowledge to equip children with the skills to become fluent and effective readers, writers and evaluators with an expert level of language, which they can apply to demonstrate their critical and independent thought.

The above will be underpinned through the adoption of a cyclical approach that ensures grammar, reading and writing are embedded and that all subjects are appreciated and maximised upon. As a result, children will grow to become learners with independent thought, who are motivated and inspired and who have a deep appreciation of the written and spoken word.

For further information about our principles for the teaching of reading and our approach to the teaching of phonics please see our reading strategy.

"I do believe something very magical can happen when you read a good book"

J.K Rowling

The Mathematics Intent:

Our maths curriculum intent is to support pupils to embed transferrable mathematical knowledge to enable them to achieve a deep understanding of a range of concepts. Our 'Mastery for All' approach to maths - which fosters fluency, reasoning and problem solving- will allow children to achieve their maximum potential and solve increasingly sophisticated problems.

Mathematics is delivered through a cyclical process so children have the opportunity to revisit, apply and embed skills within different mathematical concepts. Our curriculum will allow children to become inquisitive, passionate mathematicians who have the ability to transfer skills in a range of contexts, allowing them to achieve highly in an economically advancing world.

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers"
Shakuntala Devi

The Science and Technologies Intent:

Through our co-constructed curriculum, we aim to embed and develop a secure knowledge within Science and Technological Understanding in order to prepare pupils for the world that they live in. Through adopting an immersive and exploratory approach, our learners will become equipped with a range of transferable skills to solve problems thus allowing them to become successful and productive members of the wider community.

This is to ensure a depth of experiential learning across all disciplines with links to cultural capital.

Integrating prior knowledge from the outset will allow the children to become competent, practical innovators, whilst developing integral life skills that allow them to achieve a socially responsible approach to a rapidly advancing, scientific and technological world.

"Programming is a skill best acquired by practice and example rather than from books"
Alan Turing

The Arts Intent:

Exposure to the arts will equip children with the creative knowledge and skills to explore and experiment, recognising and developing talents within themselves. We encourage inquisitiveness and curiosity as we critically engage with high-quality and relevant pieces of art from a diverse range of practitioners, including those of local significance. Inspired by

these, pupils can then go on to practically create their own unique outcomes in hands-on explorations.
We offer a range of enrichment experiences across the arts, drawing on the wealth of opportunities within Greater Manchester through trips, class productions and visitors to the school, as well as additional extra-curricular opportunities. With all this in place, children should leave Gatley Primary recognising themselves as artists on a personal creative journey, with the confidence to independently make choices and share outcomes with pride.

With everything that's going on right now, we really need to give these kids the chance to make amazing [art] together, to learn, and to give them some stability when things around them are so crazy."

Tom Ogden, lead singer of Blossoms (Stockport-based Indie band)

The Personal Development Intent:

Our aim is to support children in developing the necessary knowledge and skills needed to build positive relationships, rooted in mutual respect. We aim to encourage happy, healthy and safe lifestyles, giving children the confidence to embrace challenge, compete with others and excel in a broad range of sporting activities. Through PSHE & Physical Education, our pupils will develop an ability to articulate their feelings and emotions in order to better understand the connection between physical and mental health.

As a result of our PE and PSHE curriculum, pupils will better understand how to keep themselves both physically and mentally healthy and ready to tackle any future life challenges with a combination of strategies to hand. Wellbeing ambassadors were involved in the creation of the RSE and Health Education Policy through the development of key concepts. The curriculum is enhanced through inspirational visitors and experiential enrichment opportunities, to promote competitive sports and develop an awareness of cultural capital both through lessons and our extra-curricular offers, beyond the national curriculum.

"Sport is friendship, sport is health, sport is education, sport is life, sport brings the world together."

Juan Antonio Samaranch – Former president of the International Olympic Committee.

The Humanities Intent:

Our intent is to deliver an ambitious and enriching curriculum that prepares our pupils for the ever changing world. Throughout their school journey, children will develop and build upon a depth and breadth of knowledge and skills that will equip them for life. They will secure an understanding of how to be a good and responsible citizen in their local community and the wider world. Drawing on their innate curiosity, pupils will develop critical thinking, practical research skills, and a sense of awe and wonder for the world in which they live.

Our learners will leave Gatley Primary School confident in their ability to undertake and design critical enquiries to explore the world both experientially through their local cultural context and beyond their lived experience. They will be open to debate diverse and contrasting viewpoints, discovering and developing a broad knowledge of the world, its citizens, and cultural traditions which will become integral as they grow into resilient, empathetic citizens of our world.

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

Our Curriculum Implementation

Our Curriculum Design

Our curriculum is co-constructed with our children, using a careful blend of what pupils would like to learn about (curriculum consultation), what they need to learn about (progression grids), knowledge of our local context (cultural capital) and interleaved prior knowledge in order to build connectivity and coherence. The design of the curriculum is grounded in consultation and research but born out of the national curriculum, ensuring our pupils become citadels of knowledge with an ever growing body of knowledge to draw upon.

Within our curriculum design, there is an emphasis is on developing the teachers' and teaching assistants' professional practice to enable them to facilitate a holistic approach that is informed by pupil voice. William (2016) argues that, through this, *personal empowerment, transmission of culture, preparation for citizenship and work will follow.*

Both teachers and pupils have autonomy within the design of our curriculum but it is always ensured that National Curriculum expectations are the starting point. Pupils and staff work collaboratively to co-construct a broad and balanced curriculum, which embraces and

enhances the cultural capital of our pupils whilst ensuring that the progression of knowledge is carefully planned for.

During our transition sessions, pupil agency is exercised as pupils are given the opportunity to share what they already know and what they would like to know next. In this way, their growing body of knowledge is captured and curriculum planning designed to build upon this coherently and sequentially. The cultural capital pupils are bringing with them forms the basis from which our curriculum is built, ensuring that this is further developed and grown. Through the sharing and discussion of topic ideas (for example in Year 6 pupils wanting to discover more about British Wildlife), which are layered alongside the identified powerful knowledge components within each subject discipline(for example making the link between British Wildlife, biomes and climate zones in Geography and evolution and adaptation in science), a broad and balanced curriculum is created, which is carefully, coherently and sequentially planned to develop our pupils body of knowledge over time.

Within these curriculum planning sessions, pupils' curiosity and natural inquisitiveness is captured to develop 3 overarching topic questions and 4 sub questions within each topic that form the structure of our planning cycle. The planning of the curriculum is then supported by our curriculum teams, as they support teachers to think creatively to identify links between our pupils' interests and the expectations of the national curriculum.

These questions are evident on our curriculum maps, which are created with the children and demonstrate the intended learning outcomes for each term alongside planned subject specific coverage and opportunities for enrichment.

"Our curriculum gives you the chance to do things in different ways - it gives you a chance to change yourself and show everyone that you are different." Pupil

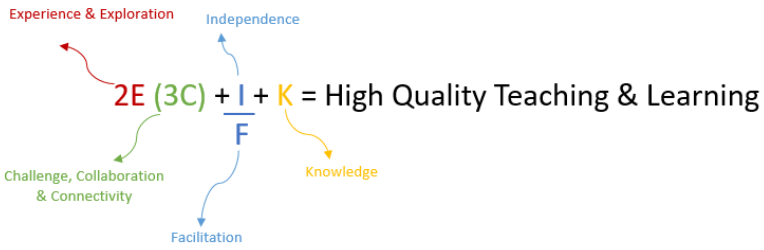
Year 6 Summer Curriculum Map

Year 3 Spring Curriculum Map

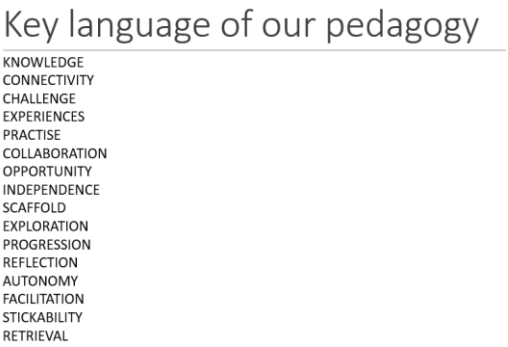
We believe that through the teacher's facilitation, connections within and across subjects can grow, enabling all pupils to capitalise on an environment that inspires and empowers. This allows our pupils to become experts in a broad range of topics and subject disciplines, for example our Year Six study of racism and inequality within sport.

"Our curriculum intends to provide children with the opportunity to access learning in a way that develops life-long learners who can adapt, show flexibility and not need a set answer." Staff

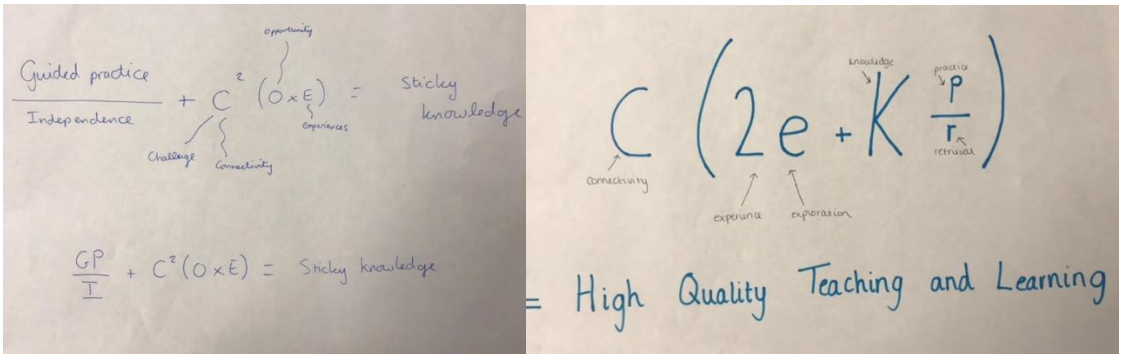
The below learning equation encapsulates our approach to achieving high quality teaching and learning across the school. This equation was constructed during a staff consultation session, whereby staff established the key language of our pedagogy through analysis of Rosenshine's principles and our Teaching & Learning Policy, before collaboratively developing their equations based on the vocabulary discussed.



Formula for Effective Learning at Gatley Primary



Staff consultation outcomes for curriculum review, 2022



Staff consultation outcomes for curriculum review, 2022

Following the consultation, we analysed each of the equations to identify commonalities, resulting in the construction of the overarching learning equation.

Powerful Knowledge Components and Progression of Knowledge Grids

The implementation of our curriculum is underpinned by the powerful knowledge components identified by subject leaders within each curriculum subject.

Born out of the national curriculum, subject leaders have identified six powerful knowledge components within each subject discipline which have been further refined to identify both the knowledge and the skills to be taught within each subject. These components have been expertly broken down into small steps, demonstrating the expectation for our pupils; allowing connectivity to be planned for; and supporting staff to see the small steps in progress that should be made and planned for. These grids are consistently used in all parts of the planning process and result in standardised delivery of subject knowledge within each subject discipline, which is scaffolded through subject leaders' identification of key subject specific terminology.

Each component knowledge strand builds overtime, from our pupils' entry point in nursery or reception, to their exit from key stage one to, ultimately, their exit from key stage two. Within each strand subject leaders have clearly defined the subject specific knowledge to be imparted to our pupils supporting our children to build a broad and secure body of knowledge over time.

As these components are regularly revisited, opportunities for retrieval practice can be planned for and our pupils are supported in their articulation of their knowledge. Grounding each series of lessons within a powerful knowledge component supports our pupils to see connectivity within their learning, where the accumulation of knowledge is coherently and sequentially planned for.

At the end of each phase, curriculum leaders have identified the key knowledge that children should have acquired within their subject and this is presented in the structure of 5, 4, 3, 2, 1 (KS2) and 3,2,1 (KS1/EYFS). These knowledge statements form the basis from which children are assessed in the short, medium and long term.

Example key knowledge statements taken from the science progression grid for the end of Key Stage Two.

5 adaptations a plant or animal may have to support survival, drawing upon knowledge of body systems ((including the circulatory system) and classification.

4 ways in which materials and mixtures can change, drawing upon knowledge of their properties (e.g. dissolving, separation, melting, burning, reversible and irreversible)

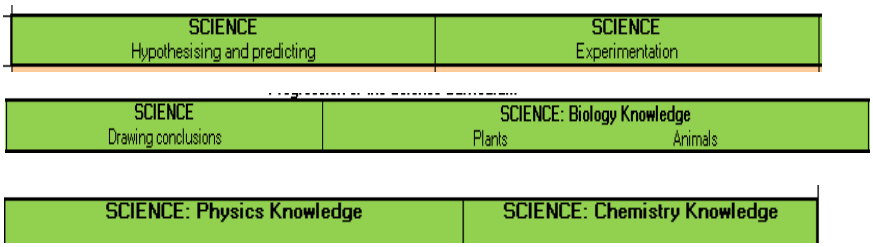
3 components in a circuit that can be changed and the effect these changes have upon the circuit.

2 examples of forces and resistances, including gravity

How light travels and how this links to the way in which we see

The movement of The Earth, The Moon and other planets in relation to the sun.

Example Science Component Knowledge Strands:



As these grids have been constructed by our curriculum leaders, they are regularly reviewed by relevant curriculum teams as part of the school's self-evaluation exercises.

SCIENCE Physics Knowledge
Draws upon a range of sources to explore and explain how light behaves (e.g. light sources, reflection and shadows.) Works systematically to design and test useful circuits (e.g. alarms, traffic lights) using knowledge of electricity to explain what happens when components are added to a circuit or a circuit is modified.
Can build a successful circuit for a given purpose (e.g. to use a bulb or buzzer). Describes the movement of The Earth, other planets, and the moon in relation to the sun. Can describe, identify and discuss different forces (including gravity) and sources of resistance.
Develops understanding of electricity through exploration and modification of circuits in incorporate additional components. Consider how sound can be manipulated, taking into account the features of the object producing it and the fact sound is a vibration
Identifies patterns in the way that objects (e.g. magnets, electricity) behave and uses this to form accurate predictions. Explore and identify the way sound is made, associating this with vibrations. Can build a functioning electrical circuit. Describe how shadows can be changed, drawing upon knowledge of light.
Recognise how shadows are formed and find patterns in the way they change. Begins to identify and group materials based on their magnetic properties.
Recognise how shadows are formed and find patterns in the way they change. Begins to identify and group materials based on their magnetic properties. Can identify appliances that run on electricity. Identify how sounds are made.
Can make links between the time of year and sun safety. Makes observations about how things move, drawing on simple understanding of magnetic forces.
Can make observations relating to the length of the day and how this changes throughout the year.
Observes and describes the weather and changes associated with the seasons.
Looks closely at similarities, differences, patterns and change.
Discusses why things happen and how things work.

Curriculum Organisation

To allow pupils the opportunity to explore their learning in depth, we run a unique curriculum timetable where by maths and English lessons are blocked across a morning or afternoon. This allows our pupils to maximise upon the benefits of our unique learning environment (see 'why do we have Independent learning opportunities and key skills?') and to explore the Learning Question being studied in a range of ways. This blocked and

absorbed time gives scope for the interleaving of concepts and spacing and retrieval practices (Bjork and Bjork's desirable difficulties) in order to avoid cognitive overload. This reduces cognitive overload through the delivery of chunked new information with a focus on one specific subject or theme (referencing Sweller's Cognitive Load Theory).

Additionally to this in-depth study within English and maths, across a week pupils will experience the following:

- A 'major' foundation subject study. This will be an in-depth study of an identified subject discipline, where cross-curricular links may be made and assessed and there will be a clear link between the context of the learning and the overall 'big' topic question or sub-question.
- A 'minor' foundation subject study. This study will be planned to ensure full curriculum coverage and to give pupils the opportunity to build further upon their subject specific knowledge. This interleaved study allows pupils to revisit subjects committing their knowledge to their long-term memory from their working memory.
- Additional foundation subject study in more skill based subjects to further develop pupil's retention and to provide regular opportunities to practise these skills (e.g. music, computing, MFL)
- Two PE lessons, with two contrasting foci, supporting pupils to develop their knowledge and skills across the PE curriculum.
- Daily phonics (EYFS and Year 1- using the FFT success for all phonics scheme) or spelling (Year 2 and KS2)
- Daily reading (through a combination of exposure to our class read, independent reading and focused reading intervention)

In addition, across the course of the academic year our pupils will have the opportunity to engage with our Forest School provision. This provision is directly linked to long-term curriculum planning.

We also offer two 'waves of entry' to our pupils in reception to Year 5. Parents are given the flexibility to choose a school day running from 08:40-15:10 or 09:00-15:30. In doing this, two daily opportunities for specific and focused intervention have been created. The learning within these wave times is diagnostically planned for to meet the needs of the specific cohort and also provides an additional opportunity for focused retrieval practice.

Key Stage Two Model Timetable:

Year 6	8:40-9:10	9:10-11:00	11:00-11:30	11:30-12:40	12:40 13:30	13:30-14:45	14:45-15:10
		Session 1	Break	Session 2	Lunch Break	Session 3	
Monday	Spellings	Directed Maths		Directed English		PPA Minor Topic/Outdoor PE *French*	
Tuesday	Spellings	KS2 Assembly / Maths		Minor Topic *Computing/Music*		Major Topic	Reading
Wednesday	Spellings/10 minute Read	English		Minor Topic Computing/Music		Major Topic	Reading
Thursday	Spellings/10 minute Read	English		English / Minor Topic		Major Topic	Reading
Friday	Spelling test/10 minute Grammar	Maths		Maths Arithmetic / Star of the week		Indoor PE/Golden Time	

Cultural Capital and Enrichment

The importance of developing our pupils' cultural capital is a belief that is held strongly by all of the teachers at Gatley Primary. We believe the most powerful cultural capital for our pupils is that of our local environment and our local inspirational and influential people and places. Within our curriculum design, teachers inter-weave opportunities to develop our pupils' awareness of their cultural heritage and their knowledge of the community within which they reside.

This cultural capital grows as our children progress throughout the school. For example, in EYFS there is a clear focus on our immediate local environment and community, moving through to in-depth study of inspirational figures, places and events important to Greater Manchester and The North West in Key Stage Two. In capitalising upon the cultural capital of our local area, we build our pupils' sense of social responsibility and develop within them a sense of community and belonging.

Examples of key people, places and events explored within our local context:

EYFS: our local religious centres, visit from the local dentist

KS1: visit to the airport, The Manchester Bee

KS2: Study of Scotch Bob, visit and study of Gatley Carrs, study of Alan Turing, visit to the Bridgewater Hall and study of the Halle Orchestra

Enrichment:

We offer a wide range of extra-curricular opportunities which are re-viewed half termly to ensure there is 'something for everyone'. These include chess club, forest school club, netball club, choir, French club, drawing club, board-game club, Lego club, 'Be Inspired' club and many more. We also work closely with external providers to further enrich our offer.

Additionally to our extra-curricular offer, we provide many opportunities for enrichment within our curriculum. Each year group will have the opportunity to:

- Visit a local place of significance with a clear curriculum link
- Develop community vision through involvement in locally relevant social responsibility projects
- Be visited by an individual or group who has a clear link to their curriculum
- Visit a location further afield, which is planned to deepen their appreciation of an identified element of the curriculum
- Write, Plan and Perform their own production
- Engage with 'enrichment' activities planned to compliment identified class texts
- Take part in sports competitions with other schools in our local area

RSHE and the Golden Thread

The teaching of RSE/PSHEE appears on our curriculum progression of knowledge grids as a 'Golden Thread'**;** it is the thread that runs through all of our curriculum areas meaning that it is embedded into teaching and learning across the curriculum. The 'Golden Thread' is related to the 6 components which have been formed from the PSHEE and RSE curriculum and related policies. These components enable us to embed health and wellbeing within our curriculum.

The 6 RSHE knowledge components are:

- English, Communication and Language: **Caring Friendships**
- Mathematical Understanding: **Economic Wellbeing**
- Physical Development, Health and Well-Being: **Health and Wellbeing**
- History, Geography and Social Understanding: **Families & People who Care for us**
- Arts: **What it means to be healthy** (hobbies, healthy mind, creativity)
- Science and Technological Understanding**: Internet Safety**

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, we aim:

- to help prepare our pupils for the onset of puberty,

- to give them an understanding of sexual development and the importance of health and hygiene,
- to create a positive culture in relation to sexuality and relationships, and
- to ensure that pupils know how and when to ask for help and where to access support.

By the end of their learning journey at Gatley Primary School our pupils will have developed resilience and feelings of self-respect, confidence and empathy; they will understand how they are developing personally and socially, in order to enable them to flourish in society with the confidence to keep themselves mentally healthy, and to be able to tackle many of the moral, social and cultural issues that are part of growing up in preparation for the responsibilities and experiences of adult life.

Golden Thread

Computing Curriculum – Progression Grid – Knowledge

	R SHE Internet Safety	COMPUTING Designing and Evaluating	COMPUTING Logical and Computational Thinking	COMPUTING Statistics
By the end of Key Stage 2 pupils will know	**8 key algorithms that reflect computational thinking (Sorting into alphabetical, numerical order; searching using key words and criteria etc)** **4 data structures that can be used to process data (e.g. Collecting, Analysing, Evaluating, Presenting)** **5 ways to reduce their digital footprint, demonstrating their understanding of what this is** **How to compare and analyse the credibility of 2 different digital sources of information (e.g.[News article vs online chat forum)** **An example of how to efficiently solve problems within an algorithm (decomposing into smaller parts)**			
	Has a strong understanding of how information and data is stored, shared and used online. Is aware of 'digital footprints' and how this can be tracked and can impact on employability in the future Can distinguish between sources based upon their creditability.	Designs, creates and evaluates their own computer programs that use various procedures and/or functions, whilst highlighting their effectiveness. Confident in the use of a range of programing languages.	Understands several key algorithms that reflect computational thinking (e.g. for sorting and searching) and can analyse these for efficiency.	Confidently makes appropriate and informed use of a range of data structures to collect, collate, analyse and present data in the most appropriate way.
	Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications.	Evaluates how effective a program will be or is at accomplishing a specific goal and suggests improvements drawing upon knowledge of sequencing, selection and repetition. Experiences a wider range of programing languages.	Can efficiently solve problems within an algorithm by decomposing them into smaller parts. Understands how algorithms can be used in different ways and gives examples of this with 'real life' application.	Knows a wide range of ways to present data and to perform statistical analysis using technology. Can justify the approach taken drawing upon this knowledge (e.g. comparing types of graphs or charts for appropriateness)
By the end of Lower Key Stage 2 pupils will know	**5 ways to stay safe online (keeping personal information private, child safe search engines, where to go for help and support)** **4 different components of a programming system (Looks, motion, sound, events, control, sensing, operators)** **3 opportunities the world wide web provides for communication and collaboration on a global basis** **2 components of an algorithm (input and output) and explain their purpose** **How to detect and correct an error within an algorithm and program (debugging an algorithm)** **1 way to analyse information**			
Y3/4	Considers the effect of their online actions on others and know how to recognise and display respectful behaviour online and the important of keeping personal information private. Recognises that where used appropriately, the worldwide web can support communication and collaboration.	Can consult previous plans and uses these to design, write and debug 'multi-step' programs for a specific goal.	Uses sequence, selection and repetition in programs and algorithms working with variables and various forms of input and output.	Analyses information through various technological methods in order to make a more detailed statistical analysis or to present a statistical analysis.
	Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.	Can plan for the use of sequencing, selection and repetition in programmes and evaluates/discusses the effect this will have on a given programme.	Predicts the behaviour of simple programs and algorithms using appropriate vocabulary. Constructs their own accurate algorithms.	Collects information and from this construct simple statistical analysis through technology.
	Recognises their place within an online community and the responsibilities that entails.	Through evaluation, can debug, edit and improve their own simple programmes ensuring these accomplish a given goal	Knows what an algorithm consists of and needs (e.g. input and output) and can construct their own basic algorithm.	Shows an awareness on the various technological programmes that can be used to represent statistical data and their usefulness.
By the end of Key Stage 1 pupils will know	**3 different pieces of personal information that you must keep safe online (name, d.o.b, address, passwords, schools, homes etc)** **2 different representations of data (graphs, charts, tables, pictograms, visual representations etc)** **What an algorithm is and can identify a potential everyday use (e.g. a complete set of instructions, followed to reach an end goal / make toast / follow a route etc)** **How to debug a simple, given error**			
Y1/2	Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.	Understands that some programs require debugging in order to successfully work and can debug simple errors	Makes the connection between algorithms and their implementation in computer programs	Can use technology to record, collate and organise data in different ways.
	Uses age appropriate online platforms safely and independently	Understands how programs follow sequences and repeated patterns. Uses this knowledge to write their own basic programs	Understands the link between precise instructions and algorithms.	Can use technology to present data in different ways (e.g. chart, graph)
	Demonstrates an understanding of why social media, computer games and online gaming are age restricted.	Understands what a computer program is and can begin to use programs to show their ideas	Understands the differences between a set of instructions and unambiguous and precise instructions.	Can explain why numbers are important in data. Can present numbers in different ways (e.g. chart, table, basic graph)
By the end of EY pupils will know	**3 ways to visually represent a number** **How to give 2 instructions to achieve a given goal** **How to use online resources appropriately**			

R SHE Internet Safety
Has a strong understanding of how information and data is stored, shared and used online. Is aware of 'digital footprints' and how this can be tracked and can impact on employability in the future Can distinguish between sources based upon their creditability.
Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications.
Considers the effect of their online actions on others and know how to recognise and display respectful behaviour online and the important of keeping personal information private. Recognises that where used appropriately, the worldwide web can support communication and collaboration.
Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.
Recognises their place within an online community and the responsibilities that entails.
Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.
Uses age appropriate online platforms safely and independently
Demonstrates an understanding of why social media, computer games and online gaming are age restricted.
Follows rules when using online resources and asks for support if needed
Begins to have an awareness of what it means to be safe online. Makes comparisons to personal safety.
Selects and uses technology and uses online resources with adult supervision.

Short, medium and long term planning

Our curriculum is carefully co-constructed by our pupils, our teachers and our subject leaders.

In the first instance, each year group's curriculum is mapped out onto three (one per term) curriculum boards. Each board is headed with a 'Big Question' which will then be explored through the study of four 'Sub Questions'. These boards show the coverage of our identified component knowledge strands across the year and map out curriculum coverage, ensuring subjects are interleaved and revisited. Here, opportunities for enrichment are also planned for and mapped out.

From these maps, teachers create medium term plans which map out, in detail, the coverage for each term. Within these maps, more detail of the context behind each component knowledge strand to be covered is given and the sequencing of the teaching of these components is clearly mapped out, showing how knowledge will be built upon coherently and sequentially.

Gatley Primary School
Year 6 Medium Term Plan: Autumn
Can Animals Overcome Adversity?

Autumn 1		Week 1 W.C 06.09.21	Week 2 W.C 13.09.21	Week 3 W.C 20.09.21	Week 4 W.C 27.09.21 Kingsway art project	Week 5 W.C 04.10.21	Week 6 W.C 11.10.21 Bikeability	Week 7 W.C 18.10.21 Bikeability
English								
Class Text		Why The Whales Came						
Powerful Knowledge Concept and detail		Reading: Retrieval Retrieving key details from non-fiction texts with a focus on classification of animals	Reading: Retrieval Retrieving key details from non-fiction texts with a focus on classification of animals And baselining of reading and grammar	Grammar: Structure and Content with a focus on developing understanding of different sentence structures	Writing: Outcome: Non chronological report focusing on animal classification Inspiration- focusing on taking inspiration from others writing for their own	Reading: Vocabulary And Language Using Why The Whales Came to explore new vocabulary in context and consider impact of authors choice of language in descriptions	Grammar: Vocabulary and Spelling Focusing on development of descriptive devices in writing e.g. expanded noun phrases, figurative language	Writing: Refining Outcome: Setting description based upon the coast and inspired by Why The Whales Came Powerful Knowledge Concept
Maths								
Powerful Knowledge Concept and detail		Number Place Value – adding and subtracting	Number manipulation Multiplying and dividing by 10, 100, 1000 including decimals	Calculation Addition and Subtraction	Making connections Multistep problems including measure	Calculation Multiplication short and long multiplication	Calculation: Division Review short division and explore long division	Making connections Multistep problems including area, perimeter and volume
Topic								
Main Topic	Question Driving Learning	What Key Skill Area Would Improve Our Learning Environment?			Why Do Animals Evolve?			Is British Wildlife Unique?
	Subject Discipline	DT	DT	DT	Science	Science	Science	Geography
	Powerful Knowledge Concept and detail	Considering Functional Properties, and Practical Skills Creation of diorama exemplifying key skills.	Considering Functional Properties, and Practical Skills Creation of diorama exemplifying key skills. What makes an effective learner?	Critically analyse Designing and planning for a new key skill area.	Biology knowledge: Animals Micro-organisms	Biology knowledge: Animals Evolution and inheritance -fossils	Biology knowledge: animals. Experimentation Evolution and inheritance- adaptation	Locational and Cartography skills Understanding Physical Geography Where Britain is geographically and impact on British biomes
Minor Topic	Subject Discipline	Science Biology	Science Biology	Science Biology	Science Biology	Art	Art	Music
	Powerful Knowledge Concept and detail	Animal Classification Linnaeus	Animal Classification - Linnaeus	Drawing conclusions/ Biology: Animals Animal Classification	Drawing conclusions/ Biology: Plants Tree classification and deciduous woodland	Experimentation Fossil artwork to explore what life was like.	Control and accuracy Fossil artwork to explore what life was like.	Listening and Evaluating Carnival of the animals
Additional topic	Subject Discipline	PSHE	PSHE	MFL	MFL	MFL	Computing	Computing
	Progression of Skills Statement and detail	Managing Transition Uniqueness	Managing Transition independence	Speaking Recapping on personal descriptions	Speaking Introduction of vocabulary specific to animals	Speaking Combining new vocabulary with existing vocabulary to discuss where animals live	Logical Reasoning Scratch: Moving figures using code.	Computational Thinking Scratch: Moving figures using code.
PE								
	Outdoor	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together
	Indoor	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating

Finally, on a week by week basis, detailed short term plans are created. These are born out of the medium term plan and give specific detail of the content to be delivered within a lesson, including key vocabulary and key aspects of prior knowledge to be re-visited and highlighted. These plans are used consistently across year groups ensuring there is a clear expectation of both lesson delivery and impact.

Principles of our Pedagogy

Why do we have success criteria? (Appendix 1)

Success criteria is shaped by teachers to develop lessons that drive learning and offer challenge to children of all abilities. This is written with consideration of the age related expectations of the national curriculum, which are the foundations from which all learning opportunities are planned. It is a self-reflective tool for children to be able to identify and articulate their next steps to deepen and challenge their learning further. With the ultimate end goal of supporting children to respond to the Learning Question, each step within the success criteria draws upon knowledge and the application of to drive learning, thus promoting rapid and sustained progress. The success criteria is consistently structured comprising of three layers.

Must- focus on prior knowledge and providing an opportunity for retrieval practice

Should- application of the new knowledge being imparted

Could- reflection and identification of connectivity within knowledge to offer challenge.

Why Do We Have Learning Questions? (Appendix 2)

Each series of lessons children experience is underpinned by a learning question, which is carefully constructed by teachers using the progression of knowledge document. These questions offer a high level of challenge, whist supporting pupils' acquisition of subject specific knowledge, demonstrating the ambition we have for our pupils. Learning questions are posed to capitalise upon our pupils' natural curiosity; to promote enquiry; and to encourage our children to think creatively and differently. This approach is born out of the principles for our curriculum design.

Learning Questions are constructed to frame our children's learning across a series of lessons and to support our pupils in articulating their growing body of knowledge over time. These questions also support the coherent planning and delivery of our curriculum as connections between learning are capitalised upon, as pupils work towards answering the learning question throughout their learning journey. Additionally, learning questions are constructed and reflected upon to support pupils in identifying and articulating their own starting points. Opportunities for reflection against our learning questions are capitalised upon, to demonstrate to pupils their progress over a series of lessons and to support them in a coherent and considered response to the question, which shows depth of knowledge and clear connectivity across ideas.

Why do we have Independent learning opportunities and key skills? (Appendix 3)

Our independent learning environment creates opportunities for independent practice (Rosenshine's 9th principle of instruction- see appendix 9). The opportunities, which are born from the overarching learning questions are represented in conceptually different ways that all allow children to answer the learning question. Metacognition and self-regulation approaches to teaching support pupils to think about their learning more explicitly and support pupils in effectively managing their independent learning (EEF metacognition and self-regulated learning summary of recommendations) within this environment. This results in high levels of intrinsic motivation where children choose an activity (see appendix 8- the learning cycle) based on their understanding of their own learning journey and their next steps in developing their knowledge, thus creating independent, confident, inquisitive learners from the outset. Knowledge and skills are seen as transferrable and as such, children are able to make connections between existing knowledge and new learning. The skill areas of learning support children to do this through Communication, Collaboration, Reflection, Problem Solving, ICT/Research and Application.

Why do we have adults as facilitators of learning? (Appendix 4)

Within the classroom, adults provide support for children to access the learning and challenge children to move their learning on using Rosenshine's principles of instruction (appendix 9). Through diagnostic assessment, adults identify which children need focussed interventions and will plan and deliver these to ensure all children learn to their full potential. Our adults are highly skilled in offering variation, which supports all children to access our unique learning environment.

Within independent opportunities, adults offer bespoke and targeted support through modelling, scaffolding and questioning to promote pace and productivity. In doing this it is ensured that every learning opportunity is maximised upon. Additionally, adults ensure children's behaviours for learning are reinforced and that they are promoted to develop independence. Adults support children to articulate their learning journey by means of effective questioning and feedback

Adults work with a groups of children at the focus task in order to generate success and to scaffold difficult tasks. Adults provide both written and verbal feedback which questions and challenges children's responses and thinking at both the focus task and within the independent learning environment.

Why do we have feedback? (Appendix 5)

The role of feedback is an integral element in the learning journey of our pupils. It is a mechanism which supports children to develop and enhance their knowledge and quality of outcomes through discussion and reflection and provides structures (support

and challenge) through which pupils can achieve more highly. Feedback focuses upon key identified elements: celebration of achievements; ensuring accuracy; reinforcement of prior knowledge; addressing misconceptions; establishing connectivity; providing challenge; scaffolding; and reflection.

Feedback is underpinned by the success criteria, our learning questions and our expectations and aspirations for our pupils and their learning behaviours.

Feedback is given, both orally and written, in the directed, focus and within our independent provision and this is given by teachers, teaching assistants and pupils. This enables everyone to be a facilitator of learning and supports us in embedding this as a consistent whole school approach.

Why do we have the Focus-Task? (Appendix 6)

The focus task is designed to maximise progress through facilitated learning between children and adults and between children in a group. The task is designed to enable children to make rapid progress towards the 'could' of the success criteria in order to support the child to ultimately answer the learning question with tangible or practical examples. Variation of this task supports children with scaffolds where needed and extended challenge where appropriate. Feedback, both written and verbal, supports the facilitation of learning required to make progress in the learning task and can be seen between adults and children and between children.

Live marking is used within the focus task to give immediate feedback and to promote dialogue between the adult and the pupil. This is known as journey marking. The focus task provides an opportunity for accurate formative assessment where judgements can be made based on the child's progress in the task. It also supports the child in their ongoing self-assessment of their own learning and their use of the learning environment, as they are given the autonomy to make that self-assessment and to assess the learning environment as to their next steps.

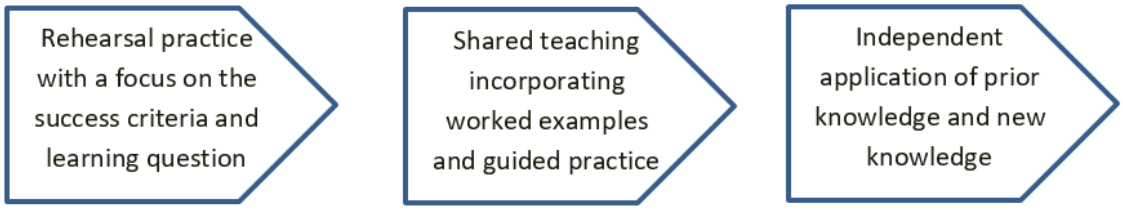
Why Do We Have The Directed Session? (Appendix 7)

The role of the directed session within a series of lessons is multifaceted. As the directed session takes place at the start of a series of lessons, it provides an opportunity for prior knowledge to be revisited through retrieval practice and accuracy reinforced and then built-upon, ensuring connectivity within and across concepts. The learning experience begins with a baselining opportunity, which focuses on the activation and rehearsal of relevant prior knowledge.

Following this, and interwoven within the delivery, worked examples and guided practice promotes a practical approach where our pupils are actively involved in exploring the foundations of the learning question. Timely delivery ensures misconceptions are addressed and adaptations to teaching can be made to ensure all

pupils are supported and challenged to achieve their very best. Next, pupils are given the opportunity to apply their prior and new knowledge independently and this is recorded in books.

This diagnostic and sequential approach gives teachers immediate insight into pupil's achievements and necessary next steps. It also provides pupils with the opportunity to reflect, drawing upon and developing their understanding of the success criteria. The directed is planned to provide our pupils with the scaffold needed to go forwards and navigate our unique learning environment with confidence and with the necessary knowledge to support them in achieving highly, whilst continuing to make outstanding progress.



Our Curriculum Impact

Our curriculum has impact as our children are able to articulate their expansive body of knowledge over time. Children's articulation of their body of knowledge over time is underpinned by identified subject specific terminology, which has been specifically planned for, taught and revisited.

We consider, measure and track the progress our pupils make:

-within a lesson through formative assessment strategies (including feedback) and the use of assessment at the point of learning within the focus task. Assessment criteria is born out of the progression of knowledge grids ensuring this is consistent across the school and giving a clear benchmark from which to make assessment judgments.

-over a series of lessons through assessment of pupils growing body of knowledge assessed as a result of their response to lesson objective questions and with consideration of the key knowledge for each subject as defined by curriculum leaders.

-over a 'unit of work' through summative assessment strategies which assess how well pupil's knowledge has stuck for example a cumulative piece of writing in English or low stakes quizzes in maths. Within foundation subjects this will be assessed through children's responses to low stakes quizzes covering the key knowledge taught across a sub-question.

-Half termly during 'sticky knowledge weeks' using assessment strategies, which are informed by retrieval practice and ask pupils to recall their growing body of knowledge within a specific subject discipline from across the year so far, and beyond. The expectation for key knowledge is informed by key knowledge statements from our subject progression grids and by the vocabulary identified on our vocabulary grids by subject leaders.

-over a topic through pupils' response to the over-arching topic question which will be underpinned by subject specific vocabulary (as identified by curriculum leaders in our vocabulary grids) and be demonstrative of pupil's key knowledge within individual subjects but with connectivity across subjects and themes evident, showing their growing body of knowledge over time.

-over a year through pupils' summative data outcomes in both core and foundation subjects

-over our pupil's primary journey through pupils' progress and attainment on exit from KS2 in core subjects and through their mastery of the primary curriculum, as demonstrated through their articulation of each powerful component within each subject discipline.

Rigour In Outcomes

Our robust internal assessment system ensures that outcomes (in terms of both attainment and progress) are tracked in both core and foundation subjects. Termly, pupil's attainment in Reading, Writing, SPAG and Maths is collated and comparisons drawn from pupil's previous key stage exit point to give a measure of progress overtime, with aspirational targets set to promote pupils in making accelerated progress. In EYFS pupil's attainment in reading (word meaning and comprehension), writing and maths (number) is tracked termly. Across the year, outcomes in foundation subjects (and all 17 areas in EYFS) are also collated and across all subjects comparisons to the cohort's previous data made to ensure high standards are maintained. Additionally, comparisons to national data are drawn, with the expectation that our cohorts perform in excess of national averages.

The attainment and progress of key groups is also tracked and monitored to ensure all pupils, regardless of their starting point and need are supported to make accelerated progress and to achieve extremely well. Further detail of the standards review process and our approach to assessment, including our approach to the triangulation of diagnostic, formative and summative assessment, can be found in our assessment policy.

The Role Of Vocabulary And Subject Specific Terminology

Subject specific vocabulary grids (see appendix 10), which have been constructed from the national curriculum and built upon through the expertise of our curriculum leads, are used as an assessment tool. In this way, they support staff to assess children's depth of understanding from surface level and factual recall (for example using vocabulary such as

'mountain' and 'valley') moving through to broader conceptual knowledge (for example grounding the above within the notion of 'topography'), where comparisons and contrasts can be drawn and where responses are supported by exemplification and broader application.

Additionally, subject leaders use these vocabulary grids as an audit tool to establish the knowledge that has stuck within their subject. When establishing the knowledge that children have acquired over time within their subject, subject leaders will use the vocabulary grids as a checking tool, both to establish curriculum coverage and to track the body of knowledge a cohort has acquired over time and most specifically their retention of this. Each cohort has its own subject specific vocabulary grid that documents their knowledge journey through their journey at Gatley Primary.

Responding To Learning Questions

Across all subjects, children respond to learning questions at three key points:

- at the end of a series of lessons
- upon completion of the study of a 'sub-question' in topic
- upon completion of the study of a whole topic question

Pupil's responses to these questions is assessed to establish their knowledge and how effectively this has stuck and to demonstrate their growing body of knowledge over time. Layering children's responses allows for the revisiting of knowledge to promote the transfer of knowledge from working memory to long-term memory and to subsequently support the development of a broad body of knowledge overtime.

The depth of response to these questions is assessed and pupil's ability to articulate their knowledge considered. It is our belief that knowledge builds in the following way:

Recall of key facts and figures, for example key people, places and events, as informed by the key knowledge statements within our progression grids.

Connectivity between knowledge demonstrated, for example through articulation of cause and effect or relationships between key events or people.

Moving from discrete subject specific terminology (e.g. characteristic) to deeper conceptual knowledge (e.g. adaptation and evolution) underpinned by knowledge overtime and beyond the current year group within a subject and exemplified by factual recall.

Articulation of interdisciplinary knowledge that demonstrates pupil's broader appreciation and ability to make their own connections within learning that are underpinned by factual recall and an expansive knowledge bank that has grown over time. (e.g. linking knowledge

of adaptation and evolution in science to knowledge of biomes and climate zones in geography)

Other Stakeholders

The Role of Governors

Our governors determine, support, monitor and review the school's approach to learning and teaching. They are part of the school's self-evaluation schedule and understand the way learning happens at Gatley.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies eg. literacy, PSHE, mathematical strategies, phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during that year at school;
- by informing parents of assessment outcomes and targets which indicate how the child can improve further;
- by explaining to parents how they can support their children at home.
- By holding open afternoons when parents can come and see the progress children have made in their books.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

Monitoring and Review

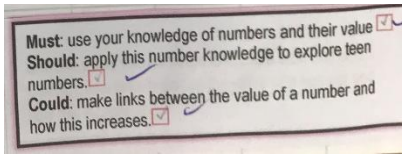
The learning and teaching policy at Gatley Primary is a working document and evolves around annual audits and planning by pupils, staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research, changes in the curriculum, developments in technology, changes to the physical environment of the school alongside key teaching and learning priorities identified through data analysis.

On an annual basis learner representatives will review the policy, discuss and plan adaptations, monitor and thus make positive changes to practice.

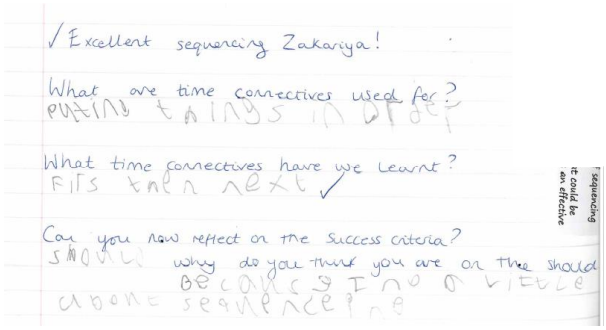
Appendix: 1

Success criteria

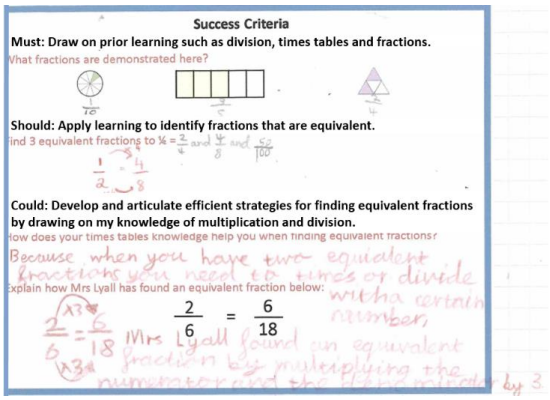
In Early Years, the children are introduced to the success criteria at the beginning of each new learning experience which is annotated together, using pictures and a range of vocabulary to ensure all children are able to access this tool to support them in driving their own learning by using what they already know. The success criteria is verbally reflected on throughout the week through mini plenaries and inputs so that the children are able to recognise the importance of the tool and how this can support their learning. The children have a personalised opportunity to discuss and record where they think they are on the success criteria (tick in red pupil voice box) after they have completed the focus task and are encouraged to utilise the learning environment to address their next steps. Adult will also tick in blue their assessment of the task.



In Key Stage 1, the children are first exposed to the success criteria at the beginning of each learning experience. This is annotated with different wording and pictures, ensuring accessibility to all children. The success criteria is displayed visibly during the lessons for the children to access. The children complete a self-reflection against the Success Criteria during the directed session, with the support of an adult to act as a baseline to assess children's understanding. When working with the adult on the Focus task, a verbal discussion will occur to give the children the opportunity to reflect on where they think they are on the success criteria. Some children will be able to write a written reflection of the success criteria, where some children will tick to record where they think they have achieved. The whole of the success criteria will be visible in books.

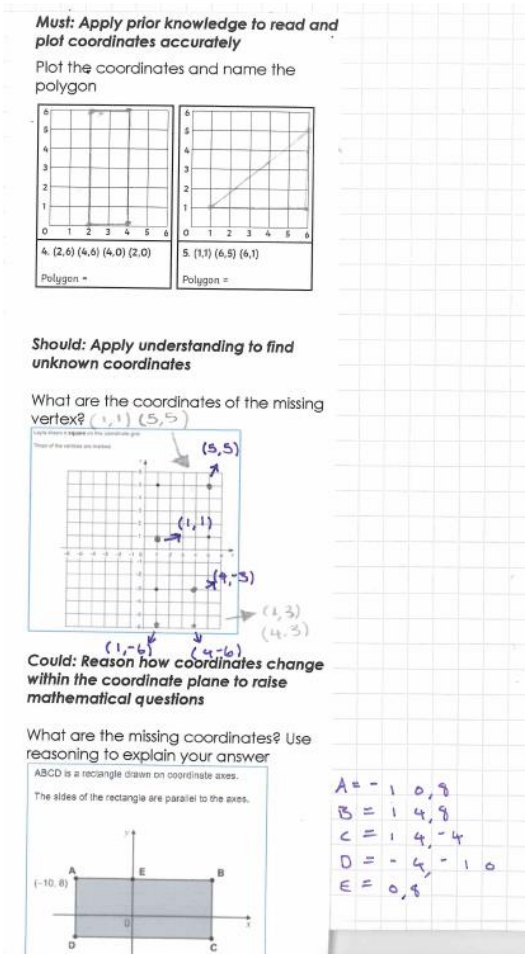


In **Key Stage 2**, the success criteria is visible in books at the start of each series of lessons and is used as a baseline tool to assess the children's understanding prior to the teaching of the concept. Throughout the week, the success criteria is used to drive learning and offer challenge through mini plenaries and feedback. At the end of each unit of work, the children revisit the success criteria baseline in a purple pen and add to their answers or correct any mistakes, demonstrating their progress.



Success Criteria

LKS2



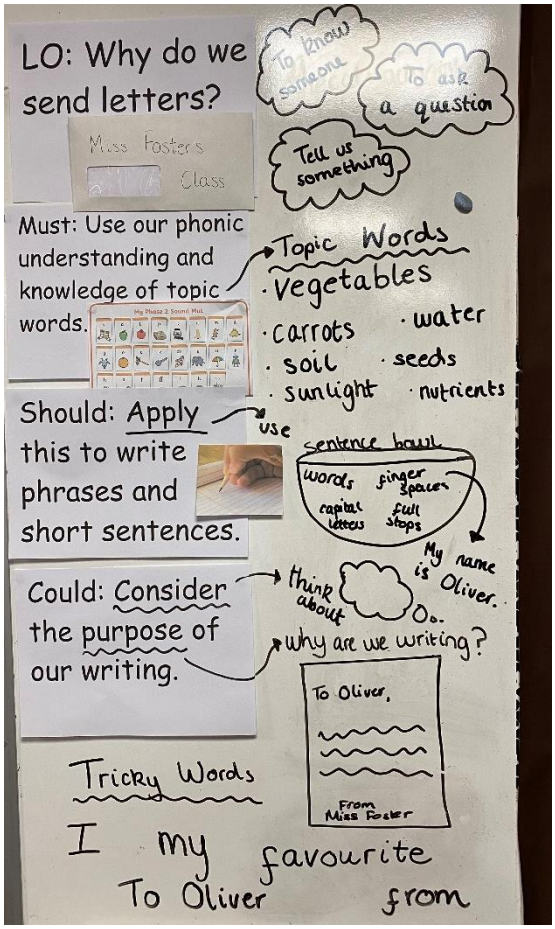
UKS2 Success Criteria

Appendix 2

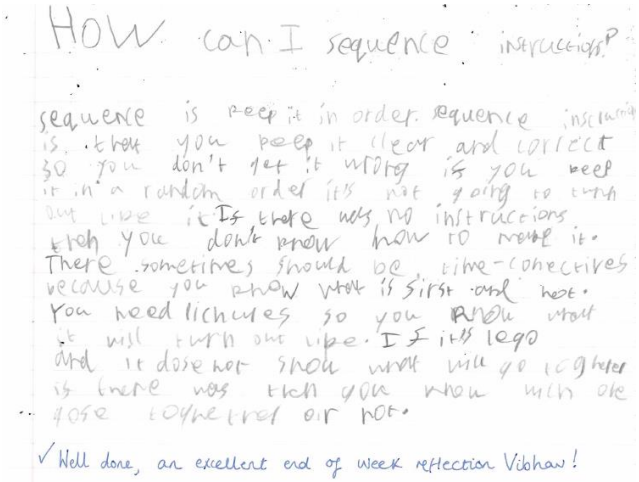
Learning question

In Early Years, the children exposed to the learning question at various points in the week. In the first instance this is discussed with the children at the beginning of each new session by starting with what we already know that can help us to answer the question during a whole class input. This then naturally encourages the children to want to explore and find out the answer to the question posed and is used as a 'hook' for learning. The learning question is recorded in books at the start of the focus task where the children have the opportunity to answer this question through the focus task

and through journey marking. The question is also revisited at the beginning of every session to encourage the children to reflect on whether they think they have been able to answer the question fully and to think about what further questions they have or aspects they would like to explore in more detail.



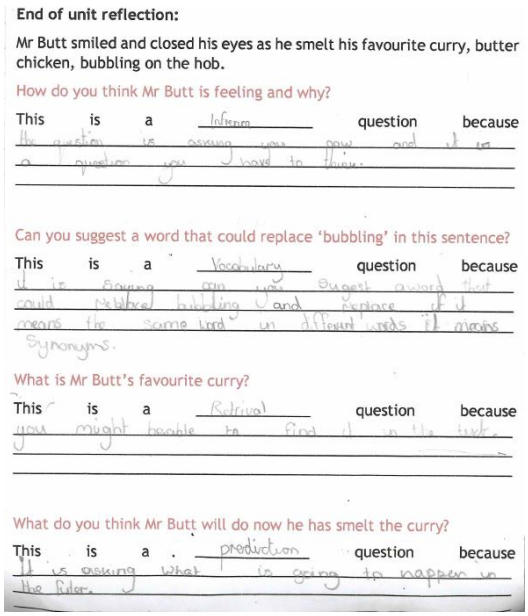
In Key Stage 1, the learning question is introduced and posed during the start of each of the series of lessons. The children complete a baseline to show their understanding at the beginning of the session by answering the question based on their current knowledge. This response might be in the form of words, or sentences, depending on the child's ability. The question is discussed in more detail at the start of each session and the children will have the opportunity to share their understanding of the question. At the end of the series of lessons, this question will be revisited. The children will re-answer the question, showing their understanding following on from their learning throughout the week.



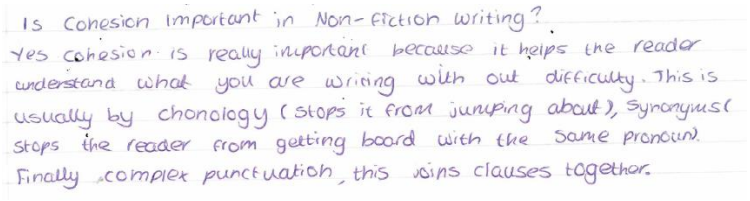
KS1 End of week reflection on the Learning Question

In **Key Stage 2**, the learning question is used to introduce the context of the lesson and is posed as the title of the series of lessons which is recorded in books by the children. It is used to form mini plenaries and written feedback throughout the week, allowing children to reflect against the learning question and demonstrate progress. At the end of the week, the children will apply their learning to respond to the learning question as a summative assessment. In **Lower Key Stage 2**, this will be in the form of a reflective activity that is carefully constructed by the teacher, such as scaffolded questions. In **Upper Key Stage 2**, the children will re-visit their initial baseline response to the question and up level it to produce a more extended and considered response, showing depth of knowledge and application of their learning throughout the week.

LKS2 Response to the Learning Question:



UKS2 Response to the Learning Question:



Appendix 3

Independent areas/key skills

In Early Years, the children move freely around the independent learning opportunities, where they have the chance to explore and investigate practising our fundamental key skills; collaboration, communication, reflection, application, problem solving and ICT/research. These skills link closely to the Characteristics of effective learning and they allow the children to embed, consolidate and deepen their learning by applying it to new situations whilst promoting curiosity, energy and enthusiasm for learning. The learning cycle is used within the independent learning areas to drive learning and encourage the children to make conscious decisions within their learning,

In Key Stage 1, the children are given the opportunity to explore the independent areas in the classroom. The independent areas of the classroom provide the children with a range of different activities, which offer the children the chance to work independently or collaboratively. The children can use these activities to embed and consolidate their learning. The independent activities will be linked to the Stages of Learning, which allow the children to make a considered decision about which activity will best support them in their learning journey.

In Key Stage 2, the independent areas offer children a range of opportunities to rehearse, apply and embed their understanding of the concept. Depending on the lesson, these opportunities may be completed in a group, individually or with a partner and are facilitated by an adult, where necessary. Learning is consolidated through practical exploration of the concept as well as written activities which are recorded in books. The independent areas are underpinned by the learning cycle which is used a metacognitive tool to support purposeful choices within the environment.

Appendix 4

Role of the additional adult

In Early Years, additional adults are used to facilitate independent learning both inside and outside the classroom, intervene at points of learning to question, support and challenge pupils and observe and assess the children providing bespoke 'live' feedback, some of which will be recorded on the child's work. Additional adults are also used to provide personalised interventions and may complete focus tasks with children as a class teacher would.

In Key Stage 1, the additional adult is used as support to facilitate learning around the classroom. The additional adult is there to support the children working on independent tasks. This may be as intervention at the point of learning, or to give challenge where needed. The additional adult might be facilitating the Stage 1 activity from the learning cycle as personalised intervention at the point of learning. Feedback is an integral role of all adults in the classroom. This might be written or given verbally to the children.

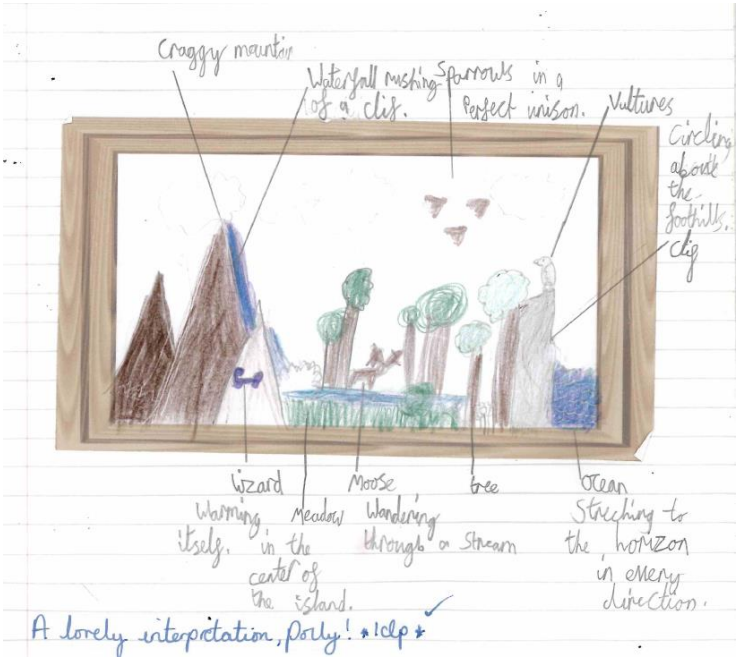
In Key Stage 2, additional adults are used within the classroom to support the delivery of the lesson and to ensure that all pupils are making progress. This may be through delivering intervention at the point of learning within the independent areas, such as facilitating a targeted activity, and offering support and challenge where it is needed. Additional adults may also facilitate the completion of the Focus task, and offer bespoke and targeted feedback to pupils.

Appendix 5

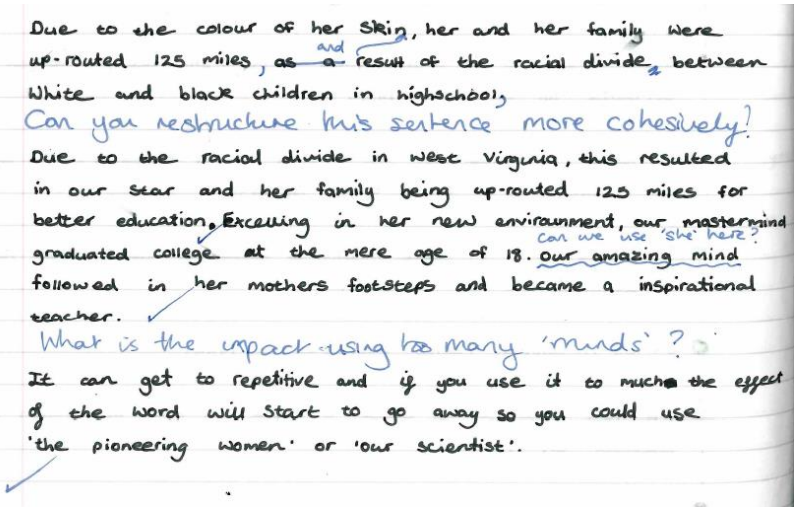
Feedback

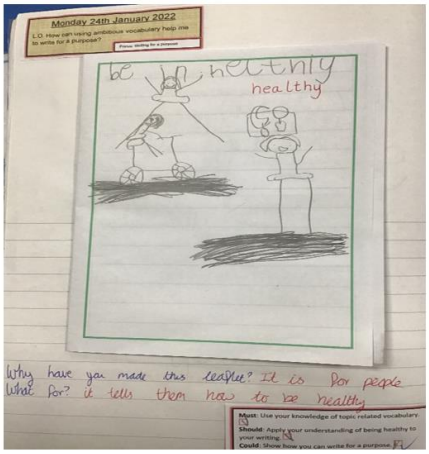
Across the school, feedback is provided both verbally and written to celebrate achievements, ensure accuracy, reinforce prior learning, establish connectivity, address misconceptions, to scaffold and encourage reflection and provide challenge. Examples of outstanding practise of these are seen below.

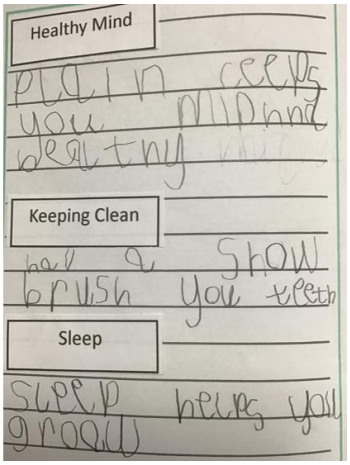
Celebrate achievements:



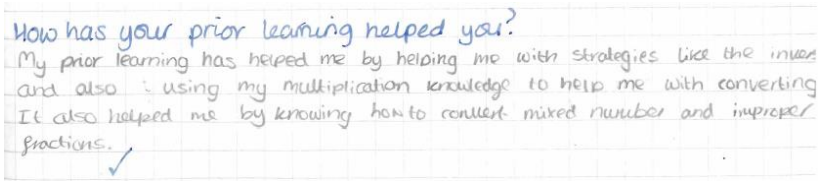
Ensure accuracy:

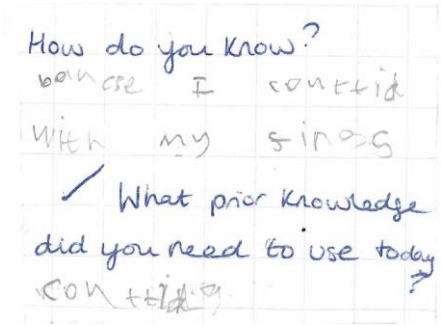




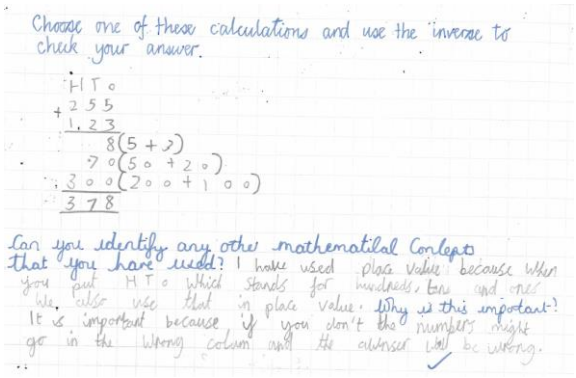


Reinforce prior knowledge:

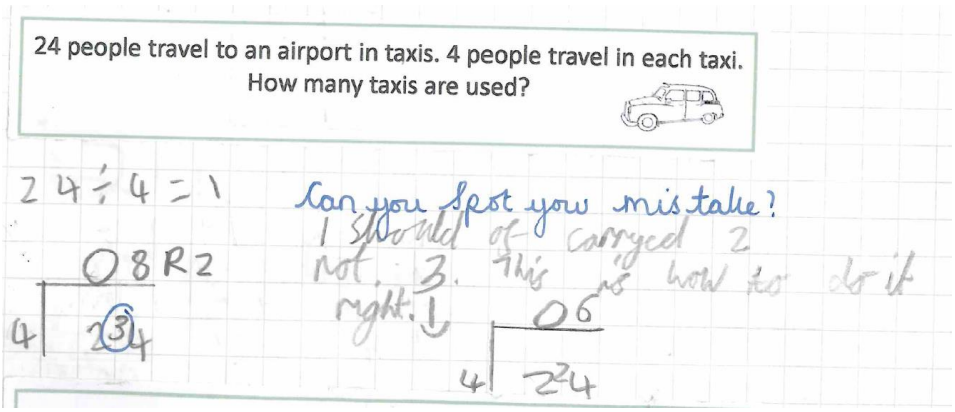




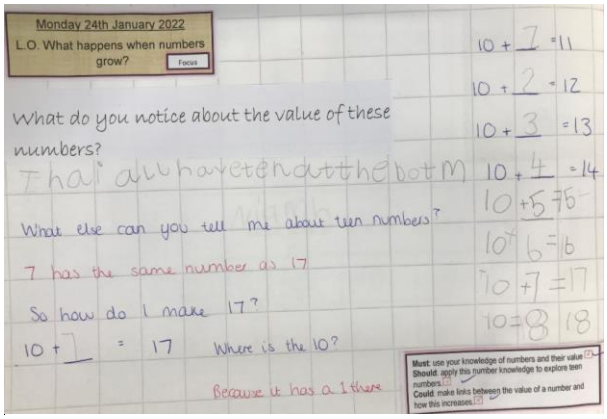
Establish connectivity:



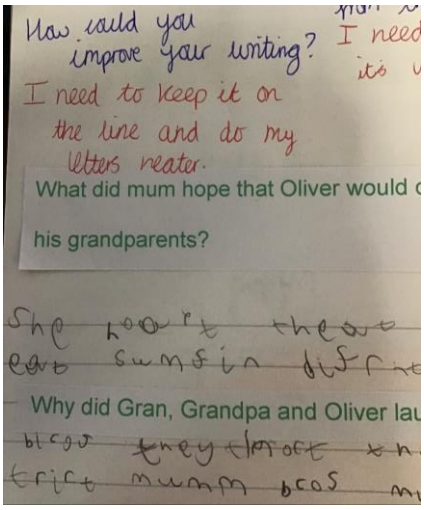
Address misconceptions:



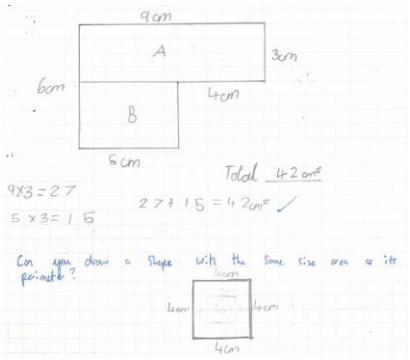
To scaffold:



Encourage reflection:



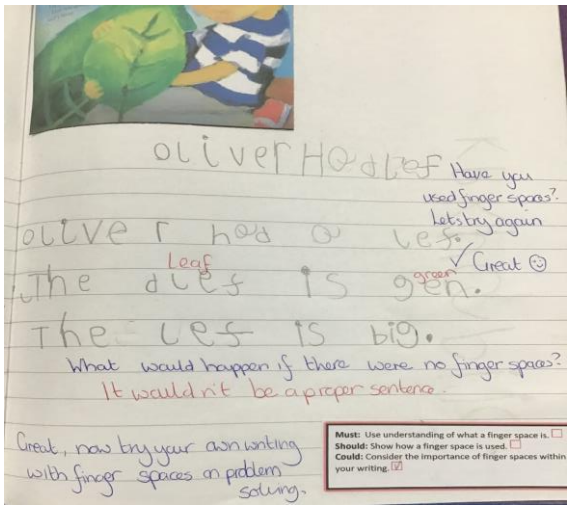
Provide challenge:



EYFS

Verbal feedback is a fundamental part of learning within **Early Years**, adults facilitate learning through modelling, questioning to provoke investigation and celebrate achievements. **In Early Years**, written feedback will be given in books on the focus task in blue to celebrate achievements, ensure accuracy, reinforce prior learning, establish connectivity, to scaffold and encourage reflection and provide challenge. Adults will write a statements or assessments in black within the focus task. Written feedback may also appear in blue within the independent tasks to address misconceptions, there will be at least 1 piece of independent work recorded in their books per week, per subject area and it may take form of a picture or a written outcome. The children's responses are captured in red, written in their pencil or in picture form and they will provide each other with verbal feedback throughout sessions- this is modelled and facilitated by an adult.

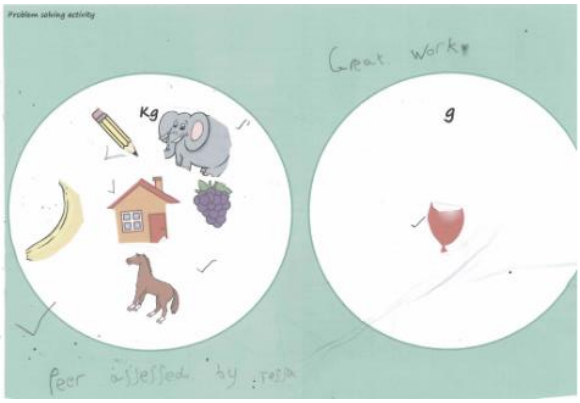
EYFS Next steps and encouraging reflection

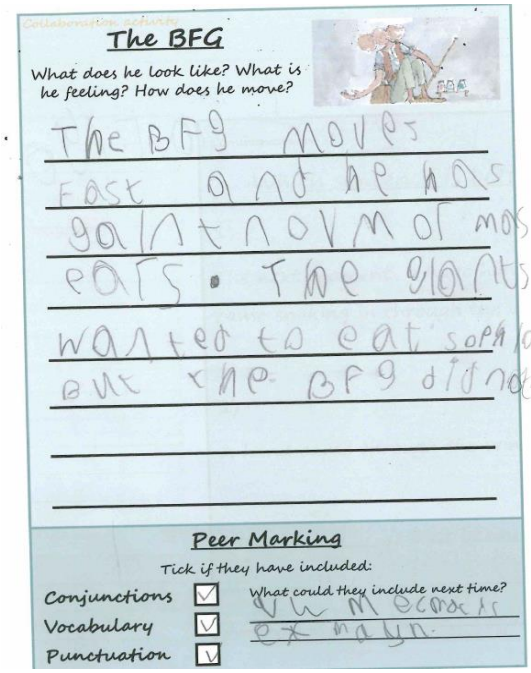


In Key Stage 1, feedback will be used for a range of purposes and will appear on activities inside books. Feedback might be written or given verbally. Written feedback will be given in blue pen by staff. Adults will write written assessments or statements in black pen. This will include offering challenge, addressing misconceptions, celebrating achievements and establishing connectivity and establishing prior learning. The children's next steps might be given as feedback, such as directing

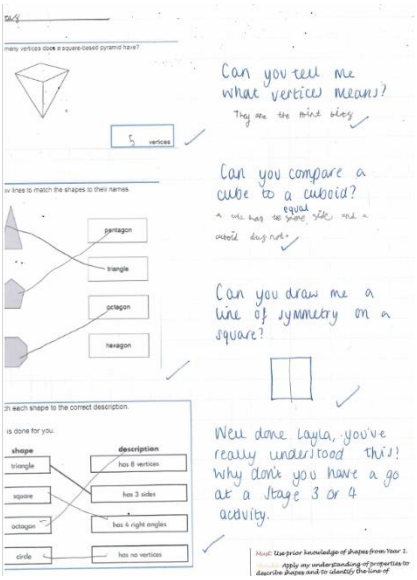
towards the most appropriate independent activity to provide the correct level of challenge. Feedback will be given on independent work either by self, peer or adult. This will be given in pencil by the children. In Key Stage 1, there will be at least 2 pieces of independent work per week that is recorded in books. Within the independent work, feedback will be given on these pieces with one piece peer assessed or verbal feedback given, and one piece with written feedback from an adult.

KS1 Peer Assessed feedback



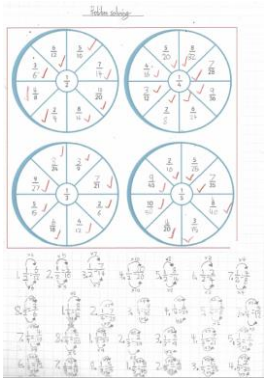


KS1 next steps marking

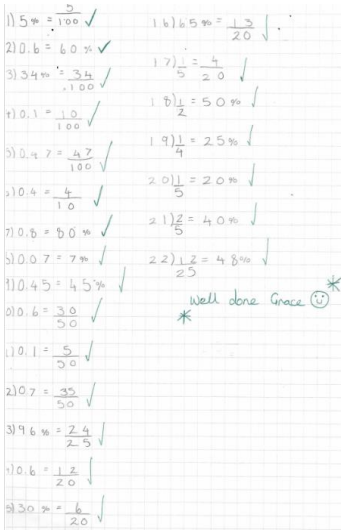


In **Key Stage 2**, feedback is provided in a range of ways to drive and deepen learning. Independent work will be either self-assessed in purple pen, peer assessed in green pen, or adult assessed in blue pen. In Key Stage 2, there will be at least 3 pieces of independent work, per week, in each subject area recorded in books. Within the independent areas, 1 activity will be planned as a self assessment opportunity, 1 as peer assessment and 1 activity will be assessed by an adult.

KS2 Self Assessed Task



Task KS2 Peer Assessed



Appendix 6

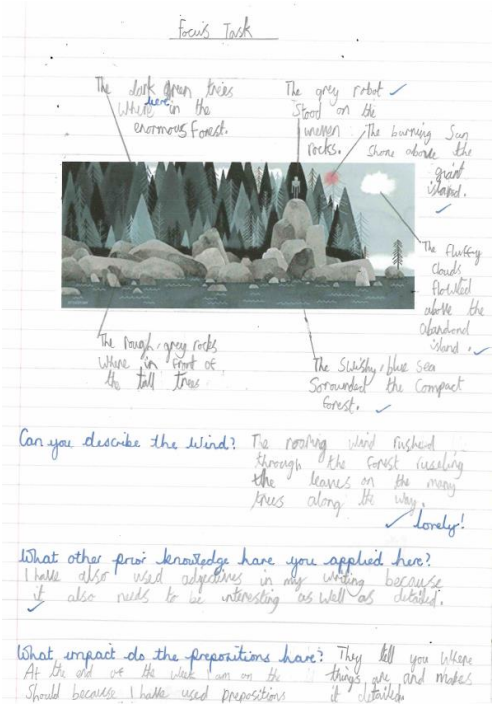
Focus task

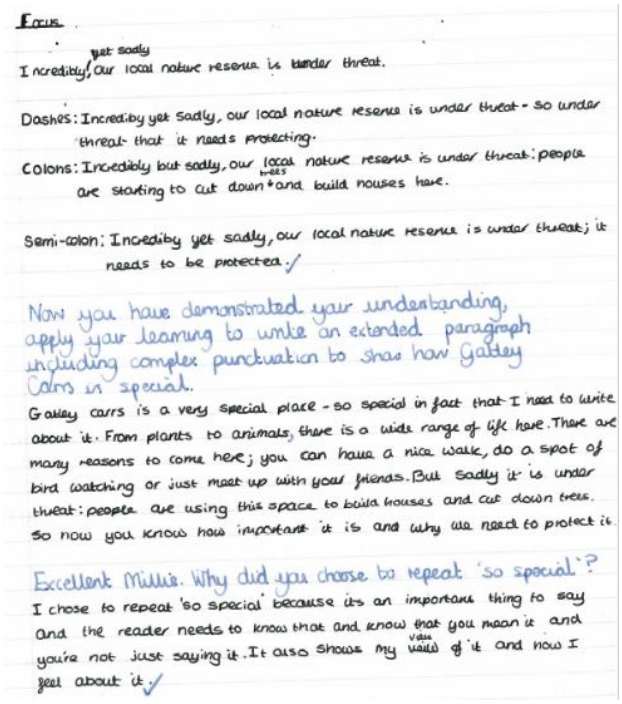
In Early Years, the focus task provides the children the opportunity to work with an adult completing a personalised activity. This may be a practical, explorative task where a photograph is taken or where the children produce a written outcome and are asked individualised questions to deepen their understanding. Here the children will reflect on the success criteria and record where they think they are in the red box, the adult will then tick their assessment in blue.

In Key Stage 1, the children have the opportunity to work with an adult, where the activity will provide an opportunity for the class teacher to consolidate learning, address misconceptions and offer further challenge. During the Focus activity, the adult facilitating the task will also provide the opportunity to discuss and reflect on the success criteria, as well as the stages of learning. Journey marking questions will be given to the children during the activity, given in blue pen.

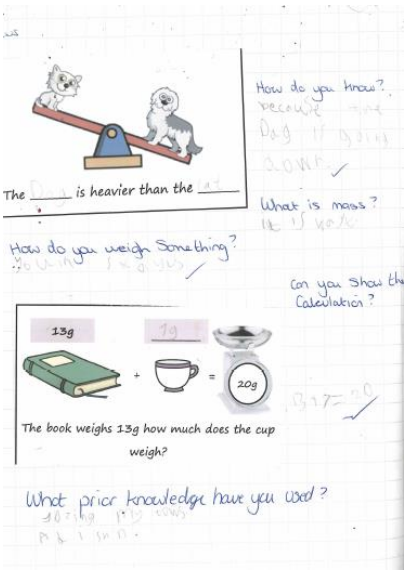
In Key Stage 2, the focus task is carefully constructed by the teacher to embed and drive learning in the form of a written activity which is recorded in books. This task will be led by an adult in a small group setting, offering children with targeted support and feedback bespoke to each learner.

UKS2 Focus Task

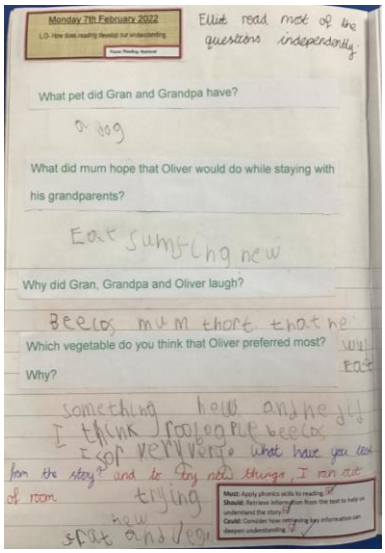




LKS2 Focus Task



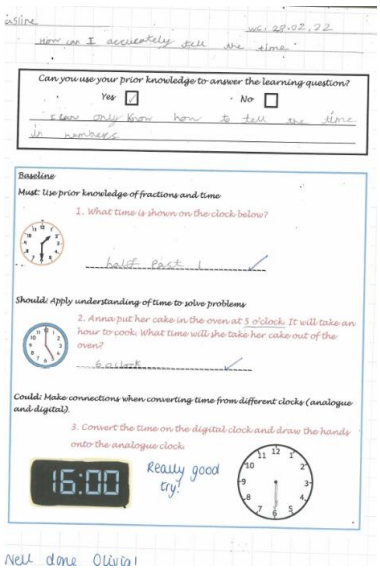
KS1 Focus



EY Focus Task

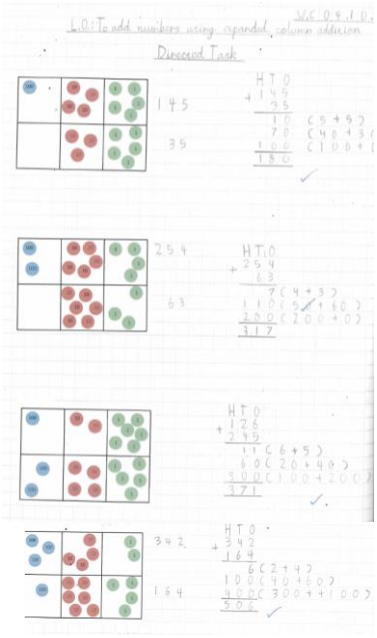
Appendix 7

In Key Stage 1, the directed session will consist of an initial reflection against the Learning Question, where the children are encouraged to write key words or sentences to answer the question. A baseline is then completed, consisting of 3 questions linked to the success criteria (must, should, could). During the directed session, the children will acquire the new knowledge to support them with their learning for this week and will complete an activity based on this new learning. The children will self-reflect on the success criteria during the directed session. Feedback may be provided by staff or peer marking; this might be given at the point of learning or during the focus activity.

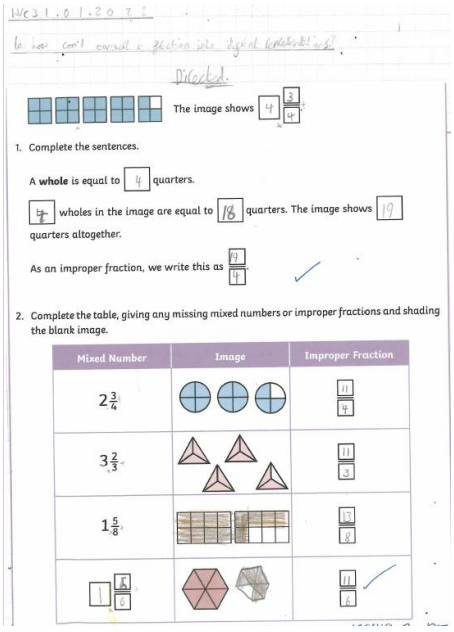


KS1 Directed Task

In **Key Stage 2**, the directed session begins with a baseline against the success criteria, which is visible in books. The session offers pupils the opportunity to revisit and consolidate prior knowledge that is necessary for the learning concept. This may be in the form of a shared discussion, or a baseline activity such as scaffolded questions. Opportunities for independent application and exploration of the taught concept are also integrated within the directed session through a written activity to build fluency and provide a strong foundation of learning for our pupils to use in the independent areas. Within books, the directed activity will be marked through self or peer assessment, and any misconceptions will be identified and addressed through adult support at the start of the focus task or at the point of learning.



LKS2 Directed Task



UKS2 Directed Task

Independent areas/key skills

In Early Years, the children move freely around the independent learning opportunities, where they have the chance to explore and investigate practising our fundamental key skills; collaboration, communication, reflection, application, problem solving and ICT/research. These skills link closely to the Characteristics of effective learning and they allow the children to embed, consolidate and deepen their learning by applying it to new situations whilst promoting curiosity, energy and enthusiasm for learning. The learning cycle is used within the independent learning areas to drive learning and encourage the children to make conscious decisions within their learning,

In Key Stage 1, the children are given the opportunity to explore the independent areas in the classroom. The independent areas of the classroom provide the children with a range of different activities, which offer the children the chance to work independently or collaboratively. The children can use these activities to embed and consolidate their learning. The independent activities will be

linked to the Stages of Learning, which allow the children to make a considered decision about which activity will best support them in their learning journey.

In Key Stage 2, the independent areas offer children a range of opportunities to rehearse, apply and embed their understanding of the concept. Depending on the lesson, these opportunities may be completed in a group, individually or with a partner and are facilitated by an adult, where necessary. Learning is consolidated through practical exploration of the concept as well as written activities which are recorded in books. The independent areas are underpinned by the learning cycle which is used a metacognitive tool to support purposeful choices within the environment.

Appendix 8

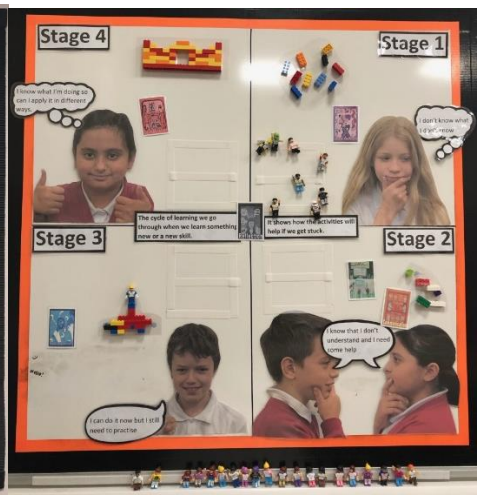
Learning cycle

In Early Years, the learning cycle is pictorially displayed in each classroom and within the outdoor areas, using a visual representation to support the children's understanding of this tool. The learning cycle is referred to within verbal discussions facilitated by an adult during independent learning opportunities. These discussions encourage children to make conscious choices about their next steps within their learning journey and to reflect on which activity would best support this.

In Key Stage 1, the Learning Cycle is displayed within each classroom with pictorial representations that have been decided by the children to support their understanding. The Stages of Learning offer the children a scaffold to navigate the classroom and each independent area of the classroom is linked to a different stage of the Learning cycle. The children can use the cycle to make choices about where to access to develop their understanding, and how to ensure their learning is being moved forwards. Feedback may be given by adults to support the children in moving through the learning cycle. The cycle is also revisited and discussed during mini-plenaries, where the children can receive feedback from adults or peers.

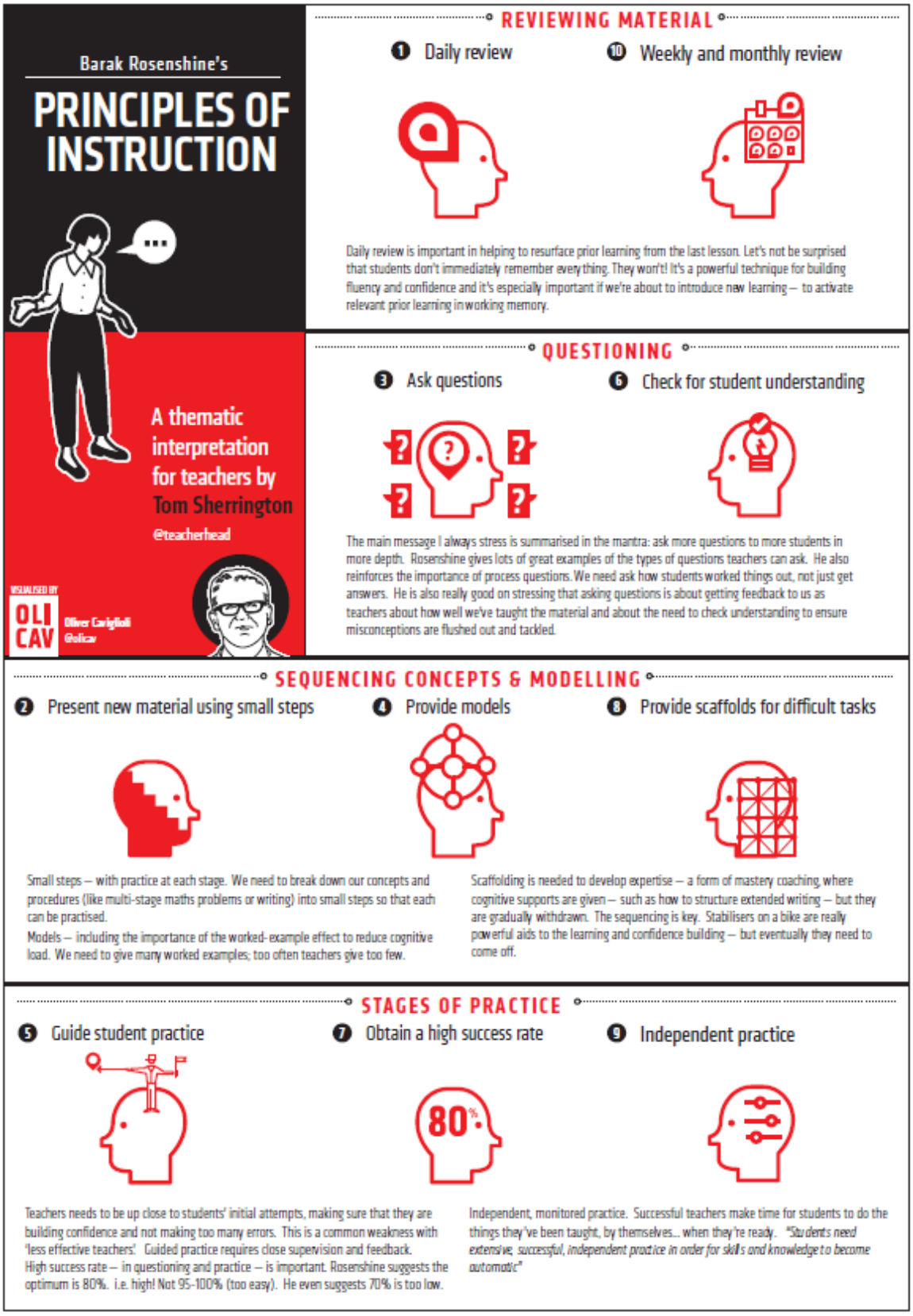
In Key Stage 2, the Learning Cycle is displayed pictorially within each classroom and serves as a visual tool to drive learning. Children are encouraged to access the learning cycle to support purposeful choices within the independent areas, as each activity correlates to a stage in the cycle. The learning cycle is also used to form mini-plenaries and facilitates reflective discussions with adults about the children's current stage of understanding and verbal feedback is given to identify their next steps and move their learning on. Self reflection and peer support opportunities are also promoted within lessons, such as during mini plenaries, to ensure that children are moving through the learning cycle throughout each lesson.

Year 3 Learning Cycle



Year 6 Learning Cycle

Appendix 9: Rosenshine's Principles Of Instruction



Appendix 10

Example Subject Specific Vocabulary Grid- UKS2 Geography

	Tier 1 - Topic Specific	Tier 2 – Subject Specific Component Knowledge	Tier 3- Composite Knowledge
Upper Key Stage 2	Galapagos Islands Darwin's Finches Amazon Deforestation Mapping European countries	North America South America Countries Major Cities States Region	America Contrast
		Mountains Hills Land-use	Topography
		Volcanoes Earthquakes Plate tectonics	Natural disasters
	Climate change Environmental change Impact of over fishing Resource distribution with palm oil HIPPO Habitat destroyed Invasive species Pollution Population Over hunted	Trade links Natural resources Energy Food Water	Economic resources Regions
	Defining a biome Location of world's biomes and comparison to climate zones Mapping the tropics British deciduous woodland biome	Biomes Climate zones Vegetation belts Tropics Study Prediction Explanation Concluding Evidence	Geographical Enquiry Local study