


<b>Teaching and Learning</b>	<b>Porchester Junior School</b>	
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# **Teaching and Learning Policy**

## **2023 - 2024**



# Porchester Junior School



**We are the PRIDE of Porchester**

**Respect**

**Responsibility**

**Rights**

**Reach**

**Lead**

*"Values for life, knowledge is power. These are the keys to our success"*

## Teaching and Learning at Porchester Junior School



Our aim at Porchester Junior School is for teaching and learning to be the very best for our pupils – the best in the universe! We are committed to ensuring that all of our pupils' learning is excellent and we develop and refine bespoke teaching and learning policies that promote this excellence for all.

Teaching is consistently high-quality across school and is 'The Porchester Way'. Learning is the purpose of our entire school and ensuring it is effective for our pupils is a shared commitment. We recognise that education involves children, parents, staff, governors, and the community, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to provide a rich and varied learning experience that allows children to develop towards their full potential: academically, emotionally and socially.

At Porchester Junior School, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary. With this in mind, our curriculum is based on the following four principles (**KORE**):

**Knowledge**

**Opportunities**

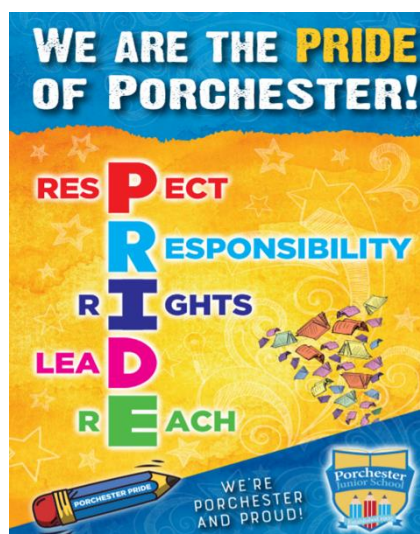
**Reading**

**Equality and equity**

Teachers ensure that that these principles are planned for throughout the curriculum and through our teaching and learning approach. This ensures our teaching and learning approach is 'The Porchester Way', and fully personalised to the needs of our children.

Our teaching and learning ethos aligns with our whole school vision of **PRIDE**. Our vision is that we will be the Pride of Porchester now and always. Values and knowledge are the keys to our success.

Our PRIDE vision underpins our children's engagement with teaching and learning and access to our curriculum. The 4R's are interwoven into our teaching and learning ethos and curriculum design.



### **We are the PRIDE of Porchester**

**Respect:** to be respectful of themselves and other pupils and adults within our school and allow all to access the learning in every lesson. To respect the school environment. To listen to others and respect their opinions.

**Responsibility:** to be responsible for their own learning and their positive behaviour for learning. To be responsible for helping to lead our school forward. To be responsible for challenging themselves to be the best they can be.

**Rights:** to make the most of their right to learn and access the Porchester curriculum. To understand their right to express their thoughts and opinions. The right to think and believe what they choose. The right to relax, play and take part in a wide range of activities. This links to our curriculum intent to develop understanding of the world and also a rich and varied vocabulary.

**Reach:** to challenge themselves to engage with the learning in lessons positively and reach for the stars. To accept challenge and respond positively. To develop aspirations for their futures. To ensure they leave ready for lifelong learning.

**Lead:** to lead school improvement and be active in making learning, experiences, relationships, attitudes and behaviour better at our school. To be part of refining and developing teaching and learning at Porchester.

### **Porchester Tree of Learning**

Through our teaching, we strive to ensure our children have the best learning experiences possible. We deliver rich and varied learning experiences that allows our children to develop towards their full potential and prepare them for their future ambitions.

To achieve this, we follow a research-based 'Teaching and Learning Model', which has been created and implemented across the Flying High Trust. At Porchester, this is represented through our Porchester Tree of Learning.



Before a lesson can start (or the tree can grow), there are crucial aspects that need to be in place beforehand.

### Curriculum Design (Water)



The water represents the content of our curriculum. Our curriculum is a knowledge-based curriculum; teaching new knowledge whilst constantly building on prior learning and allowing the children the opportunity to make deeper connections in their learning.

We do this by ensuring our curriculum is carefully planned and designed in granular learning sequences to allow children to deepen their learning and retain information in their long-term memory. Our curriculum is an Enquiry-focused curriculum, which leads to the children answering an open-ended enquiry question at the end of their learning sequence. Throughout the term, the children will experience a variety of learning opportunities which will allow them to think about the Enquiry question in depth. Our three-part planning process includes: long term, medium term and short term planning. Each stage of the planning process ensures prior knowledge is built on and there is a clear rationale behind the children's learning. See our Curriculum Intent for more information.

### Learning Environment (Soil)



At Porchester, we will create a learning environment at PJS with a culture of curiosity, innovation and continuous improvement. We understand and believe that children need a positive and nurturing learning environment to ensure they are in a good place to learn. All

members of our school staff, take PRIDE in our school environment and ensure that it is a safe, fun and nurturing place to be.

Porchester classrooms are exciting. They inspire interest and engagement with learning. The classroom door and displays inside the classroom allow the children to feel connected to their current learning topics and help promote a love of learning.

Our working walls show the knowledge and skills being learnt by the whole class. They are up-to-date with current learning topics in these subjects and are updated regularly with modelling, annotated WAGOLLS and a variety of scaffolding resources. Children can access the working walls during lessons and teaching staff use them to refer to past, current and future learning.

Our learning environments represent the PRIDE we have in our learning. We have clear expectations of Porchester learning environments and elements of consistency across school, which is shown through our learning environment checklist (see below).

### **Positive Relationships (Sunshine)**



At Porchester, we PRIDE ourselves on building positive relationships with all members of our school community (teaching and non-teaching staff, parents, pupils, governors, and Flying High Trust members). These positive relationships ensure that our children are at the heart of everything we do and allow them to have the best learning experiences possible.

We build positive and nurturing relationships with the children in school, which is based on trust. Every child is valued as an individual and their rights, values and beliefs are respected. We ensure that our children feel connected and part of the school community and we encompass this by instilling a culture of the 'Porchester Family'.

Positive relationships with the children is central to the pupils' personal, social and emotional development, which is vital to ensuring that children are in a positive place to learn. School staff build strong, personable relationships with each child to ensure that each child's individual needs are met in lessons, ensuring the best learning experiences for all.

### **Lesson design**

With the above fundamentals in place, then the lessons can be designed for maximum learning, as represented by the growth of the Porchester Tree of Learning.

Lessons are structured to follow a five-part lesson design including:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent
- Reflection



**Reactivate (Roots)** – *This part of the lesson acts as the anchor to the learning; it secures previous knowledge before continuing to grow.*



This is the first part of the lesson, where children retrieve previously learned information that is relevant to this lesson's learning. The **key prior knowledge** that children need to retrieve from their long-term memory in order to access the learning this lesson.

**Strategies:**

- 123 or 12345
- Cops and Robbers
- Visual clues to reactivate learning
- Quizzes and lists
- What's missing? Fill in the gap
- Revisit pre-requisites

**Teach, facilitate and model (Trunk of the tree)** – *This part of the lesson combines the three elements to make the trunk of the tree; they are the stability behind the new learning.*



During this phase of the lesson and the 'Learn together' phase, children's key prior knowledge progresses to a position where they are able to successfully complete the independent practice. To do this new knowledge is taught, modelled and scaffolded.

Teacher modelling is vital to successful learning and is a key part of lessons. During lessons, teachers work along a continuum of I Do, We Do, You Do, You Do Alone and modelling is a key part of the I Do and We Do phase. All teachers model clearly, precisely, and effectively. Pace of learning is essential and, as a teaching group, we reflect on appropriate pace of learning during teacher modelling to ensure that it is appropriate and effective in engaging pupils. This part is not always interactive – children need to watch process!

**Strategies used during teach, facilitate, model:**

- Modelled writing /Annotated WAGOLLS
- Use of visualiser, iPad and SmartBoard, including Smart Recorder.
- **I do**, we do, you do, you do alone
- Linking to prior and future learning and responding to learning needs of the class- show the learning journey
- Making reference to success criteria; addressing key misconceptions; highlighting expectations
- Modelling and scaffolding on working walls for pupils to access
- Key vocabulary identified, introduced and continually used.
- Commentary of learning process and metacognition strategies- modelling decision making-process

**Learning together (Plait of the tree)**– *This part of the lesson allows all of the new learning to join together.*



In this phase of the lesson, children have the experience of applying and using this new knowledge with the guidance of the teacher. Children have the chance to tackle problems and activities and unpick them collaboratively under the expert guidance of the teacher. At this stage, the teacher assesses the whole class understanding before moving on to independent practice.

Teacher modelling is also a key part of this phase of the lesson. Teachers will be using constant AfL and modelling the learning journey, methods and addressing any misconceptions.

**Strategies:**

- Use of visualiser, iPad and SmartBoard, including Smart Recorder.
- I do, **we do**, you do, you do alone
- Use of visuals- problem solving together
- Making reference to success criteria; addressing key misconceptions; highlighting expectations
- Modelling and scaffolding on working walls for pupils to access
- Commentary of learning process and metacognition strategies- modelling decision making-process
- Whiteboards
- Talk partners. Think-pair-share
- Teacher circulating the room- addressing misconceptions.
- Hinge questions (AfL)- check for understanding before moving onto independent work

Hinge questions are used before the independent practice. They are questions that check for understanding of all pupils; they are designed so that children can only get the correct answer if they have understood the key learning. This AfL strategy allows the teacher to know what their next steps need to be in teaching, e.g. whole class model and input continues, small group intervention, deeper learning challenges.

**Independent practice (Branches)** – *This part of the lesson, allows children to reach the destination through their personal route. The different thickness of branches represents the level of support and scaffolds needed.*



At this point, the activities initially allow children to practise modelled learning. This then moves into children applying their thinking and learning independently. Some children may need additional scaffolds to access the learning independently. Scaffolding is removed when children are achieving a high degree of success in applying the new knowledge.

**Strategies:**

- Hinge questions (AfL)- check for understanding before moving onto independent work
- Video recordings of teacher modelling.
- I do, we do, **you do, you do alone**
- Making reference to success criteria; addressing key misconceptions; highlighting expectations
- Enable table- scaffolds and resources to support.
- Live marking to address misconceptions as they arise and to deepen understanding
- Deeper Learning Challenges to enhance depth of understanding
- TA deployment used to meet the needs of children based on AFL
- Working wall used to support and show previous modelling
- Interventions in class- AfL to decide on assembly time focus children
- Metacognition strategies

**Reflection (Leaves)** – *This part of the lesson is a reflection of the growth, a healthy leaf shows that everything has gone well in the lesson and end goal achieved.*



At this point, children are provided with the opportunities to cement the main learning point (the learning objective) from the lesson. They are given the chance to make their own connections so the main learning point is tethered to their existing knowledge. This main learning point will most likely be reactivated at the start of the next lesson to ensure children can successfully continue with the learning sequence.

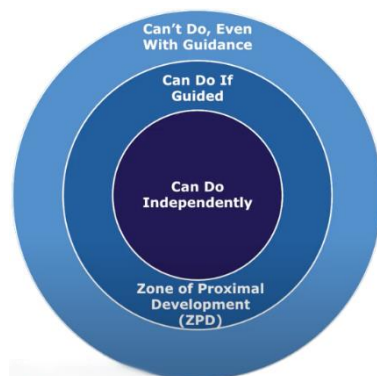
**Strategies:**

- Porchester lesson reflection cards (See below)
- Revisit learning objective of the lesson to consolidate
- Self-reflection- WWW/EBI
- Reflect as a class
- Complete working wall key sticky knowledge of the lesson
- Self/ peer assessment
- Celebrate learning- show work on visualiser, model reflection
- House points
- Misconceptions addressed as a class- Tomorrow, we will revisit

**Deeper Learning Challenge (SAP)** – *This is the golden thread that runs through everything. Sap runs through all parts of the tree to produce healthier leaves.*



At Porchester we have adopted a 'mastery' approach to teaching and learning in all subjects. Rather than moving on to more difficult questions, we expect our children to delve deeper with the aim of gaining a deeper understanding of the concept. A concept is deemed mastered when learners can represent it in multiple ways, can communicate solutions using subject-specific language and can independently apply the concept to new problems. In order to do this children need to move through their Zone of Proximal Development.



At Porchester, we 'teach to the top' and believe all children should be given the opportunity to 'mastery' the curriculum. To support this, teachers have high aspirations and expectations of each individual child. Deeper learning challenge is present throughout our lessons, to provide the children with opportunities to think deeply about the concept being taught and therefore moving through their Zone of Proximal Development and deepening knowledge. AfL is used by teachers to consider when children and how children's knowledge will be deepened. This will be done through open-ended questioning or encouraging an alternative approach to independent tasks to promote the skills or reasoning and justification for the concept being taught.

## **Scaffolding**

We have high expectations of all of our children, but recognise that scaffolds are vital to allow children the necessary support required to achieve the learning objectives in lessons. Scaffolding supports our pupils to move through the Zone of Proximal Development- our approach is to scaffold up to the required learning objective. Scaffolding is available for pupils to access during lessons on our enable tables. Crucially, scaffolding is removed when each pupil is more confident and capable.

At Porchester, teachers make professional judgements of when to increase or decrease levels of scaffolding, which includes:

- Questioning and guidance
- Pictures and diagrams
- Success Criteria
- Peer support
- Enable table resources
- Physical manipulatives
- Technology – recording short teaching videos on iPad
- Annotated WAGOLs
- Working wall resources

We recognise that children with SEND may require further alterations and additional, personalised resources to support them with accessing elements of the curriculum. Our teachers have a strong understanding of the individual needs of each child, which is clearly shown on their 'All About Me Profile', and address these appropriately for each lesson. Alongside the child's individual needs, the scaffolds for the lessons are also accessible. Teachers continue to have high expectations for children with SEND. Therefore, we 'Scaffold up' to allow the children to achieve the learning objective, without reducing the expectations required.

We also scaffold all pupils' metacognition through the use of Mediated Learning Questions. These questions allow children to recognise their approach to learning, make connections to what they have learnt previously and identify what will support them to be successful. This means that children take ownership of their learning journey.



### Mixed Year Group Teaching

At Porchester, we have three mixed Year 3/4 classes and three mixed Year 5/6 classes. As the National Curriculum breaks down all foundation subjects by knowledge needed in Year 3/4 and Year 5/6, we work on a two year cycle to ensure all children receive the key knowledge required by the end of their phase. Alongside this, we use the Flying High Trust 'Key Knowledge Progression Documents' to ensure all the required knowledge needed for each year group is planned into our long-term planning.

In our Foundation subjects, we follow the two-year cycle and subject leads ensure all the knowledge for their subject is covered and taught in a cohesive way. In lessons, where there are clear differences in expectations for the higher year group, this will be planned for. For example, in DT cooking, Year 3 will be required to weigh out ingredients and Year 4 will weigh ingredients and measure liquid.

Maths has clear expectations for each year group in the National Curriculum. At Porchester, we teach Maths in single year groups by having 2 mixed ability Maths groups per Year group, which also provides slightly smaller class sizes. This allows for the single year group Maths expectations to be delivered for each child.

In English, we use the National Curriculum alongside the Flying High TAFs (Teacher assessment Framework) and also the progression through genres framework. These documents ensure that all staff are clear on the year group expectations and plan for these appropriately. Where there is a clear difference in the progression between the two year groups, we make the different learning expectations explicit for the learning objective.

For example: Year 3 need to use inverted commas. Year 4 need to use inverted commas and other punctuation. Therefore, all children need to use inverted commas but there is a clear year 4 difference in expectation.



LO: As writers, to use inverted commas to punctuate direct speech.

Y4 – To accurately punctuate direct speech (comma, capital letter, punctuation at the end of speech).

These expectations are made clear on the learning objective stickers and set as a requirement to the children.

Where there is not a clear difference in progression between the two year groups, all children have the same objective. The difference in expectation would be related to the quality and quantity of the writing produced. The expectation is that the older year group are more advanced writers in terms of their developed use of language and effectiveness of writing.

### **Marking and Feedback**

Marking and feedback is mainly formative in nature, and we believe verbal feedback and live marking are often the most appropriate and effective forms of feedback we give to support effective learning and provide challenge for pupils.

Written feedback is provided promptly and is also discussed with each pupil, if necessary, to ensure it is clearly understood and informs future learning.

All feedback refers to the learning objective of the lesson; It is positive and constructive and aims to help children learn, progress and be self-evaluating.

All marking and feedback is fully inline with our marking and feedback policy.

### **Pupils Books**

Pupil books are a showcase for learning. Pupils treat them with care and pride. Our books show the learning journey for our pupils and they are shared and celebrated regularly with teaching staff, parents, pupils and governors. We have high expectations for learning in all of our pupil books and we monitor them regularly to ensure they reflect excellence for all.

Our pupil books for this academic year are:

White Rose Books	
Maths Journal	
English Reading Journal	
Enquiry Learning	
Science	
RE/ PSHE	
MFL- Spanish	
Art sketchbook	
Home-school Planner	

The Maths journals are used by pupils to support their White Rose work, deeper learning challenges and to reflect on their learning and capture thoughts and ideas to help make Maths learning memorable.

Our children's books represent the PRIDE we have in our learning. We have clear expectations of Porchester books and elements of consistency across school, which is shown through our pupils books expectations checklist (see below).

### **Working with others**

#### **The role of parents in teaching and learning**

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 termly parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

## **The role of Governors in teaching and learning**

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:


- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor the effectiveness of the school's teaching and learning policies through the school's self review processes.

Governors at Porchester are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways.

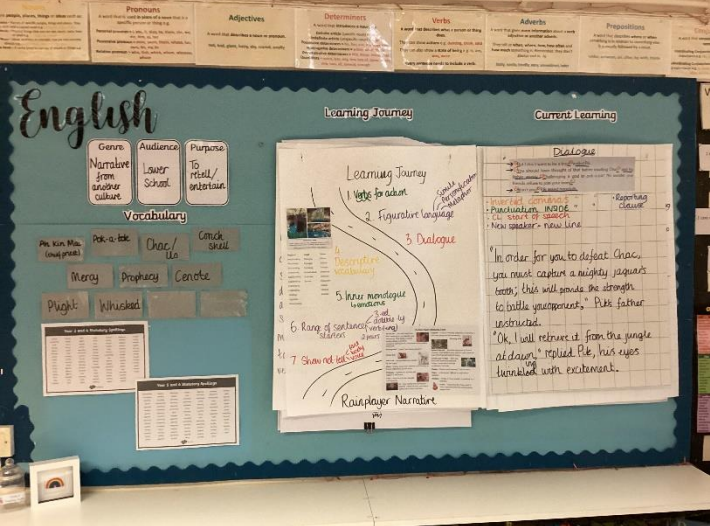
- They receive reports from the teaching and learning lead which gives them information about the current status of their teaching and learning in school.
- They monitor the implementation of the school improvement plan, evaluate and advises on schemes of work and reviews policies.
- The full Governing Body receives a termly head teacher's report.
- Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning.


**This policy will be reviewed annually as part of the monitoring schedule.**

## Classroom Learning Environments Expectations and Rationale

Expectation	Rationale
<b>Tidy, organised and safe</b> – free from clutter and hazards. Tops of cupboards clear.	Model PRIDE to the children always. To ensure that cognitive overload is reduced.
<b>Enquiry Focused Classroom</b> – the enquiry focus should be evident through the classroom environment and not just the enquiry working wall.	Enquiry should be evident in the classroom for children and books on display should help to reinforce this.
<b>Classroom door</b> – the door to the classroom needs to reflect the enquiry focus with the question clearly displayed	Immersive to engage the children in their learning.
<b>Behaviour</b> <ul style="list-style-type: none"> <li>• <b>Golden ticket</b> with stage lights shining on house point wallet</li> <li>• <b>4x A3 pencils</b> to represent 4Rs</li> <li>• <b>Good to be green wallet</b> with children's names (typed in Twinkl Cursive) with cards removed</li> </ul>	Positive reinforcements are prevalent Relating all behaviours to our values Research based best practice from EPs allowing children to reflect and fix choices made
<b>Enquiry display</b>  <ul style="list-style-type: none"> <li>• Enquiry question – above the display board</li> <li>• Split <b>into a grid</b> to reflect the amount of weeks the enquiry has               <ul style="list-style-type: none"> <li>- Update weekly to reflect the learning journey of the children</li> </ul> </li> <li>• <b>Sticky knowledge</b> to be typed and added each week</li> </ul>	Using a grid will help the children differentiate between the weeks and ensure they can pick out the key learning of each week – reduce cognitive overload. Bubbles used to link back to the enquiry question will ensure the question is at the forefront of the learning and links are continuously made. Vocabulary needs to be prevalent as part of our KORE values. The enquiry display needs to ensure the key learning is remember so any work on the display needs to ensure this is tool to help the children. Updated weekly to ensure information is transferred to long term memory – Ebbinghaus forgetting curve.



<ul style="list-style-type: none"> <li>• <b>Reflection bubble (in gold)</b> handwritten on how the learning helps us answer the enquiry question</li> <li>• <b>Vocabulary</b> On black card- blue for new, white for other <ul style="list-style-type: none"> <li>- Blue for new definitions to be at the side of the enquiry display.</li> </ul> </li> <li>• <b>Models, pictures and scaffolds</b> for learning/ memory</li> <li>• Contains <b>aspirational children's work</b> if it clearly represents the key knowledge from the week.</li> <li>• <b>Borders and backing (plain colour)</b> to be enquiry themed and chosen by class teacher</li> </ul>	
<p><b>English – Writing Working Wall</b></p>  <ul style="list-style-type: none"> <li>• <b>Genre, Audience and Purpose posters</b></li> <li>• <b>Vocabulary</b> – cards with relevant vocabulary taken from the planning</li> <li>• <b>Statutory word lists for each year group</b></li> <li>• <b>Flip Chart x2</b> – Learning Journey and Current Learning</li> <li>• <b>Blue Backing Paper</b></li> </ul> <p><b>Spelling (this can be a washing line if no display board)</b></p> <ul style="list-style-type: none"> <li>• <b>Current spelling rule</b> – displayed on 'our spelling rule this week is...' poster</li> <li>• <b>Spelling words</b> – for current week, with <b>children's input</b> on definition, written in context etc.</li> <li>• <b>Spelling Shed Leaderboard</b></li> </ul>	<p>Genre, Audience and Purpose posters underpin writing sequence – these should be clear from the start of the unit and all writing should link back to audience and purpose.</p> <p>Vocabulary linked to KORE values – tier 2 vocab chosen to enhance writing and expand children's language</p> <p>Learning journey (road map) flip chart to capture key learning from writing sequence for children to be able to refer back to in subsequent lessons</p> <p>Current learning flip chart to clearly model key learning day-to-day</p> <p>Weekly spellings displayed to support learning and promote using in writing throughout week</p> <p>Spelling shed leaderboard to promote competition and engagement with homework</p>
<p><b>English – Reading Working Wall (Black)</b></p> <ul style="list-style-type: none"> <li>• Small display board</li> <li>• <b>VIPERS snake</b> with explanation</li> <li>• <b>Reciprocal reading</b> posters</li> <li>• <b>Flip chart</b> with key learning (vocab and summary) from reciprocal read</li> </ul>	<p>Reading linked to KORE principles</p> <p>VIPERS and reciprocal reading posters on display to ensure consistent vocabulary for reading skills is used and understood across the school</p>
<p><b>Maths – Working Wall</b></p> <ul style="list-style-type: none"> <li>• <b>2 squared flip charts</b>- one for each year group.</li> <li>• <b>Unit Title for each year group</b></li> <li>• <b>Vocabulary relating to the unit</b></li> <li>• <b>Calculation Vocabulary</b></li> <li>• <b>Sentence Stems for reasoning</b></li> <li>• <b>Current Learning</b></li> </ul> <p><b>Working wall</b> – to be built up over the unit on a daily basis</p>	<p>2 flipchart papers to represent each year groups learning</p> <p>Unit title is needed so that the children know what their learning, especially when they are different units</p> <p>Vocabulary – part of our KORE</p> <p>Timestables for Lower school to ensure it is high priority</p>

<p><b>Reading for Pleasure (classroom culture)</b></p>  <ul style="list-style-type: none"> <li>• <b>Reading for pleasure</b> advocated</li> <li>• <b>Currently reading</b> posters displayed in classroom</li> </ul> <p><b>Selection of books</b> including, class author, class selection, ELS topic books, magazines, teacher selection</p>	<p>Linked to our KORE principles and reading for pleasure being prevalent across school.</p> <p>Currently reading display to engage children in their reading and to track books read – teachers can use this to monitor book choices during reading time and promote discussion around books</p> <p>High quality texts to engage children and promote a desire to read</p>
<p><b>Science display</b></p> <ul style="list-style-type: none"> <li>• <b>Sticky knowledge and skills</b></li> <li>• <b>Models, pictures and scaffolds</b> for learning</li> <li>• Contains <b>aspirational children's work that shows the learning explicitly</b> – displayed with pride (straight cut) – this can include speech bubbles with pupil voice</li> <li>• <b>Working wall</b> – to be built up over the term on a weekly basis</li> <li>• <b>Borders and backing to be enquiry themed and chosen by class teacher</b></li> </ul> <p><b>Vocabulary displayed</b> – blue font for new vocabulary on a cream background.</p>	<p>Sticky knowledge displayed.</p> <p>Vocabulary needs to be prevalent as part of our KORE values.</p> <p>The enquiry display needs to ensure the key learning is remember so any work on the display needs to ensure this is tool to help the children.</p> <p>Updated weekly to ensure information is transferred to long term memory – Ebbinghaus forgetting curve.</p>
<p><b>Enable table for maths and English:</b></p> <p>Current, relevant <b>models and scaffolds</b> for Maths and English</p>	<p>Manipulatives – so the children are able to use these independently</p> <p>Challenge clear on table</p>
<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>• <b>Daily timetable</b> on board</li> <li>• <b>Bespoke quality-first teaching</b> resources, dependent to the child and their need.</li> <li>• <b>Bespoke specialist equipment/resources</b>, dependent to the child and their need (All About Me Profile)</li> <li>• <b>Coloured background</b> on IWB</li> </ul>	<p>Dyslexia friendly coloured background to provide access to all.</p> <p>Bespoke resources based off All About Me Profiles</p>
<p><b>Times Table Rockstars Leaderboard</b> – Times Table facts around</p>	<p>Keep high priority</p>
<p><b>Leitner Model Flashcards</b> – displayed in a prominent part of the classroom</p>	<p>Used regularly to interrupt the forgetting – Ebbinghaus forgetting curve</p>
<p><b>RSHE Class Book</b></p>	
<p><b>PRIDE Poster</b></p>	<p>Values regularly referred to and part of daily practice.</p>
<p><b>Teaching and Learning Tree Poster</b></p>	<p>High priority – part of teaching and learning policy</p>
<p><b>Safeguarding – Fire and Lockdown Procedures Poster</b></p>	<p>Clear procedures that all staff / visitors can follow.</p>
<p><b>Safeguarding – Childline Poster in every classroom</b></p>	<p>Children know where to find help if they need it.</p>
<p><b>Safeguarding – Photo poster of DSL's</b></p>	<p>All children, staff and visitors know who safeguarding leads are.</p>

### Curriculum Reflection Cards



What did you learn in the lesson today?



What did you already know about this new learning?



What subject specific vocabulary have you learnt in today's lesson?



What was it about the lesson you found the most interesting?



What will you remember anything in particular from the lesson a week from now?



Choose a piece of work that you really enjoyed. What did you learn when you did this?



Choose a piece of work that you found difficult to understand. What made it tricky?



Can you remember anything from your last enquiry?

## Pupil Books Expectations Checklist



<b>Books monitored:</b>			
<b>Pupils:</b>			
<b>Teacher and Class:</b>			
<b>Date:</b>			
<b>Expectation</b>	<b>Meets expectations</b>	<b>Area for development</b>	<b>Evidence and notes</b>
<b>Books labelled</b> Name Class Name Year group			
<b>Pride</b> shown in the book and presented neatly in good condition.			
<b>Worksheets</b> are used sparingly and only when necessary. They are trimmed down to the appropriate part needed and neatly stuck into books			
<b>Date</b> Top left Underlined neatly and with a ruler Spelt correctly			
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Handwriting policy clearly followed.</li> <li>• Crossing out= one neat line.</li> <li>• Any drawn tables or diagrams are completed in pencil and a ruler used.</li> <li>• <b>Maths</b>- 1 digit per square.</li> <li>• When writing in margins- number then bracket sign</li> </ul>			
Upper school – pen Lower school – pencil Children edit in Purple Pen			
<b>Learning Objective</b> stickers at the top of the day's work with symbol for area of the curriculum. Stuck in straight on the left hand side			
<b>Marking and Feedback</b> policy followed and evident in books			
<b>Monitored by:</b>			
<b>Agreed Review date:</b>			