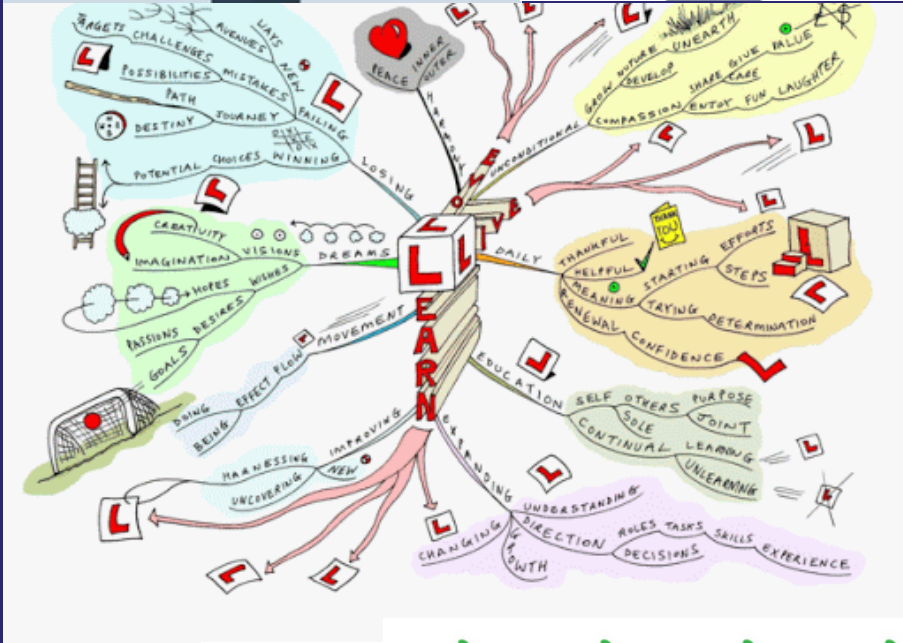
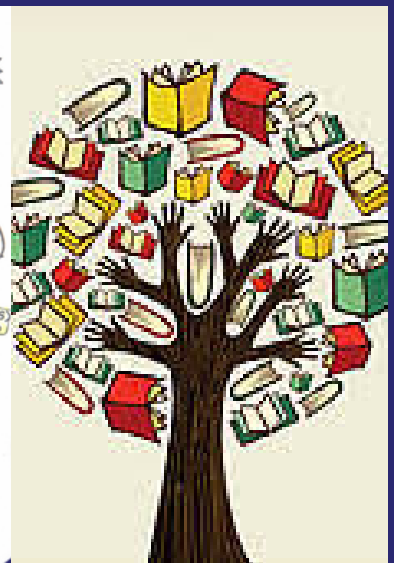
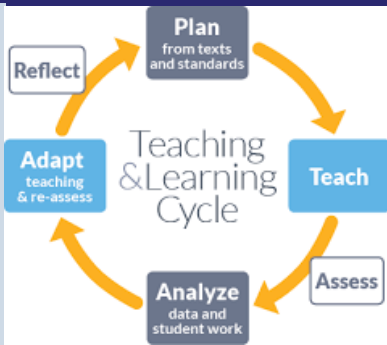


Fenstanton And Hilton Primary School



FENSTANTON AND HILTON PRIMARY SCHOOL AND NURSERY

CALCULATIONS POLICY

English Book	Maths Book
Name: _____	Name: _____
Class: _____	Class: _____
Year: _____	Year: _____
Learning Journal	Sketch Book
Name: _____	Name: _____
Class: _____	Class: _____
Year: _____	Year: _____



Teaching and Learning Guide 2021

Contents

Vision

Curriculum:

- Overview
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Key Principles:

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- Innovation
- Independent application

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- Toolkits
- Books
- Presentation
- Assessment
- Challenge and differentiation
- The school day
- Rosenshine

Continuous Improvement

Inclusion

Safeguarding



Our Vision

Children only have one childhood. Being part of a community of children is unique within life's experience. In this school, we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to embrace every challenge and opportunity with confidence.

Curriculum

Instead of a national curriculum for education, what is really needed is an individual curriculum for every child

Let the questions be the curriculum.
Socrates

We must never return to the Julie Andrews curriculum where we teach "a few of my favorite things"!
Andy Hargreaves

If the curriculum we use to teach our children does not connect in positive ways to the culture young people bring to school, it is doomed to failure.
Lisa Delpit

School systems should base their curriculum not on the idea of separate subjects, but on the much more fertile idea of disciplines... which makes possible a fluid and dynamic curriculum that is interdisciplinary

Ken Robinson

Curriculum

Schools are required to implement the National Curriculum 2014. At Fenstanton and Hilton Primary School, we have a PAN of 40 requiring us to develop a curriculum that allows for mixed aged classes.

We are currently reviewing our curriculum and developing a model that will be able to grow and expand with the school and which allows for progression and challenge in terms of the knowledge and skills being taught.

All curriculum overviews are available on Googledrive. **(add link)**
These provide an overview of what needs to be taught each term.

Staff are expected to plan for reading, writing and maths using the attached pro-forma **(Agree pro format)** . All staff need to be familiar with the National Curriculum objectives for the children in their classes.

All staff have access to exemplification materials which can be used to support children in achieving greater depth and understanding what a good one looks like. **(Attach link to exemplification materials)** Staff are expected to use these when planning so the end point of the learning and what children need to achieve (the steps to success) are clear.

Standards and expectations

“If you always do what you’ve always done, you’ll always get what you’ve always got.”

Henry Ford

Standards have been historically poor for a number of years. There is no room for complacency and we urgently need to raise standards and expectations across the school.

If we keep doing the same, we will only achieve the same. All staff need to be onboard and raise their expectations of what children can achieve. We need to STOP doing the same. We need to do something different and better.

We do not want a mediocre school or mediocre outcomes.

Our curriculum needs to be current, engaging and set high expectations of what children will be able to know, understand and do by the time they complete each phase and stage of the school and also by the time they are ready to move to the next stage of their education.

The deputy head will be supporting all phases of the school to ensure that planning is rigorous and enables all children to make progress from their starting points. Books will be reviewed regularly.

Staff are reminded not to use TWINKLE. A resource bank will be developed to support teachers in delivering the curriculum linked to the topics, themes and areas being taught each term.

Curriculum

Our curriculum model is based on a two year cycle. **This year we are following Year A.** We have carefully chosen texts and themes to ensure that children cover the full curriculum over a two year cycle.

In Mathematics, we use the White Rose Mixed aged planning but have adapted this in KS1 [\(Share link\)](#) to ensure that children in Y2 have been taught and given an opportunity to demonstrate their knowledge and understanding against the assessment frameworks for the end of keystage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBH0.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBH0.pdf

A number of resources have been purchased to support the delivery of the curriculum;

These include:

- Story time Phonics
- No-Nonsense Spelling and Grammar
- Letter Join
- Diagnostic assessment toolkits
- Accelerated reader

Our curriculum model ensures that the National Curriculum objectives are taught and that children's learning has a context and prior knowledge and understanding can be activated by the planned sequence of learning as they progress through the school.

INTENT:

- ***To make effective use of the resources currently available***
- ***To ensure sufficient resources to support the implementation of the curriculum over time***
- ***To have a curriculum which is fit for purpose, challenges, and engages all.***
- ***To make learning fun!***

Fenstanton & Hilton Primary Curriculum mapping: Topic Overview 2020-21 onwards with English mapped in

Further curriculum depth and detail is in the overview plans with NC objectives further in a separate document

Year A – 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>Is the Sky the Limit?</p>	<p>Why is Earth called 'The Blue Planet'?</p>	<p>Global Garden Where our food comes from</p>	<p>Lights, Camera, Action! Film & Production Projects</p>
KS1	<p>Amazing Africa Continents, focusing on Africa and its amazing</p>	<p>The Great Fire of London Why did the fire spread so quickly?</p>	<p>Stars, Space & Satellites What would it be like if our school was in space?</p>	<p>Under the Sea: Fish & Coral reefs</p>	<p>Trains, Planes and automobiles: Transport then & now (inc where our food comes from and how it gets to us) The Wright Brothers & Amy Johnson</p>	<p>Oceans, Seas and the Seaside (Including pirates!)</p>
Y3/4	<p>Britain then and now: Ancient Britain - Stone Age to Iron Age Geography of Britain</p>		<p>Our Solar System Moon Landing</p>	<p>Life Aquatic – Marine life and Endangered species around the world (Whales etc) & Coastlines</p>	<p>Food Discovery Project (Focus on the food industry and allotment/market gardening – growing food for our school kitchen)</p>	<p>The Tudors: Henry VIII, his wives and children. Houses, Homes & Everyday life then and now</p>
Y5/6	<p>Y6 South America - Amazon</p>		<p>Our Universe The Moon Landing</p>	<p>Animal life in the Arctic & Antarctic (Shackleton's Expedition)</p>	<p>WW2: Blood Sweat & Tears Local History: The Home Front (including food wartime restrictions & Dig for Victory) Continents</p>	<p>Elizabethan Life London, & buildings – the Globe Theatre</p>

Year B – 2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Education – Schools around the world, then & now (Including Roman School & locally since the opening of the first schools in F/H)	Toys then and now (Victorian < now) Changes in living and non-living memory	China: Chinese New Year traditions, Myths and Legends of magic & Dragons KS1 dragons - Tell Me a dragon and	Oceans, Seas and the Seaside (Including pirates!)	Habitats Plants, trees etc Asia - animals	Buildings & Bridges – Locally, Nationally & Internationally; Then and Now.
Y3/4	Volcanoes and earthquakes (Vesuvius & Pompeii)	Victorian life: - Clothes, food and school	Greece: Ancient civilisation Legends & Mythical creatures	Invaders and Settlers Vikings & Anglo Saxons	Rainforests around the world - climates Food chains, Coffee	Ancient Egypt
Y5/6	What did the Romans do for us? (Researching Ancient Rome, Roman villas & the villa in Fenstanton)	Victorian life: - Local History: buildings & industry in Fenstanton & Cambridgeshire (jobs then and now) Health & Welfare	Magic in the Making: Harry Potter	Local History: Pilgrim Fathers Oceans & Continents	The Amazing Amazon - South America, Rivers, Interdependence and adaptation <u>Longitude & Latitude</u> Cocoa, The Mayans & link to Elizabethan explorers	Ancient Civilisations
Additional linked content		Black History – Mary Seacole, Harriet Tubman & Pablo Fanque A Very Victorian Christmas 8.12 International Mountain Day - mountains around the world & ecosystems				

Guided Reading

Guided reading is an instructional practice or approach where teachers support a small group of students to read a text independently.

Guided reading sessions are made up of three parts:

- before reading discussion
- independent reading
- after reading discussion

The main goal of guided reading is to help students use reading strategies whilst reading for meaning independently.

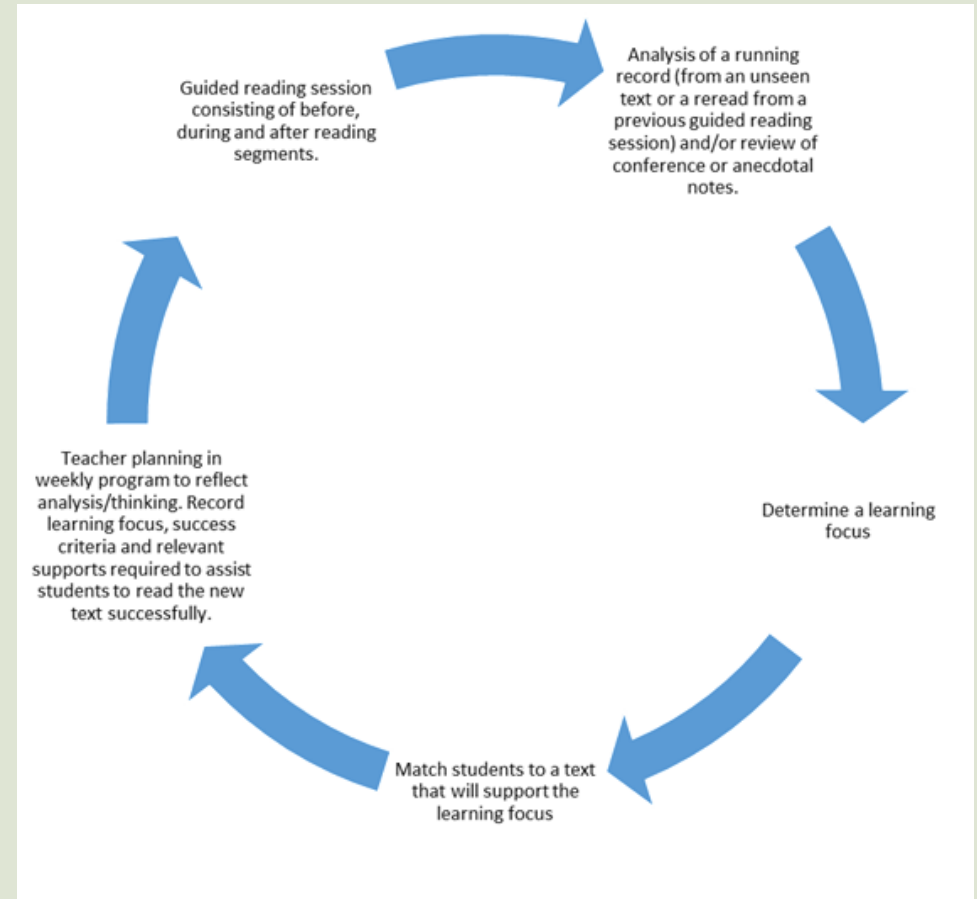
Why we use guided reading:

Guided reading is informed by Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding, informed by Vygotsky's research. The practice of guided reading is based on the belief that the optimal learning for a reader occurs when they are assisted by an educator, or expert 'other', to read and understand a text with clear but limited guidance.

Guided reading allows students to practise and consolidate effective reading strategies. Vygotsky was particularly interested in the ways children were challenged and extended in their learning by adults. He argued that:

The most successful learning occurs when children are guided by adults towards learning things that they could not attempt on their own.

Accelerated reader is used as part of the reading menu and assessment system at the school.



Teachers and staff are constantly reviewing and assessing how children are responding to the text. Teachers maintain ongoing records of children's progress in guided reading sessions using the following assessment grids:
https://drive.google.com/drive/folders/1hqHKZr9KiPNIMzL_8xSDiIFeScM7WMKd?usp=sharing

A guided reading folder is kept in the classroom and accessible to all staff reading with children to record progress and identify next steps.

Handwriting

At Fenstanton And Hilton, we want our children to develop a neat, legible, speedy handwriting style using continuous cursive letters and words automatically in independent writing. Handwriting is a cross curriculum task and will be taken into consideration during all lessons alongside the formal teaching of handwriting which occurs for example in phonics lessons.

Children need to be taught to sit correctly at a table, holding a pencil comfortably and correctly. We use the handwriting system **Letter Join** to support the development of a fluent cursive handwriting style:

The resources to support teaching and learning in Handwriting can be found here:

<https://drive.google.com/drive/folders/1XKGgk97m-p67jYcYEFXbuH2oR-p4k8Ao?usp=sharing>

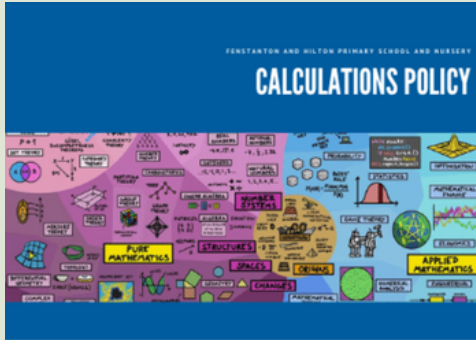
All children in Key Stage 1 have triple lined English books to support them in developing correct letter formation. These continue into Key stage 2 until a child has developed a confident and consistent writing style.

Staff are encouraged to promote high standards in handwriting at all times. It is essential that incorrect pencil grip, letter and number formation are addressed before a child moves into KS2.



Mathematics

At Fenstanton And Hilton, we use the White Rose mixed aged curriculum plan for mathematics. We have made some adaptations to ensure that children in Y2 are ready for the assessments at the end of Key-Stage 1. (Attach link)
We have developed and agreed to the following calculations policy.



Year 1 and 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value Y1 – Numbers to 20 Y2 – Numbers to 100			Number: Addition and Subtraction Year 1- Numbers within 20 (including recognising money) Year 2- Numbers within 100 (including money)					Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication			
Spring	Number: Year 1: Division & consolidation Year 2: Division		Year 1: Place Value to 100 Year 2: Statistics		Measurement: Length and Height	Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape			Number: Year 1: Fractions and Consolidation Year 2: Fractions		Consolidation	
Summer	Geometry: Position and Direction	Measurement: Time		Problem solving and efficient methods		Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature			Consolidation and Investigations			

Year 3 and 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division		Measurement: Length, Perimeter and Area		Number: Fractions				Y3: Measurement: Mass and Capacity Y4: Number: Decimals		Consolidation	
Summer	Number: Decimals (including Money)			Measurement: Time		Statistics		Geometry: Properties of Shape (including Y4 Position and Direction)				Consolidation

Year 5 and 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations				Number: Fractions					
Spring	Y5: Number: Fractions Y6: Number: Ratio		Number: Decimals and Percentages			Y5: Number: Decimals Y6: Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Statistics	
Summer	Geometry: Properties of Shape		Geometry: Position and Direction	Y6: SATS		Investigations and Consolidation						

Teaching and Learning

Teaching is the highest form of understanding.' – Aristotle

'The greatest sign of success for a teacher is to be able to say, 'The children are now working as if I did not exist.' –Maria Montessori

'Teach the way you'd want to be taught.' – Unknown

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.' — William Arthur Ward

**'Teaching is the one profession that creates all other professions.'
—Unknown**

Teaching and Learning: The 4 Cs

1

Conditions for learning

All classes will have an agreed learning environment and set of equipment to support teaching and learning including:

- Interactive white board
- White board
- Flip chart
- 100 Square
- Counting stick
- Set of dictionaries (15)
- Teacher cupboard
- A set of Dienes
- Numicon
- Map of the world

INTENT: All classes will have a visualiser (starting with KS2)

2

Challenge and Differentiation

We have mixed aged classes at Fenstanton And Hilton.

This brings challenges and opportunities in how we deliver the curriculum. There is an expectation that there will be a minimum of 4 levels of challenge within all core subjects.



Differentiation by outcome is not sufficient.

3

Consistency

We have a consistent set of standards and expectations with regards to:

- behaviour
- presentation
- planning
- Expected outcomes

4

Curriculum

We aim to provide an ambitious, relevant and engaging curriculum.

Teaching and Learning

Conditions for Learning

I never teach my pupils. I only provide the conditions in which they can learn. Albert Einstein

General

All boards must be backed, bordered and titled.

Celebration work should be mounted and named.

Every child's work should be celebrated at some point in the year.

Working wall work doesn't need to be mounted. They need to reflect the learning journey taking place in the class this week.

Use clear readable fonts which are appropriate to the display and age.

COVID

For the purposes of COVID all children must be sat facing the front of the classroom. Windows and doors need to be open to promote ventilation.

Health and Safety:

There should be no storage on shelves above head height. All radiators need to be free from covers/paper or obstruction. Where teachers have desks these need to be clutter free.

All classes will have a class notice board this will have a copy of the class timetable, Fire evacuation procedures. Notes for teachers covering the class (attach checklist link). Safeguarding Procedures and allergy/medical information for individual children (These need to not be on show but accessible.)

The school core rights poster will be prominently displayed.

Non Negotiables:

Working walls for English and Maths :

Working walls **MUST** reflect the current focus of learning including:

- o WAGOLL
- o Vocabulary
- o Success criteria
- o Exemplars
- o Models and images
- o They need to be built on daily

ReadingCorners/Areas:

All classes will have an area dedicated to reading. A reading corner. Over time , core texts and genre types will be agreed to ensure that children have access to a varied diet of high quality literature.

"The standards we set in our classroom reflect the standards we set for our pupils"

Toolkits for Learning

*Man is a tool-using animal.
Without tools he is nothing,
with tools he is all.*
Thomas Carlyle

All children at Fenstanton And Hilton have a toolkit for learning. This is kept in a named zip-lock bag. These are differentiated for the age and stage of the pupil and provide a set of resources needed to support their learning. All children are encouraged to look after these resources as they are important tools and they are theirs to look after and use throughout their time at school:

Toolkits for learning Include:

- Ruler
- Pencil
- Scissors
- Purple pen
- Whiteboard
- Whiteboard pen
- Beadstring
- 100 Square
- Word and spelling mat
- Cloth
- Glue stick

In Key-stage 2, this will also include

- Protractor
- Calculator
- Handwriting Pen
- Watercolour set

Books for Learning

Here at Fenstanton and Hilton we have an agreed set of exercise books that children use in school. These include:



An English Book:

In Key stage 1, The children's books have three lines , to support the children in developing a clear and legible handwriting style. Once children have developed a clear, legible and cursive script this scaffold is removed.

A Maths Book:

All maths books in KS1 need to be 1 cm squared
In Key-Stage 2, once children are able to write calculations accurately they will use 5mm squared maths books.

A Learning Journal:

All children will have a learning journal, this will be used to record their learning in Science, History and Geography etc.

A Sketch Book:

All children must have a sketch book to use throughout their time at our school. This will demonstrate a child's creative learning journey and observations.

A home reading record:

Teachers will record once a week in the reading record.

Our children's books reflect the quality of teaching they receive and demonstrate the progress that our children make as a result our teaching - they are our measure.

Books for Learning

All books must be clearly labelled with the school label which includes:

- The name of the child
- The name of the class
- The year group

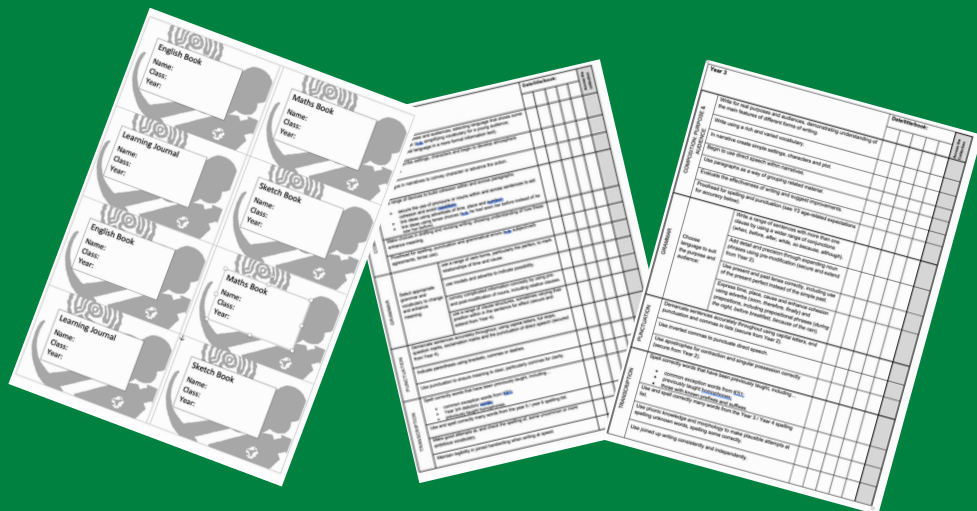
The link to the template can be found here:

<https://drive.google.com/file/d/15cqrzMRBLCHgYeEZ9vGxneV6v3Pxx1pS/view?usp=sharing>

English and Maths books must be covered with a clear plastic wallet.

Inside the front cover of English books there must be the relevant assessment criteria. These can be found:

<https://drive.google.com/drive/folders/1rEhJ07mrg4XBpWlwmw dXog4OntjS50Lw?usp=sharing>



High Expectations

“If you expect nothing from somebody you are never disappointed.”
Sylvia Plath

“Treat a man as he is and he will remain as he is.
Treat a man as he can and should be and he will become as he can and should be.”

Stephen R. Covey

Our books reflect a child's progress over time. They also reflect the quality of teaching over time. It is therefore absolutely essential that teachers have high expectations, frequently revisit them and accept nothing but a child's best.

Intent:

- *To establish a culture and community of learners*
- *For our books to reflect the quality of teaching and learning in our school*

High Standards

Presentation

Guidance for Key Stage 1:

In English and Learning Journals, the long date is used e.g. Monday 8th September. Children should be taught to use a ruler to underline the date /title/learning objective.

Teachers should use their discretion to judge when it is appropriate for children to write this themselves or to stick the date into books.

(We expect the majority of children to be able to write the full date by the start of the autumn term in Year 2)

Teachers should use their discretion to judge when it is appropriate for children to write the intended learning outcome for themselves or to stick the learning outcome into books.

(We expect the majority of children to be able to write the learning outcome for themselves by the end of Year 2)

Children must be taught correct letter formation and pencil grip as soon as they start school (see handwriting guide). This needs to be a non negotiable - the sooner the better.

In Maths and Sketch books, the short date is used e.g. 16.03.18

Children must be taught to develop correct number formation as soon as they start school – staff must check regularly that children are forming numbers correctly.

Children should be taught to consistently record one digit to a square and staff should follow the calculation policy to ensure children are provided with the correct models, images concrete and abstract tools to represent their ideas.

Non Negotiables:

High standards of presentation should be promoted at all times. All children's books should conform to the agreed age and stage of presentation for the children. Staff must ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. Children and staff need to take pride in children's books. The books demonstrate the quality of teaching and learning taking place in our school.

All work must :

- be dated (Starting from the left hand margin)
- include a learning outcome: We are learning to: (National Curriculum Objective)
- ensure drawings and diagrams are in pencil.
- ensure felt pens and gel pens are not used in exercise books.
- One single line should be used to cross out mistakes.

All books must be:

- Covered (plastic wallet)
- Include the school label
- Consistent across the phase
- Be marked regularly (See Marking policy) (attach link)

Writing Equipment:

- All work will be written in pencil unless for a final presentation piece of work and a pen license has been awarded
- Children will be taught how to sharpen pencils and reminded to check that pencils are sharp
- Only crayons or coloured pencils will be used in exercise books
- Children will be taught how to use a ruler to draw lines, including underlining, diagrams and labels

Assessment: I can...



Assessment

At Fenstanton And Hilton, we use assessment to inform teaching, identify strengths and weaknesses and provide point in time assessments of where children are at.

We understand the importance of feedback and provide children with feedback which enables them to make progress and learn from errors and misconceptions.

At the end of each term, staff are expected to complete assessments for Reading, Writing and Mathematics using the Target Tracker statements.

At the start of each term, we hold progress reviews to identify children at risk and children who may need additional support. Staff are encouraged to use the Venn diagrams to identify strengths and weaknesses in the core curriculum and identify children at risk of not making ARE in Reading, Writing and Maths at the end of the year. At these progress reviews, we consider what support can be put in to enable children to make accelerated progress and catch up.

All classes need to have 4 trays:

These are: Red, Yellow, Orange and Green. Children can use these to self assess how they have coped with a task and how well they think they have done. This will support teachers in reviewing outcomes in books and making adaptations to plans to ensure that all children make progress.

These trays can also be used for children to go and select a level of challenge in terms of a piece of differentiated work.

Useful links and resources

Past KS2 and KS1 SATs papers and Year 1 Phonics Screening checks can be downloaded from:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

End of KS1 and KS2 Exemplification Materials

Exemplification materials that are useful when marking, moderating and standardising can be found at:

Reading:

KS1: <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard>

Writing:

KS1: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

KS2: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Maths:

KS1: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-mathematics>

Science:

KS1: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-science>



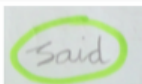

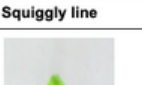
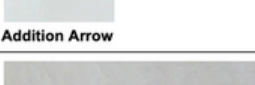
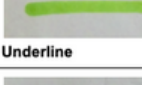
KS2: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks2-science>

Assessment

Subject	What to use for informing Assessment	When and how often	Possible Resources
Phonics	<p>Story time phonics assessments – Say the sound sheets</p> <p>Past Papers –Phonics Screening Check</p>	<p>Weekly record building within guided reading sessions</p> <p>Termly summative assessment: December, March/April & July</p>	<p>Past Papers –Phonics Screening Check Mark Scheme & Thresholds</p> <p>Phonics International resources</p>
Reading	<p>Reading Comprehensions (weekly guided reading activity)</p> <p>Guided Reading records and Assessment notes on each foci. See Guided Reading sheet for weekly notes.</p>	<p>Weekly, leading to Termly summative assessment: December, March/April, July</p> <p>Reading assessments can be found in SLT offices at both sites.</p>	<p>Chosen range of text types</p> <p>Rising Stars assessment</p> <p>KS1 & KS2 Past Reading papers Mark Schemes & Thresholds. These can be downloaded from Rising Stars</p> <p>Target Tracker Statements</p>
Writing	<p>Cold and warm writing tasks before and at the end of a unit of work.</p> <p>Independent write</p> <p>Assessed piece of writing</p>	<p>Per unit/genre of work</p> <p>Termly summative assessment: December, March/April & July</p>	<p>Independent Writing Assessment Grid (IWAG)</p> <p>Past and current exemplars published by DFE.</p> <p>KS1 & KS2 Writing Framework assessment</p>
<u>Maths</u>	<p>Cold and Hot tasks from Staff Share</p> <p>Past papers for KS1 & KS2 (Y2 & Y6)</p> <p>White Rose Assessments (Termly)</p>	<p>Ongoing continuous assessment – cold and hot tasks.</p> <p>Termly summative assessment: December, March/April & July</p>	<p>KS1 Framework Assessment</p> <p>Target Tracker Statements</p> <p>White Rose Assessments & Past Papers for KS1 & KS2 Mark Schemes and Thresholds</p>

Marking and Feedback

A new **marking and feedback policy** was developed last term. This needs to be followed. Teachers need to ensure that they plan when marking will have the greatest impact in the learning process and mark work regularly and according to the guidance in the policy.

Marking Symbols	Prompt and action needed:
 Tick	Learning Objective achieved Not every example or calculation needs a tick! Spotting the errors & working on next steps helps us learn.
 Next Step Arrow	Next step: Look at this again or try this, following the instruction given.
 Clumsy circle	Clumsy vocabulary/simple error > Check your calculation > Replace this with a quality vocabulary choice
 Squiggly line	Does this make sense? > Read this back and correct the grammar
 Addition Arrow	Addition needed > Add more detail or information (e.g. description or extend sentence using a conjunction)
 Underline	Punctuation: what is missing? > Read through, checking and adding punctuation
 Highlighted word/letters	Check your spelling/letter formation > Use your High Frequency Word chart, word bank or dictionary to check & correct the spelling. > check your letter formation and correct.

See docs here for display/pupil resources: https://drive.google.com/drive/folders/1YD_Z7aUTv_AUqI-3ZLZ7I2dnXSoI.6cfn

Cold and hot tasks:

Before we teach a topic, we need to know what children know and understand about the subject already. Prior to the start of the topic/area of teaching focus the teacher will undertake a cold task. Cold tasks have a blue strip.

Cold task needs to be marked by the teacher and used to plan the unit of work encompassing common misconceptions and the differentiated starting points of the children in the class identified from the cold task.

In writing, for example you may be planning on teaching writing chronological reports. At the end of a unit of work in science but before the unit on chronological reports you can ask the children to write a report. This piece of work can be used as a cold task in writing and support the teacher in identifying what the children need to learn to do next. It can also be used to assess what the children have learnt in science at the end of that sequence of work.

Hot tasks are used at the end of unit of work and are used to demonstrate the impact of teaching on outcomes for children. These do not need to be marked in full but success criteria should be used to identify what has been achieved and possible next steps when this unit is revisited.

Overtime in mathematics, we will develop a bank of cold and warm, tasks that teachers can use to support teaching and learning.

In other subjects we may ask children to draw a mindmap or explain what they already know and understand about a topic and questions they would like to answer. They can return to this at the end as a sequence of work to add what they now know as a result of their learning.

Challenge and Differentiation

Getting it right for all our pupils starts with teacher assessment. By knowing and understanding where children are at, we can then ensure that we differentiate our teaching so that it is focussed and allows all children to make progress.

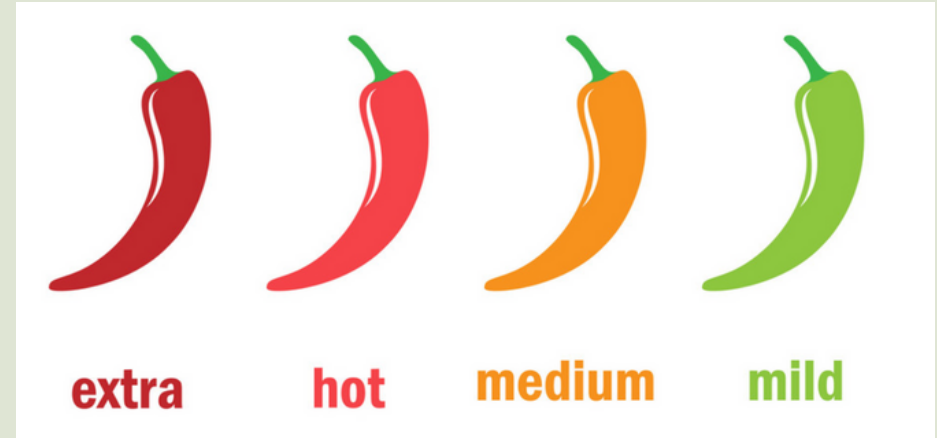
We know and understand that in mixed aged classes differentiation is even more crucial. Several staff meeting sessions have been led by our local authority advisors providing a wide range of ways in which tasks can be differentiated to include all children and ensure appropriate challenge. Staff are expected to use these in developing their teaching and learning sequences.

Teaching Assistants need to be deployed effectively to support teaching and learning. The Education Endowment Fund has provided a range of information on the effectiveness of teaching assistants. Teachers need to ensure that teaching assistants are deployed to work with children and vary the groupings so that teachers spend an equal amount of time working with all groups of children.

The use of TAs needs to be built into weekly plans and planning needs to be available at the start of the week so TAs can support learning in class effectively.

Within English and maths tasks there need to be at least 4 levels of differentiation/scaffold and support provided to make learning accessible

Differentiation is not about a different worksheet for every child - it is about enabling access to the curriculum and providing appropriate scaffolding and support.



The school day

The school day begins at 9:50 and ends at 3:20. There must be

- A daily Maths Lesson
- A daily English Lesson
- A daily Phonics/Grammar and Spelling session
- A daily Guided Reading Session

These can occur at any point in the day. A class timetable needs to be available at the start of each term.

	8:50 9:00	9:00 - 9:30	9:30 10:00	10:00: 11:00	11:00 11:15	11:15: 11:30	11:30: 12:30	12:15 13:15	13:15 14:15	14:15 15:15	
Monday	Registration Feedback/daily challenge	Phonics, Spelling, Grammar, feedback and response.	Guided Reading	Mental Maths	Break	Assembly PSHE	English	Lunch	PE	Science	
Tuesday		Phonics, Spelling, Grammar, feedback and response.	Guided reading				Maths		English	Science	PE
Wednesday		Phonics, Spelling, Grammar, feedback and response.	Guided reading				Maths		English	Art and Design	History/Geography
Thursday		Phonics, Spelling, Grammar, feedback and response.	Guided reading				Maths		English	Music/RE	Computing
Friday		Phonics, Spelling, Grammar, feedback and response.	Guided reading				Maths		English	MFL Additional foundation subject focus	History/ Geography/Art and Design

Rosenshine: What we know about effective practice

Barack Rosenshine's Principles of instruction identified 10 principles and 4 key strands that are identified as a **bridge** between research and classroom practice. These principles are based on Research on:

- how the brain acquires and used new information (cognitive science).
- common classroom practices of those teachers whose children make the highest gains
- findings from studies that taught learning strategies to children .

INSET day December 2020, all teachers were asked to read the text and consider how this will influence their teaching in the future:

Sequencing concepts and modelling

- Present new material using small steps
- Provide models
- Provide scaffolds for difficult tasks

Questioning

- Ask questions
- Check for student understanding

Reviewing material

- Daily review
- Weekly and monthly review

Stages of practice

- Guide student practice
- Obtain a high success rate
- Independent practice

Rosenshine: Putting what we know into practice

Sequencing concepts and modelling

- in planning ,we work backwards from where we want to get the children to get to and the steps they will need to take to get there
- We provide models, examples and images and practical opportunities
- We scaffold tasks, gradually increasing difficulty
- We demonstrate where we are going to and WAGOLL

Questioning

- In planning we consider what misconceptions children may have
- We vary our questioning and build "in time to think" and opportunities for no hands up to encourage full participation
- We use whiteboards, differentiated questioning and "show me" so that all children are engaged in the learning in the class

Reviewing material

- At the end of: a lesson, the day, the week, we ask children to consider how well they have done, what they think they may need to practice further what they have found easy and challenging
- We take the opportunity to revisit and check prior learning and retention of knowledge and skills with quizzes and by encouraging children to revisit and review their work and respond to feedback and marking.

Stages of practice

- Children need opportunities to practice and rehearse
- Teachers need to continuously evaluate the success rate of the children in their class
- Where children are struggling - intervention through pre-teaching, re-teaching and additional opportunities to catch-up through appropriate interventions is provided.
-

Continuous Improvement

OFSTED:

2017:

- There are inconsistencies in the quality of teaching across the school.
- Not enough pupils are making fast enough progress.
- Too few teachers share sufficiently high expectations of what pupils should be achieving.
- Too few pupils, especially in key stage 2, are given work which challenges them sufficiently to enable them to make enough progress.
- Outcomes in English and mathematics at the end of key stage 2 have not been high enough over the last three years

2020:

- Teachers do not implement the curriculum well enough in some subjects because they do not use assessment effectively
- Leaders need to ensure that all teachers use their knowledge of what pupils know and understand to inform their teaching.
- The curriculum is not delivered well in every subject.
- Leaders need to ensure that the curriculum is effectively implemented in all subjects.
- Leaders and governors need to improve communication with all parents

School self review:

- There's a lack of consistency and the quality of teaching is variable.
- Staff have had opportunities to engage in high quality CPD, now it needs to be implemented.
- Staff are working hard they are not working smart.
- Agreed policies need to be implemented consistently

Intent:

This year we intend to:

- Ensure the long term leadership of the school
- Have a curriculum that is fit for purpose
- Have a long term vision for the school and the development of the school environment
- Ensure that gaps in children's learning is identified and appropriate and effective support is provided.
- Improve the percentage of children making expected progress and achieving age related expectations.

Implementation:

- Advertise and provide transition plan for long term leadership of the school
- Review current processes and curriculum and adapt and develop to ensure compliance and challenge
- Governors to review vision and building plan and establish long term cycle of improvement/intent
- Review the use of TAs to ensure maximum impact

Impact:

- Improved outcomes in statutory assessments
- Improved learning environment
- Increased percentage of pupils working at ARE
- Improved outcomes demonstrated in children's books
- All teaching to be consistently good

Continuous Improvement

How well are we doing?

The School Self Evaluation (SEF) document identifies how well we are doing. A weekly monitoring cycle is identified in the Termly Operational Plan (TOP) This alongside feedback from LA advisers and OFSTED identifies that this is a school that needs to rapidly improve and is at risk of being judged to have serious weaknesses if rapid progress is not made.

How well should we be doing?

Outcomes; the progress and achievement of children are not good enough. This is a school with a stable intake, a low percentage of SEN and PP children. Too few children are achieving ARE and GD at the end of their time at our school. The learning environment is poor and significant improvements need to be made.

What more can we achieve?

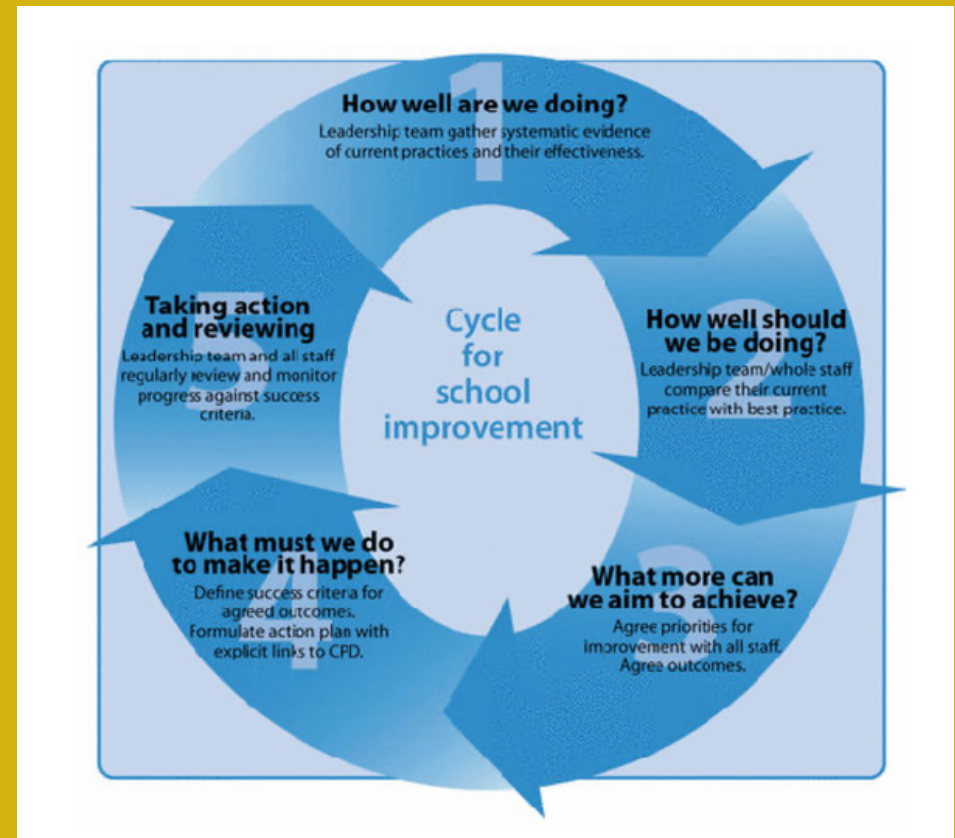
This school should be achieving at least national expectations at the end of Key-Stage 2. All children should be making accelerated progress from their starting points.

What must we do to make it happen?

We need to go back to basics and establish non negotiables. Too many children are still making common errors that are not addressed (see book monitoring). Pencil grip, letter and number formation, spelling of common exception words needs to be a focus.

The children's books must demonstrate the impact of teaching and learning over time. They set the standard. Cold, and hot tasks need to be explicit.

The School Improvement Cycle



High expectations and belief in people leads to high performance so very often belief creates fact.

There are no excuses, just the wrong support. We need to raise our expectations of all children.

We need to provide opportunities for children to respond to feedback and learn from their mistakes - we need to understand why those mistakes/errors are being made and address them.

Weekly book looks and support with planning and differentiation will be provided this term.

Inclusion

At Fenstanton And Hilton we want:

- Every child to be included academically and socially
- To **meet** the needs of all children so they are able to realise their potential

Inclusion begins with the class teacher assessments to know and understand where children are, and to enable quality first teaching

Where are we now?

We have a small percentage of PP children and children classified as having SEND. Currently outcomes for Pupil Premium children and children with SEND are poor and the gap between PP and Non PP pupils is too wide. PP children and children with SEND need to make accelerated progress.

We have a high level of teaching assistant support in school. Classes normally have a teaching assistant supporting their class in the mornings. TA time in the afternoons needs to focus on delivering interventions and catch up support

The school receives additional funding for PP children and has a PP action plan. Additional funding is being used to provide interventions to close the gap and ensure that there is differentiation and support within quality first teaching **it is expected that all PP and SEND children read daily with an adult.**

We need to identify the gaps in children's learning through assessment and use these to inform targets and provide effective targeted in class support and interventions, based on evidence and that are reviewed to look at the impact on a pupil's progress.

We need to maximise the possible impact of teaching assistants

Making it happen

- Differentiate learning so children can fully access the curriculum and make progress from their starting points. A whole school provision map and bank of strategies is currently being written to support teachers (Link to be attached)
- Scaffolds: use of toolkits and use of practical resources must be used and modelled to children. Pre-teaching of vocabulary must be planned
- Interventions must be planned after PP review meetings and teaching assistants must record interventions using the attached form (to be attached) to that the impact of interventions can be evidenced.
- Teachers and teaching assistants need to meet to discuss and review the progress of children on intervention and the impact of support.
- Teachers must ask advice from the SENCO if they continue to have concerns about children's progress and if interventions are not closing the attainment gap or the gap is widening
- Class teachers are expected to write: Assess, Plan, Do Review plans (APDRs) using the agreed pro forma (see link) These need to be reviewed regularly and at least once a term. APDRs need to be SMART. Next steps need to be reviewed. The SENCO will support teachers with this.
- All staff working with children need to be aware of children's needs, support to be provided, outcomes sought and any approaches or teaching strategies required.
- Training for teachers on the effective use of teaching assistants will be delivered this term
- Regular training for teaching assistants will be planned termly

Safeguarding

At Fenstanbtin and Hilton we take safeguarding very seriously and it is essential that all staff are aware of our safeguarding procedures and follow expectations to the letter. We are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment.

Our safeguarding policy is on the web-site

All staff will receive annual safeguarding training and additional updates as needed.

Safeguarding policies and procedures will be explained during induction and during the first week of staff beginning employment at the federation.

We use a system called My Concern to record safeguarding concerns. Please use the guide to support you in knowing what and when to record ([link](#))

The designated safeguarding leads are:

Oriana Dalton

Lucy Roberts

Emily Gore Rowe

Jemma Calverley

Professional development

At Fenstanton and Hilton Primary School, we want our children to have access to high quality teaching and learning experiences.

Staff Training last term included:

- Revisiting inputs from Maths and English Advisers
- Reviewing differentiation and support for all learners
- Agreeing a new marking and feedback policy
- Opportunities for staff to visit other schools
- Behaviour and Safeguarding

Training only has the impact if it is implemented in the classroom; If teachers use and apply the skills and knowledge taught when designing and planning the learning taking place in the classroom.

Our focus over the coming weeks will be on **implementing** the new curriculum model we have developed and ensuring that children's books and the learning environment meet the standards and expectations we have agreed.

All staff are expected to engage in CPD and to use and apply what they have learned in the classroom.

We will purchase and make use of support provided by the LA to support the development of subject leaders and improve the quality of provision at our school.

At this school, we understand the importance of feedback. Staff and children need to act upon feedback to enable us to improve outcomes for our children. Feedback is not personal. It is professional, progressive and purposeful.

Performance Management

Engagement

Effective communication is key:

A TOP: Termly operational Plan: is provided at the start of each term. This summarises what will be happening across the term, themes and opportunities along with school improvement foci.

A daily e-mail: is sent to all staff by 8:15 every week day - All staff are expected to open their e-mail, when they start work, and find out what is happening across the day. **(NO EXCUSES)**

Fortnightly newsletter:

A fortnightly newsletter is provided. Staff are expected to share and celebrate the learning that has taken place, the learning that will be taking place and how parents can help. The school newsletter will provide information about forthcoming events and dates and share other key information.

Google:

We use google classroom to set homework, share learning in school and provide remote learning for children unable to attend school.

Currently all classes should be posting their learning week on google classroom to support families that are shielding.

We also use our shared google drive to share our planning and to share key documents about the curriculum.

We use google meet to hold staff meetings and ensure that staff have access to online training and support.

My Concern:

We use My Concern to record safeguarding concerns and ensure that all staff contribute to records of pupil's wellbeing.



The use of Social Media:

Communication, particularly during this current pandemic, is forever changing and developing. We hope to establish the following principles and management:

Our School Web-site:

Our school web-site will be our school prospectus. It will provide the required statutory information and links. It will provide links to nationally held information about our school and information about our curriculum, and year group/key-stage information. School newsletters and class newsletters will be provided here.

Parent-mail:

We will use parent to e-mail class-specific information to parents and reminders.

Twitter, Facebook and Instagram:

A weekly post will be established - sharing something about what is happening in school. The Deputy Head will be responsible for leading school communications and will be given responsibility for managing these comms and ensuring they adhere to GDPR regulations.