

# St. Peter's CE Primary, Farnworth



## **Teaching, Learning and Implementation Policy**

2025-2026

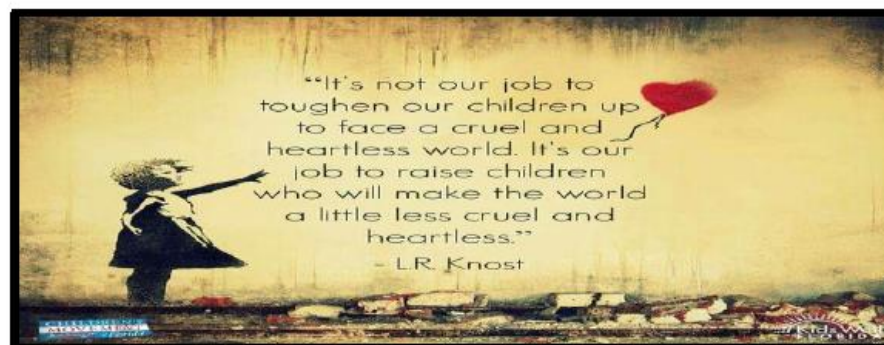


## Statement of intent

### What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

**“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11**

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

## **“Learn, Sparkle & Shine...”**

Develop the elements of wisdom, dignity, hope and community.

### WISDOM

#### **Learn**



**Knowing** more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

### DIGNITY, HOPE

#### **Sparkle**



Sparkling is **knowing who I am**, **what I love** and **being proud to be me**.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

### COMMUNITY

#### **Shine**



**Sharing** kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



**In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.**

**Matthew 5:16**

**“Learn, Sparkle & Shine...”**





What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

**Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.**

St. Peter's C.E. Farnworth

I have come to the frightening conclusion  
that I am the decisive element in the  
classroom,

It is my daily mood that makes the  
weather.

As a teacher I possess a tremendous  
power to make a child's life miserable or  
joyous.

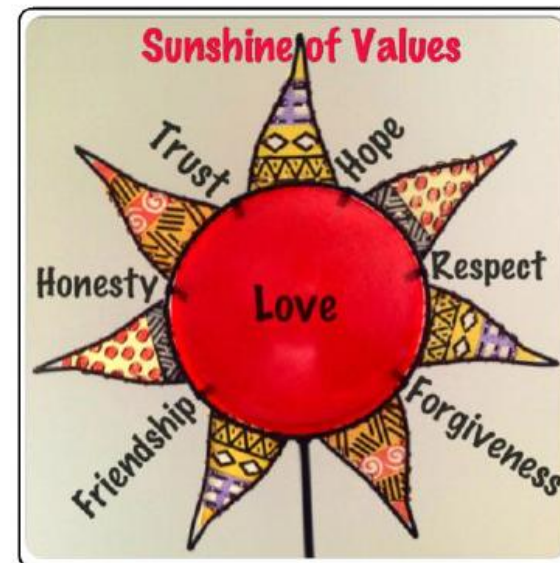
I can be a tool of torture or an  
instrument of inspiration.

I can humiliate or humour, hurt or  
heal.

In all situations it is my response that  
decides whether a crisis will be escalated  
or de-escalated, and

A child humanised or de-humanised.

Dr Haim Ginott



**“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”**

| Our vision<br>Our children will....                                                                                                                                                                              | Our beliefs and values.<br>Why?                                                                                                                                                                                                                                                                                                                                                                                                                  | Our strategy<br>What do we intend to do?                                                                                                                                                                                                                                                                                                     | Our strategy<br>What will you see?                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Learn</b><br>Allow for the development of wisdom, knowledge and skills.<br>                                                  | We believe ability is a consequence of what happens in our classrooms not a cause!<br>We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. <b>(Learn)</b> | Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. <b>(Learn)</b> <ul style="list-style-type: none"> <li>Promote the incremental learning theory – growth mindset approach</li> <li>Reward effort and attribute success to hard work and determination</li> </ul> | <b>Visible consistency-</b> The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.                                                                                                                                                                 |
| <b>Sparkle</b><br>Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.<br> | We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. <b>(Sparkle)</b>                                                                                                                                                                                                                     | Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. <b>(Sparkle)</b>                                                                                                                                                                            | <b>Visible collaboration-</b> The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.<br><br><b>Visible challenge-</b> The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. |
| <b>Shine</b><br>Allow for the development of community spirit – living well together.<br>                                     | We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. <b>(Shine)</b>                                                                                                                                                                                                                          | Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. <b>(Shine)</b>                                                                  | <b>Visible creativity-</b> The aim of visible creativity is to inspire a love of learning and deepen thinking.                                                                                                                                                                                                                                                                                                                                                          |

### **Aims and Intent:**

Teaching and learning is at the core of the pupil experience at St. Peter's CE Primary School. High quality planning, teaching and delivery enables all pupils, regardless of their backgrounds, to effectively access learning opportunities and in turn, flourish.

This will be achieved through the following:

- Teaching staff should have high academic and behavioural expectations for all pupils within their care.
- Deliver a quality, carefully structured curriculum, based upon up-to-date pedagogical practices (**Rosenshine's Principles**).
- A shared culture of respect and aspiration must be fostered through the teaching of the school's values using the 'Fortnightly Focus' approach. In turn, this provides the bedrock for a supportive, caring and nurturing environment, within which all pupils can successfully develop their spiritual, moral, cultural, social and intellectual learning.
- We aim to equip our pupils with the knowledge and skills required to not only access the National Curriculum, but also foster a 'life-long love of learning', independence and to strive for high aspirations.
- Work in partnership with home (parents), the wider school community and external providers in order to enrich and provide extended learning opportunities, which cannot be provided within the classroom environment (trips, visitors etc.).
- Aim to develop future citizens, thus preparing them for their future lives as successful individuals, parents and workers in our diverse and ever-changing society.

We want our pupils to '**Learn, Sparkle and Shine!**'

## **Implementation:**

### **Curriculum and Planning:**

Pupils at St. Peter's are provided with a knowledge-rich, broad and balanced curriculum based upon the statutory contents of the National Curriculum 2014.

We believe that children learn and subsequently achieve best when:

- Curriculum subjects are taught discretely, enabling the various knowledge strands to be explicitly modelled, taught and revisited.
- All schemes of work / Medium-Term Plans are completed in advance and saved on the shared drive under 'Curriculum Plans 24-25' and are fully resourced prior to learning. This enables learning components to be carefully sequenced and varied.
- Modelling is at the heart of teaching and learning, using the '**I Do, We Do, You Do**' process within all areas of curriculum delivery. This repetition of modelling and repeated practice supports the process of over-learning, providing clarity and structure.
- The revisiting of prior learning through '**Can you still?**' activities is used to reinforce learning, embedding knowledge and skills into long-term memory. Over time, this develops schema, enabling pupils to draw knowledge and understanding from across disciplines.
- Units are planned to incorporate learning from cognitive science (Rosenshine's Principles): spaced retrieval practice (including 'Can you still?' tasks, formative low-stakes testing, and strategies to build fluency).
- Units of work are supported by knowledge organisers based on key learning outcomes, subject-specific vocabulary and prior knowledge required for their future learning.
- Lesson input sessions should be short, focussed with a clear learning intention, thus avoiding cognitive overload.
- Key vocabulary (tier 3) is explicitly taught to enable pupils to understand key concepts and content within lessons.
- Reading must underpin other National Curriculum subject areas, as it is the key method of acquiring knowledge and factual information, both with lessons and from secondary sources of information (books, the Internet etc.).
- More specialised subject areas such as Music, PE/Games and Modern Foreign Languages (French) are supported through external agency teachers (Minshal Music, Rees Sports and Linguastars).

National Curriculum subjects are broken down and taught as units of study, each having an over-arching **composite** (the **Big Idea**). From this, carefully **sequenced components (small steps)** of learning are delivered, ensuring that all knowledge strands within each curriculum area are covered. The curriculum subject knowledge strands are as follow:

### Curriculum Subject Knowledge by Strands:

| <b>English:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Maths:</b>                                                                                                                                                                                                                                 | <b>Science:</b>                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge</b> <ul style="list-style-type: none"> <li>○ Reading <ul style="list-style-type: none"> <li>▪ Phonics</li> <li>▪ Comprehension</li> <li>▪ Fluency</li> </ul> </li> <li>○ Writing <ul style="list-style-type: none"> <li>▪ Transcription</li> <li>▪ Handwriting</li> <li>▪ Composition</li> </ul> </li> <li>○ Spoken Language</li> </ul> </li> <li>• <b>Disciplinary Knowledge</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Declarative Knowledge</b></li> <li>• <b>Procedural Knowledge</b></li> <li>• <b>Conditional Knowledge</b></li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge</b></li> <li>• <b>Disciplinary Knowledge</b></li> </ul>                                                                                                                                                                                |
| <b>History:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Geography:</b>                                                                                                                                                                                                                             | <b>Religious Education:</b>                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge</b></li> <li>• <b>Disciplinary Knowledge</b></li> <li>• <b>Chronological Knowledge</b></li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Locational Knowledge</b></li> <li>• <b>Place Knowledge</b></li> <li>• <b>Knowledge of Human and Physical Geography</b></li> <li>• <b>Geographical Skills and Fieldwork - Knowledge</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge – Content and concepts</b></li> <li>• <b>Disciplinary Knowledge – Methods</b></li> <li>• <b>Disciplinary Knowledge – Personal</b></li> </ul>                                                                                           |
| <b>Art:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Design and Technology:</b>                                                                                                                                                                                                                 | <b>Computing:</b>                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge</b></li> <li>• <b>Practical</b></li> <li>• <b>Theoretical</b></li> <li>• <b>Disciplinary Knowledge</b></li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Substantive Knowledge (Theory)</b></li> <li>• <b>Disciplinary Knowledge (Skills)</b></li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• <b>Declarative Knowledge</b></li> <li>• <b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>○ Computer science (both strands)</li> <li>○ Information Technology (both strands)</li> <li>○ Digital Literacy (both strands)</li> </ul> </li> </ul> |
| <b>Physical Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Music:</b>                                                                                                                                                                                                                                 | <b>Modern Foreign Languages:</b>                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• <b>Declarative Knowledge</b></li> <li>• <b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>○ The first PE Pillar of progression: motor competence</li> <li>○ The second PE pillar of progression: rules, strategies and tactics</li> <li>○ The third PE pillar of progression: healthy participation</li> <li>○ Vocabulary in PE</li> </ul> </li> </ul>                                               | <ul style="list-style-type: none"> <li>• <b>Tactic Knowledge</b></li> <li>• <b>Procedural Knowledge</b></li> <li>• <b>Declarative Knowledge</b></li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• <b>Phonics Knowledge</b></li> <li>• <b>Vocabulary Knowledge</b></li> <li>• <b>Grammar Knowledge</b></li> </ul>                                                                                                                                                  |



Teachers all have PPA time provided to enable them to plan using the school's agreed planning documentation and formats. Regular monitoring of curriculum planning subsequent pupil learning will be undertaken by subject leaders / co-ordinators.

All pupils are entitled to access their year group's curriculum. However, some may require support via the following formats:

- Task
- Resources / scaffolding
- Outcome
- Teacher/adult support

Reasonable adjustments to learning will be explicitly outlined in planning.

### **Lesson Structure and Sequencing:**

Medium-term plans for subjects other than English and Maths will have a composite – the overall 'Big Idea' related to the unit being taught. This provides the basis of what children should understand at the end of the unit.

Knowledge content should be planned in accordance to the statutory National Curriculum (2014) objectives outlined within the schemes of work and include all strands of knowledge within each subject area. The inclusion of non-statutory guidance within these schemes should also be used to support the creation of medium-term plans.

Knowledge should be taught in 'small steps' (components of learning) in order to avoid cognitive overload.

Planning should show carefully sequenced components, enabling pupils to refer to and build upon prior learning in order to ensure a more complete understanding of what is being taught.

Adaptive Teaching is used to deliver new learning content. This approach is embedded within lessons using a clear, '**I Do** (explicit teacher modelling / instruction), **We Do** (shared instruction) and **You Do** (independent practice / application)', with scaffolds gradually removed / faded out to encourage independent learning opportunities. This promotes high achievement and does not hinder opportunity or aspirations.

Opportunities for accessing prior knowledge and learning from previous lessons, units and year groups should be incorporated into lessons in the form of '**Can you still?**' activities, with '**challenge questions**' used to further their understanding within subjects other than English and Maths at least three times per term.

Within English and Maths, prior knowledge activation questions (Can you still?) should be short, focussed tasks completed either on whiteboards or within exercise books. Where possible, these should be linked to either identified gaps within learning or focus on linked concepts (example: short division as retrieval practice prior to teaching long division).

Other subjects, such as Science, Topic (History/Geography) and RE should also contain opportunities for prior knowledge retrieval, either in the form of factual content or developing subject specific skills. Again, these should be short and focussed, with pupils completing these orally, on whiteboards or written within exercise books.

Where appropriate, a suggested format for question choices should enable children to access not only knowledge from the previous lesson, but also from prior topics and from previous year groups (example: Y6 pupil asked a question about Rocks and Soils (Y3 unit) within science). These activities are designed to activate prior knowledge and improve the children's overall ability to access their long-term memories (See: **Appendix 3: Rosenshine's Principles**).

In this way, pupils will have significant opportunities to re-visit topics, activating prior knowledge and developing their long-term memory retrieval skills. Within spiral curricular subjects (example: science), knowledge from previous year groups is vital, acting as a pre-cursor to their current learning. Ultimately, this knowledge develops the children's schema, enabling inter-linked learning across all subject areas.

The use of plenary / mini-plenary sessions should be incorporated to enable the checking of knowledge and understanding through low-stakes formative assessment opportunities.

### **Maths:**

Maths will be taught using the same key principles of delivery as outlined above. Lessons will have a clear balance between fluency, reasoning and problem-solving, with lessons designed to ensure that pupils have opportunities to encounter all three question types. Maths lessons are supported through following the White Rose maths scheme in Y1 – Y6.

The learning of basic number skills and facts is essential in order to ensure accurate calculation. Consequently, pupils within Y1 will focus on number bonds, whilst pupils within Y2-6 will practice multiplication tables facts via Emile tasks set online on a weekly basis. Opportunities to practise basic number bonds, multiplication tables facts and calculation strategies should be provided through morning tasks set for completion during registration.

## **English:**

English lessons will be taught using the same principles of delivery as outlined above. 'Can you still?' recap content should focus on GAPS, previously taught sentence types or editing opportunities. English will follow a structure so that children build up to an extended independent write. This is a scaffolded approach so that for the final piece children have all their tools ready to write.

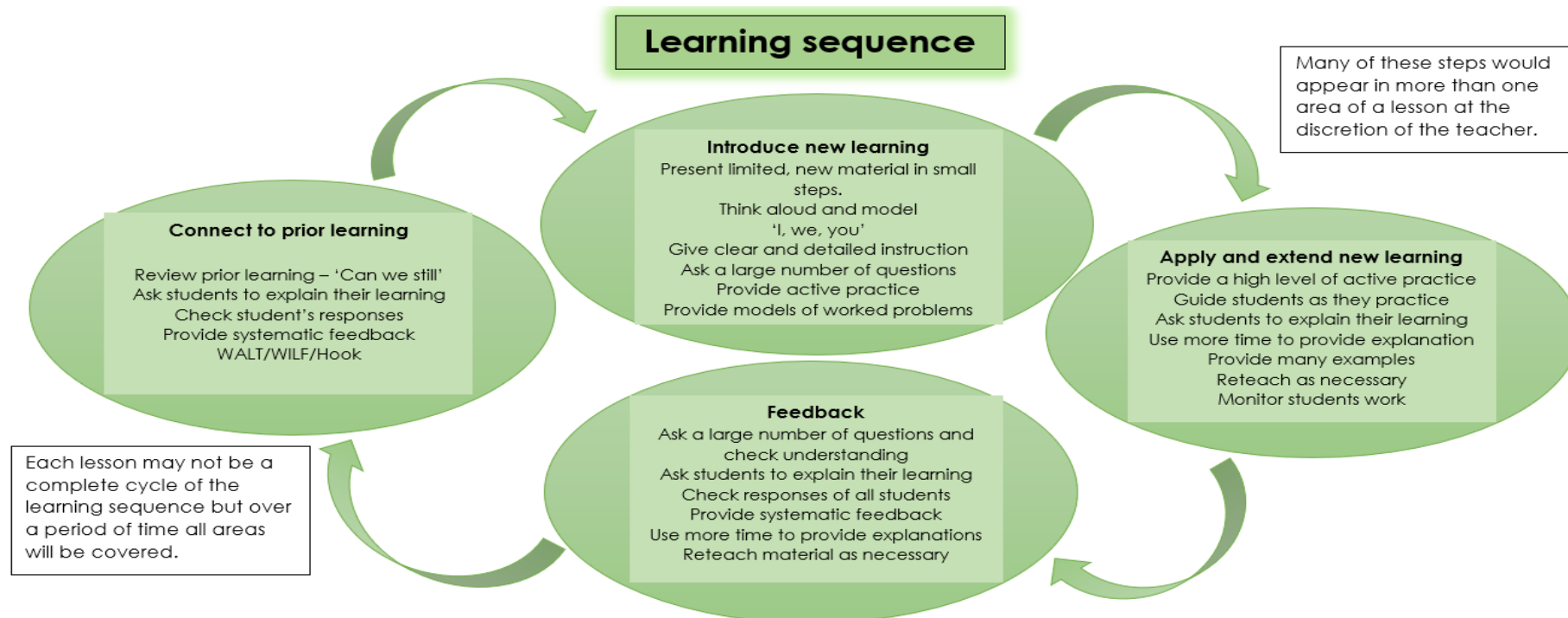
## **Handwriting**

This is taught explicitly with daily practise in EYFS – Y3 and 3 x weekly in Y4 – Y6. Children learn to print and then apply this to cursive from Y2.

## **Reading**

All subjects must be underpinned by **Reading**, with each curriculum subject area having an identified reading spine. The use of texts to support learning in other subjects is a requirement and where possible, guided reading sessions should be used to help recap subject knowledge, whilst the key skills of reading are being taught. Reading is the primary tool of research within the National Curriculum and the application of reading skills and strategies should be routinely evident within other curricular areas. These opportunities should be carefully and selectively planned for within subject medium-term plans. Guided reading is taught as a separate subject 3 x weekly using strategies from the ARE YOU REALLY READING project.

## The Learning Sequence:



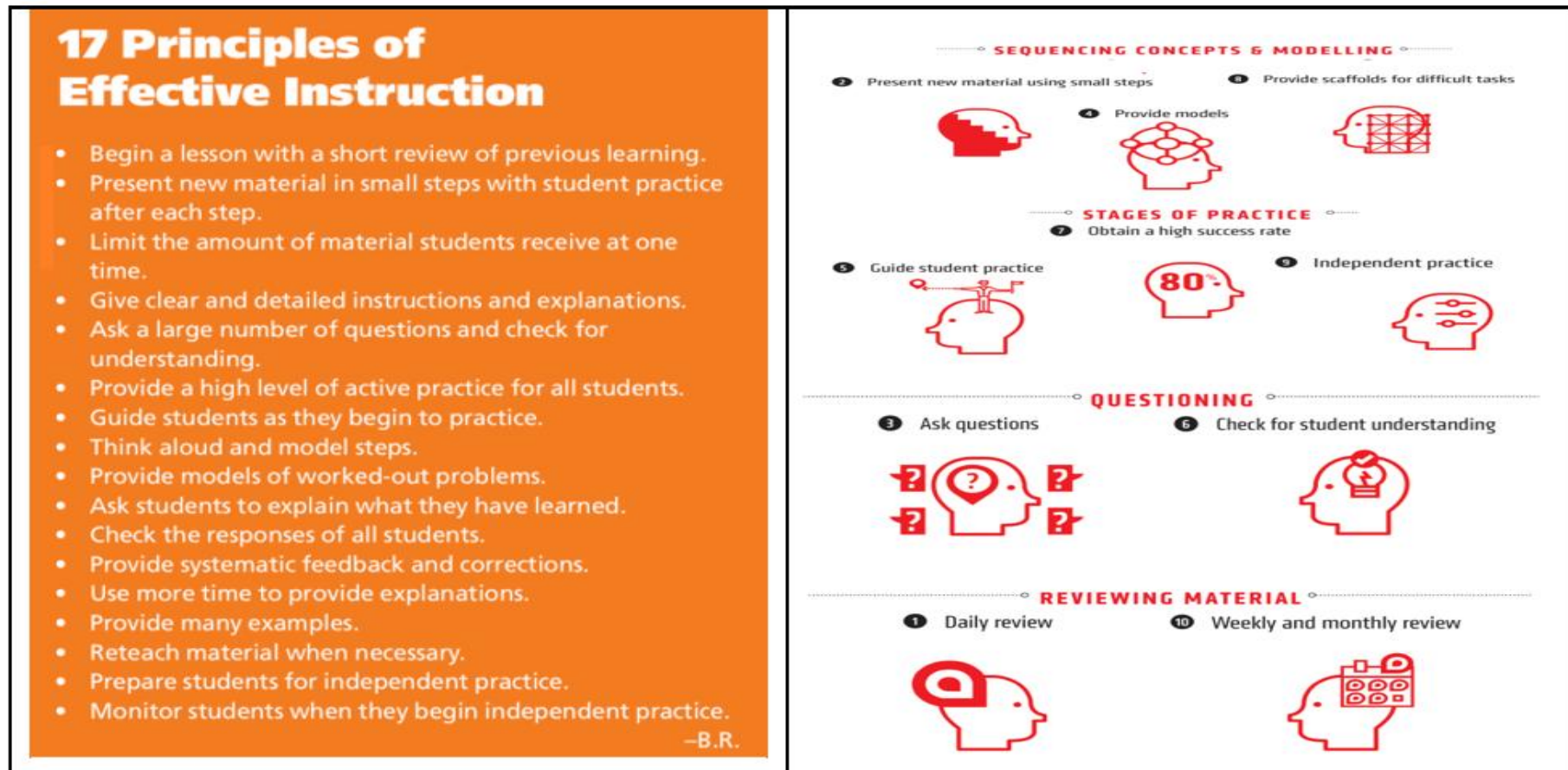
For more guidance of curriculum expectations and requirements, see **Appendices 1-3**

## Pedagogy - Rosenshine's Principles:

Teacher expertise lies at the core of the delivery of a planned, successful curriculum. Teachers at St. Peter's are actively encouraged to develop subject knowledge across the curriculum and also to support their subject leadership roles through directed CPD opportunities. This allows for clear curriculum planning, alongside strong, confident and direct instruction and delivery within the classroom. Direct instruction should be interspersed with age-appropriate pupil tasks,



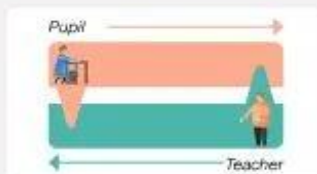
enabling pupils to practise and consolidate their understanding, before moving swiftly on to new content. This is achieved through the implementation of Rosenshine's Principles (**Appendix 3**).



The 'Seven-Step Model' should be used as a process of delivering new knowledge. This model acts as a scaffold, and is supported through the use of 'Can you still?' activities and the 'I Do, We Do, You Do' process.

# METACOGNITION

## The seven-step model



This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.

The orange part of the bar represents the pupil and the turquoise part represents the teacher input.

All seven steps could take place in a single lesson or it may be more appropriate for them to occur over a series of lessons.

The arrow leading from stage 7 to 1 signifies structured reflection informing planning when pupils come to do a similar task in future.



### Examples

*I ask pupils a series of questions about what they have learned previously that is relevant to today's learning*

*I talk to pupils about how they will complete the task and take them through each step as well as discussing possible strategies and how to manage their emotions*

*I verbalise my thought processes to pupils about the task, my choice of strategy and how I am managing my emotions*

*I check to see what pupils have understood and that they can remember the key aspects that have been taught*

*Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility*

*Pupils then complete the task by themselves without support*

*Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour*

**Inclusion:**

All pupils are entitled to access the curriculum for their specific year group. However, we recognise that for some pupils with additional needs, reasonable adjustments may be required in order to facilitate this. These adjustments will be dependent upon the needs of each pupil and might include:

- Adapted tasks / small steps using 'Now and Next' guidance
- Adult support
- Alternative / differentiated outcomes
- Pre-learning tasks opportunities
- Information presented in alternative formats
- Additional focussed support via interventions (as per provision maps)

See **Appendix 4** for additional guidance.

Differentiation will be explicitly detailed in planning. Learning objectives will be specified for all differentiated teaching. Pupil targets are evidenced in pupils' books or reading records/ homework diaries and are referred to on planning where appropriate.

**Feedback and Formative Assessment Opportunities:**

As part of the teaching and learning process, pupils require constructive and celebratory feedback. The purpose of feedback and assessment is threefold:

- 1) To inform the teacher of a child's attainment and therefore to inform future planning.
- 2) To inform a child of how well they have done and what they need to do next.
- 3) To motivate a child through celebrating success.

Therefore, all lessons should feature some form of formative feedback in order to check for pupil understanding and for errors and misconceptions in order to inform subsequent learning requirements and tasks (morning tasks, 'Can you still?' and where needed, revisiting concepts).

Assessment opportunities can be varied and creative (Kahoots, LBQ tasks, Post-It Notes, quizzes etc.), but must be focussed and targeted for the required and desired outcome.

The use of formal, summative testing should be used to check pupils longer-term understanding of taught content.

The use of guided self-marking, in particular within Maths is a method of providing instant feedback and if question answers are modelled as a part of this process, pupils can correctly identify errors in their workings, acting as a form of 'over-learning'.

See the **Marking Policy** for more guidance.

## Appendix 1:

# Curriculum Expectations Per Subject (Y1-6)



**All planning MUST be on the network – teaching – curriculum plans – 2024/2025**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                  |                                                                                                                                                                                 |
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| <b>PE</b> <ul style="list-style-type: none"> <li>• x2 lessons per week</li> <li>• x2 blog posts per half term</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Science</b> <ul style="list-style-type: none"> <li>• x1 lesson per week</li> <li>• x1 maths link per half term</li> <li>• x1 extended writing task per half term</li> </ul>            | <b>Drama</b> <ul style="list-style-type: none"> <li>• x1 now press play per term</li> </ul>                                                                                                                | <b>RE</b> <ul style="list-style-type: none"> <li>• x1 extended writing per half term</li> </ul>                                                                                  | <b>PSHE/SMSC</b> <ul style="list-style-type: none"> <li>• x1 week (minimum) opportunity on Blog/X for your hidden/wider curriculum</li> <li>• RSHE tracker completed</li> </ul> |
| <b>Computing</b><br><b>Evidence in the Computing book:</b><br>Knowledge organisers stuck in at the start of the unit; Lessons are dated; LC is included; Objectives are included. <ul style="list-style-type: none"> <li>• Evidence of children's learning/understanding needs to be clear, either through work sheets or post it notes for class discussion lessons (TA can scribe post it notes for younger classes)<br/>A sentence or two to explain what the task is, is to be included</li> <li>• If a lesson is completed over 2 weeks (e.g. input one week, task the next) both dates need to be included on the work in the Computing book</li> <li>• If the children are working on laptops (e.g. during Digital Literacy), you do not need to stick something in the book for every lesson – however, select a few children's work to be printed when the project is finished and added to your Computing book, with the dates of the lessons and the objectives completed.</li> </ul> |                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                  |                                                                                                                                                                                 |
| <b>Geography</b> <ul style="list-style-type: none"> <li>• x1 extended write per half term</li> <li>• x1 maths link per half term</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Handwriting</b> <ul style="list-style-type: none"> <li>• x2 or 3 discrete lessons per week</li> </ul>                                                                                  | <b>Maths</b> <ul style="list-style-type: none"> <li>• x5 lessons per week</li> <li>• weekly arithmetic</li> <li>• termly x table tests (details to follow)</li> </ul>                                      | <b>Writing</b> <ul style="list-style-type: none"> <li>• short write/extended write every other week</li> </ul>                                                                   | <b>Spelling</b> <ul style="list-style-type: none"> <li>• x2 or 3 lessons per week using Emile.</li> <li>• Emile set as homework</li> </ul>                                      |
| <b>History</b> <ul style="list-style-type: none"> <li>• x1 extended write per half term</li> <li>• x1 maths link per half term</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Reading</b> <ul style="list-style-type: none"> <li>• Reading aloud to children x2 or 3 per week</li> <li>• Modelling reading with prosody</li> <li>• Inviting reading areas</li> </ul> | <b>Music</b> <ul style="list-style-type: none"> <li>• Half term recording of musical evidence saved on the network</li> <li>• planning to be dated weekly on the network – own or Minshal music</li> </ul> | <b>Art / DT</b> <ul style="list-style-type: none"> <li>• x1 lesson per week (alternating subject focus, with cross-curricular links to the wider National Curriculum)</li> </ul> | <ul style="list-style-type: none"> <li>• Laptops/iPads – storing correctly</li> <li>• PE cupboard to be kept tidy</li> </ul>                                                    |
| For EYFS (YR)/Sparkle curriculum coverage expectations, see <b>Appendix 2.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                  |                                                                                                                                                                                 |



## What does provision look like in the various year groups from EYFS to Year 2 (including Sparkle)



| <u>Type of provision</u>                                                      | <u>Sparkle</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>EYFS</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Year 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Year 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Morning tasks</b>                                                          | <ul style="list-style-type: none"> <li>Settling Time</li> <li>Name Writing/Trace</li> <li>Days of the week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Writing name</li> <li>Fine motor skills practise</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Colouring practise key words</li> <li>Spelling practice and number bond practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Tables</li> <li>Spellings and handwriting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning (inc. behaviour for effective learning and learning routines)</b> | <ul style="list-style-type: none"> <li>Sitting at the learning table/interactive whiteboard during inputs</li> <li>Inputs no longer than 10 minutes</li> <li><i>NB - For some children, a fidget toy might be necessary.</i></li> <li>Children sit at the learning table / whiteboard during input. (Short input 10 minutes maximum).</li> <li>Focussed learning for all children based on their specific targets (see files).</li> <li>Maths, English 4 x week (practical/sensory activities included)</li> <li>Phonics, 1:1 Reading, Speech and Language daily.</li> </ul> | <ul style="list-style-type: none"> <li>Children sit on the carpet for whole class input.</li> <li>Children sit on their spot with legs crossed, facing the right way.</li> <li>Short inputs (no longer than 15/20 minutes)</li> <li>Focus task in the classroom with groups of children (Maths, English and Topic over the week)</li> <li>Children choose their learning in the areas linked to the book of the week (outside and inside).</li> <li>Adults engaging with the children, taking photos and recording children's evidence for their individual folders.</li> </ul> | <ul style="list-style-type: none"> <li>Children sit on the carpet for whole class input.</li> <li>Children sit on their spot with legs crossed, facing the right way.</li> <li>Whiteboards used for input where appropriate.</li> <li>When completing their task, children sit at their table.</li> <li>Adults come to the children, children do not get out of their seat during learning.</li> <li>If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as number bonds/spellings.</li> <li>For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed</li> </ul> | <ul style="list-style-type: none"> <li>Children sit at their learning tables when listening to the input. Sometimes children sit on carpet for input In Year 2 Green if they are sharing a story or need to see the board more closely</li> <li>Whiteboards used in inputs as much as possible (we do)</li> <li>When completing their task, children sit at their table.</li> <li>Adults come to the children, children do not get out of their seat during learning.</li> <li>If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as tables/spellings.</li> </ul> |

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|                                | <ul style="list-style-type: none"> <li>• PSED/Art</li> <li>• Adults engaging with the children at all times, taking photos and recording evidence.</li> </ul> <p>Sparkle children all have additional needs, behavioural needs and intimate care plans, this can affect the learning at times and the timetable.</p>  |                                                                                                                                                                                                                                                                                                                                        | <p>outside the classroom so it does not distract others in class.</p> <ul style="list-style-type: none"> <li>• TA to be supporting a group of children or individual during learning time.</li> </ul>                  | <ul style="list-style-type: none"> <li>• For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed outside the classroom so it does not distract others in class. (Ladywood children)</li> <li>• TA to be supporting a group of children or individual during learning time. Sometimes the class TA needs to do readers or check reading books or other tasks.</li> </ul>  |
| <b>Books/<br/>presentation</b> | <ul style="list-style-type: none"> <li>• Speech and language tasks completed daily.</li> <li>• x4 English tasks per week</li> <li>• x4 Maths tasks per week</li> <li>• Art books</li> <li>• Understanding of the World books</li> <li>• Blog</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• x1 evidence of English per week</li> <li>• x1 evidence of Maths per week</li> <li>• x1 of all other topics per week</li> <li>• x3 handwriting tasks per week (some on whiteboards and some in little books)</li> <li>• Evidence of learning on Tapestry as a class and individuals</li> <li>• Evidence of learning from continuous provision in children's folders.</li> </ul> | <ul style="list-style-type: none"> <li>• x4 evidence of English/RJ per week</li> <li>• x5 evidence of Maths per week</li> <li>• x1 of all other topics per week</li> <li>• x3 handwriting tasks per week</li> </ul>  | <ul style="list-style-type: none"> <li>• x5 evidence of English/RJ per week</li> <li>• x5 evidence of Maths per week</li> <li>• x1 of all other topics per week</li> <li>• x3 handwriting tasks per week</li> </ul>                                                                                                                                                                                                                                                                                                     |

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| <b>Environment</b> | <ul style="list-style-type: none"> <li>Minimalistic areas – not overload for children.</li> <li>Tidy, organised and labelled so the boxes are accessible for the children.</li> <li>Neat and tidy displays with a purpose and meaning for the children.</li> <li>Shelves and units tidy and organised.</li> <li>Staff will be reading regularly with the children (1:1).</li> </ul> | <ul style="list-style-type: none"> <li>Tidy, organised areas inside and outside.</li> <li>Neat and tidy displays with a purpose and meaning for the children.</li> <li>Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>WAGOLLS updated regularly.</li> <li>Teacher's desks not cluttered – bare minimum to be on it.</li> <li>Shelves and units tidy and organised.</li> <li>Staff will be reading regularly with the children (1:1).</li> </ul> | <ul style="list-style-type: none"> <li>Neat and tidy displays with a purpose and meaning for the children.</li> <li>Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>WAGOLLS updated regularly.</li> <li>Teacher's desks not cluttered – bare minimum to be on it.</li> <li>Shelves and units tidy and organised.</li> <li>Staff will be reading regularly with the children (1:1 and paired).</li> </ul> | <ul style="list-style-type: none"> <li>Neat and tidy displays with a purpose and meaning for the children.</li> <li>Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>WAGOLLS updated regularly.</li> <li>Teacher's desks not cluttered – bare minimum to be on it.</li> <li>Shelves and units tidy and organised.</li> <li>Staff will be reading regularly with the children (1:1 and paired).</li> </ul> |



## **What does provision look like in the various year groups in Key Stage 2?**

| <b><u>Type of provision</u></b>                                               | <b><u>Year 3</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b><u>Year 4</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b><u>Year 5</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Year 6</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Morning tasks</b>                                                          | <ul style="list-style-type: none"> <li>• Tables</li> <li>• Spellings and handwriting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Tables</li> <li>• Spellings and handwriting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Range of tasks including maths, spelling, times tables, etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Maths</li> <li>• Short reading comps</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Learning (inc. behaviour for effective learning and learning routines)</b> | <ul style="list-style-type: none"> <li>• Children sit at their learning tables when listening to the input.</li> <li>• Whiteboards used in inputs as much as possible (we do)</li> <li>• When completing their task, children sit at their table.</li> <li>• Adults come to the children; children do not get out of their seat during learning.</li> <li>• If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as tables/spellings.</li> <li>• For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed outside the classroom so it does not</li> </ul> | <ul style="list-style-type: none"> <li>• Children sit at their learning tables when listening to the input.</li> <li>• Whiteboards used in inputs as much as possible (we do)</li> <li>• When completing their task, children sit at their table.</li> <li>• Adults come to the children; children do not get out of their seat during learning.</li> <li>• If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as tables/spellings.</li> <li>• For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed outside the classroom so it does not</li> </ul> | <ul style="list-style-type: none"> <li>• Children sit at their learning tables when listening to the input.</li> <li>• Whiteboards used in inputs as much as possible (we do)</li> <li>• When completing their task, children sit at their table.</li> <li>• Adults come to the children; children do not get out of their seat during learning.</li> <li>• If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as tables/spellings.</li> <li>• For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed outside the classroom so it does not distract others in class. (Ladywood children)</li> </ul> | <ul style="list-style-type: none"> <li>• Children sit at their learning tables when listening to the input.</li> <li>• Whiteboards used in inputs as much as possible (we do)</li> <li>• When completing their task, children sit at their table.</li> <li>• Adults come to the children; children do not get out of their seat during learning.</li> <li>• If finished, children have an extra task to complete linked to the learning in that lesson or complete a basic skills task such as tables/spellings.</li> <li>• For some children (with additional needs or behavioural needs), they may need a choosing time but this is completed outside the classroom so it does not</li> </ul> |

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|                             | <p>distract others in class. (Ladywood children)</p> <ul style="list-style-type: none"> <li>TA to <b><u>be supporting a group of children</u></b> or individual during learning time. Sometimes the class TA needs to do readers or check reading books or other tasks.</li> <li>Children to be read to and listened to read, on a regular basis.</li> </ul>  | <p>distract others in class. (Ladywood children)</p> <ul style="list-style-type: none"> <li>TA to <b><u>be supporting a group of children</u></b> or individual during learning time. Sometimes the class TA needs to do readers or check reading books or other tasks.</li> <li>Children to be read to and listened to read, on a regular basis.</li> </ul>  | <ul style="list-style-type: none"> <li>TA to <b><u>be supporting a group of children</u></b> or individual during learning time. Sometimes the class TA needs to do readers or check reading books or other tasks.</li> <li>Children to be read to and listened to read, on a regular basis.</li> </ul>  | <p>distract others in class. (Ladywood children)</p> <ul style="list-style-type: none"> <li>TA to <b><u>be supporting a group of children</u></b> or individual during learning time. Sometimes the class TA needs to do readers or check reading books or other tasks.</li> <li>Children to be read to and listened to read, on a regular basis.</li> </ul>  |
| <b>Books / presentation</b> | <p>Highest quality of presentation. Children <b>must</b> fix if it is not of the expected standard. Please ask for TA to help monitor this.</p>  <ul style="list-style-type: none"> <li>x5 evidence of English/RJ per week</li> <li>x5 evidence of Maths per week</li> </ul>                                                                                | <p>Highest quality of presentation. Children <b>must</b> fix if it is not of the expected standard. Please ask for TA to help monitor this.</p>  <ul style="list-style-type: none"> <li>x5 evidence of English/RJ per week</li> <li>x5 evidence of Maths per week</li> </ul>                                                                                 | <p>Highest quality of presentation. Children <b>must</b> fix if it is not of the expected standard. Please ask for TA to help monitor this.</p>  <ul style="list-style-type: none"> <li>x5 evidence of English/RJ per week</li> <li>x5 evidence of Maths per week</li> </ul>                            | <p>Highest quality of presentation. Children <b>must</b> fix if it is not of the expected standard. Please ask for TA to help monitor this.</p>  <ul style="list-style-type: none"> <li>x5 evidence of English/RJ per week</li> <li>x5 evidence of Maths per week</li> </ul>                                                                                 |



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|                    | <ul style="list-style-type: none"> <li>• x1 of all other topics per week</li> <li>• x2/3 handwriting tasks per week</li> <li>• x2/3 spelling lessons per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• x1 of all other topics per week</li> <li>• x2/3 handwriting tasks per week</li> <li>• x2/3 spelling lessons per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• x1 of all other topics per week</li> <li>• x2/3 handwriting tasks per week</li> <li>• x2/3 spelling lessons per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• x1 of all other topics per week</li> <li>• x2/3 handwriting tasks per week</li> <li>• x2/3 spelling lessons per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Environment</b> | <ul style="list-style-type: none"> <li>• Neat and tidy displays with a purpose and meaning for the children</li> <li>• Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>• WAGOLLS updated regularly.</li> <li>• Teachers' desks not cluttered – bare minimum to be on it.</li> <li>• Shelves and units tidy and organised.</li> <li>• Children's work to be on displays (Not just Twinkl displays)</li> <li>• Each class should have an inviting reading area</li> </ul> | <ul style="list-style-type: none"> <li>• Neat and tidy displays with a purpose and meaning for the children</li> <li>• Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>• WAGOLLS updated regularly.</li> <li>• Teachers' desks not cluttered – bare minimum to be on it.</li> <li>• Shelves and units tidy and organised.</li> <li>• Children's work to be on displays (Not just Twinkl displays)</li> <li>• Each class should have an inviting reading area</li> </ul> | <ul style="list-style-type: none"> <li>• Neat and tidy displays with a purpose and meaning for the children</li> <li>• Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>• WAGOLLS updated regularly.</li> <li>• Teachers' desks not cluttered – bare minimum to be on it.</li> <li>• Shelves and units tidy and organised.</li> <li>• Children's work to be on displays (Not just Twinkl displays)</li> <li>• Each class should have an inviting reading area</li> </ul> | <ul style="list-style-type: none"> <li>• Neat and tidy displays with a purpose and meaning for the children</li> <li>• Children well trained in tidy up time – every resource has a place and is put back where it belongs.</li> <li>• WAGOLLS updated regularly.</li> <li>• Teachers' desks not cluttered – bare minimum to be on it.</li> <li>• Shelves and units tidy and organised.</li> <li>• Children's work to be on displays (Not just Twinkl displays)</li> <li>• Each class should have an inviting reading area</li> </ul> |
| <b>Homework</b>    | <ul style="list-style-type: none"> <li>• Times tables and spelling task set on Emile each week</li> <li>• Reading 5+ times per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Times tables and spelling task set on Emile each week</li> <li>• Reading 5+ times per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Times tables and spelling task set on Emile each week</li> <li>• Reading 5+ times per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Times tables and spelling task set on Emile each week</li> <li>• Reading 5+ times per week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |



# THE PRINCIPLES OF INSTRUCTION

## TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

**HOW2**  
teachinghow2a.com

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

### 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

## Appendix 4:

# High quality teaching benefits pupils with SEND The 'Five-a-day' principle

