



The Seagrave Way

2022-23



- We focus on **Quality first Learning**. Our *Quality first Teaching* enables us to deliver that **Learning**.
- We concentrate on the **craft** not the art. We **Guide from the Side** not Sage on the Stage.
- We know what gaps children have and what we are going to do about them.
- Our planning is responsive and flexible. It aims to precisely provide what children need to understand and what gaps to fill.
- Our focus is on what **needs to be learnt** so that **children** can make **progress**.
- **Our moral purpose is to help every child meet their true potential.**
- We have **high expectations** within a **supportive environment**.
- We use **data** to **inform strategy**.
- We help children to see **PiXL Tests** as a way of **communicating** what they need to learn.
- We focus on what is the **now**? What do children need? We dig deep. We do this because of the impact COVID has on children's learning but also because of previous gaps.
- We constantly question was what that child achieved in EYFS high enough? Was what they achieved in Y2 high enough and so should we be aiming higher than our current FFT? **We aim to be above national in all areas to enable us to meet our Moral Purpose.**

	Marking and Feedback									
English – writing/GPS book LO must be displayed at the top of every piece of work	Ticks and a wish - when required (teacher discretion) Self and peer marking Verbal feedback (VF) Success criteria labels – Hot Write Grids Maximum of three spellings 'SP' in the margin and children write the spelling correctly in the back of the book GPS exercises - Acknowledgement from the teacher.									
Maths book LO must be displayed at the top of every piece of work	Ticks and a wish - when required (teacher discretion) Verbal feedback (VF) Self and peer marking									
Topic books/work LO must be displayed at the top of every piece of work	Acknowledged by the teacher Cross- curricular writing – As English Verbal feedback (VF) Self and peer marking									
Reading diaries/Home communication	EYFS – Y4 – Reading comment in diary from adult in school and comment in teacher's reading record UKS2 – Pupil record in diary teacher record in teacher's reading record. To be checked daily and date stamped									
Draft books	No written feedback May be annotated with grammar and spelling pointers									
Spelling books	Ticks									
Handwriting books – Y1-4	Verbal (VF) or sticker/stamp No written feedback									
Foundation stage books	More emphasis on verbal feedback (VF) Written feedback should be used to inform adults rather than the child for next steps of learning/support. All feedback should be given to the child at the point of learning.									
Codes	<table border="1"> <tbody> <tr> <td>VF</td> <td>Verbal Feedback</td> </tr> <tr> <td>I</td> <td>Independent Work</td> </tr> <tr> <td>S</td> <td>Supported work</td> </tr> <tr> <td>SP</td> <td>Spellings</td> </tr> </tbody> </table>		VF	Verbal Feedback	I	Independent Work	S	Supported work	SP	Spellings
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Topic Work Expectations

Coverage

Ensure that each half-term's topic Intent Overview objectives are delivered in all subjects. Some half terms will have an emphasis on History or Geography. All other subjects must be taught during the half term.



Please provide a timetable to detail how this will be done. Friday timetables must include one PE session, art and design and/or design technology. E.g. week 1—two hours + of art and design, week 2—two hours + of design technology. A Friday could also be used for an in-depth science investigation and write up.

Presentation, Marking & Feedback

Topic work in terms of presentation MUST be of the same quality as that completed in English. Teachers must give the same level of attention to marking and feedback as given to English and Maths work.

Cross curricular/Creative work

Evidence of this MUST be shown to have taken place in each half-term's topic. A montage of photos should be included as evidence, together with an knowledge organiser which has been highlighted for/by individual learners – it doesn't have to be a picture of the child whose book it is, but a montage of the learning that's taking place in the classroom. These montages can cover: music, art, D/T, drama/role play, cooking.

Planning

Topic planning MUST be linked to the subject Intent Overviews. Medium term planning format must be used and in sufficient detail for a NQT/supply teacher to pick up the learning. All planning and resources must be uploaded to the staff share.

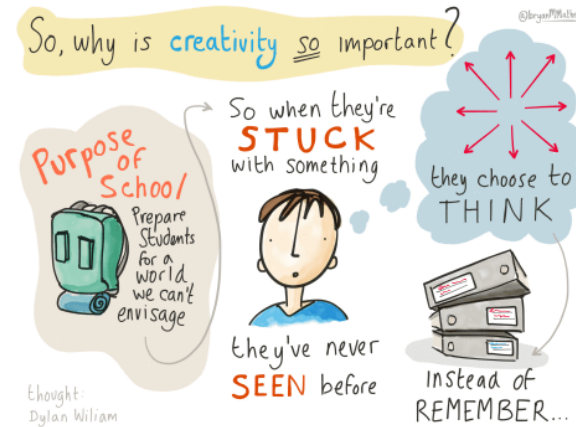
Writing opportunities

Evidence of extended writing using previous genres taught in English, so that children have the opportunity to apply English skills across the curriculum.

Topic Page & Knowledge Organisers

At the start of each topic a knowledge organizer must be stuck in books—please use the format provided.

Knowledge organisers are to be added to the class page on the school website.



Curriculum Intent

- Our curriculum and the way in which we are delivering it is based upon the above image.
- We are working towards supporting and challenging our children to move beyond **functional knowledge** to **conceptual knowledge**.
- We believe in **structure without predictability**. This enables our curriculum to maintain its **key objectives** but respond to **local, national, international and global events and issues**.
- Through our curriculum we are working towards supporting and challenging our children to become **resilient, independent, confident and empathetic individuals**.
- Our curriculum delivery is working towards supporting and challenging our children to **question**, use **high level vocabulary** and to have **open thinking**, having seen this **modelled** by the **adults** around them.



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Teaching and Learning Principles

Please also see

BEP Teaching and Learning Principles 21-23 for full details.

Feedback Policy 2022

Teaching and Learning block, typically around 6 weeks Number of weeks is flexible to work in half and full terms	Week 7	Week 8	End of term
Teaching & Learning. Ensuring progressive coverage of the curriculum, moving from prior learning and content into application and deeper understanding.	Assess and review. PPMs.	Response to outcomes of assessment	Final review and future planning.
			Data submission

Teaching & Learning block				
Surface Acquiring	Surface Consolidating	Acquisition and application	Consolidations	Transfer
Facts, background & content to enable learning, create automaticity and reduce cognitive load. Ability to recall from memory.		Using learned knowledge and content. Ability to apply learning accurately.		To apply knowledge and concepts in new/different contexts
<ul style="list-style-type: none"> Spaced learning and opportunity for repetition and review throughout – 4/5 times to learn! Move from surface to deep learning Always engaging, fun and pitched at a fair level of challenge 				

Typical lesson structure					
Retrieval & Recall	Introduction & modelling	Deliberate practice #1	Review & Re-direction	Adapted deliberate practice #2	Plenary & Plan
Recall of prior learning. Questioning, quizzes and tasks.	'New' learning. Clear learning intentions and modelled practice & expectations.	Scaffolded task – as required linked to AfL	Assess progress and adapt/re-direct group and individuals	Learners re-directed towards learning intentions following any feedback/intervention or adaptation of tasks	Summarise and plan learners for next steps. End positively!
<ul style="list-style-type: none"> Ongoing feedback from learner to teacher: this is key for overall success of learning <u>for all</u> Live feedback on task/process/person from teacher to learner is key to rate of <u>success for individual</u> 					



Provision within the Classroom

- Teachers understand/can articulate how each SEND pupil's additional needs impact on their learning.
- Every classroom must have a visual timetable which is updated daily.** This is in addition to any individual timetables which specific SEND pupils may have.
- Provision for SEND pupils must be detailed on each class/year group intervention plan and be referenced in weekly planning.
- Every SEND pupil must have an individual education plan, detailing the provision they have which is above and beyond universal provision. This must be updated at least once per term and shared with parents. IEPs must be filed in the child's SEND file.
- Adults should not be working harder than the pupils—ultimately pupils need to feel independent and successful
- ALL SEND pupils should have planned opportunities to work independently each day. With the correct resources and pre-teaching, all pupils are able to work independently for at least a short time.
- Teachers must ensure that they work with ALL groups of pupils throughout the week to enable them to assess understanding and progress and so to plan effectively to move each pupil's learning forward.
- At the end of each academic year, teachers are responsible for ensuring that they meet with their new class' previous class teacher to discuss the needs of all SEND pupils and interventions currently in place. When a pupil has regular Intervention/Teaching sessions in place, it is the new class teacher's responsibility to ensure that these interventions continue.

SEND

SEND Register & Referrals

- Teachers know which pupils in their class are on the SEND register. They know which category of need each of these pupils comes under on the SEND register.
- Every pupil on the SEND register must have a one page profile and an initial concerns checklist. These must be updated at least annually. If a pupil's needs change then their one page profile must be updated accordingly.
- Teachers must inform parents when making a referral for SEND support.
- Teachers must read the SEND files for the children in their class and sign the form to confirm they have read them.
- After the SENDCo/agency has carried out a pupil observation, the class teacher is responsible for thoroughly reading the SENDCo's observation record and recommended strategies. They must then decide which of these strategies they are going to implement and record within their IEP. The SENDCo will then organise for a follow up observation/discussion to assess/ascertain the impact of these strategies.
- Teachers must thoroughly read all reports provided by external agencies (such as SALT and EPS) and implement the recommended strategies. If they are unable to implement the recommended strategies then teachers must speak to the SENDCo for further support/guidance.

EHCPs

- Teachers who have a pupil with an EHCP in their class must ensure that they read the EHCP thoroughly and understand the educational provision which must be in place. It is the class teacher's responsibility to ensure that this provision is in place. If support is needed with this then please speak to the SENDCo.

Parents

- The parents of each SEND pupils must be offered one SEND provision review meeting each term. These are in addition to parent's evenings. All provision reviews should be recorded on the IEP review sheet and signed by parents
- Following a review the new IEP must be sent out within two weeks of the meeting. This IEP must be signed by the SENDCo.



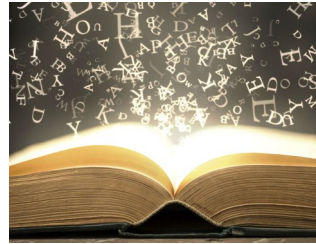
- Question Levelled Analysis (QLAs) to be kept in the teachers planning file and referred to when planning.
- The week following assessment week must be used to plug gaps—use PiXL objectives and therapies. These weeks will be focused solely on ensuring pupils have intervention and reteach opportunities.
- In Year 1 Personalised Learning checklists to be used electronically to show where pupils are. Whole class/group therapies and mini tests to be used to show progress. Year 1 HAPS to be taught transition therapies.
- Medium term planning needs to be adjusted based on gaps from PiXL. Objectives to be used from PiXL/White Rose when planning.
- After each assessment, filter spreadsheets and complete implications for teaching sheets. These are to be placed in the folder provided on Staff Share in order for the SLT to have access.
- Ensure that the termly subject trackers are completed as well as the assessments. This again enables us to fill more gaps effectively. These are the spelling, arithmetic and reading speed trackers.
- Teachers new to the school will be expected to carry on filling the gaps from assessments. During the transition phase at the start of the Autumn term teachers will continue to fill gaps from previous assessment, until the next assessments are undertaken.
- As probing questions are expected to be put on planning, please see probing questions resources on maths and reading and pick out some of these.

Please see the PiXL website for updates and deadlines.

English

Writing

- Talk for Writing (TFW) can be used — but only when we deem it useful and are confident it will move children on rapidly.
- **Cold and hot writes are to be completed at the beginning and end of units.**
- **TFW boxing up to be used as a planning tool only when useful.**
- **Working walls should support the current learning and provide reference points**
 - Weekly spellings need to be on display and the children rewarded for using them in their writing.
 - Information about the GPS objectives being taught need to be displayed. For instance, if teaching relative clauses, examples/posters need to be visible for the children to refer to.
 - Modelled writing to be done using flipchart and then displayed for children to refer to.
 - Words of the week to be displayed and children rewarded for using it in their writing
 - WAGOLLS and WABOLLS to be used.
- Children to have access to high quality model texts
- Teachers to model writing, to high standards.
- Presentation to be modelled and we need to have **consistently high expectations.**
- Expectations are that children write **every day Monday—Thursday**. If this is not in the English session, it could be cross-curricular e.g. science/history.



Spelling, Phonics and Handwriting

- Weekly spellings to be displayed
- **PIXL spelling tests to be delivered termly and the tracker used to track children**
- Basic spelling errors to be addressed when marking
- Spellings need to be given to the children on the same day each week
- Spelling test to be administered on the same day each week
- New rule to be taught after the test and **before** new spellings sent home
- **As long as the LO is the same, Twinkl, PIXL, Spelling Shed can be used to teach the new rule.**
- Any teaching evidence put into English books. Trim the sheet please. **We do not need to put in the look, cover, write, check sheet -please encourage high standard of presentation.**
- **Cursive handwriting from beginning of year 2 (earlier is deemed appropriate)**
- When handwriting is taught, make sure it is then referenced during the teaching session, particularly when you are modelling.
- Phonics/spellings – be aware of applying the weekly rules in the teaching sessions. Can the children evidence them in their writing?
- Phonics to be taught daily in EYFS/KS1 tear 2 moving into GPS—**see phonics policy**

In Books

- Set and model clear expectations for presentation in books (underline with a ruler, number per box, clear setting out for written methods)
- Limit number of worksheets
- LO written by the children from the Summer Term of Year 2 (where appropriate)
- LO printed and stuck in for EYFS/Y1 and Y2 autumn and spring
- Provide children with knowledge organisers (use Twinkl, Deepening Understanding)
- Provide reasoning mats (on tables) for the children to refer to so they can practise using sentence stems in verbal explanations and their recorded answers
- Example written methods for those children who need them (bookmarks/ on tables)

Maths Working Wall

- **Working walls should support the current learning and provide reference points**
 - Relevant vocabulary for the block
 - Number of the day (represent in different ways, write a word problem which gives that answer)
 - Models and images can be displayed if helpful for their learning
 - Worked examples from main input

Useful Resources

- PIXL 3 in 3/ arithmetic tests_misconceptions for Yr5/6, Fluent in Five, Flashback 4
- 'I See Reasoning' resources by Gareth Metcalfe (his website is 'I See Maths')
- White Rose Maths
- Deepening Understanding (we have a subscription)
- Topmarks website for homework (Topmarks Daily 10 is useful)
- TTRS/ Numbots
- Twinkl
- Nrich
- Third Space Learning
- Numberblocks episodes
- NCETM support materials
- BBC Supermovers songs
- TES also has a variety of useful activities
- 'Never Heard the Word' can be used at the beginning of a teaching sequence to assess understanding of mathematical vocabulary
- Precision teaching can be used to learn tables facts and number bonds

