THE FVA WAY

Curriculum

&

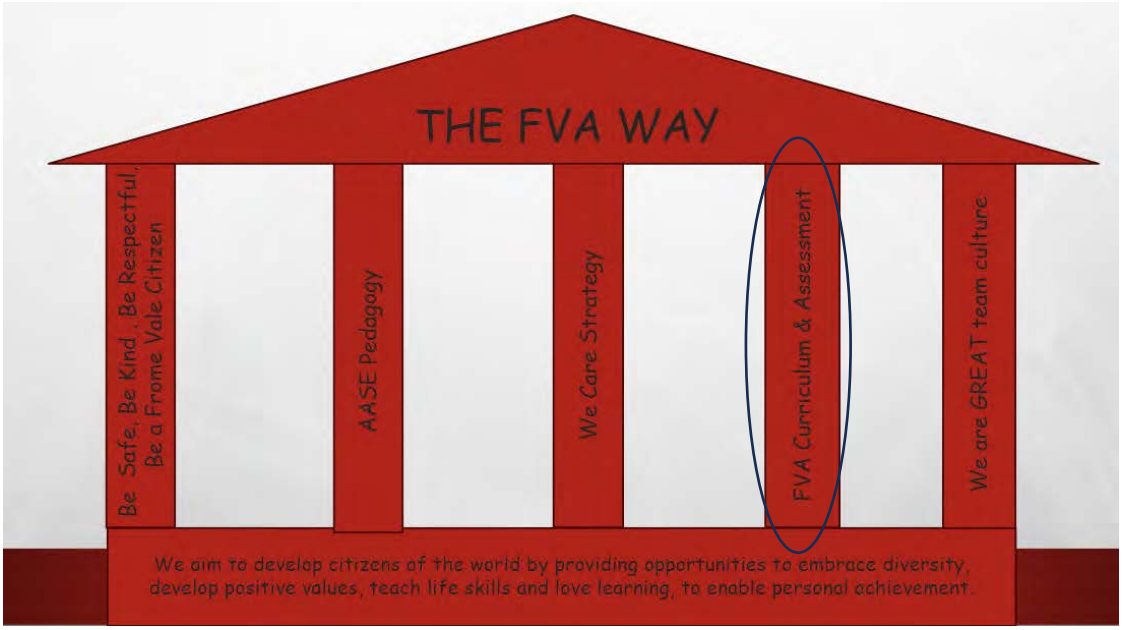
Assessment

THE FVA WAY

Curriculum & Assessment Contents

THE FVA CURRICULUM

The FVA curriculum & assessment is one of 5 pillars that make up 'The FVA Way'



The FVA Curriculum is derived from curation within the Cabot Learning Federation but has been adapted and made specific to FVA. The principles of these adaptions are based on:

- Progressive,
- High expectations,
- Disciplinary focus,
- Sequenced,
- Learning that lasts.

Progressive Approach: Our curriculum offers a coherent learning program that ensures that concepts are revisited over time and children can build on and advance their learning. It allows for specific subject content and expectations and has clearly defined end points. All foundation subjects have key concepts that are taught, which are threaded through and built upon within the subject

throughout the child's education at FVA. We are aiming to have bespoke knowledge and skills organisers, which aid the children's understanding of their learning and the connections of concepts and previous learning, which strengthens pupils' understanding and knowledge over time.

High Expectations: Within the FVA Curriculum we plan for ambitious learning that challenge students to reach their full potential. We plan for enrichment activities that enhance these learning opportunities within FVC +

Disciplinary Focus: Our curriculum prioritises a disciplinary approach in that we teach each subject discretely to develop children's understanding of what it means to be a geographer, historian etc. We engage with subject knowledge through the lens of disciplinary concepts.

Sequenced Learning: Our curriculum builds upon students' prior knowledge and skills, with clear learning progressions from foundational concepts to more complex ideas. We use formative assessments through repeated recall to monitor student progress and provide targeted support as needed as well as summative assessments in reading and writing.

Learning that Lasts: within the curriculum we develop deep understanding, critical thinking, and problem-solving skills that students can apply in real-world contexts. We provide opportunities for reflection, metacognition, and transfer of learning to ensure that knowledge is retained over time.

READING PROCEDURES

Intent

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

Implementation

Our school environment reflects this intent through an engaging library and reading spaces in classrooms. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed weekly.

Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect families at home to read these books with their child frequently and make comments in their child's reading record.

Each classroom has a selection of books in their classroom which are directly linked with the class topic and books suitable for their reading age. This offers opportunities for the children to apply their reading skills across the curriculum. This is a comfortable place for children to read throughout the day.

Phonics is taught daily throughout Reception and Year 1 and terms 1 & 2 of year 2 to develop phonological awareness, early reading and speaking and listening skills (see the phonics section).

KS1 and KS2 children take part in daily whole-class Guided Reading lessons, where children are exposed to a range of different texts. A strategic and progressive approach to the teaching of reading is in place, with reading comprehension skills being taught explicitly in all year groups. We use formative assessment purposefully, ensuring that it supports teaching and learning and promotes progress for all children.

Home Reading

In EYFS, KS1 and KS2, children take home a reading book based on their reading level. The children change their books regularly and select their own reading book, which is recorded in their Reading Log. We encourage children to read each evening at home with their families and to make comments in the reading records. Teachers have a short 1:1 reading session with each child per week or fortnight and should record this in their reading records. Comments should say what you enjoyed about the reading and what they need to work on, e.g. 'I enjoyed the way you used your voice when different characters were speaking'.

Reading Monitoring Procedures at Frome Vale Academy

EYFS

- Children will place their book bags into the black boxes in the morning.
- The teacher or TA will check these every morning, upon the arrival of the class, to ensure that reading logs and correct level books (2) are in place. Texts will be sent home if this is not the case.
- A big check will take place on Friday where the Class Teacher or TA will check children's reading logs and place an appropriate stickers/communication for children who have not read at least 2 times a week at home. Texts will be sent home and this will be logged on CPOMs.
- All children will be read with weekly by a teacher.

KS1

- Children will place their logs and books (2 max) of the correct level ready on their desks every morning upon their arrival. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.
- A big check will take place on Friday where the Class Teacher will check children's reading logs and place an appropriate stickers/communication for children who have not read at least 2 times a week at home. Texts will be sent home and this will be logged on CPOMs.

- All children will be read with (1:1) at least fortnightly by their class teacher with some children reading every week.

KS2

- Children will place their logs and books of the correct level ready on their desks every morning upon their arrival. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.

- A big check will take place on Friday where the Class Teacher will check children's reading logs. If children do not meet the Love of Learning (2 reads per week), they attend a lunchtime club for reading on Friday in an allocated classroom. They will then have a monitoring sticker placed in their reading log. These will be recorded on cpoms and texts will be sent home.

- All children will be read with (1:1) at least fortnightly by their class teacher with some children reading every week.

Promoting Reading

Reading for Pleasure

Each class has a designated reading corner which is an engaging environment to stimulate and engage children. Teachers organise the use of this within their own classrooms. There is also a large selection of fiction and non-fiction books for children to access in the library area. We promote reading through display, an annual book fair and other events such as World Book Day.

There are procedures in place to celebrate and further challenge confident readers in both KS1, and KS2. KS1 'Rainbow Readers' and KS2 'Free Readers' have a designated area with a selection of high-quality text in or near their classroom.

EYFS

- A class book club is running every Friday.

- Phonics is taught every day.
- A class book is selected every week to introduce children to a range of best stories and poems at an early age. There is a clear rationale for each class book. The indoor and outdoor environment is language rich and facilitates, play and wider curriculum experiences build around children's interests and the class text.
- Outdoor learning and reading promoted in a reading shed

KS1

- A class book club is running every Friday during independent reading as an opportunity to celebrate, share and talk about books. Children will select books from the book corner and share them with each other, and the teacher,
- Termly 'book tasting' sessions are in place where children experience a range of new books,
- Children have an opportunity to choose from a wide selection of books in the Rainbow Reader area as soon as they can access it.
- Each KS1 classroom has a selection of fiction and non-fiction books to promote reading in class.
- End of the day texts in place – see Reading Spine in 'I am a Reader' document.

KS2

- A class book club runs every Friday during the 1:1 reading time slot as an opportunity to celebrate, share and talk about books.
- Children have an opportunity to choose from a wide selection of books in the Free Reader area as soon as they can access it.
- Each KS2 classroom has a selection of fiction and non-fiction books to promote reading in class.
- End of the day texts in place – see Reading Spine in 'I am a Reader' document.

Planning Formats - KS2

Long Term Plan – 'I am a Reader' document

We use our whole-school 'I am a Reader' document for Long Term Planning for Reading. This document contains all key concepts for reading, the curriculum context, reading for pleasure texts and objectives for each year group. All documents referred to in this pack will accessible on the shared drive.

Medium Term Plan – KS2 Termly Overview planning format

This planning format is completed termly and used to plan for comprehension/whole-class guided reading sessions taught daily, 1.30 – 2.00. Daily learning objective (e.g. We are learning to infer)are added and a resource/stimulus is noted to cover the skills that week.

KS2 1:1 Reading Time Planning Format

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.30, straight after lunch and is an opportunity to read with each child weekly. Depending on the class size, most children will read every week, with some children (8 – 10 working at greater depth) reading every other week on a rotation basis.

Medium Term Plan – KS1 Reading Planning format for groups

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.40, straight after lunch and is an opportunity to read with each reading group weekly to develop comprehension and discussion skills.

The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work. Every class has a 'book club' slot every Friday during the 1:1 reading time, where children have an opportunity to explore books with their peers. Once every term, each class will have a 'Book Tasting'

session running during the Friday book club slot. This is when children enjoy a special book club, with select fiction and non-fiction books sourced by the class teacher and have an opportunity to discuss and share their ideas.

Weekly Planning – Year 1 Guided Reading session planning

This planning format is used to plan for effective questioning while sharing a book/text with a guided reading group. Frome Vale Academy question stems are used to establish an in-depth understanding of the read material and interrogate text appropriately and in a variety of ways.

Whole Class Comprehension:

Whole class comprehension takes place from 1.30pm – 2pm. Cracking comprehension/Headstart /Pixl or differentiated reading questions are explored and answered in books (KS2 question stems to be used). There will be a balance of non-fiction texts, fictions texts and extracts used during these sessions.

Termly Reading Overview Format is used for planning.

Frome Vale Academy 'I am a Reader' Termly Overview **Year 5 Term 1**

Fiction text (verbal reasoning) **Non-fiction text (background knowledge)** **Cracking Comprehension/Pixl Therapy (skills)**

	Reading Comprehension (discrete skills or mixed comprehension skills)	Reading Comprehension Text/Resource	1: 1 Reading Time (highlight as appropriate)
Week 1	M- PIXL Read with fluency and Stamina Y5 R2a T- Rising Stars Vocab W- Cracking Comprehension PPA Th- Mixed Vipers NON-FICTION F- Mixed Vipers NON-FICTION	Y5 R2a PIXL Egyptology	2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases
Week 2	M- Mixed Vipers FICTION T- Mixed Vipers FICTION W- Cracking Comprehension PPA Th- Mixed Vipers NON-FICTION F- Mixed Vipers NON-FICTION	Gravity (Literacy Shed) Egyptology	2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases
Week 3	M- PIXL Y5 R4a Reasonable Predictions T- Rising Stars Vocab W- Cracking Comprehension PPA Th- Mixed Vipers NON-FICTION F- Mixed Vipers NON-FICTION	PIXL Y5 R4a Egyptology	2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph 2d – make inferences from the text / explain and justify inferences with evidence from the text 2e – predict what might happen from details stated and implied 2g – identify / explain how meaning is enhanced through choice of words and phrases
Week 4	M- Mixed Vipers FICTION T- Mixed Vipers FICTION W- Cracking Comprehension PPA Th- Rising Stars Vocab	Levers (Literacy Shed)	2a – give / explain the meaning of words in context 2b – retrieve and record information / identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph

There will be 2/3 recorded pieces per week, with teachers spending approximately 2 sessions per week to introduce the text, unpick the vocabulary and answer retrieval and inference questions verbally. Please refer to the Sample Timetable at the bottom of the document.

Whole Class Reading Strategies:

Several different strategies are used to support reading fluency during the whole class reading element of a reading session:

- Echo Reading – children mimic teacher's intonation and reading speed,
- Peer Reading - one child reading, the other tracing the read text,
- Ping Reading - children take turns to read with the rest of the class following,
- Choral Reading – children read together at the same time
- Pre-reading – children read silently and select unfamiliar or challenging vocabulary.

Vocabulary Focus

A vocabulary session will be taught each week, either during the 1:1 reading time or Comprehension lesson. This will support:

- dictionary/thesauruses skills
- whole class vocabulary pre-teach
- explanation of word meaning in context
- Pixl therapy

- Word maps
- Bullseye (oracy game)

ASSESSMENT

Reading

In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. Assessment for Learning is established in all teaching and formative assessment occurs daily through oral feedback. Children will be assessed on PM Benchmark every term and will be formatively assessed on their individual sound knowledge throughout the term, every term, using an FVA spreadsheet.

Year 1 children are assessed using teacher assessments made during one to one and guided reading activities. They also complete the phonics screening test in June each year and take a mock test in terms 1,2,3,4 and 5. PM Benchmarking is also used and recorded to check progress through book levels.

Year 3, 4 and 5 are assessed using teacher assessments made during one to one and guided reading activities. PM Benchmarking is also used if a child is not yet a free reader and recorded to check progress through book levels. Formal testing and analysis of individual progress will take place at the end of 1,2, 4 and 6 using Pixl assessments.

Formal testing and analysis of individual progress will take place at the end of each term using and past papers for 6. These are used as a tool to inform class teachers' planning and identify strengths and areas for development.

Refer to the 'Rough Guide' in assessment to support in judgements.

To support a triangulated assessment for reading, we also support the children to use a fluency rubric.

Frome Vale Academy

	1	2	3	4
Expression and Volume *Watch your volume and tone. Be confident and Natural.*	I'm quiet and monotone. I have little or no expression.	I'm sometimes quiet. Sometimes expression sounds natural and varied but not often.	I read with good volume. Expression is mostly varied and natural sounding.	My expression is consistently varied and interesting. It sounds very natural, like talking to a frien
Phrasing & Punctuation *Read whole phrases together. Pay attention to punctuation.*	I read one word at a time, and sound like a robot. I don't use punctuation to emph I - like - to - read. - It - is - fun.	My reading is choppy, with blocks of 2 -3 words. I rarely read punctuation accu I like - to read. It - is fun.	I read words in groups of 3 or 4. I use the punctuation and text clues mostly correct I like to read. It - is fun.	I read with consistently good phrasing and emphasise key words, noticing punctuation. I like to read. It is fun!
Accuracy *Go with the flow and fix mistakes.*	I struggle to read a lot of words accurately. I pause constantly to sound out or re-read	I struggle to read some words accurately, which makes me hesitate and interrupts	I read most words accurately with only some breaks for particular words or sentence structures. I often self-correct.	I read words smoothly and accurately and self-correct any very rare errors. I have no hesitation.
Pace	I read very slowly - so slowly that the text barely makes sense.	I read quite slowly, taking breaks or repeating some part.	I generally read at a conversational pace, but sometimes slow down for sp words.	I read consistently at a good, quick pace, like I'm having a conversation.

Frome Vale Fluency Rubric

Readers

Frome Vale Academy

Structure of Reading Sessions:

KS2 Expectations

1 – 1.30 (after lunch)	1.30 – 2.00
1:1 Reading time: This time is for teachers to do 1:1 reading with children and sign logs. (ticks for positives, arrows for next steps for parents to be aware of) Each child will be read with at least fortnightly. **Please use the 1:1 reading planning format.** The rest of the class complete: Reading tasks related to the KS2 domains based on their independent reading or class reading – these are to be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date: **Long Date** **We are learning to explain the meaning of words in context.** **2a – give / explain the meaning of words in context** **2b – retrieve and record information / identify key details from fiction and non-fiction** **2c – summarise main ideas from more than one paragraph** **2d – make inferences from the text / explain and justify inferences with evidence from the text** **2e – predict what might happen from details stated and implied** **2g – identify / explain how meaning is enhanced through choice of words and phrases** Learning task examples: Character review, Book review, a pre-read task, vocabulary work, prediction etc. Please see *Primary English Education Consultancy* document for KS1 and KS2 for examples. Friday Book Club Children have an opportunity to read to their reading partners (one child reading, the other tracing the read text) or to engage in sustained silent reading. They will read their level books, class book corner books, library books, non-fiction books or books brought in from home. Children have an opportunity to share at the end of the session and occasionally complete books reviews and book recommendations. There is a focus on the sharing of reading and reading for pleasure.	Whole Class Comprehension: Cracking comprehension/Headstart /Pixl or Differentiated reading questions to be answered in books (KS2 question stems to be used). There will be a balance of non-fiction texts, fictions texts and extracts used during these sessions. **Please use the Termly Reading Overview Format for planning.** There will be 2/3 recorder pieces per week, with teachers spending approximately 2 sessions per week to introduce the text, unpick the vocabulary and answer retrieval and inference questions verbally. Please refer to the Sample Timetable at the bottom of the document. Use the Lesson Design Template for Year 2. Whole Class Reading Strategies: • Echo Reading – children mimic teacher's intonation and reading speed • Peer Reading - one child reading, the other tracing the read text • Ping Reading - children take turns to read with the rest of the class following • Pre-reading – children read silently and select unfamiliar or challenging vocabulary Vocabulary Focus • Two/three Rising Stars Vocabulary program unit will be taught each term (tier 2 and 3 words) • The FVA Reading lesson structure will be used for these lessons • All other Reading lessons will have a vocabulary starter, as agreed.

KS1 Expectations

Year 1
1-1.40 (after lunch)

Guided Group
Sharing a text (differentiated) – comprehension and discussion focus over word reading only
Guided Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder.
KS1 questions stems will used to aid questioning and there will be evidence of a variety of domains covered.
The rest of the class continue to access and engage with the literacy-rich classroom environment. They have an access to a wide variety of texts in class at all times and will continue to engage with book club activities on Fridays. They are introduced to independent learning activities necessary for transition to Year 2 and these become available within the environment for children to access during their independent learning time in Term 6.

Year 2
1:00 – 1:30
1:1 Readers and Independent Task
1:1 Readers
Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder.
KS1 questions stems will used to aid questioning and there will be evidence of a variety of domains covered.
The rest of the class complete:
Reading tasks related to the KS1 domains based on their independent reading or class reading – two pieces will be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date e.g.:
Monday 15th July 2012
We are learning to draw on knowledge of vocabulary.

1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

This is to include written comprehension when children are ready for that level of independent work.
Whole Class Reading
1:30 – 2:00
Cracking comprehension/Headstart /Pixl or Literacy Shed
Differentiated reading questions to be answered in books (KS1 question stems to be used). There will be a balance of non-fiction texts, fictions texts and extracts used during these sessions.

Frome Vale Academy Reading Levels

- At FVA, we use Unlocking Letters and Sounds to deliver our phonics lessons.
- At FVA, our Phase 1 to Phase 5 reading books match our children's attainment in phonics.
- Books are organised into levels - each level matched with a phonics phase and set.
- Phases 1-5: books are phonetically decodable and correspond to phonics phases taught.
- Level 19 - 30: books cover sounds from all phases and are banded to match difficulty and reading age

Book Band expectations	Reading Recovery Level	Phonetically decodable books only	Phonics Phase
	Phase 2,set 1 to set 6	Phonetically decodable books only	Phase 2
	Phase 3, set 1 to 8	Phonetically decodable books only	Phase 3
	Phase 4a	Phonetically decodable books only	Phase 4
Phase 4c End of Rec	Phase 4b and 4bc	Phonetically decodable books only	Phase 4
	Phase 5a, set 1 to set 6	Phonetically decodable books only	Phase 5
	Phase 5b	Phonetically decodable books only	Phase 5
Phase 5c End of Y1	Phase 5c	Phonetically decodable books only	Phase 5
	19-20		
	21-22		

Level 24 End of Y2	23-24	For KS1 children: If can answer comprehension questions at Level 24, try a KS1 comprehension paper. If a good understanding is achieved independently on the paper, then move on to 'Rainbow Reader' in KS1.	
Rainbow Reader KS1 			
Level 26 End of Y3	25-26	Move on to Level 25 in Y3 if good understanding has been achieved in KS1.	
Level 28 End of Y4	27-28		
Level 30 End of Y5	29-30		
Year 6	30+	If a child achieves Level 30 with good comprehension and a good level of understanding in the corresponding comprehension paper, then they become a Free Reader. They are then able to self-select from a Free Reader box in class/library.	
Free Reader KS2 			

Children's Reading levels are used to ensure and test fluent decoding and whole word reading, along with a general reading comprehension of age-related reading levels and texts.

In Years 1-6 an attainment judgement of 'at earlier stages', 'yet to be on track', 'on track' or 'deepening' will be made at the end of each term by using information from comprehension test papers and reading outcomes.

Refer to the 'This year's dates' document for information on what assessment take place each term.

Class Library/ book corner Expectations

At FVA we ask that all teachers do the following:

- Begin the year by asking children what type of texts they would like in the class library, and endeavour to support this.
- Ensure that there is a wide range of age-appropriate texts in different forms., including:

Chapter books

Picture books

Non-fiction texts

Newspapers (eg First News)

Joke books (eg Guinness Book of World Records)

Comics / Graphic novels

Magazines

The organisation of the book corner needs to be:

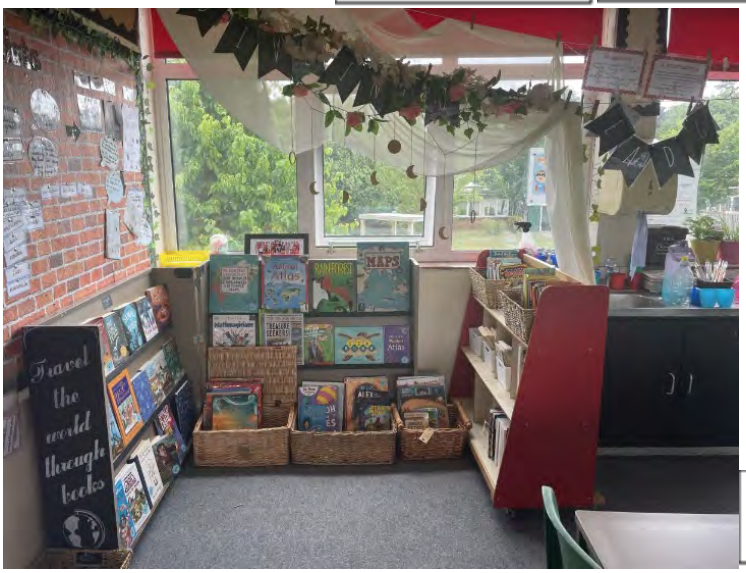
- Book genres / forms labelled (at least Fiction, Non-Fiction, Picture Books, Chapter Books).
- Books displayed 'front-facing' where possible. (Empty muller corner pots can work well for this!)
- Books selected and displayed that are pertinent to topics studied in class. Use the books in the whole school library to support this (but also, please ask the Reading Lead or Subject Leads if there is a specific text you would like!)
- Books should be rotated termly.
- Class Library should be decorated in a way that makes it an appealing space(ie, bunting, cushions, beanbags, posters) *but is NOT time consuming – the most important aspect is the books.*
- Allow children time to USE the book corner in Friday Book Club and at other points throughout the week.

See below for Pictures

Frome Vale Academy

Simple decoration to make it attractive to children. This doesn't need to be changed throughout the year.

Front-facing books

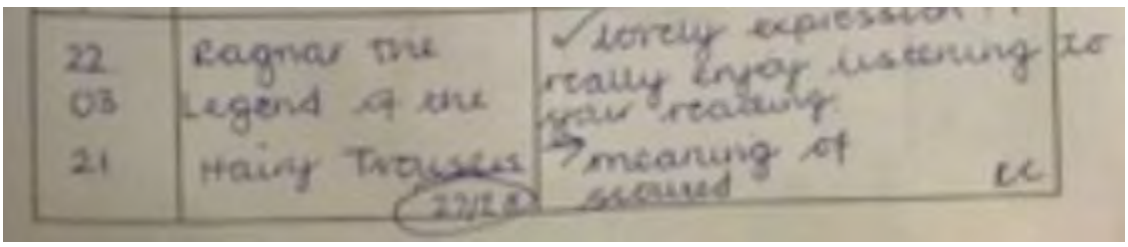


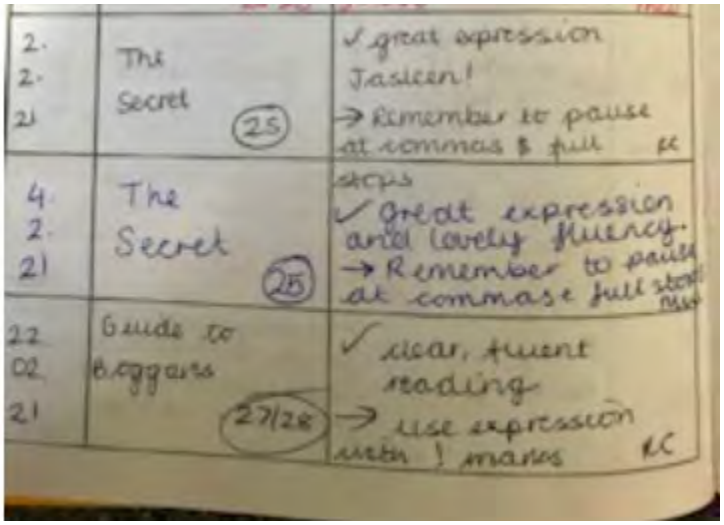
Range of text-types, labelled.

Reading Record

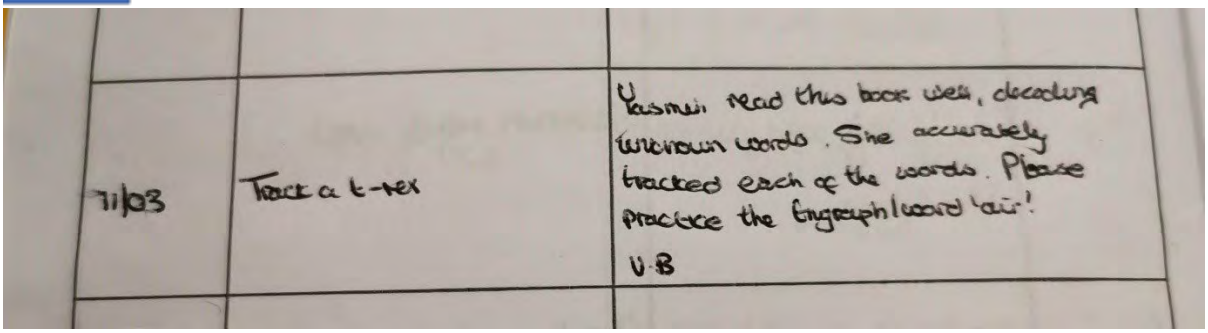
Please include:
-Your initials
- The level of the book
- Date
- Pages read
- One positive comment (tick)
- One developmental comment (arrow)

Reading Record entry examples

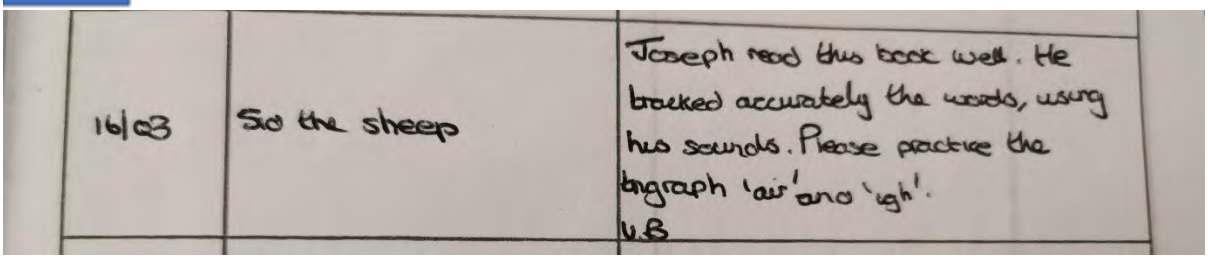




2. 2. 21	The Secret (25)	✓ great expression Jasleen! → Remember to pause at commas & full stops KC
4. 2. 21	The Secret (25)	✓ Great expression and lovely fluency. → Remember to pause at commas & full stops
22 02 21	Guide to Beggars (27/28)	✓ clear, fluent reading → use expression with ! marks KC



7/03	Track a t-rex	Yasmin read this book well, decoding unknown words. She accurately tracked each of the words. Please practice the trigraph/word 'air'! V.B



16/03	So the sheep	Joseph read this book well. He tracked accurately the words, using his sounds. Please practice the trigraph 'air' and 'igh'. V.B

Updated June 2024

MATHEMATICS PROCEDURE AT FROME VALE ACADEMY

Intent

Pupils at Frome Vale Academy (FVA) are entitled to a balanced curriculum which develops all students' mathematical proficiency. Teachers develop happy and successful mathematicians who understand the curriculum content and are not only fluent in mathematical skills and procedures but can also solve problems, explain their thinking and have a positive attitude about themselves as learners of mathematics.

Teachers encourage self-reflection so that all learners develop their understanding of what it means to be a mathematician and can articulate how they are developing these skills. We want learners to know that there are many ways to demonstrate their mathematical abilities and to appreciate the ways that they behave mathematically. We want learners to feel positive about themselves as mathematical learners: we know that building resilience is key to successful mathematics and we help learners recognise their achievement and progress in mathematics.

Teachers provide students with opportunities to develop their mathematical capabilities in multiple strands:

Natural Curiosity

- All of us are naturally curious about mathematics.
- It is intrinsically satisfying to gain mathematical understanding.
- There are many ways of working mathematically.

Thinking Mathematically

- Mathematics is a worthwhile and interesting activity in its own right.
- You can find out whether something is true in mathematics by deductive reasoning rather than empirical evidence or opinion.
- Mathematics has order and structure and can be beautiful.

Working Collaboratively

- Exchanging questions and ideas is an important part of working mathematically.
- We also learn by reflecting on our mistakes and misconceptions.

Growth Mindset and Determination

- Mathematical ability is not fixed: everyone can make progress in mathematics.
- Everyone should have the opportunity to grapple with problems that they do not yet know how to solve.
- Everyone should have the opportunity to succeed mathematically.

This leads us to believe that all learners are entitled to:

- a rich mathematical learning experience
- assessment criteria that offer them opportunities to succeed
- a challenging mathematical curriculum which offers them opportunities to struggle

Updated June 2024

Implementation: Planning

Long-term plans

Our long-term teaching sequences are designed around two key principles:

1. Areas of mathematics are given different time weightings according to priority. This helps teachers to confidently use the time they have available to have maximum impact, prioritising core areas of the mathematics curriculum over others.
2. Units of learning are sequenced with intent. This ensures that skills are learned progressively, helping students to be ready for each new concept and skill as it is taught.

Individual teachers have the right to adapt their own plans according to ongoing formative assessment. In the event that a teacher feels that a class would benefit from additional time on a particular focus, they can move away from the original long-term structure. This allows meaningful changes to be made in teaching and learning based on assessment for learning undertaken by staff.

Our long-term plans for each year group can be found in the appendices. It should be noted that Years R-3 are currently using the NCETM's *Curriculum Prioritisation* materials as the underlying basis for planning whilst Years 4-6 are using long-term planning inspired by *White Rose*. This is because, in line the other primary academies in the Cabot Learning Federation, we are transitioning over time from *White Rose* to *Curriculum Prioritisation*. To best facilitate this transition – ensuring that no learning gaps appear for any pupils – we are introducing *Curriculum Prioritisation* into one new year group each year.

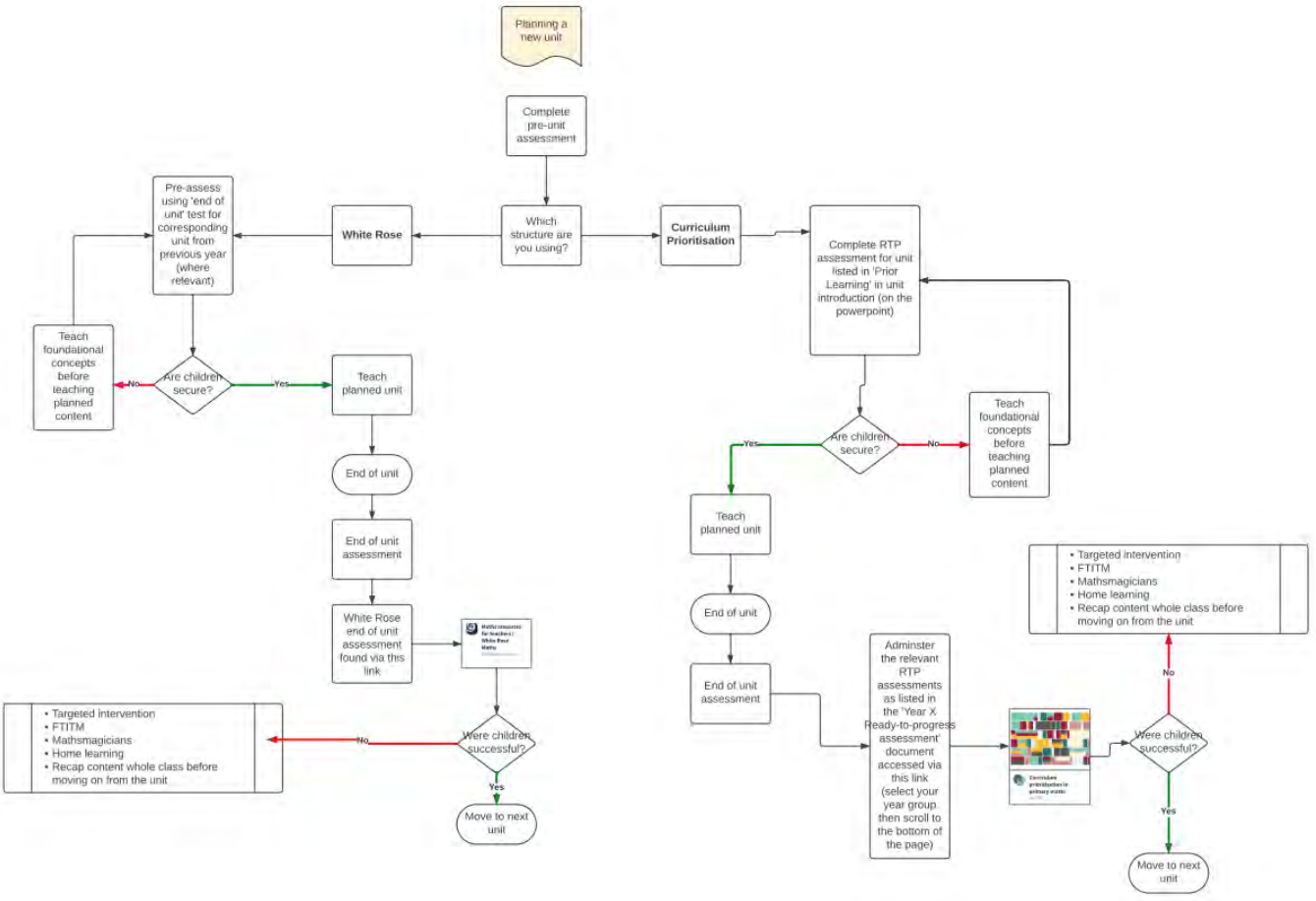
Updated June 2024

Sequencing a unit

When planning a new unit of work, teachers begin by learning what pupils already know. They do this by administering a short assessment. Based on this information, they can then gauge whether the class has got the necessary prior knowledge to begin. If this is not the case, then the teacher should ensure that foundational knowledge is secure before moving onto the planned content for their year group.

At the end of a unit, another short assessment is used to determine the level of understanding. Based on this information, the teacher can then highlight remaining gaps which can be addressed in a variety of ways in the future.

The flowchart below supports teachers with the steps needed when planning each new sequence of work.



Lesson design

Teachers are not expected to produce written plans for individual lessons. Rather, staff should create 'lesson designs' – using either Notebook or Powerpoint – which contain all of the resources required for the lesson. This has several advantages:

- Staff workload is reduced by avoiding duplication of ideas
- The similar structure of each lesson allows teachers to devote time to the content rather than the structure of each lesson
- Lessons contain similar, important elements across all year groups, ensuring consistency for pupils in mathematics lessons

The lesson designs should be simple and contain only important information to avoid cognitive overload in learners and maximise pupil focus on mathematically important information.

Template lesson designs are available to assist teachers in creating their own lessons efficiently. Each lesson design should contain the following elements:

- Learning objective
- Active Learner mat
- Vocabulary
- Starter activity to activate prior learning
- Hinge question
- Exposition including:
    - Core model and representations (where applicable)
    - Worked examples (including backward fading) of algorithms
    - Example-problem pairs
    - Opportunities for whole-class reasoning and problem solving
- Reflection, including an exit pass to demonstrate progress to pupils and as AFL

Updated June 2024

Mathematics in EYFS

CLF Primary Mathematics Reception 2023/24

This **suggested** overview shows a way of organising the weekly units for Mastering Number, which each contain four planned (teacher-led) 15-minute sessions to develop the foundations of early number. These sessions will support you to develop children towards the 2021 ELGs for maths, which focus on Number and Numerical Patterns but learners will only develop and secure this learning through application in continuous and enhanced provision. Additionally, spatial reasoning (including shape, space and measure- SSM), pattern-seeking, spotting connections and developing positive mathematical attitudes should feature in day-to-day provision and, where necessary, teacher-led sessions.

SEPTEMBER				OCTOBER					NOVEMBER
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T		Wk1
Getting to know children. BASELINE ASSESSMENTS Provision includes PATTERN – percussion, counting, colour etc. Noticing, describing, modelling, extending. On- going use of time language, e.g first, now, next, then etc.					You might start Mastering Number before October half term so you can include blocks of SSM or Pattern				MN Wk1 Subitising
NOVEMBER				DECEMBER				JANUARY	
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2
MN Wk2 Counting	MN Wk3 Composition	MN Wk4 Subitising	MN Wk5 Comparison	MN Wk6 Cardinality & counting	MN Wk7 Composition			MN Wk8 Composition	MN Wk9 Composition
JANUARY				FEBRUARY				MARCH	
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5
MN Wk10 Cardinality & counting	MN Wk11 Subitising	MN Wk12 Ordinality	MN Wk13 Composition		MN Wk14 Composition	MN Wk15 Composition	MN Wk16 Counting	MN Wk17 Comparison	MN Wk18 Composition
MARCH	APRIL				MAY				JUNE
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T
MN Wk19 Subitising			MN Wk20 Composition	MN Wk21 Counting, Cardinality & ordinality	MN Wk22 Subitising	MN Wk23 Composition	MN Wk24 Composition	MN Wk25 Composition	
JUNE				JULY					
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7			
MN Wk26 Subitising on a rekenrek	MN Weeks 27 -31 Reviews of 1) Comparison, 2) Counting, 3) Number Patterns, 4) Recall & 5) Understanding These five review/assessment units can be completed in any order.								

Long-term plan

The LTP for mathematics in EYFS can be seen above.

Mathematics is taught through whole class sessions each day, with adult-led group learning and adult-initiated learning opportunities alongside. Mathematics is available and encouraged throughout our daily provision through sorting, counting and number patterns and is accessible during child-led learning. Our maths area is carefully designed to encourage the development of maths concepts taught and encourage children to explore a range of maths concepts and skills independently. Take a look at some pictures of our maths provision.

Recording in Mathematics

In Term 1, all evidence against the Numeracy statements will be recorded electronically with children using whiteboards in adult-led sessions.

In Term 2, plain paper jotters will be introduced for recording. In Term 3, plain paper jotters will be used by the children. In Term 4, 5 & 6, Mathematics books with big squares will be introduced and used alongside child-led, adult-initiated and adult- led learning in order to encourage mathematical recording and independence. Tapestry will continue to be the primary method for recording of our children's Mathematics learning and mathematical understanding.

Updated June 2024

Here are some of the resources we use in Reception to support the teaching of maths

lolly sticks 

counters 

magnetic numbers 

Dice 

counting sticks 

dominoes 

sand timers 

maths games

sticks 

multi-link cubes 

bottle tops 

pebbles 

shells 

Updated June 2024

Implementation: Pedagogy

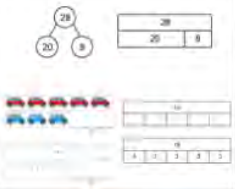
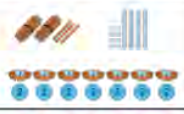
Models and representations

In order to develop fluency and understanding of concepts, teachers employ a range of physical and pictorial representations across the curriculum in each year group. These are introduced as early as possible in each child's educational journey to maximise exposure and understanding of core representations. In this way, learners become more confident and familiar with each representation, allowing for greater generalisation and reasoning fluency.

The table below outlines the five core representations which sit at the heart of our mathematics teaching at FVA. The codes in each cell of the table refer to the specific, related strands of the *Ready to Progress* document.

Core representations used in the guidance

MATHSHUBS BOOLEAN

Representation		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Tens frame	1NPV-1 1AS-1 1 NF-1	2AS-1 2AS-3	3NPV-1 3NF-1 3NF-3	4NPV-1 4NF-3	5NPV-1 5NF-2 5MD-1	6NPV-1
	Number line	1NPV-1 1NPV-2 1NF-2	2NPV-2 2AS-2	3NPV-3 3F-3 3F-4	4NPV-3 4F-1 4F-2 4F-3	5NPV-3 5F-2 5F-3	6NPV-3 6F-1
	Gattegno chart	1NPV-1 1NF-2			4MD-1	5NPV-2 5MD-1	6NPV-1
	Partitioning diagrams including bar models	1AS-1 1AS-2 1NF-1	2NPV-1 2AS-1 2AS-3 2AS-4	3NPV-2 3NPV4 3AS-1 3AS-2 3AS-3 3F-2 3F-4	4NPV-2 4NPV-4 4MD-2 4F-3	5NPV-2 5NPV-4 5F-1	6NPV-4 6AS/MD-4 6F-3
	Groups of units in addition to ones such as Dienes, PV counters		2NPV-1 2AS-3 2AS-4 2MD-1 2MD-2	3AS-2 3MD-1	4MD-2 4F-2	5 NPV-1 5MD-3 5MD-4	6NPV-2

Language and mathematical vocabulary

Teachers understand that it is important for pupils to understand mathematical vocabulary if they are to gain the most out of mathematics lessons. Such understanding allows learners to:

- Understand questions
- Ask their own questions
- Understand explanations clearly
- Explain their own thinking clearly
- Form the generalisations needed to think deeply and make mathematical connections
- Solve problems – you need language to think with

With this in mind, Frome Vale Academy has a list of mathematical terms which are taught between Reception and Year 6. This mathematical vocabulary list can be found in the appendix.

When planning a new mathematics topic, teachers first identify any mathematical vocabulary which the pupils need to be successful. This vocabulary is explicitly taught: each lesson features a vocabulary focus slot where the words are explored in a variety of ways to establish and develop understanding.

Ideas for games which can be played in the classroom to support the teaching of mathematical vocabulary are included in the appendix.

Independent Learning Tasks

As assessment capable learners, pupils at FVA are supported to understand how successful they are within a lesson. This enables pupils to make an active choice in the selection of independent tasks. However, this is a guided choice: teachers use their expert knowledge of pupils' current understanding – drawn from AFL both before and during the lesson – to steer learners towards the most appropriate learning task.

Independent learning tasks are organised into three subsections:

1. Show it
2. Solve it
3. Prove it

The names have been chosen to reflect a broad progression of understanding as learners move from novice to expert in that domain. 'Show it' tasks will support learners in becoming familiar with the structures, models and processes of a mathematical idea. 'Solve it' tasks provide an opportunity for learners to engage in intelligent practice through independent application of the new skill to solve novel problems. 'Prove it' tasks are more open-ended and develop deeper thinking around mathematical concepts through reasoning and justification tasks.

All tasks are given to children as a single sheet, allowing learners to progress sequentially through the tasks as their skills develop through independent practice. Based on AFL, teacher might instruct pupils to begin on the Solve it or Prove it section.

We want all learners to have the opportunity to develop reasoning and problem solving skills and so we ensure that questions of this type are included in each subsection. More information on how we promote reasoning and problem solving can be found in the relevant section of this document.

Calculation Procedure

It is important that all learners are given the tools to explore and understand mathematics. To this end, teachers at FVA ensure that concepts are taught and experienced, wherever possible, in three modes: concrete, pictorial and abstract. All learners, regardless of age and current mathematical ability (against Age-Related Expectations) benefit from experiencing mathematics in different modes: it is not the case that learners begin with concrete before moving onto pictorial models and finally working only with abstract, formal written methods. Rather, the use of all three modes as widely as possible allows pupils to conceptualise and generalise their mathematical thinking as deeply as possible.

Pupils at FVA are exposed to a range of different models and methods for thinking about mathematical problems as they move through the school. As learners progress through school, these models and methods develop and deepen their understanding. Where learners are judged as not yet having requisite foundational knowledge and skills, teachers meet learners 'where they are', adapting teaching and providing intervention activities which enable learners to secure foundational knowledge before being introduced to more sophisticated methods.

To ensure consistency and progress in mathematical modelling throughout the school, teachers refer to the two calculation policies attached as supplementary guidance. These documents outline the key concrete, pictorial and abstract methods which pupils experience in each year group as their mathematical abilities grow.

Pupils are expected to write numerals as laid out in the FVA handwriting expectation document. This document is displayed in each classroom and is consistent throughout all year groups.

Core Skills

Teachers understand the different between performance (which happens in the moment) and learning (which takes place over time). With this in mind, we consciously provide opportunities to recap prior knowledge so that pupils do not forget. Given that time is precious, we focus on certain 'Core Skills' which we consider to be more valuable: these core skills will allow pupils to successfully access the learning in the next year group. The list of Core Skills for each year group can be found in the appendix.

In each class, children are given a set of daily retrieval questions which cover skills already taught. This practice is informed by our understanding of the Ebbinghaus Forgetting Curve. This is not intended to fully reteach material but rather keep it fresh in pupils' minds. During this time, teachers can check the understanding of key pupils and support to solve problems. This is an AFL opportunity for teachers, who can use the information to inform future provision and support.

Each term, children are assessed in the Core Skills that have been taught in the preceding years. In this way, gaps in essential prior knowledge are highlighted to teachers, who can then adapt future provision to fill those gaps.

Reasoning and Problem Solving

In line the National Curriculum, we aim to ensure that all pupils can reason mathematically and solve problems using knowledge and skills they have learnt. This is an entitlement for all children and a feature of every maths lesson.

We have a shared set of reasoning strategies that can be applied across the whole maths curriculum and for any age group. These make it easy for teachers to ensure all pupils are offered the chance to reason in every lesson. The various strategies can be seen in the appendix to this document.

We understand that mathematical problem solving is not a discrete skill which can be taught and learned in isolation: learners can only solve problems using knowledge that they have learned and can confidently apply. In order to develop their ability to problem solve, it is important to expose them to a range of different mathematical problems so that they become familiar with the various steps that might be needed to solve them. Many mathematical problems have a similar underlying structure, and this is where representing different problems using common structures (such as part-whole models or number lines) helps learners to connect their new learning to existing knowledge.

There are also a variety of techniques which can be utilised to develop problem-solving skills whilst reducing cognitive load and focusing on this underlying structure. Some of these techniques are:

1. Goal Free Problems. To set a goal free problem, teachers can provide learners with information but without a specific problem to solve. These can be easily created by using an existing maths problem from testbase and removing the question. By asking the learners to write down what they know based on the information and asking them to generate their own potential questions, students are encouraged to focus carefully on what information they are given.
2. Same surface, different deep. These problems present the same core information but require learners to do something different to find the answer. The purpose of these tasks is to force learners to think about the underlying structure of each question.
3. Hidden number problems. Like Goal Free Problems, these can be easily created from testbase questions by hiding the numbers. When working through these problems, we want to focus on the structure and steps that would be needed to solve a problem. For instance, if we know that someone buys X pencils and they cost Y each, then we want to multiply X by Y to find the answer. We can discuss expected values for the unknown numbers with children before revealing the answers and then solving. This is designed to prevent learners who are unsure what to do from simply guessing at the operation and not considering the structure of the problem.

Interventions and technology

To support all learners to achieve highly, we have in place various interventions to fill gaps identified by teachers and leaders through assessment. We define 'intervention' as any targeted provision for a pupil or group of pupils over and above that which is ordinarily provided to the whole class. Where possible, such intervention will take place in class (for example, the placement of an adult near a pupil or group). At other times, for practical reasons, these interventions may take place outside of the classroom (such as supplementary timestable practice sessions run by adults which involve chanting).

We utilize technology to both support and extend the learning of pupils across the school. Pupils can access the internet both in the Computing Suite itself and via the school iPads. In this way, they can make use of high-quality online learning resources which are suited to their needs.

The following apps and websites are recommended for support and extension of learning across the school:

- Khan Academy
- TTRS
- Numbots

These platforms provide immediate feedback to pupils about their learning and also provide teachers with a wealth of data to inform future provision. Pupils are encouraged to access these apps at home also to further consolidate their skills and grow their confidence at home.

Updated June 2024

Supplementary Mathematics lesson: Mathsmagicians and Number Sense Maths

Daily lessons in Y1-Y6. Focus on building core fluency and number skills. Cover all skills, not just those covered to date in the current year. This session provides an additional opportunity for pupils to build a shared understanding of mathematics through mathematical talk. Pupils use agreed hand gestures to demonstrate their own thoughts on what has been said by somebody else in the room. These gestures are consistent throughout the school and are displayed in each classroom. Additionally, learners are equipped with opinion fans which enables all learners to show their thinking instantly and silently, maximizing active pupil participation and offering rapid formative assessment opportunities during whole-class teaching. The hand gestures and fans can be seen in the appendix.

In KS1, teachers follow the Number Sense Maths programme during these daily mathsmagicians sessions. KS1 teachers are provided with NSM training to support their delivery of the programme.

In KS2, each session gives learners the opportunity to practise key skills to develop recall fluency. Learners are also given the opportunity to further deepen their understanding and discussion is promoted using deeper reasoning questions. The topics covered in these sessions are determined by teacher AFL.

Updated June 2024

Implementation: Assessment

Assessment-capable Learners

At FVA, we are developing learners to be assessment capable. By this, we mean that students should know the learning objective for the lesson, describe their current progress against the objective and use that information to select strategies to improve their work. Many of these strategies are not exclusive to mathematics and will be found across the whole curriculum.

Learners are reminded daily of what it means to be an active learner using the three-tier system: they are able to talk about this in relation to mathematics and do so at the start of each lesson. Pupils are also able to describe strategies for when they are 'stuck' or in the red zone: in specific relation to mathematics, learners can identify particular resources which will support them in their learning.

Through each mathematics lesson, pupils are provided with information to help them gauge their own progress and understanding. Where possible, answers are provided so that pupils can self-assess. A range of AFL techniques are used by teachers to provide feedback to pupils so that they have a clear idea of their current progress against objectives and what they need to do to improve further.

Resilience is an important factor in developing assessment capable learners and teachers use mathematics lessons as an opportunity to develop resilience by creating an atmosphere where mistakes are celebrated and viewed by learners as an integral part of the learning process.

Each lesson ends with a reflection whereby students can consider both their progress against the learning objective and their own active engagement in learning. In this way, pupils leave the lesson aware of the progress that they have made, building mathematical confidence, enjoyment and motivation for the next lesson. Pupils are also supported to develop their sense of themselves as learners, having the opportunity to identify the connection between their progress, feelings and actions.

Feedback

Teachers understand that feedback is a crucial element of the learning journey in mathematics. We believe the following about feedback:

- All work should receive timely feedback
- Children should be assessment capable, understanding where they are successful and what their next steps are to improve
- Feedback is not designed to elicit an emotional response
- Feedback is designed to make pupils think and provides something to be acted on
- Feedback requires pupils to do more work than the adult giving it

Assessment for learning (AFL) is at the heart of our approach to feedback. Teachers use questioning to assess pupil understanding between and within lessons. Through discussion, teachers are able to provide pupils with feedback during the learning.

Since we are developing assessment capable mathematicians, pupils in KS1 and KS2 are encouraged to assess their own learning using answers prepared by the teacher. As well as reducing dependence on the adult, it gives pupils great ownership over their own learning. When marking their own work, children use a simple code:

Tick - 'My answer is correct.'

Dot - 'My answer is incorrect but I understand why. I have made an error and will explain this in green pen.'

Circle - 'My answer is incorrect and I do not understand why. I need adult support.'

Teachers are expected to provide feedback on every piece of learning. Where possible, teachers give feedback within the lesson itself; verbal feedback does not need to be recorded. After a lesson, teachers should acknowledge work: this is particularly important until pupils develop intrinsic motivation. Teachers should use the same code to mark thinking using a red pen:

Tick – ' Your answer is correct.'

Dot - 'Your answer is incorrect but I think you can correct and explain your error. Do this in green pen.'

Circle - 'Your answer is incorrect and I think you have a misconception.' Effective AFL should minimise the number of misconceptions found in independent work. Where they are found after a lesson, teachers will need to decide whether a written comment is enough to fix the misconception. Teachers might deem it more effective to make a note of the child and speak to them before the next lesson instead.

When providing next steps, teachers are not encouraged to write individual comments on each book. Rather, teachers should firstly decide if some children need verbal feedback and provide this before the next lesson. For the children who have been successful in their learning and do not require a detailed explanation from the teacher, their learning can be moved forward through the use of marking codes. Tiered next steps can be provided at the same time to the whole class using numbered questions on the board. This saves teachers the time involved in writing the same few questions repeatedly in books. Teachers write the question number that they would like each pupil to think about and solve in their book; students should be given time to respond in green pen before the next lesson.

Updated June 2024

Assessment Calendar

Both formative and summative assessment are integral to the teaching and learning of mathematics at FVA. Assessment data supports teachers and leaders in making judgements about pupil attainment and progress throughout the school. Data is also used to inform next steps in teaching and learning, both within lessons and between lessons.

The table below details the various assessments which are undertaken by each class throughout the year.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R		DOYA	Formative assessment	DOYA	Formative assessment	ELG end point reporting
Y1	NSM assessment Core Skills assessment DOYA	NSM assessment Core Skills assessment DOYA	NSM assessment Core Skills assessment	NSM assessment Core Skills assessment DOYA	NSM assessment Core Skills assessment	NSM assessment DOYA Core Skills assessment
Y2	NSM assessment Rt Core Skills assessment DOYA	NSM assessment Core Skills assessment DOYA	NSM assessment Core Skills assessment	NSM assessment Core Skills assessment DOYA KS1 mock SATS	NSM assessment Core Skills assessment KS1 SATS	NSM assessment Core Skills assessment DOYA
Y3	Core Skills assessment DOYA	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA
Y4	Core Skills assessment DOYA	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA Multiplication Tables Check
Y5	Core Skills assessment DOYA	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA	Core Skills assessment	Core Skills assessment DOYA CLF mock assessments
Y6	Core Skills assessment DOYA Mock SATS	Rt Core Skills assessment DOYA Mock SATS	Core Skills assessment Mock SATS	Core Skills assessment DOYA Mock SATS	Core Skills assessment KS2 SATS	DOYA

References

https://nrich.maths.org/14682

https://nrich.maths.org/12160

https://nrich.maths.org/13491

https://nrich.maths.org/14718/note

https://nrich.maths.org/content/id/12160/boosting_achievement_dweck.pdf

https://nrich.maths.org/content/id/12160/Cuoco_etal-1996.pdf

https://nrich.maths.org/content/id/12160/ExploratoryTeachingKRuthven.pdf

http://mikeaskew.net/page3/page4/files/EffectiveTeachersofNumeracy.pdf

https://nrich.maths.org/content/id/12160/Deep%20Progress.pdf

https://www.challenginglearning.com/learning-pit/

http://www.mathematicalresilience.org/

http://wrap.warwick.ac.uk/51559/7/WRAP-measuring-mathematical-resiliance-study-Johnston-Wilder-2013.pdf

https://www.youtube.com/watch?v=gm9CIJ74Oxw

https://www.moedu-sail.org/lessons/assessment-capable-learner/

https://asdn.org/wp-content/uploads/EL-ACVL.pdf

Walkthrus, Tom Sherrington and Oliver Caviglioli

Updated June 2024

Appendices

Contents:

Supplementary guidance:

Appendix 1: Long-term Plans Years R-2

CLF Primary Mathematics Reception 2023/24

This **suggested** overview shows a way of organising the weekly units for Mastering Number, which each contain four planned (teacher-led) 15-minute sessions to develop the foundations of early number. These sessions will support you to develop children towards the 2021 ELGs for maths, which focus on Number and Numerical Patterns but learners will only develop and secure this learning through application in continuous and enhanced provision. Additionally, spatial reasoning (including shape, space and measure - SSM), pattern-seeking, spotting connections and developing positive mathematical attitudes should feature in day-to-day provision and, where necessary, teacher-led sessions.

SEPTEMBER				OCTOBER				NOVEMBER
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1
Getting to know children. BASELINE ASSESSMENTS Provision includes PATTERN – percussion, counting, colour etc. Noticing, describing, modelling, extending. On- going use of time language, e.g first, now, next, then etc.					You might start Mastering Number before October half term so you can include blocks of SSM or Pattern			MN Wk1 Subitising

NOVEMBER				DECEMBER				JANUARY	
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2
MN Wk2 Counting	MN Wk3 Composition	MN Wk4 Subitising	MN Wk5 Comparison	MN Wk6 Cardinality & counting	MN Wk7 Composition			MN Wk8 Composition	MN Wk9 Composition

JANUARY				FEBRUARY		MARCH			
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5
MN Wk10 Cardinality & counting	MN Wk11 Subitising	MN Wk12 Ordinality	MN Wk13 Composition		MN Wk14 Composition	MN Wk15 Composition	MN Wk16 Counting	MN Wk17 Comparison	MN Wk18 Composition

MARCH	APRIL				MAY				JUNE
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T
MN Wk19 Subitising			MN Wk20 Composition	MN Wk21 Counting, Cardinality & ordinality	MN Wk22 Subitising	MN Wk23 Composition	MN Wk24 Composition	MN Wk25 Composition	

JUNE				JULY		
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
MN Wk26 Subitising on a rekenrek	MN Weeks 27 -31 Reviews of 1) Comparison, 2) Counting, 3) Number Patterns, 4) Recall & 5) Understanding These five review/assessment units can be completed in any order.					

CLF Primary Mathematics Year 1 2023/24

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. If learners have accessed Mastering Number in Reception, they *may* (no guarantee of this!) need less time to review Reception number content. However, ensuring that all learners are secure in shape, space, measures and pattern content from Reception is equally important. Learners may also grasp Year 1 content more quickly than in previous years; aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare them better for Year 2 learning than moving them on to Year 2 content early.

SEPTEMBER				OCTOBER				NOVEMBER
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	H/T	Wk1
Previous Reception experiences and counting within 100								Comparison of quantities & part-whole relationships

NOVEMBER				DECEMBER				JANUARY	
Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Christmas	Christmas	Wk1	Wk2
Comparison of quantities & part-whole relationships (ctd.)		Numbers 0 to 5		Recognise, compose, decompose & manipulate 2D & 3D shapes				2D & 3D shapes (ctd.)	Numbers 0 to 10

JANUARY				FEBRUARY			MARCH		
Wk3	Wk4	Wk5	Wk6	H/T	Wk1	Wk2	Wk3	Wk4	Wk5
Numbers 0 to 10 (ctd.)		Additive structures			Additive structures		Addition & subtraction facts within 10		

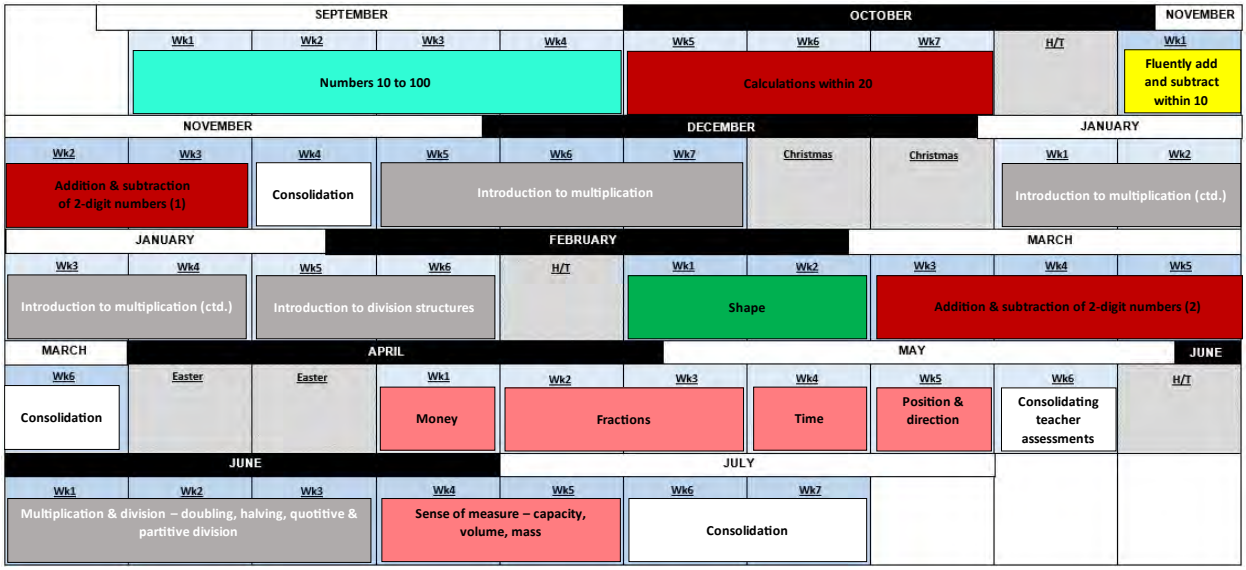
MARCH	APRIL				MAY				JUNE
Wk6	Easter	Easter	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	H/T
Consolidation			Numbers 0 to 20				Unitising & coin recognition		

JUNE				JULY		
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Unitising & coin recognition (ctd.)			Position & direction	Time		Consolidation

Updated June 2024

CLF Primary Mathematics Year 2 2023/24

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. If learners have accessed Mastering Number in Year 1, they *may* (no guarantee of this!) grasp Year 2 number content more quickly than in previous years; aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare them better for KS2 learning than moving them on to Year 3 content early.

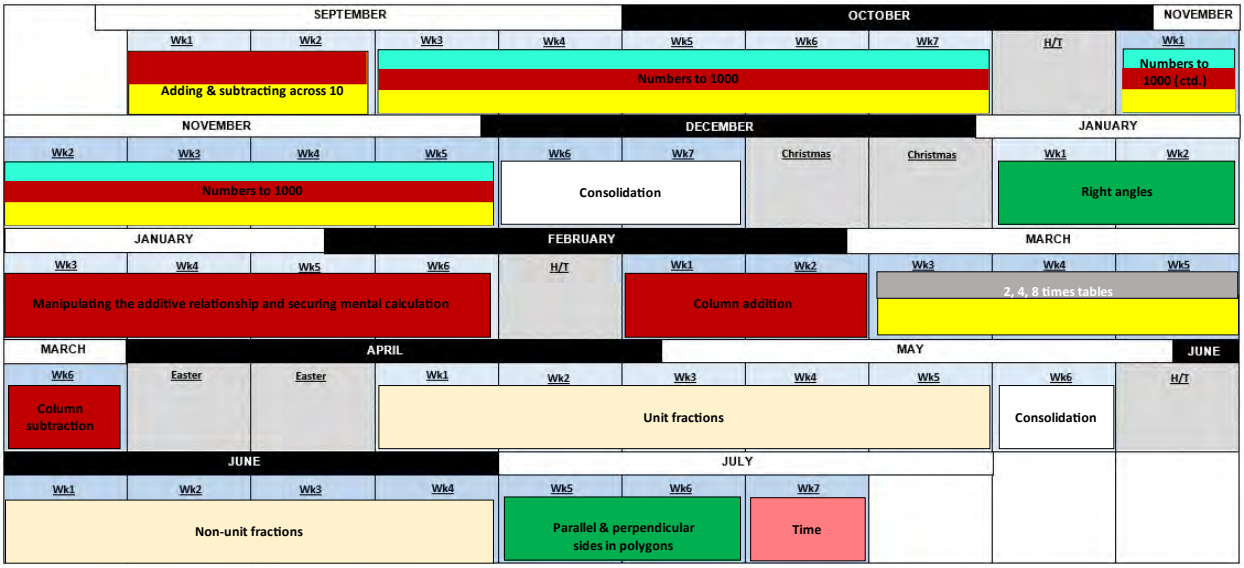


Updated June 2024

Appendix 2: Long-term Plans Years 3-6

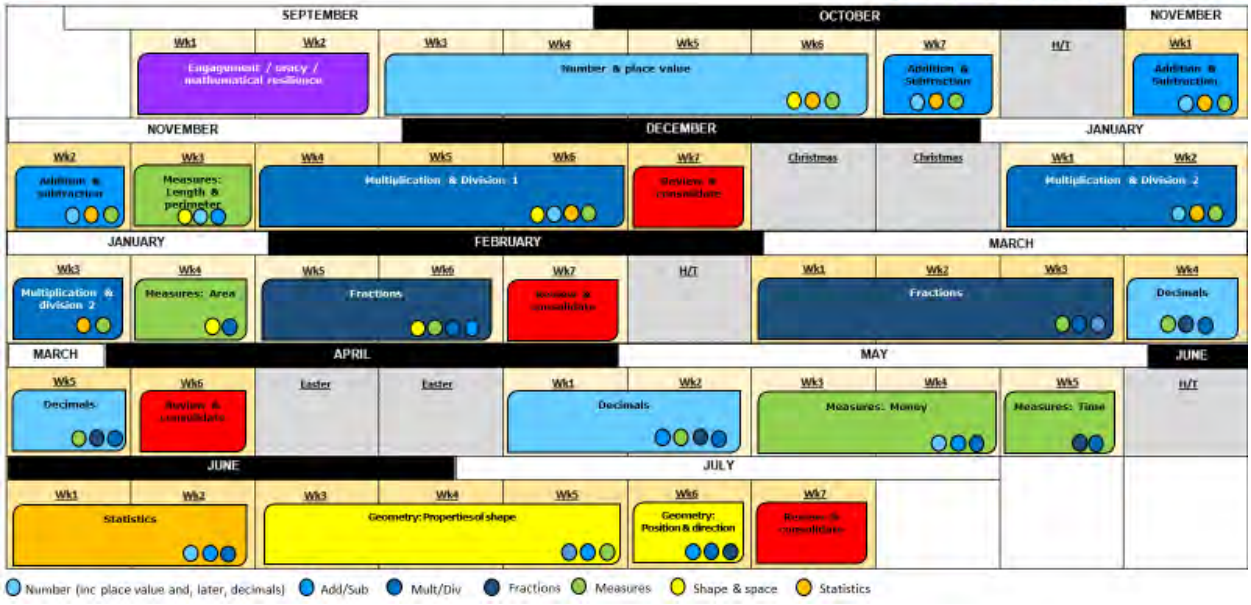
CLF Primary Mathematics Year 3 2023/24

The proposed length for each unit is flexible and judgements to move on should be based on securing deep understanding for the majority of your class. It is likely that you will need to teach content from Y1 & Y2 Ready to Progress to support age appropriate learning; where this is not necessary, aim to deepen understanding and embed mathematical habits of mind through reasoning and investigative activities as you move through the curriculum. This will prepare learners better for Year 4 than moving them on to Year 4 content early.



CLF Primary Mathematics Year 4 2021/22

Links to RtP and national curriculum

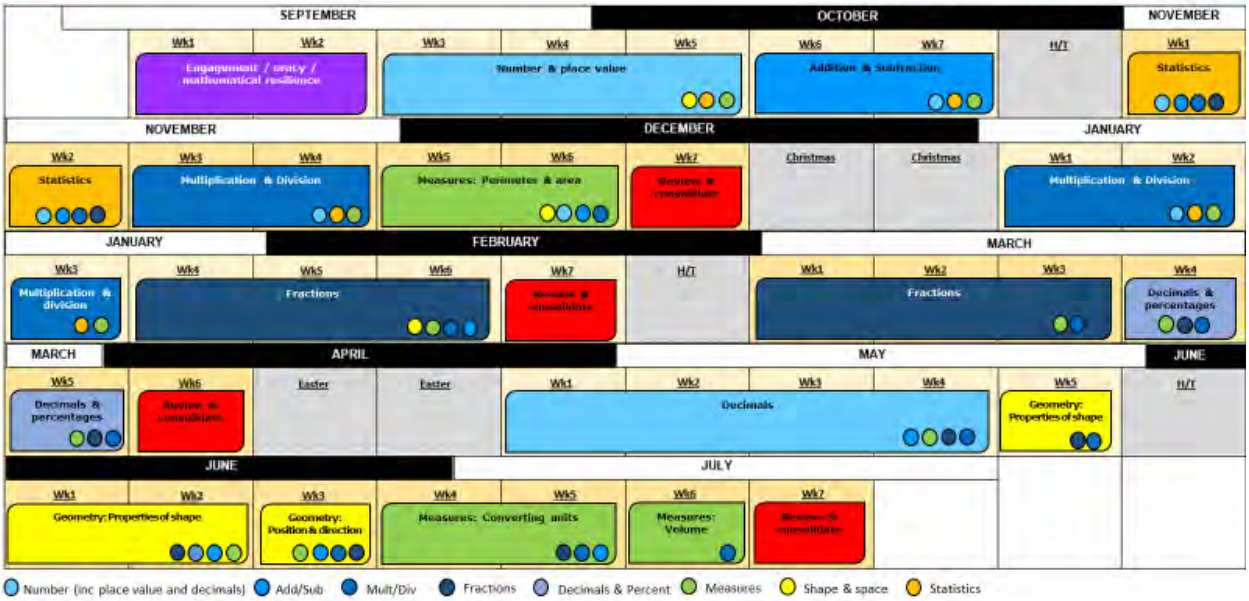


Updated June 2024

Cabot Learning Federation

CLF Primary Mathematics Year 5 2021/22

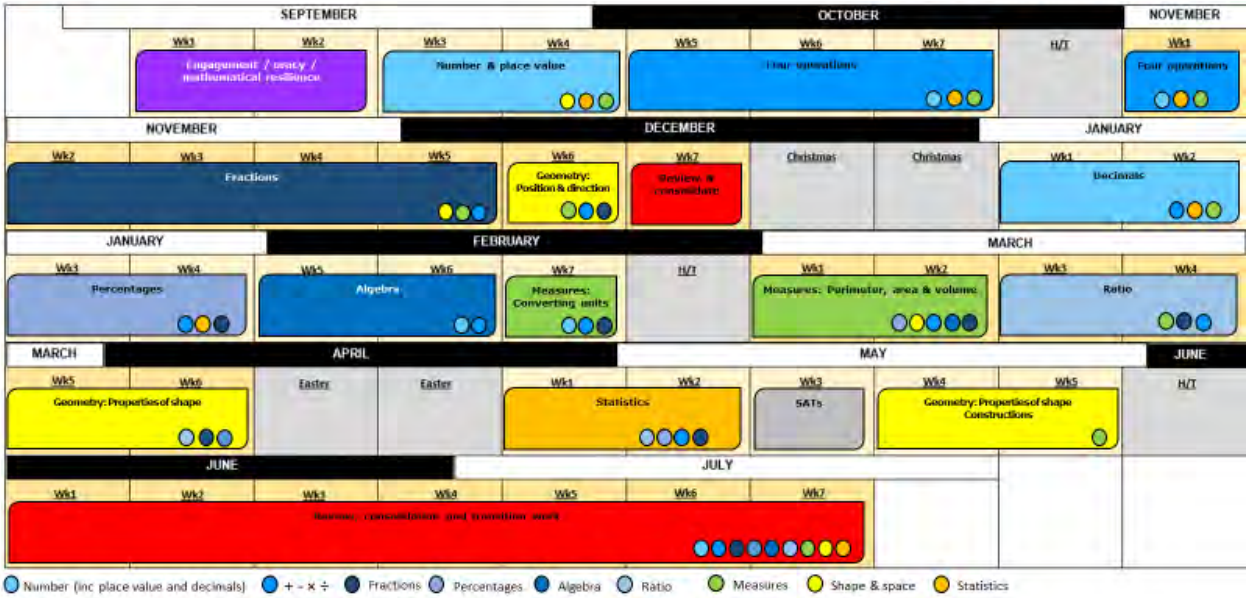
Links to RtP and national curriculum



Cabot Learning Federation

CLF Primary Mathematics Year 6 2021/22

Links to RtP and national curriculum



Appendix 3: Mathematical vocabulary

Acute, Adjacent, Alternate, Angle, Area, Ascending order, Average, Axis of symmetry, Baker's dozen, Base, Base angles, Bisect, Breadth, Capacity, Cardinal number, Carroll Diagram, Circumference, Composite number, Congruent, Consecutive, Coordinates, Denominator, Descending order, Diagonal, Difference, Digit, Digital root, Dimensions, Dodecagon, Edge, Equation, Equilateral triangle, Even number, Exterior, Face, Face value, Factor, Greater than, Gross, Hendecagon, Heptagon, Hexagon, Horizontal, Improper fraction, Integer, Interior, Intersection, Irregular shapes, Isosceles triangle, Kite, Less than, Line of symmetry, Lozenge, Mean, Median, Mode, Multiple, Numerator, Oblique, Oblong, Obtuse angle, Octagon, Odd number, Ordinal number, Parallel lines, Parallelogram, Perimeter, Perpendicular line, Place value, Polyhedron, Prime number, Product, Quadrant, Quindecagon, Quotient, Rectangle, Reflex angle, Rhombus, Roman numerals, Rotational symmetry, Rounding, Scalene triangle, Score, Square number, Squared, Sum, Symmetrical, Tally, Tessellation, Tetragon, Translation, Trapezium, Triangular number, Trigon, Vertex, Vertical line.

Appendix 4: Activities to develop mathematical vocabulary

- Call my bluff (three definitions; find the real one)
- Give us a clue (guess the word from its definition)
- Speechless (define a word without speaking or writing)
- Crosswords (design and make)
- Countdown (give anagrams and definitions)
- Maths Attack (create a poster with as many examples of the term as they can)
- Hangman
- Yes/No (aka 20 questions or Animal, Mineral, Vegetable)

Updated June 2024

Appendix 5: Reasoning strategies used across the school

1. **Give an example of…(and another…and another)** *ctrl + click link for examples*

"Give / find / draw / make an example of… . And another. And another." *Allow time for learners to think and record their first example before asking for the further examples.*

2. **Additional conditions** *ctrl + click link for examples*

"Give me an example of…. Give me an example of…which…. Give me an example of … which… and which…" *An alternative to "another and another" is to define constraints for the examples and to make these cumulative, forcing learners to think increasingly carefully through their choices.*

3. **Peculiar, Obvious, Non-example, General – PONGs** *ctrl + click link for examples*

"Give / find / draw / make an obvious example of…a peculiar example…a non-example. Explain what makes something an example of… *or* Explain what is general about all examples of…" *As well as inviting a range of examples, encourage learners to explain why they see an example as peculiar or obvious and why their non-example cannot be an example.*

4. **What's the same? What's different?** *ctrl + click link for examples*

"Compare these …. What is the same about them? What is different about them?" *You might present learners with: two (or more) representations of the same concept (to draw their attention to how the representations map onto each other and what is the same about all of them; i.e. what it is that is being represented); two (or more) different items from the same category (to establish how they are distinct and similar)*

5. **Odd One Out** *ctrl + click link for examples*

"Here are three…. In what way are two of them the same but the third is different? Can you find a way of making a different one the odd one out?" *With careful example choices, each example can be the odd one out by describing the correct criteria that make the other pair similar.*

6. **Sorting** *ctrl + click link for examples*

"Look at this set of…. Decide how you will sort them into two groups and create / add one more example to each group. Explain how you sorted them." *Two sets of items which have similarities and differences are mixed together and presented for learners to sort using their own criteria. Example choice is important depending on what characteristics you want learners to demonstrate their understanding of…but they will often surprise you by sorting them in different ways and discussion should allow for these to be examined.*

Activities for assessing and promoting deeper thinking and understanding

7. **What's wrong with this?** *ctrl + click link for examples*

"What is wrong with this example / answer / response? How can you make it correct?" *The example chosen may exemplify a recent (common) mistake from your learners or be based on a typical misconception or error that is likely to occur in the concept being learnt.*

8. **What's the question?** *ctrl + click link for examples*

"Here is the answer to a similar question / problem. What could the question have been?" *To constrain the kinds of responses learners may offer, it is important to frame the question as similar to something else. Part of the assessment information provided will be on how well they've understood what is 'similar'. Ideally there will be a*

9. **Likely incorrect responses** *ctrl + click link for examples*

"Look at this question / calculation / problem. What do you think is the most likely incorrect response? Explain why." *The example chosen may exemplify a recent (common) mistake from your learners or be based on a typical misconception or error that is likely to occur in the concept being learnt.*

10. **Always, sometimes or never true?** *ctrl + click link for examples*

"Is it always, sometimes or never true that…? Explain how you know." *The statements chosen may force learners to consider an unexpected idea or extend their understanding by trying out unusual examples. Explanations for "always" or "never" can be tricky when learners are still developing their reasoning; proof is particularly difficult when concepts are still developing. "Sometimes true" can be exemplified by an example and counter-example.*

Activities for promoting key habits of mind

11. **All possibilities** *ctrl + click link for examples*

"How many possibilities can you find? Can you find all the possibilities? How do you know you have found all the possibilities?" *Although each of these prompts seeks to promote systematic ways of working (the learner's mathematical power of "organising"), they are successively more demanding and learners will take time to identify how working systematically may change based on a given task. This activity can be layered on top of one of the previous prompts (e.g. "What's the question?" or "Give an example" with or without "Additional conditions") or used with open questions that have a finite set of responses.*

12. **Pattern seeking** *ctrl + click link for examples*

"Can you see any patterns in these…? What do you think is happening here? Why do you think that?" *As with the previous idea, this series of prompts may come after starting with another question (e.g. Give me an example…and another…and another…) and generating some examples. It could also be paired with a set of items prepared in advance. We want to encourage learners to notice patterns and to actively seek them as a problem-solving strategy. This prompt also encourages learners to make conjectures and to convince each other with reasoning.*

Some reasoning strategies…

- What's the same, what's different?
- Odd one out
- Many different ways (calculation)
- Rank by difficulty
- True/False
- Always sometimes never
- Different ways
- I know… so…
- Explain the mistake

ANALYSING

- What is the same and different about …?
- What stays the same and what changes?
- Sort or organise the following according to …
- Alter an aspect of something to see an effect. If we change this what will happen?
- What follows from this? What do you think will happen next if we do this?
- What do you notice…?
- When is it true?
- Is it just sometimes true, or is it always true?

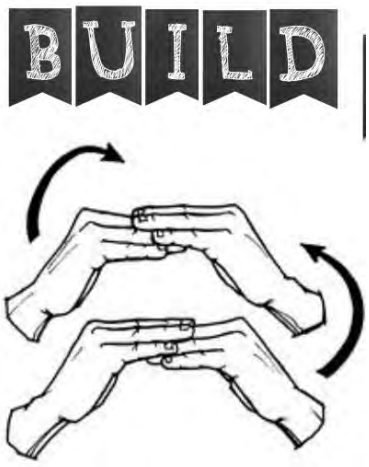
GENERALISING

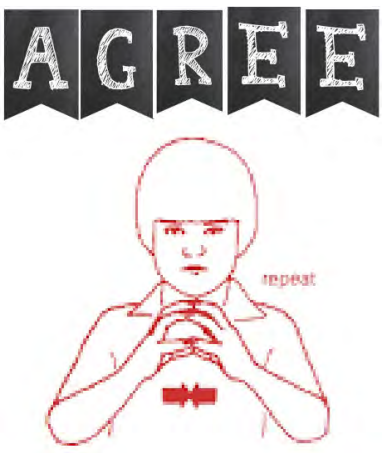
- How can you describe what is the same?
- What is the rule?
- What is the pattern here?
- How can you describe the pattern?
- What happens in general?
- Is that … (pattern) always going to work?
- Are there other examples that fit the rule?
- How could you explain the rule to someone else?

JUSTIFYING

- Is this conjecture just sometimes true, or always true?
- How do you know?
- How could we show or prove that it is true?
- True or false? Why? Let's justify.
- Convince me…
- How can we be sure…?
- Tell me what is wrong with….
- Explain - why does this (process/rule/result) work?
- Can you go through that step by step?
- Can you explain that step by step?
- Why?
- If…then…

Appendix 6: Hand gestures used as part of classroom discussion





Updated June 2024

Appendix 7: Core Skills in each group (Y2-Y6)

Year 2 should already be able to…	Year 3 should already be able to…	Year 4 should already be able to…	Year 5 should already be able to…	Year 6 should already be able to…
Identify one more, one less	Recognise place value of each digit in two-digit numbers	Find 10 or 100 more/less than a given number	Find 1000 more or less than any given number	Order, compare numbers to one million
Number bonds within 20	Compare and order numbers to 100 using <, >, =	Recognise PV of each digit in a 3-digit number	Recognise place value of each digit in 4-digit number	Count forwards and backwards with negative numbers, including across zero
Add, subtract numbers within 20 including zero	Count in steps of 2,3 and 5 from zero	Compare and order numbers t0 1000	Order and compare numbers beyond 1000	Round any numbers to nearest 10,100,1000,10000,100000
Count to and across 100 from any starting number	Count in steps of 10 forwards and backwards from any number	Count from 0 in multiples of 4,8,50,100	Round any number to nearest 10, 100, 1000	Column add/subtraction numbers more than 4 digits
Read and write numbers to 100	Read scales in division of 1,2,5,10	Add/subtract mentally up to 3 digits (add/subbing in just one column, e.g. 497 – 300)	Count backwards through zero	Use rounding to estimate answers
Read and write clock times to nearest hour and half hour	Partition 2-digit numbers in different combinations of tens and ones	Estimate answers to calculations	Add/subtract 4-digit numbers using column method	Identify multiples and find all factor pairs of a number
Recognise half of an object or quantity	Recall number bonds to and within 10 and 20	Solve missing number problems using inverse	Count in multiples of 0.25 and 1000	Multiply 4 by 2-digit numbers using written method
Recognise quarter of an object or quantity	Recognise odds and evens	Add/subtract money to give change, using £ and p notation	Use known facts to derive answers to multiplication/division questions	Divide 4 digits by 1 digit, interpreting the remainder
	Name and describe properties of 2D and 3D shapes	Count up and down in tenths	Recognise factor pairs	Multiply and divide whole numbers and decimals by 10,100,1000
	Identify ¼, 1/3, ½, 2/4, ¾ of a shape	Recognise unit and non-unit fractions of set of objects	Multiply 3 x 1-digit numbers using written method	Compare and order fractions whose denominators are multiples of the same number
	Read and write clock time to nearest fifteen minutes	Recognise and show equivalent fractions	Recognise families of equivalent fractions	Identify equivalent fractions of a given fraction
		Compare and order unit fractions with same denominator	Count up and down in hundredths	Convert improper fractions and mixed numbers
		Add/subtract fractions with same denominator within 1 whole	Compare numbers to 2dp with same number of decimal places	Add, sub fractions whose denominators are multiples of the same number
		Read and write time to nearest minute on 24-hour clock	Round decimals with 1dp to nearest whole number	Convert decimals, percentages and fractions
			Recognise and write decimals equivalents to ¼, ½, 3/4	Order and compare decimals to 3dp
			Divide 1- and 2-digit numbers by 10 or 100	Round decimals with 2dp to nearest whole and nearest 1dp
			Read time and convert 12 to 24 hour time	Convert between different metric measures (e.g., mm and cm)

Updated June 2024

Appendix 8: Multiplication Tables Check Procedure

Intent

Children should be able to recall multiplication facts fluently. This ability will increase their confidence in mathematics and will improve their ability to solve problems and reason about mathematical concepts connected to multiplication knowledge.

Pupils are first introduced to the concept of multiplication in Year 1 when they begin counting in 2, 5 and 10.

Pupils are introduced to multiplication tables in Year 2 and practise to become fluent in the 2, 5 and 10 multiplication tables.

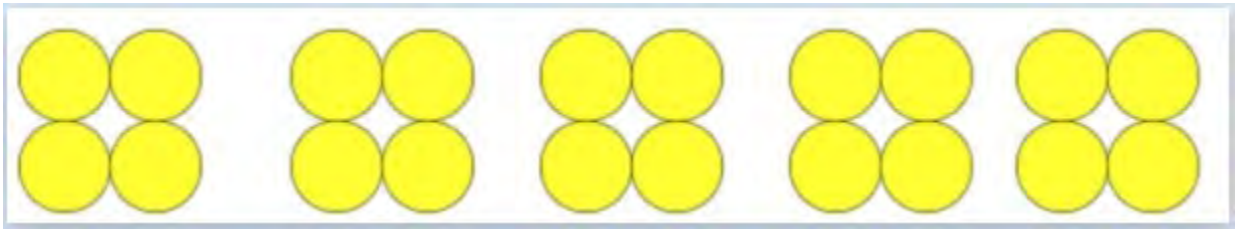
By the end of Year 3, pupils should be able to fluently recall the 2, 3, 5, 10 multiplication tables.

By the end of Year 4, pupils should be able to fluently recall all tables from 1 to 12. This ability is checked each year by the online Multiplication Tables Check which is administered in the summer term.

Updated June 2024

Implementation

Multiplication should be taught using a concrete, pictorial, abstract approach, with all children accessing the learning in all modes. When teaching a new times table, students may need to keep a 1:1 correspondence with concrete objects, such as below for the 4 times table:

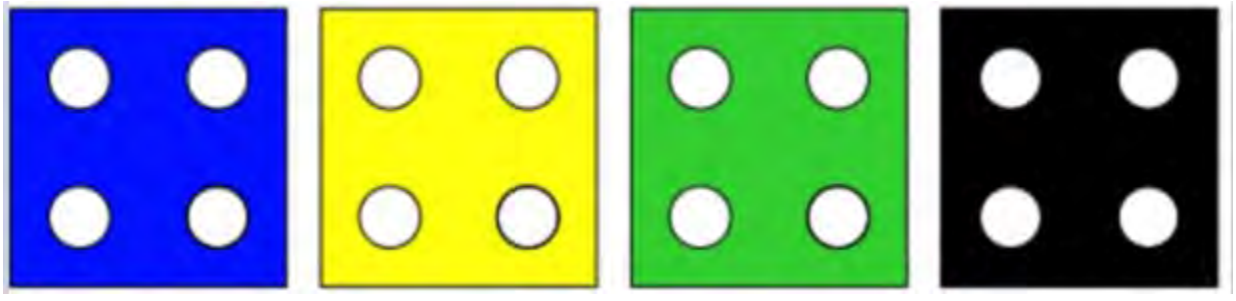


We want children to move on from 1:1 correspondence quickly so that they are able to see each group as a set of four. This allows for counting in groups of 4. Songs and chanting can be used to reinforce the pattern of the 4 times table.

Children should be exposed to as many different concrete and pictorial representations of 4 to build understanding. Below are some examples:

Unifix cubes

Die



Dienes blocks

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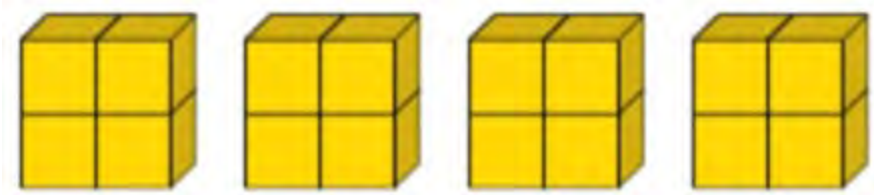
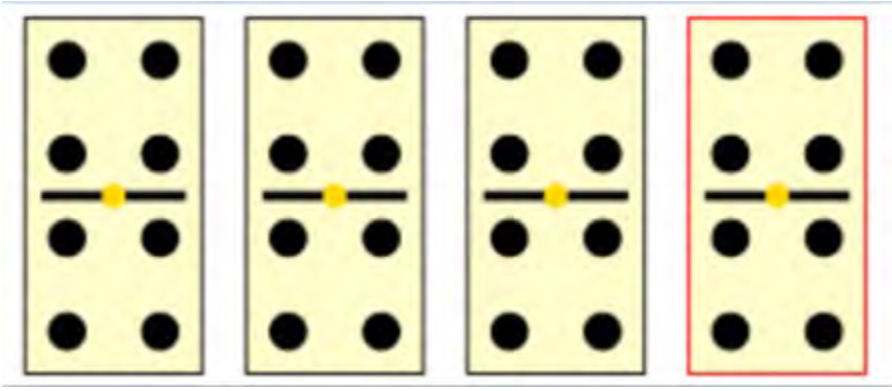
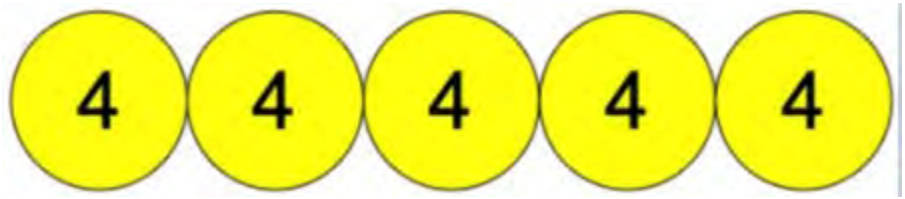


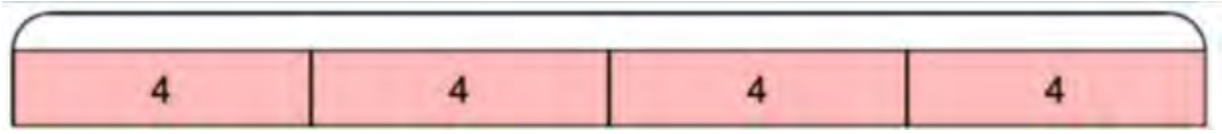
Dominoes



Number counters

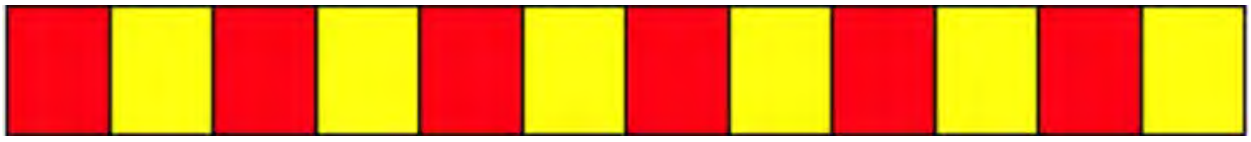


Bar model



Cuisenaire rods

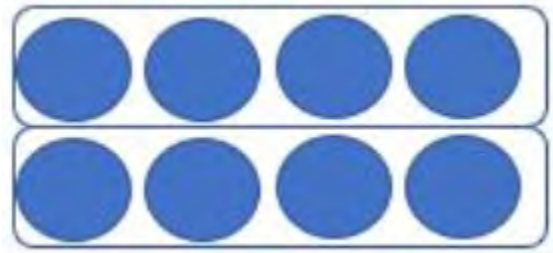
Counting stick



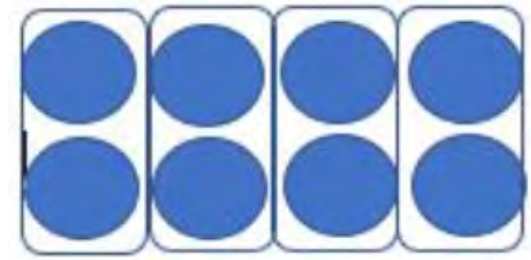
Students should draw on their knowledge of the concrete representations to aid understanding of pictorial representations. They should use their knowledge of repeated addition and the commutative law in tasks such as this:

4 + __ + ___ = ___ 3 x ___ = ____

Once confident with this, pupils can then move onto arrays, where the commutative law is reinforced further:

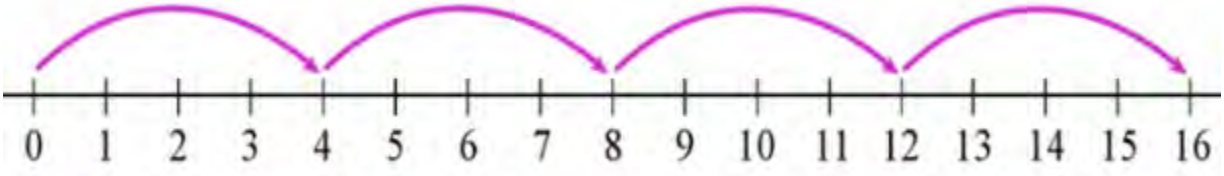


2 x 4 = 8



4 x 2 = 8

Finally, pupils can move onto an abstract approach. This would look like jumping on a number line at first before moving onto calculations without the scaffold.



Updated June 2024

Routines for attaining fluency in multiplication

We help children to learn and practise their multiplication tables in the following ways:

Year 1:

- Children are taught to count in groups of 2, 5 and 10

Year 2:

- Daily multiplication tables practice (after introduction of multiplication tables in Spring Term)
- Times Table Rock Stars accessed in school (after introduction of multiplication tables in Spring Term)

Year 3:

- Daily multiplication tables practice (see next section)
- Times Table Rock Stars accessed weekly in school
- Times Table Rock Stars set as home learning

Year 4:

- Daily multiplication tables practice (see next section)
- Times Table Rock Stars accessed twice weekly in school
- Times Table Rock Stars set as home learning
- Assessment of MTC-readiness using Soundcheck mode on TTRS each term during Assessment Week
- Entry in TTRS OUMTC check twice annually to raise profile amongst parents and children

Year 5:

- Daily multiplication tables practice (see next section)
- Times Table Rock Stars accessed weekly in school
- Times Table Rock Stars set as home learning

Year 6:

- Daily multiplication tables practice (see next section)
- Times Table Rock Stars accessed weekly in school
- Times Table Rock Stars set as home learning

Updated June 2024

Daily Multiplication Tables Practice in Key Stage 2

The following routine should be followed daily for all children in Key Stage 2 to help develop automaticity in times tables.

1. FunKey maths step counting slides used by class teacher to rehearse the times table being learnt. For a model, this video on Youtube provides a good example of what this might look like: https://www.youtube.com/watch?v=yXdHGBfoqfw
    a. As the class become more confident with the target timestable, start chanting in multiples of 10/100/0.1 to develop greater depth fluency
2. Children to complete a set of questions on the multiplication table being learnt, including inverse facts. These questions are taken from Ashley Down school and the booklets are on Sharepoint. Each child should have their own copy of the booklet and complete one set of questions each day.
3. Call and repeat the answers with the whole class and pupils self-mark. It is important that this is done using the following rules:
    a. **Shortest form** (five twos are ten; seven eights are sixty four). Always use that same format.
    b. **Biggest factor first** (always give the soundbite with the largest factor first). Therefore, if the question asks (5 x 8 = __, you call out 'eight fives are 40'). This way, there is only one soundbite for a family of facts.
    c. **Rephrase division as multiplication**. As above, we want all facts in a fact family to be learnt as one soundbite. Therefore, ___ ÷ 4 = 8 would be chanted as 'eight fours and 32' and then fill in 32 on the IWB for children to mark.
4. Note which children are struggling with this timestable (<36/40). These children should be sent with an adult to practice using flashcards for five minutes daily as further practice.
5. Notice which timetable these children are struggling with and turn it into a door code: print the fact (without the answer) and pin to your door. Every time the class enter and leave the room, ask these children for that particular fact including the answer.
6. Once per week, use the Derived Fact sheets to further develop greater depth fluency. Children should complete the fact family triangle at the top before answering as many questions as possible in three minutes.

Updated June 2024

National Curriculum Statutory Requirements

Year 1:

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 2:

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Year 3:

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Year 4:

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Updated June 2024

Year 5:

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Mathematics – key stages 1 and 2 33 Statutory requirements
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Year 6:

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- solve problems involving addition, subtraction, multiplication and division

WRITING PROCEDURES

At Frome Vale Academy we recognise that language and literacy is a fundamental life skill; it develops children's ability to communicate effectively. Our children need to be able to communicate orally and in writing and to be able to read a wide range of texts if they are to achieve their potential throughout their school days and into their adult life. Literacy is at the heart of the curriculum uniting the important skills of reading, writing and grammar, and enabling children to practise speaking and listening skills. We aim to develop in our children an enthusiasm for Literacy in all its forms and to ensure they have the confidence to express themselves clearly.

At Frome Vale Academy there is an emphasis that spelling, grammar and punctuation is an integral part of creative writing, where SPaG enables and inspires pupils. It is our intention that children can confidently use spelling, punctuation and grammar rules to improve the quality of their writing, creating an impact on the reader, and understand how it is being used to change meaning and effect. Our aim is that children can use the appropriate terminology as a tool to discuss choices and manipulate language confidently and powerfully, with the genre, purpose, style and audience in mind.

In writing, there is an emphasis on self-evaluation and developing pupils' ability to assess their own work through revising and editing. Children consistently know what to do to improve their writing. They can identify where they have been successful and why. This will be evident across the school using the green editing pen.

Implementation

At FVA, Modelling and discussing various styles and pieces of writing is frequent and focuses on the actual use of grammar in real examples of writing, including, high quality texts, professionally produced pieces, realistic examples produced by the teacher, live drafts, and pupils' writing. Teachers provide a model of writing which children can attempt to emulate and tailor their writing to the needs and interests of the class. Teachers develop vocabulary and grammar in a meaningful way, by placing words and features which children are learning into context, so that children learn vocabulary directly and indirectly, with repetition and multiple exposures. Teaching sequences therefore are progressive, reflect pupils' current needs and have clear fiction and non-fiction outcomes.

Teachers provide students with opportunities to develop their writing capabilities through a three-phase approach with emphasis on the following:

Phase 1 - Sentence Level focus, which includes:

- Spark/ ignition to a text/ context of writing
- Identification of sentence level focus (based on the genre)
- Identification of genre outcome with its purpose
- The practice of sentence level writing, reducing scaffolding through the phase

Phase 2 - Genre level focus, which includes:

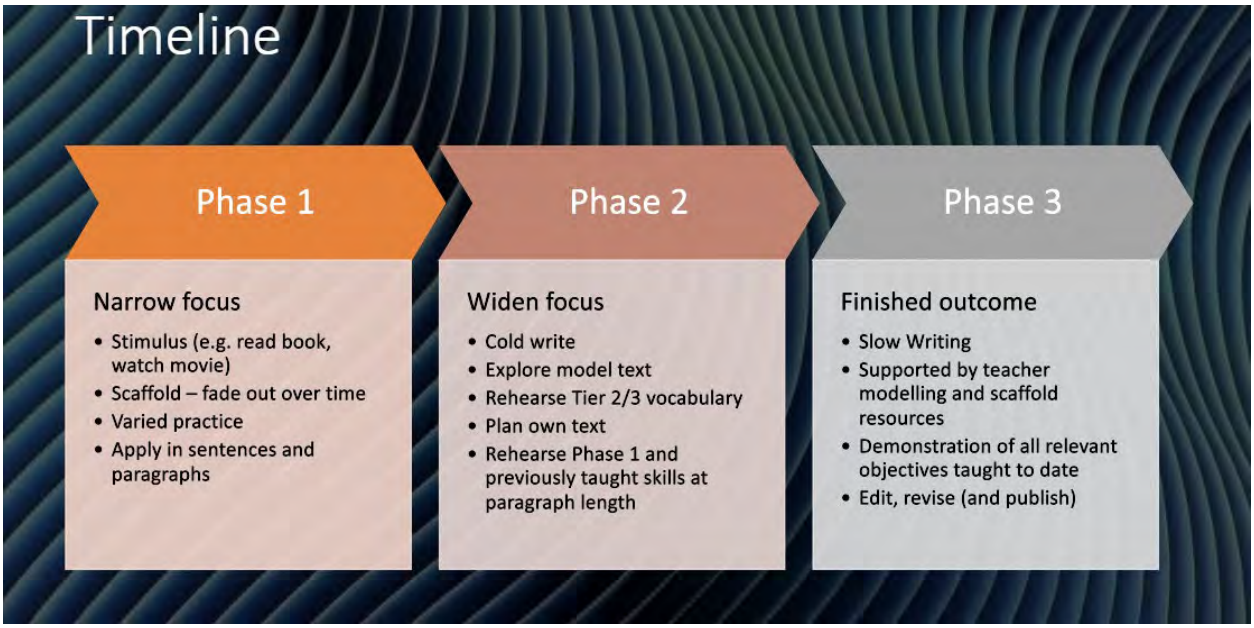
- Exploring the language and structural features of a genre
- Applying sentences explored in phase 1 to the genre focus.
- Explicitly modelled texts
- An opportunity for a 'cold write' for formative assessment purposes

- Planning for a sustained piece of writing - individual or whole class

Phase 3 – Drafting and Editing, which includes:

- Slow writing
- Redrafting and editing
- Publishing

This can be summarised as follows:



<u>Long-term lesson sequences</u>

Our long-term teaching sequences are designed around two key principles:

- Text or stimulus are chosen with a clear rationale based upon areas such as high-quality grammar features, representation of characters, topics of interest and connections to wider curriculum areas, although only if this is meaningful.
- Units of sentence level learning are sequenced with intent. This ensures that skills are learned progressively, helping students to be ready for each new concept and skill as it is taught. We have a whole school sentence level overview which supports planning for phase 1 and ensures that there is cumulative progression of the components of writing.

Individual teachers have the right to adapt their own plans according to ongoing formative assessment. If a teacher feels that a class would benefit from additional time on a particular focus, they can move away from the original long-term structure. This allows meaningful changes to be made in teaching and learning based on assessment for learning undertaken by staff.

The long-term plan for Years 1-6 can be seen in the appendix. The long-term plan for EYFS can be seen in the relevant chapter of this procedure.

Lesson Designs

Teachers are not expected to produce written plans for individual lessons. Rather, staff should create lesson designs – using either Notebook or Powerpoint – which contain all of the resources required for the lesson. This has several advantages:

- Staff workload is reduced by avoiding duplication of ideas
- The similar structure of each lesson allows teachers to devote time to the content rather than the structure of each lesson
- Lessons contain similar, important elements across all year groups, ensuring consistency for pupils in writing lessons

The lesson designs should be simple and contain only important information so as to avoid cognitive overload in learners and maximise pupil focus on the writing skill being taught.

Template lesson designs are available to assist teachers in creating their own lessons efficiently. Each lesson design should contain the following elements:

- I am a Writer
- Learning Objective
- Active Learner mat

- Review
- Vocabulary (depending on phase)
- Starter
- Main teaching slides, including:

  Phase 1 sentence level tasks

  Phase 2 Exploring genre specific feature and planning format

  Phase 3 Model text and writing and slow writing slides, including editing and revising
- Self-Evaluation

Feedback

At Frome Vale Academy we use the following principles for writing feedback:

- Lay the foundations for effective feedback by providing high-quality instruction, including the use of formative assessment strategies
- Deliver appropriately timed feedback that focuses on moving the learning forward
- Plan for how pupils will receive and use feedback
- Use purposeful verbal feedback in a time-efficient way
- Use purposeful, task-focused, appropriately timed written feedback

Adaptive Teaching Expectations

During the phase 1 and phase 2, in the moment/verbal feedback is given in the lesson. Red pens are used if any written feedback, such as the FVA feedback code, needs to be provided. Children respond to the 'in the moment' feedback using their green pens.

Refer to the AASE handbook on adaptive teaching

End of Unit Assessment

During phase 3 Frome Vale Academy pupils write, revise and edit a fiction and a non-fiction end of unit outcome. These are identified in the Whole-School Writing Overview document and class Long-Term Plans. These outcomes will be marked using the following expectations:

Summative comment

The success of a piece of work is judged against the objectives of the unit.

These are marked on a child's 'writing bookmark' which is then stapled to the piece of work

See below for an example of a bookmark:

	Year 3
Writing	Spell Year 2 CEW correctly
	Form letters of the correct size and use joining
	Capital letters and full stops
	Use the past and present tense consistently
	Add -er, -est, -ing, -ed
Sentence structure	Simple sentences
	Compound sentences (co-ordinating conjunctions) for, and, nor, but, or, yet, so
	Complex sentences (subordinating conjunctions) if, since, as, when, after, while, before, until, although, because
	Prepositions Under, near, in between, before, after etc.
	Expanded noun phrases
	Adverbs of time They tell us WHEN a verb is done
	Adverbs of manner They tell us HOW a verb is done (-ly)
Cohesion	Paragraphs
	Organisational features (headings, subheading etc)
	Pronouns (he, she, the young girl...)
Punctuation	Inverted commas " " "Wait!" cried Jemima.
	Question marks ?
	Exclamation marks !
	Commas in a list
	Apostrophe for contraction it's, can't, wouldn't etc.
	Apostrophe for possession Sheila's hair, Ollie's house
	Spell some words from Y3/4 list correctly
	Consistent, joined handwriting style
	Edit writing
	Revise writing by adding and changing to improve it.

Formative comment

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Children are to use a green pen to respond to feedback.

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on.
At an earlier stage in their writing, no matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like this:
-> Go back and check you have used capital letters correctly and edit your work.
->Correct all underlined words in your work.
->Please add a comma to separate the subordinate clause

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.

In years 1-6, teachers are expected to use the following to show where these mistakes have been made in the writing:

V: verb tense
CL: capital letter
FS: full stop
SP: spelling
FSP: finger space
[ ]: square brackets can be used to identify a section of text that needs attention
P: punctuation error (not defined)
H: handwriting (letter formation)
M: Missing words
L: start a new line for speech
//: start a new paragraph

〰: a wiggly line is used to underline a section/word/phrase that does not make sense and needs to be addressed by the pupil.

All feedback is responded to with a green editing pen.

Moderation

Within Frome Vale and the CLF, we undertake regular moderation to check our judgments. We use KS1 and KS2 published exemplars and those created within our trust.

Appendices

Contents:

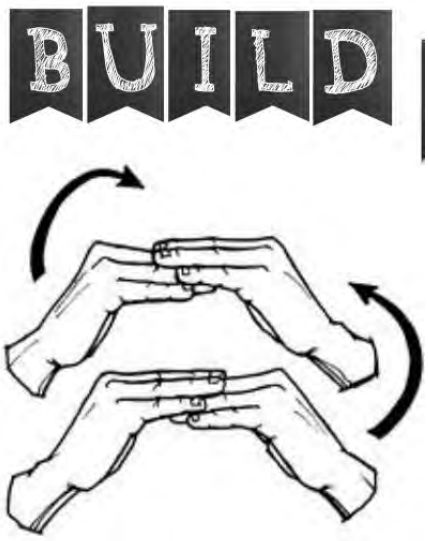
1. Long-term sentence level focus for Years 1-6
2. Examples of Phase 1 Phase 1 examples .pptx
3. Examples of Phase 2 Phase 2 examples.pptx
4. Example of Phase 3 Phase 3 examples.pptx
5. Book mark example Year group Writing bookmarks
6. Editing station editing stations
7. Sue Palmer Skeletons Sue palmer skeletons Genres

Long-term sentence level focus Years 1-6

	Term1					Term 2	Term3	Term 4	Term 5	Term 6
Reception	Recognise their name. Awareness of some letters. Exploring fine motor.					Understanding of writing going from left to right. Recognising first and last sound. Write their name.	Writing short, simple captions with known sounds (CEW). Oral rehearsal of sentences. Exploring use of sound mat.	Beginning to re-read their own writing. Explore full stops and finger spaces. Confidently using sound mat. Exploring sentence writing.	Independently using sound mat. Holding a sentence. Recognisable letters. Tri-pod grip.	Writing sentences with known sounds Understanding of different text styles e.g. lists, story writing, instructions, non-fiction. Able to know what they have written.
Year 1	Simple sentences (subject and verb) Full stops, finger spaces and capital letters					Simple sentence with proper nouns	Subject and verb agreement Adjectives in front of nouns	And to join words Past tense including ed (not changing root word –ed –d)	present tense (simple present) Joining 2 independent clauses with And	Punctuation ! Punctuation ? – Why , Where? How? What? When? Who?
Year 2	Four sentence types Statements Tense – past progressive (the verb to be)	Personal Pronouns Four sentence types Commands	Description – noun phrases (adjective, adjective, noun phrases) Questions- Can?, Will? Should? Would? Could? Is? Do?	Apostrophes for Contractions Coordination - (so, or, but)	Tenses – present- Progressive Apostrophes for possession (singular)	Exclamations Subordination – When, If, that Because				
Year 3	Expanded noun phrases- Determiner, adjective, adjective, noun Compound sentences for, yet, nor)					Complex sentences (after, until, before)- main clause followed by the subordinate clause Adverbs of manner	Direct speech- Use of inverted commas Commas in a list of more than single items	Direct speech- Use of inverted commas Apostrophe for possession (plural)	Figurative language – similes (Like) Adverbs of time	Prepositions Complex sentence with sub clause at the front

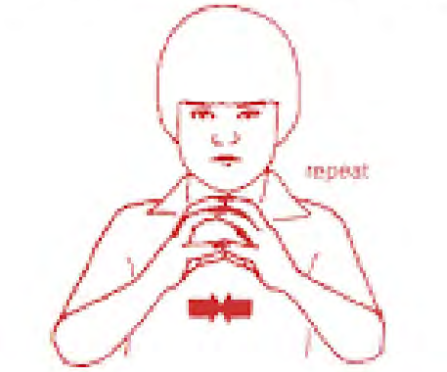
Year 4	Fronted adverbials of place Complex sentences (as, while, although)	Direct speech- CL and end punctuation Modal verbs	Figurative language – similes (as) Adverbials of manner	Adverbials of place Complex sentences (after, before, until, while, as)	Present perfect tense Cohesion between paragraphs in narrative	Direct speech- reporting clause at the start and comma Adverbials of time
Year 5	Passive voice Parenthesis (commas, brackets, dashes) Land of Neverbelieve	Develop fronted adverbials Relative clause Way Home	Subordinating conjunctions (Even though, despite, since, although, Due to the fact,) Manipulating position of sub clause (embedding) Escape from Pompeii	Colons to introduce list Figurative language (personification) Armstrong	Coherence within and across paragraph (moreover, in addition, furthermore) Synonyms for nouns Caerleon trip / Boudicca narrative	Speech punctuation (introducing dialogue) Embedded reporting clause Oliver Twist
Year 6	Dialogue (moving action on and characterisation) Hyphenated words and multi-clause sentence	Figurative language (metaphor, develop alliteration)	Semi colons and Colons to link main clauses	Commas to clarify meaning Concision		

Hand gestures used as part of classroom discussion



Frome Vale Academy

AGREE



HANDWRITING

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

Handwriting is closely linked with the practising of spelling, thus giving children a purpose for the activity as well as providing them with many opportunities to link phonemes with graphemes. This practice is therefore carefully planned and implemented so that all children can achieve a good standard of writing.

Aims

We aim for children to:

- achieve a neat, legible style with correctly formed letters in cursive handwriting,
- develop flow and speed,
- eventually produce the letters automatically and in their independent writing.

We are continually aiming to raise the standards of achievement of all pupils at Frome Vale Academy.

To achieve these aims, the following principles are followed:

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two.

Key Stage One:

Year 1
Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly,

- begin to form lower-case letters in the correct direction, starting and finishing in the right place,
- form capital letters,
- form digits 0-9,
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another,
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined,
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters,
- use spacing between words that reflects the size of the letters.

Year 3 and 4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5 and 6

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters,
- choosing the writing implement that is best suited for a task.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

In the Foundation Stage

Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Implementation

Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.

- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions,
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling,
- Correct posture will be encouraged with children sitting at the appropriate height with both feet on the floor,

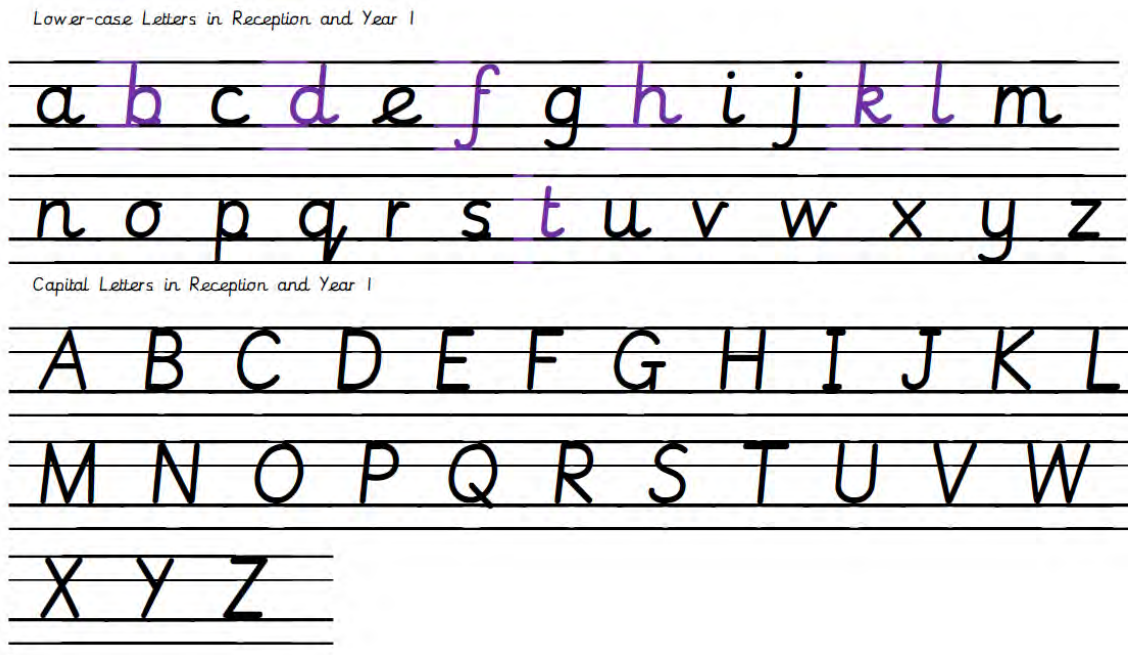
- Patterns are also re-introduced and extended later on to develop fluency, regularity and consistency,
- Left-handed children sit to the left side of the right-handed children,
- When marking or writing comments, members of staff use an un-joined style (Rec and Yl) or cursive handwriting as appropriate,
- Display writing throughout the school includes an un-joined style (Rec and Yl) or cursive writing and computer-generated writing

Reception and Year 1

In Reception, children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives listed at Key Stage 1. The style is quick and easy to learn, particularly when it is practised from an early stage. In Reception, handwriting is initially taught daily and is linked to the phonics session. Children then begin to have discretely taught handwriting sessions in Term 3.

In Year 1, handwriting is modelled daily and is linked to the phonics session. Children also have discretely taught handwriting sessions once a day from the beginning of the year.

At Frome Vale, we use the Letter Join (https://www.letterjoin.co.uk/) handwriting scheme to introduce handwriting patters and letter formation in an accessible and engaging way.
Lower case and capital letters are displayed in Reception and Year 1 classrooms to show the formation of each letter.



In Key Stages 1 and 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise when they are taught spelling. From Year 2 onwards, or as appropriate, a joined script is modelled.

Year 2 – Year 6

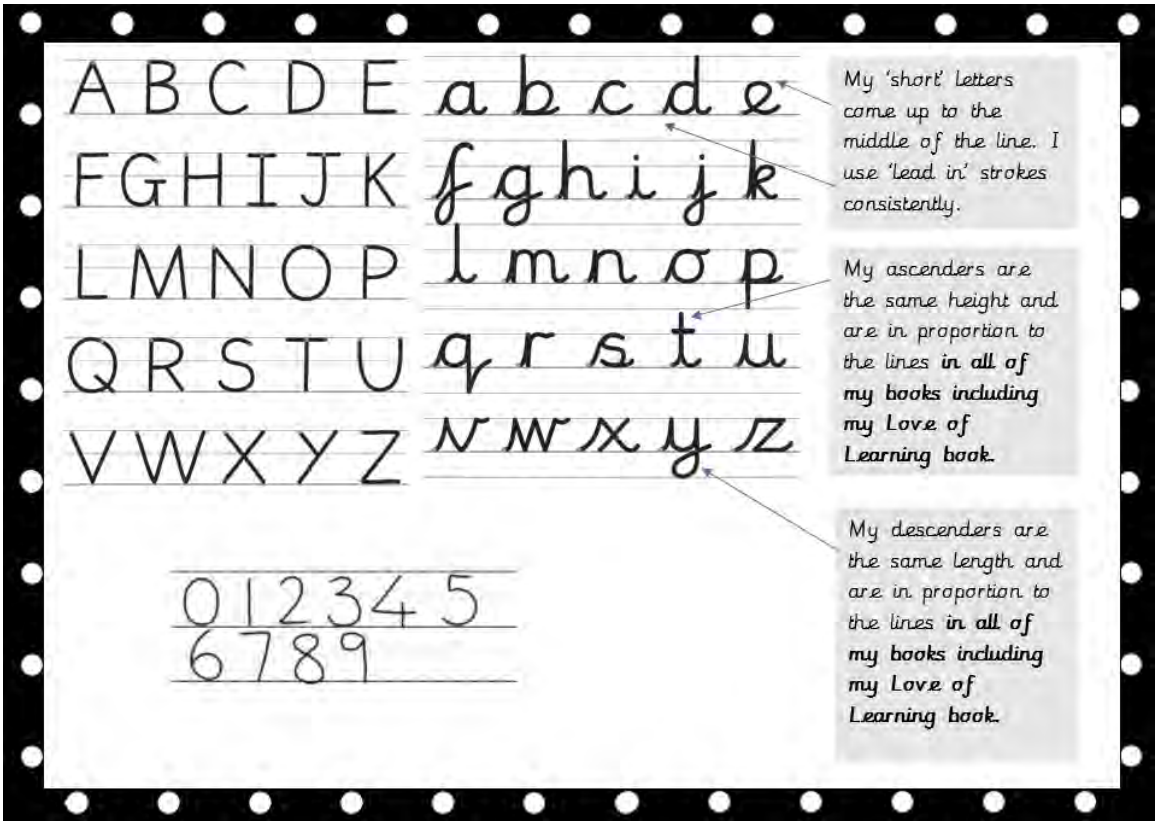
During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2.

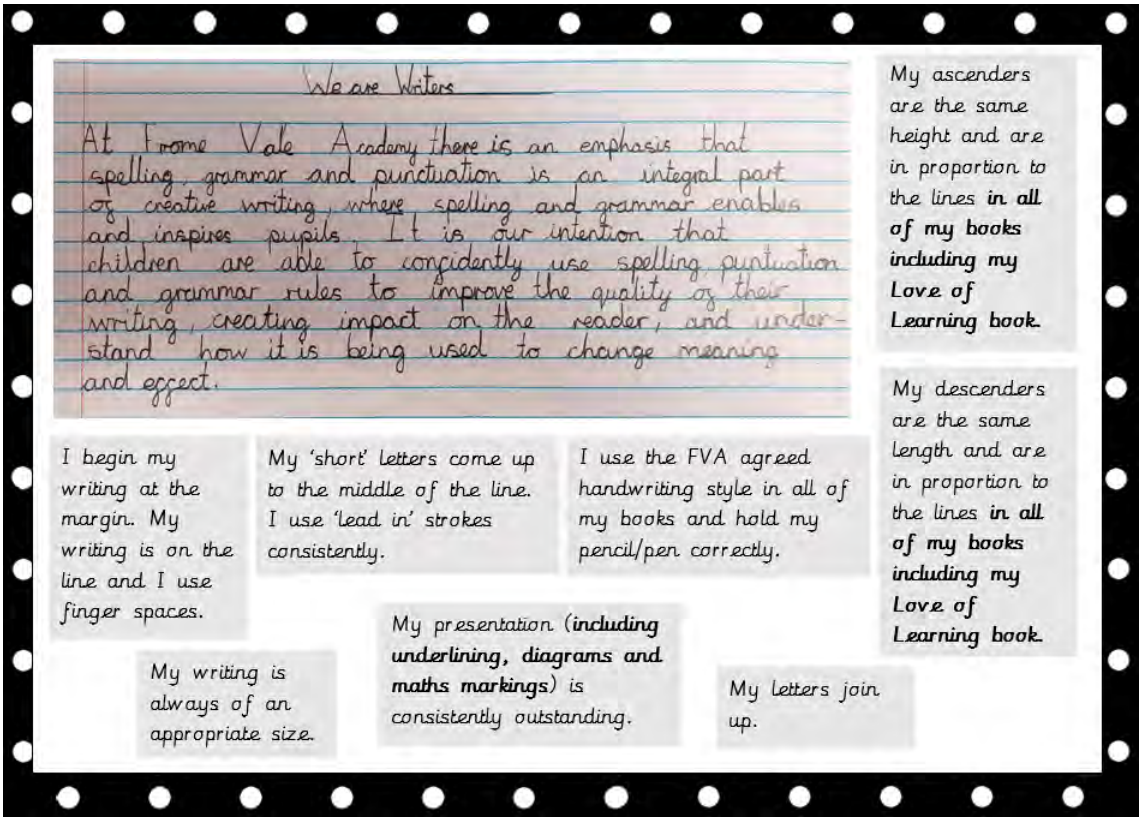
Handwriting will be taught on a weekly basis. When children have developed a cursive style in pencil, they can use a handwriting pen. In Years 4, 5 and 6, children will 'earn' the right to use a pen. The teacher and Literacy Lead decide when a child is ready to use a handwriting pen in handwriting and literacy lessons or when publishing pieces of work.

Handwriting rules are displayed in Year 2 – Year 6 classrooms.

Whenever possible, teachers should ensure that writing in the classroom e.g. marking in books, mirrors the agreed style and provides a model for the children to aspire to. At Frome Vale Academy we subscribe to www.letterjoin.co.uk, an on-line resource for teaching cursive handwriting. It provides teachers with interactive animations to demonstrate letter formation and joins and can generate worksheets.

Handwriting Display and Supporting Documents




We are Writers
At Frome Vale Academy there is an emphasis that spelling, grammar and punctuation is an integral part of creative writing, where spelling and grammar enables and inspires pupils. It is our intention that children are able to concidently use spelling puntuation and grammar rules to improve the quality of their writing, creating impact on the reader, and understand how it is being used to change meaning and effect.
My ascenders are the same height and are in proportion to the lines **in all of my books including my Love of Learning book.**
My descenders are the same length and are in proportion to the lines **in all of my books including my Love of Learning book.**
I begin my writing at the margin. My writing is on the line and I use finger spaces.
My 'short' letters come up to the middle of the line. I use 'lead in' strokes consistently.
I use the FVA agreed handwriting style in all of my books and hold my pencil/pen correctly.
My writing is always of an appropriate size.
My presentation (**including underlining, diagrams and maths markings**) is consistently outstanding.
My letters join up.

Frome Vale Academy

THE CORRECT HAND POSITION

This is relaxed position:

The pen rests on the thumb side halfway along the distal end of the middle finger, balancing on that patch of skin at the web space between thumb and index finger when the whole hand is resting an its ulnar border. Then the slightly bent thumb touches the pen and the less slightly bent index finger completes the soft grip by resting on the pen now held in the triangular grip between thumb, index and middle finger.

Frome Vale Academy

Pen Licence Contract

Thank you for your dedication to our presentation expectations and your commitment to consistently outstanding handwriting! You will be awarded a Pen Licence when:

1. You have demonstrated that you are able to use our FVA agreed handwriting style.

2. You have been able to show that you follow **all** handwriting and presentation rules for 5 consecutive academic weeks (or 25 days). Remember that consistency is key when it comes to penmanship!

3. You have been able to demonstrate these standards **every time you write** and in **all** of your school books, including the Love of Learning book.

4. You are able to produce outstanding work without being reminded by your teacher, thus not having to rub work out, unless undergoing editing work.

You will be able to keep your Pen Licence if:

1. You are able to look after your handwriting pen, issued by a member of FVA staff. No other pens can be used under any circumstances and new pens will not be issued if lost.

2. You continue to demonstrate that you are able to use our FVA agreed handwriting style and follow **all** handwriting and presentation rules **every time** and in **all** of your school books, including the Love of Learning book. Your Pen Licence will be retracted if an outstanding standard of presentation is not sustained.

3. You are using your notebook to draft before recording work in your school books to avoid having to cross out your work. If you must correct your work, you will use a ruler and a single line every time.

Miss Cereparova

Signed: _____

Pupil: _____

Signed: _____

SPELLING & GRAMMAR

At Frome Vale Academy there is an emphasis that spelling, grammar and punctuation (SPaG) is an integral part of creative writing, where SPaG enables and inspires pupils. It is our intention that children can confidently use spelling, punctuation and grammar rules to improve the quality of their writing, creating an impact on the reader, and understand how it is being used to change meaning and effect. Our aim is that children can use the appropriate terminology as a tool to discuss choices and manipulate language confidently and powerfully, with the genre, purpose, style and audience in mind.

At FVA, Reception and Year 1 use Letters and Sounds, sequenced as outlined in the phonics section of this document to support the development of spelling.

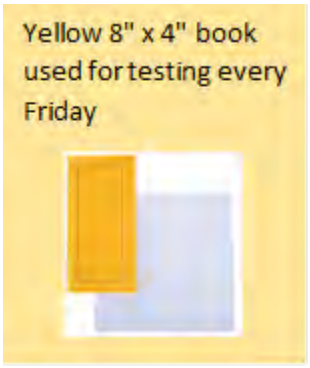
Between years 2 – 6, teachers use the 'Spelling Shed' programme strategies in spelling lessons and teach from the provided sequence where appropriate, using either the statutory or personalised spelling list where age related expectations haven't been met. All the resources can be found on the Spelling Shed website. An overview can be found here. Spelling Shed Medium Term Plan - Spelling Shed MTP 2024.pdf

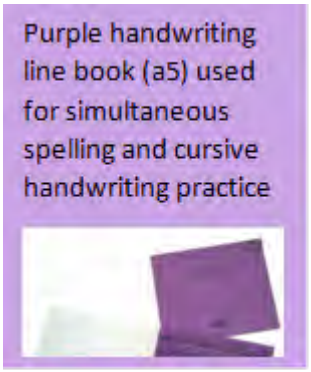
Implementation

Spelling lessons (incorporating handwriting) are taught for 20 minutes 4 times a week. There is a spelling test once a week.

The lesson may take place in class or online using the materials on the website.

The following books are used to record this work.





Grammar at FVA:

Teaching frequency and expectations

- There will be a grammar and spelling element present in most FVA writing lessons, through modelled expectations, shared writing, questioning, editing and redrafting. (see writing section).
- Phase 1 of the writing sequence is based on developing children's understanding of the grammatical elements of a sentence. Starter activities also a grammar focus.

The coverage of grammar can be found here FVA Grammar Punctuation and Organisation Plan.docx

This should be used to plan grammar retrieval activities for writing lessons

EARLY READING PROCEDURE AT FROME VALE ACADEMY

Intent

Early reading at Frome Vale Academy

Pupils at Frome Vale Academy (FVA) are entitled to an early reading curriculum that encompasses the key components needed to become a great reader which include word recognition, fluency and prosody, vocabulary and comprehension.

Teachers celebrate early reading and not only see it as an integral part of a child's academic progress and success, but also in developing a love of reading. Because of the value placed on early reading, teachers are dedicated to enabling learners to become lifelong readers.

Teachers support learners in developing a secure understanding of phonics, through a program which is sequential, systematic, and engaging, providing clear progress for all and catering to individual needs.

At Frome Vale Academy, we want our learners to foster a love of reading through high quality phonics teaching that promotes fluency, comprehension, and a deep appreciation for literature: we know that there is extensive evidence detailing the importance of phonics in the development of early reading skills for all learners, but particularly for those from disadvantaged backgrounds.

Teachers provide learners with opportunities to develop their early reading capabilities in multiple ways:

Developing decoding skills

- Promoting listening skills and sound discrimination through 7 defined aspects (hearing and discriminating between sounds, sound discrimination with musical instruments, fine tuning sound discrimination and rhythm with body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting).
- Supporting learners to move on from oral blending and segmentation to blending and segmenting with letters.
- Enabling learners to decode words by understanding the relationship between letters and sounds.
- Allowing children to recognise, identify and successfully read common exception words.
- Progressing learners' knowledge, understanding and capabilities related to reading fluency and comprehension.

Enhancing spelling abilities

- Improving the spellings of learners through the recognition and understanding of letter sound patterns and their corresponding letter combinations.
- Successfully implementing segmenting skills which allow spoken words to be separated into phonemes.
- Allowing learners to recognise common exception words and to know how to accurately spell these, through the identification of the decodable and non-decodable parts (based on the learner's current level of phonetical understanding).
- Successfully implementing segmenting skills and strategies which allow spoken words to be broken down into its phonemes and graphemes.

Building reading fluency

- Increasing learner's reading speed and accuracy to read smoothly and with expression.
- Reducing (over-time) the necessary need of sounding out known words or GPCs within a text.
- Supporting learners to become fluent readers, to assist their understanding of the text that they have read.

Improving comprehension

- Fostering a good understanding of a text they have read, through the implementation of strategies and tools which allow for words to be read (over time) effortlessly.

- Enhancing the ability to decode words automatically to dedicate more cognitive resources to understanding and interpreting the text.
- Making links with their own lives and the wider world through their reading.

Supporting vocabulary development

- Introducing a range of specific and targeted vocabulary.
- Expanding learner's vocabulary through exposure to new words.
- Developing a rich vocabulary through oral and written communication.

Promoting confidence and motivation

- Increasing learner's confidence in their reading abilities and foster a love for reading.
- Developing enthusiasm for reading and texts.
- Promoting success and motivation.
- Equipping learners with strategies to support reading difficulties.

Supporting differentiated instructions

- Catering to the diverse needs of individuals through differentiation.
- Supporting learners, taking into consideration, their pace and prior knowledge.
- Tailoring phonic support and instruction to meet the needs of each learner to ensure they make progress.

Implementation

Unlocking Letters and Sounds

Unlocking Letters and Sounds (ULS) is a systematic synthetic phonics programme in which children will learn the 150+ graphemes that represented by the 44 phonemes of the English language along with the common exception words (CEWSs) in a planned progressive way.

This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the Child's phonic knowledge.

Unlocking Letters and Sounds has 'six keys to success':

1) Fidelity to the programme and consistency
    - Unlocking Letters and Sounds is followed with rigor and fidelity.
    - There is no mixing and matching with other schemes.
    - The progression is followed exactly to ensure there are no gaps in learning.
    - There is no mixing and matching of resources.
    - Consistency id demonstrated in all year groups across the school.
2) Highly valued
    - Reading is highly valued by the headteacher and all staff
    - Reading is a priority at every level
    - Senior Leaders understand what strong practice looks like across the school
    - Reading underpins the entire curriculum
3) Quality CPD and coaching
    - All staff, including the headteacher and senior leaders have been trained in Unlocking Letters and Sounds by an accredited trainer
    - Training is built into the school's induction programme and the new staff are upskilled quickly to ensure consistency
    - The reader monitors and identifies any issues and regularly coaches staff

- Staff feel confident to ask for advice
- Staff will know where to seek guidance

4) Daily story times
   - Staff read to children everyday to develop a love of reading and expose them to high quality Literature and a wealth of ambitious vocabulary.
   - Children see the passion and enthusiasm teachers have when they are reading.
   - A breadth and depth of texts are read, including non-fiction. Poetry and a ranger of different Genres

5) Strong Leadership
   - The school has an experienced reading leader with the knowledge and skills to support others.
   - The reading leader is well supported by the head teacher and senior leaders.
   - The reading leader had dedicated time for the role

6) Expert staff
   - All staff involved in the teaching and monitoring of phonics are fully trained in the programme, Including the leadership team
   - There is direct whole class teaching of phonics by fully trained staff.

Long-term lesson sequences

Early reading is successfully implemented through a solid long term teaching sequence that has been designed by ULS (Unlocking Letters and Sounds), which was curated through the expertise of individuals who have successfully taught phonics, refinements and classification of learning elements omitted from the original 'Letters and Sounds 2007,' along with ensuring it contents contains the requirements outlined in the National Curriculum.

The sequence of learning begins with Preschool and continues to Year 2 in the summer term, allowing learners to progress through phonic phases (phase 2-phase 5c mastery).

Teaching of phonics begins in the first few weeks of term 1 in Reception (no later than by week three). Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning Common Exception words for phases 2, 3 and 4. They use these sounds to read and write simple words, captions, and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3, and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

To ensure no learner is left behind at any point in the progression, they are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

- The long-term plan for Reception-Year 2 can be seen in xyz.
- Information regarding interventions can be accessed via xyz.

Daily lessons

Learners will start daily phonics, no later than week 3 of reception. These daily phonic sessions usually take place at 9am, however, this varies on a Friday due to our whole school celebration assembly.

There is a clear long-term progression, which is supported by a digital lesson walkthrough for each phase, and individual lesson design slides to support the implementation of the teaching of phonics.

The structure of the daily lessons allows for:

- Revisit: active prior knowledge, practice recognition of previously taught GPCs, letter names and CEWs
- Teach: clear objectives shared with the children, explicitly teach new learning, model memorisation strategy, and teach blending or segmenting with whole words
- Practice: practice reading words using the taught letters and practice spelling words using the taught letters
- Apply: write or read a caption or sentence using new learning and other fully decodable words in line with current progression
- Revise: which revise key learning, address misconceptions, monitor pupil progress and spotlight understanding of the lowest 20%

Phases

In phase 2 and phase 3, each week four new GPCs are taught, and the week also includes a revision lesson.

In phase 3 mastery, each week four GPCs are revisited, and the week also includes a revision lesson.

This mastery section allows the learners the opportunity to develop deep understanding and competence within this phase.

In phase 4, each week the children continue to consolidate their knowledge of graphemes (from phase 2 and 3) in reading and spelling words containing adjacent consonants and polysyllabic words.

In phases 5a, 5b and 5c, each week four new GPCs/pronunciation/ alternative spellings are taught, and the

week also includes a revision lesson.

In phase 5a mastery. 5a mastery for spelling, 5b mastery and 5c mastery, five new GPCs/pronunciation/ alternative spellings are taught.

Daily lesson design slides and a planning overview document is available on the Unlocking Letters and Sounds digital platform, along with being supported by a phase-lesson walkthrough.

Following the completion of a daily phonic lesson, learners (from term 2 in reception) are exposed to additional opportunities to blend to read, focusing on the GPCs that have previously been taught.
Please note, prior to term 2 in reception, learners are continually throughout the day exposed to phase 1 phonics, to develop their oral blending skills.

- The long-term progression document can be accessed at xyz
- The daily lesson design slides can be accessed at xyz
- The phase-lesson walkthrough is available at xyz
- The additional blending to read power point are located at xyz

Interventions

At Frome Vale Academy, we believe that every learner can learn to read.

For some children learning to read can take longer, and for these children mastering the skills needed to become a fluent and confident reader will require careful and considered support.

We believe that with high quality wave one teaching, effective keep-up support and some targeted intervention, every learner can become a reader.

We aim for all learners to keep up, and not require catch up. Therefore, we use distinct, tailored interventions to support learners who are struggling with reading, which include:

- Oral blending: to support a learner who cannot blend sounds.
- Blend and find: To support a learner that is beginning to blend some sounds.
- Mix it up: To support a child to blend.
- Spot it: To support a child to recognize a given GPC or CEW.
- Precision grid: To support a child to recognize a given GPC or CEW.
- Door codes: To support a child to recognize a given GPC or CEW.
- Digraph and trigraph spotter: To support a child to spot and read diagraphs or trigraphs in words.

Interventions are carefully planned to meet not only specific groups of children but also for individuals. We provide different groupings opportunities to ensure that we can support all learners who need this additional assistance, maximizing the effective delivery of the interventions.

There is a clear procedure in place, which outlines the implementation, monitoring, and assessment of all interventions to ensure that learners are making the desired progress, to ensure that their needs are being met, as quickly as possible.

- Details of each intervention outlined above can be accessed at xyz
- Supporting resource to aid the delivery of interventions can be found at xyz
- Further information regarding the procedure regarding the implementation, monitoring and assessment of interventions can be found at xyz

Assessment and monitoring

At Frome Vale Academy, we have clear term-by-term expectations of progress for learners from Reception to Year 2. This allows us to ensure that our not only our lessons are delivered to the highest standard to reduce the amount of extra support needed for learners but also to ensure that learners who fall behind are identified immediately and the necessary support put into place.

Our assessment and monitoring procedures for early reading are rigorous and well designed.

We implement a three-week cycle for all phonics interventions which take place for either an individual learner or for a group of learners.

- Prior to week 1

  The learner/group of learners has been identified, along with the area for focus and the intervention needed. This is subsequently then planned for, resources prepared, and the timetable updated.
- Week 1

  The intervention outlined above is delivered, attendance recorded, and any supporting information shared with professionals working with the learner(s).
- Weeks 2 and 3

  A consolidation period is allowed to ensure that the content has been retained in the learner's long term memory before it is assessed.

It is important to note that this three-week cycle is adaptive and supportive to the needs of the individual leaners/ group of learners.

If after week 1 the intervention is still required, ten it will continue to take place until it is no longer required. Then week 2 and 3 cycle will commence.

If after week 1 changes to intervention or to the learners allocated to this intervention then this will happen and depending upon the changes made to whether week 1 or week 2 cycle would commence

In addition to the three-week intervention cycle, termly we assess (and monitor and review) the phonic knowledge and understanding of learners through:

- An individual full phonic assessment being completed and recorded on the individual paper reading assessment record.
- Analysing the reading assessment record spreadsheet (this is an electronic version of the individual reading assessment record)
- Referencing individual learners progress against the term-by-term expectations
- Completing a video recording of targeted learners, reading a fully decodable book matched to their current reading level (our targeted learners are usually those who are our lowest 20% and/or those who are not making the expected level of progress)
- Administrating a mock phonic screening test (for those learners in year 1 and decodable readers in year 2 and beyond)
- Detailing how our lowest 20% (in reception and year 1) are being supported to ensure they are making progress
- Actioning an IPP for learners in year 2 and beyond, who are decodable readers.
- Recording reading levels on an excel spreadsheets for all decodable readers.

Details of each of the assessment methods can be accessed via xyz.

Templates for the assessment methods can be located via xyz.

Term by term expectations can be found in xyz.

Reading level expectations are within xyz.

Fully decodable books

Using phonics is the most effective way to decode words, therefore we should be teaching learners to engage with print using phonics as their primary strategy. Because of this, children should not have reading books which require them to use a mix of strategies to read unknown words.

Our books are fully decodable which means that the text focuses on the phonetic code and is composed entirely of words made up of grapheme-phoneme correspondences and a limited number of common exception words that the child has learnt, and is secure in, to that point. Furthermore, this means that our learners are not required to read these books by guessing words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.

The organsation of our books has been structured in the given sequence of Unlocking Letters and Sounds (building on letter-sound correspondences cumulatively). Due to the high level of configuration and fidelity to the scheme, our books would be able to match each learner's secure, accumulated phonic knowledge, based on our ongoing assessment (and not what is being taught).

Learners should be given, and be reading, a fully decodable book at 95% fluency and accuracy.

It is our strong recommendation that learners should read their fully decodable book a minimum of three times – for decoding, fluency, comprehension, and prosody. Due to the success of this model, our books are changed on a weekly basis to allow for the time needed for the re-reads to occur.

Please note, that alongside the fully decodable book that a child takes home, they should also have a 'sharing book.' This sharing book allows for the development of reading for pleasure, providing learners with the opportunity to engage with a high quality of selection of books.

Reading levels are regularly communicated with parents/carers, along with their child's next step. This is

achieved through the information being provided on a sticker, which is placed on the front of the individual learner's yellow reading record. By not only sharing this information in a clearly visible location, but it also ensures that when a child is reading their decodable book, the level can be checked to ensure this text is matched to their individual phonic knowledge and understanding.

To access the parent recommendation document that promotes the reading of a fully decodable book three times, can be found xyz.
Supporting documentation on book levelling can be accessed via xyz.
The ULS sequence of letter sound correspondences can be located xyz.

Guided reading

Guided reading takes place usually between 1pm-1.30pm and provides an opportunity to read with an allocated group to develop their reading skills. In year one this will begin from the start of the academic year and will take place daily, whereas in Reception, this will commence in term three (prior to guided reading, learners in reception will receive a minimum of a weekly 1:1 read).

A guided reading group is structured with a maximum of six children, who are of the same (or a very similar) reading level. Due to the nature of these sessions, the books being selected can be at 90% fluency and accuracy, because of the adult support which will be provided.

Guided reading books and planning are provided by ULS, both electronically and digitally. In Frome Vale Academy, we have access to both, including professionally printed materials, including the books and full planning. It should be noted that we choose to use flipchart paper to record the GPCs, CEWs and words to blend (and not use the individual cards provided).

In addition to the guided reading materials provided by Unlocking Letters and Sounds, we actively use and encourage the learners to use, the reading rubric (including its child friendly version). During a session, the rubric is referred to by the teacher when providing feedback to the learner, and it is also used by the learner themselves to support in the identification of their next steps.

At the end of the session, the guided reading session is recorded in the learner's individual yellow reading record (usually this is in the form of a sticker).

Each guided reading session, follows the same format to support children in accessing the content:

- Book talk: A short introduction to the book which may include aspects such as reading the title, what or who can you see on the cover of the book and what do you think the book might be about.
- Phonics focus: Revisit and review some of the phonemes that the children will encounter in the text.
- Blending focus: Learners blending and reading some of the words that they will encounter in the book.
- Vocabulary: Discussing the meanings of any words in the text that the learners maty be unfamiliar with
- Common Exception Words: Recall of the common exception words
- Independent reading: Learners can read aloud to themselves whilst the teacher goes around listening, supporting, and providing feedback.
- Reading fluency: Reading of captions, sections and paragraphs with increased speed and automaticity in their decoding
- Comprehension: Asking, discussing, and reviewing comprehension questions related to the book.

To support our ongoing assessments and monitoring of the learners reading, during a guided reading session, the teacher will complete the guided reading monitoring sheet, identifying an individual's learner's next steps (using the reading rubric as guidance).

Whilst a group of learners are within a guided reading group, the others will be independently completing reading tasks:

- Monday: VIPERS
- Tuesday: SPAG
- Wednesday: Inference
- Thursday: Phonics and identifying spellings.
- Friday: Visual comprehension

Decodable readers, in year two and beyond, should receive tailored support and guidance to ensure the materials being provided to them are fully decodable and support their reading skills, along with their next steps.

Example activities for independent completion these are in xyz.
Guided reading planning is accessible via xyz.
The reading rubric document can be accessed in xyz.
A copy of the monitoring sheet is available in xyz.

Impact

Learners at Frome Vale Academy will receive a 'phonics' first' approach, and in both our guided reading sessions, and in the books, children take home, texts are very closely matched to a child's current phonic knowledge, so that every child can experience real success in their rearing.

The impact of our successful implementation of phonics and early reading will allow learners to be secure in their phonics (including with alternative pronunciations and spellings), demonstrate good fluency, show secure comprehension and be confident with fully decodable texts.

Once this has been achieved, leaners will progress beyond fully decodable texts, and move onto the school's book scheme so that they can continue to progress further in their decoding, fluency and comprehension skills to become avid, expert readers.

In addition to the above, the impact of our effective implementation will be evident through:

- A fully highlighted and completed individual phonic assessment sheet.
  Learners in reception, at the end of the academic year, will be secure in phase 4a phonics, including the associated common exception words and blending to read words
  Learners in year one, at the end of the academic year, will be secure in phase 5b phonics, including the associated common exception words and blending to read words
  Learners in year two, at the end of the autumn term two, will be secure in phase 5c phonics, including the associated common exception words and blending to read words
- A successful pass in the government administration phonic screening test

Learners in year 1 (by the end of the academic year) will successfully pass the phonic screening test, which is usually administrated in term 6. A predicted breakdown, term by term, is available to show progression and to highlight where additional support would be required.

For decodable readers in year two and beyond, the predicted breakdown is used to show progression and to highlight any GPCs which may require additional attention and support. Please note, learners in year two who had not previously passed the phonic screening test will retake this during the following academic year.

- Meeting the termly expectations of GPCs, CEWs and blending to read words

  Unlocking Letters and Sounds have available termly expectations, for learners in reception and year one, detailing the proportion of GPCs, CEWs and blending to read words, which an individual would need to be secure with, to support being on track for the end of year expectations.

- A successful benchmarking assessment

  Frome Vale Academy have a termly breakdown of reading level expectations for those learners in Reception and year one, which supports the termly expectations as outlined by Unlocking Letters and Sounds. This documentation provides guidance to ensure that learners are on track to meet the end of year expectations.

- A reading rubric score of 10+

  Learners will have a reading rubric score of 10+ which indicates that they are making good progress in fluency (expression and volume, phrasing, smoothness, and pace).

For details of the individual phonic assessment record this can be found xyz.

A copy of the mock screening expectations (term by term) can be accessed via xyz.

The term-by-term expectations are available via xyz.

A breakdown of the reading levels for decodable readers can be located on xyz.

The reading rubric (including the child friendly version) can be reviewed on xyz.

References

Assessment:

- Details of each assessment method
- Implementation, monitoring, and assessment cycle for interventions
- Assessment templates
- Expectations (end of the academic year / midpoint / term by term)

Book levelling

Blending to read PowerPoints:

Guided reading

- Guided reading planning (as provided by Unlocking Letters and Sounds)
- Independent activity planning documentation
- Monitoring sheet
- Reading rubric

Lesson design slides

- Daily lesson design slides for phase 2:
- Daily lesson design slides for phase 3 (including mastery):
- Daily lesson design slides for phase 4:
- Daily lesson design slides for phase 5 (including mastery):

Interventions

- Their purpose and how to implement:

- Supporting resources to aid delivery

Long term progression for Unlocking Letters and Sounds (for reception-year 2):

Parental support documentation:

Walkthroughs

- Phase 2 lesson walkthrough:

- Phase 3 lesson walkthrough (including mastery):

- Phase 4 lesson walkthrough:

- Phase 5 lesson walkthrough (including mastery):

FVA CITIZEN

The school's aim is to develop 'Frome Vale Citizens' by developing citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

This citizenship-based culture and curriculum would prioritises teaching pupils about their rights, responsibilities, and roles as members of society. It focuses on fostering civic engagement, critical thinking, empathy, and ethical decision-making. This approach aims to create informed and active citizens who contribute positively to their communities and participate in democratic processes.

Building a culture of citizenship at FVA school involves several key steps:

- Modelling Citizenship Behaviors: School leaders, teachers, and staff should exemplify good citizenship through their actions, interactions, and decision-making.
- Explicit Instruction: FVA incorporates citizenship education into the curriculum, teaching students about democracy, human rights, social justice, and civic responsibility.
- Community Engagement: We encourage students to participate in service-learning projects, community service activities, and volunteering to develop a sense of belonging and responsibility to their communities.
- Student Leadership Opportunities: We provide opportunities for students to take on leadership roles, pupil voice groups and FVA job roles, allowing them to practice decision-making, collaboration, and advocacy.
- Promote Dialogue: We foster open discussions about current events, social issues, and diversity to encourage critical thinking, empathy, and understanding among students.

- Recognition and Celebration: We acknowledge and celebrate acts of citizenship and community involvement through awards, ceremonies, and public recognition to reinforce positive behavior.

By integrating these strategies, FVA cultivates a culture where citizenship is valued, practiced, and celebrated by all members of the community.

Implementation

Frome Vale Citizen is developed by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- developing environmentally conscious citizens.
- developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- developing critical thinkers, who are able to articulate their ideas in a confident manner.
- developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.

At FVA we believe self-agency is about:

- the capacity for individuals to take control of their own lives,
- to have a voice in decisions,
- to be active participants in their learning,
- to have a clear sense of who they are as a person and what they believe and how this relates to the world around them,
- to be resilient to challenge,
- to have strong self – efficacy

The following strategies are used to develop Frome Vale Citizens:

- 12 studied values
- 6 Learning behaviours
- 8 Pupil Voice Groups
- Frome Vale jobs, currency and shop
- Termly debate, democracy vote & The Wishing Well
- Heart awards
- FVA Passport
- FVA manners
- I am a Citizen curriculum (PSHE/RSHE)
- FVC + (visitors, special weeks and events)

12 studies Values

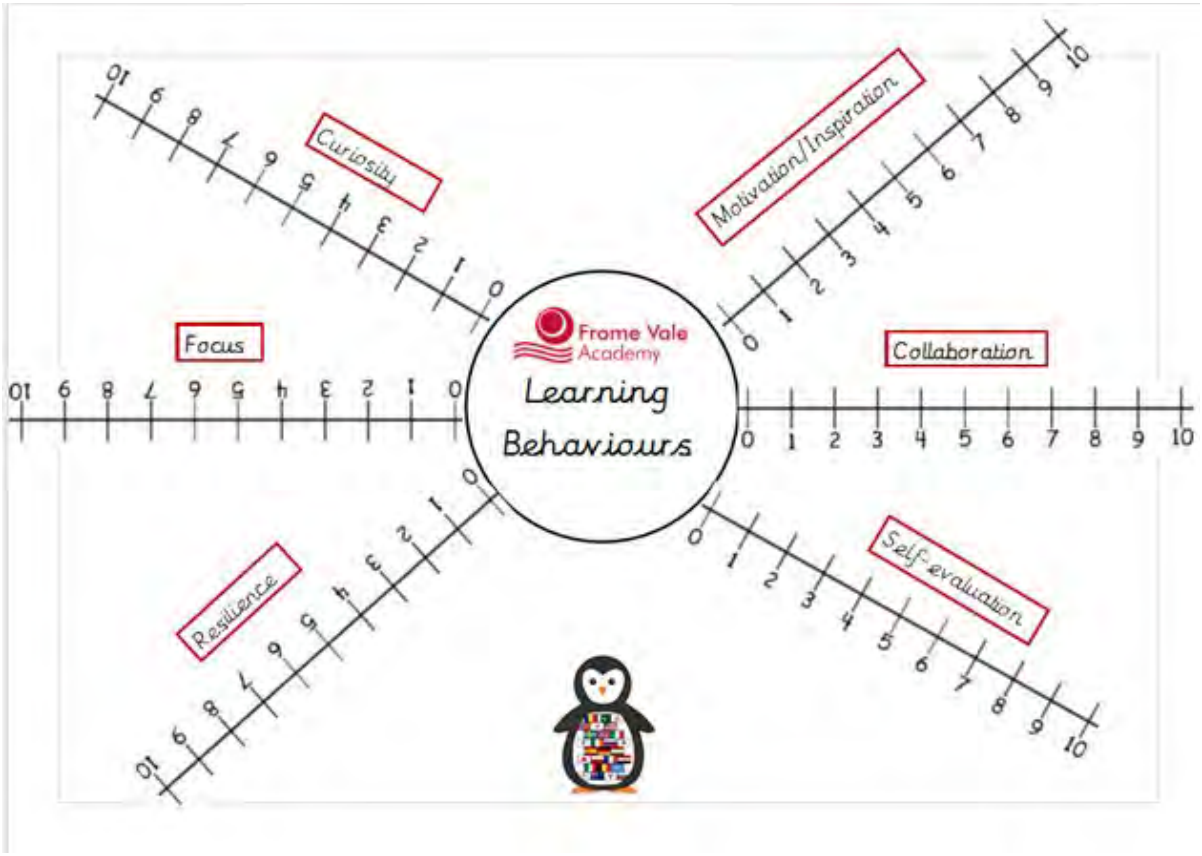
Frome Vale Citizen is both a culture and a curriculum. It developed through a termly focus on a learning behaviour and a core value, as seen in the table below:

	Learning Behaviours	Frome Vale studied Values Year A	Frome Vale Values Year B
Term 1	Motivation/ Aspiration	Respect	Friendship
Term 2	Collaboration	Thankfulness	Fairness Justice
Term 3	Self-Evaluating	Truth Honesty	Contribution
Term 4	Resilience	Responsibility	Loyalty
Term 5	Focus	Kindness	Courage
Term 6	Curiosity	Humility	Forgiveness

For each value there is a progression of questions so that the children explore these areas more deeply as they move through the school.

6 Learning behaviours

There are six learning behaviours at Frome Vale, with one being explored more deeply once a term. Children develop how confident they feel in each area and what they might need to do to improve this using this scale.



6 Pupil Voice Groups

Pupil voice is an important part of life at Frome Vale. There are eight pupil voice groups who represent different aspects of school life and develop our citizens' understanding of key issues.

Eco Warriors

Our Eco Warriors are responsible for helping look after our school, ensuring we are recycling, reducing and reusing as much as possible. From finding ways to save water to raising money to fund Eco Projects, we are doing our bit to help our planet.

Health and Safety

Frome Vale Academy's Health & Safety pupil group representatives aim to contribute towards the development of a safe and engaging learning environment for all Frome Vale Citizens. The group meets every term to devise and review an action plan, in order to encourage all year groups to take responsibility for being vigilant and to be aware of possible risks, whilst also feeling confident and comfortable. Health & Safety reps have a procedure in place for reporting faulty equipment and near misses within their learning environments, along with maintaining regular checks of the building and the playground.

E-safety

E-safety reps from all classes meet each term to discuss being safe online. They look at child friendly websites that give advice on how to stay safe and feed back to their classmates any key points. They also address the whole school by way of an assembly making sure that everyone is receiving the same on line safety advice.

Learning Champions

Learning Champions have been giving the role of identifying and acknowledging the positive learning behaviours of their peers. They are responsible for writing and presenting weekly certificates during assembly, which celebrate classmates who have acted as role models for the rest of the class.

Ambassadors

Our ambassadors take on specific roles across each term, from showing prospective families around the school to conducting interviews for FVA jobs. We believe that this role helps children gain in confidence and improve their public speaking.

Wellbeing

Our wellbeing representatives are responsible for ensuring that all Frome Vale Citizens are happy and healthy in school. They meet once a term with the aim of sharing ways to improve physical and mental wellbeing for all. Wellbeing representatives have been focusing on supporting their peers to eat a healthy, balanced lunch to improve all aspects of physical and mental wellbeing, as well as acting a friendly face for other pupils.

Equalities Diversity and Inclusion (EDI)

This is a new Pupil Voice group made up of a diverse group of pupils from all year groups . They will meet termly with a focus of learning to understand what EDI is. It will ask pupils their views about their Curriculum what would they like to learn connected to EDI? The group will be looking at the Equality Act, Disabilities and other Inclusion issues. Pupils will be able to debate and discuss different topics and help to implement their ideas within our whole School Ethos.. We want everyone to learn respect and understanding for every pupil and member of staff so we can all learn to embrace each other's differences in a calm and happy School Environment.

Community Group

The community group is comprised of representatives from every class at Frome Vale. Our group aims to support and raise awareness of issues and events in our school and local community. Past initiatives have involved raising money for Christmas Jumper day and donating supplies to the East Bristol foodbank.

FVA jobs

All pupils are citizens of the school and therefore have a responsibility to ensuring everyone works together. Children are invited to apply for one of over 20 different jobs in the school. Jobs are advertised on the 'jobs board' and children can apply using an application form like that in the wider world. They are then invited to interview if they have demonstrated the skills required to do the job. Ambassadors interview the children and appoint children based on their performance. If they appointed and carry out their job, they are paid by the bankers using the Penguin Pound currency. They are then able to spend this in the school shop 'Frome Vesco'.

Termly Debate, Democracy Vote & The Wishing Well

Frome Vale Citizens take part in a termly democracy vote to develop their understanding of living in a democratic society and develop their oracy skills. Children are invited to submit their ideas for change and improvement into the wishing well. Wishing Well Monitors (one of the FVA jobs) look at these and decide on what would be good for debate based on whether it impacts the whole school. These are introduced in assembly and initial ideas are collected. The topic then goes to discussion in class, before being debated as a whole school at the end of each term, where some children might also read speeches. Children are then invited to vote using the ballot box and the outcome is shared and implemented.

Heart Awards

We expect our values to be demonstrated in the behaviours children show to one another. These are celebrated each week by any citizen nominating another citizen for showing these. This can be both children and adults.

FVA Passport

To provide children with opportunities of experiences they may not have an opportunity to do at home, we give the minimum entitlement to the following:

- Play hide and seek
- Visit to a library
- Dance in the rain
- Paint with fingers and toes
- Visit a library
- visit a zoo/safari park
- Visit an historical site
- Fly a kite
- make pastry /tarts
- Go treasure hunting
- Climb a tree
- Walk in a stream
- Build a den
- Build a sandcastle
- Go rock pooling

- bike ride
- Walk in the countryside
- Go to a farm
- Bake a cake from scratch
- See a live performance
- Sing to an audience
- Play in autumn leaves
- play simple/classic board games with an adult.

FVA manners

To develop our values and sense of community, everyone is expected to develop the following manners to show they are respectful and courteous citizens of the community:

- Say hello if an adult has said hello/ good morning,
- Stand aside if an adult is coming through a doorway,
- Acknowledge an adult when walking through the building,
- Say please and thank you when requesting/receiving something,
- Say 'excuse me' when wanting to speak to adult who may be talking,
- Ask permission to do something that is out of the ordinary,
- Do not use negative comments about others,
- Always knock on a door before entering, even if it is open,
- Say sorry if they bump into someone or do something by accident,
- Cover their mouth when they cough or sneeze,
- When they walk through a door, they look to see if they can hold it open for someone else,
- When an adult asks them to do something, they do it without grumbling,
- Ask someone if they need help if they look like they are struggling,
- Eat with a knife and fork at the dinner table,
- Share nicely,
- Tidy things away if you have got them out or have been asked to tidy them away,
- Show that you are listening to someone by looking/ nodding/ responding,
- Walk through the building.

I am Citizen Curriculum

FVA uses the 'I am a Citizen' curriculum cocreated with the Cabot Learning Federation to deliver the formal elements of the PSHE and RHSE curriculum. The curriculum offers the following, seen through the eyes of a developing child:

'I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally'.

Within the curriculum, children develop skills and understanding of 5 key areas:

- Sex Education - Understanding human development, puberty and reproduction.
- Physical Health Education- Understanding healthy lifestyle choices to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep, and cleanliness.
- Relationship Education- Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like
- Mental Well-being - Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief, and bullying.
- Online Safety - Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.

As with other areas of the curriculum, these areas are repeated each year in a progressive and cumulative way. Jigsaw resources are used in the delivery of some aspects of this.

FVC + (visitors, special days and events)

To enhance the delivery of this curriculum and develop a culture of Frome Vale Citizen, we draw upon expertise and organisations that can add value to our culture and curriculum content. These have included Unique Voice, The NSPCC and the Dog's Trust.

Each term, the school also takes part in a focused Equalities, Diversity and Inclusion afternoons where our learning focuses on something specific to the 9 protected characteristics.

Updated March 2024

GEOGRAPHY PROCEDURE AT FROME VALE ACADEMY

Intent

At Frome Vale Academy (FVA) we intend for children to see themselves as geographers through the process of learning how to engage with substantive and disciplinary knowledge, geographical skills and concepts. The scope of the curriculum is both broad and deep, offering children the opportunity to engage with a wide range of geographical locations both within England and beyond, through area studies and comparisons. Children also learn about natural and human geography and the interplay between the two, through topics such as rivers, plate tectonics and biomes.

We believe that it is essential that children are able to engage with geographical concepts to give them a better understanding of the world around them and how geography has impacted all of our lives. Our area studies give the children the opportunity to engage with maps, grid referencing and compass directions using practical fieldwork skills. We also make use of digital maps when engaging with concepts of place, space and scale.

The acquisition of subject specific vocabulary is essential for developing understanding and acquiring the voice of the geographer. It allows our children to develop the ability to describe places and spaces, it gives them the language to make comparisons between places and geographical features and the forces that are at work on their planet.

Children are provided with the opportunities to engage in active learning, to utilise geographical equipment: OS maps, globes, atlases, aerial photos, digital maps, compasses the geography pit and more. Resources and practical activities, including workshops and visits are made available to bring places and features to life so that children can experience then firsthand wherever possible. The curriculum aims to ignite within children a curiosity and awe about the geographical world and what they see around them, taking their learning beyond the classroom.

Implementation: Planning

Long-term plans

Our long-term teaching sequences are designed around two key areas:

1. Geographical concepts, which are a tool for geographical understanding and provide the learner with a structure that shapes the world they experience into a number of recogniseable patterns. We focus on geography concepts, such as the 'big three' Place, Space and Scale, we also look physical processes interconnections, environment and sustainability, cultural and diverrsity.
2. Substantive knowledge, it is essential that children learn some key facts and knowledge about the world so that they can create a schema of knowledge, which they can keep adding to as they progress with the curriculum and through life. They should be able to recall key facts from the units studied and make links between them.

FVA's long-term plan has been created through a process of repeated implementation and refinement. The plans are sequenced chronologically and progressively, each lesson plan includes the learning objective, geographical concept or skill, related vocabulary and the knowledge to be taught in that lesson. The lesson sequence is the basis for all history teaching at Frome Vale and teachers will teach with fidelity to it. Link.

The progression of concepts and skills across the school has been carefully planned to be progressive and age-appropriate, a concept overview has been created to outline coverage in each year group and across a child's primary geography study. link

Geography is taught in rotation with History: Geography is taught in Term 2, 4, 6. As a minimum, lessons are delivered for one afternoon session per week, this may be supplemented by workshop/trip; we plan to have at least one geography focussed trip per class per year. The school as an geography pit and digging resources and this can be utilised for some hands on geography.

Each new area of study is introduced with a topic question, which the children will answer at the end of the unit of study. A topic sheet delignates the start of a new area of study, as part of which an elicitation activity asks them to identify what they already know about this area and generate some geographically relevant questions to demonstrate that they can think like a geographer.

Every lesson design includes a subject specific vocabulary slide and retrieval slide. The questions on the retrieval slide are designed to test the children's subject knowledge through repeated retrieval.

Each lesson sequences should include some fieldwork and geographical skills.

Geographical Skills and fieldwork

Geographical skills involve collecting, representing and interpreting spatial information. It is incorporates questioning findings and drawing conclusions.

What resources can I use to find the information?
How do I use the resource/ equipment and what am I expecting it to tell me.
What does this information show?
Are their patterns, trends or conclusions I can make based on the exploration and or analysis of the information?

Map Skills	Fieldwork	Observing	Questioning	Concluding
• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • devise a simple map; and use and construct basic symbols in a key	• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use simple fieldwork tools: calendar, anemometer, rain gauge, thermometer, cloud cover using oktas	• make observations about the local area • name different jobs that people might do in their area	• ask and answer simple questions about the locality • use information books and pictures to find out information • investigate surroundings	• give opinions about what they like and dislike about the local area

There are high oracy expectations in lessons and only key learning should be recorded in geography books; we do not write through the curriculum and children are not required to produce

extended pieces of writing in geography because we want to focus on the subject specific knowledge and skills rather than writing skills.

Topic related non-fiction books will be available in each classroom to allow children to self –select texts to support their research or to supplement their learning during free reading sessions. In addition, the teaching of substantive knowledge is supported by the use of curriculum linked non-fiction texts in whole class guided reading sessions.

Children will be given the opportunity to work collaboratively, sharing ideas and knowledge and supporting each other's learning journey. Practical activities will be planned in which children are given the opportunity to practise the skills learned in the classroom, such as interrogating geographical resources.

Each area of study will conclude with a knowledge and concept assessment, using the repeated retrieval questions from each lesson. Children will also be asked to independently answer the initial ' topic question', this gives them the opportunity to apply their developed vocabulary and knowledge to answer the concept question. This could be done as a short-written task in class, a love of learning 'nine-grid' task, an in-class question and answer session, a short verbal explanation or powerpoint presentation to the class.

Lesson design

Teachers are not expected to produce written plans for individual lessons. Rather, staff should use the sequenced long-term plan as the basis for their lesson slides.

The majority of lessons will be presented using powerpoint, unless the lesson does not lend itself to a classroom setting, such as learning outside of the classroom.

The lesson designs should be clear and consistent, containing key information to avoid cognitive overload in learners and maximise pupil focus on important information.

Each lesson design should contain the following elements:

- Learning objective
- Active Learner mat
- Vocabulary slide
- Retrieval Slide
- Exposition slides, containing substantive knowledge, resources (images, quotes etc), carefully crafted questions, references to the geographical concept being taught.
- Reflection Slide, with two new questions added, which will become the Retrieval slide for the next lesson.

Geographical Vocabulary

Teachers understand that it is important for pupils to understand and use geographical vocabulary if they are to think and communicate like geographers . Such understanding allows learners to:

- Understand geographical features and concepts
- Generate their own geographical questions
- Understand geographical information clearly
- Explain their own thinking clearly and develop the ability to draw links and see patterns
- Use their oracy skills to confidently talk about geography.

Geographical Note Taking

Geographers take notes, record data and draw diagrams and children need to learn the skill of effective note-taking, which may incorporate all of these skills. These skills will assist them with future study beyond Frome Vale. We encourage children to use their Geography books to take tidy study notes. Teachers will plan for note taking sessions, which may be planned into a lesson with a video or long text resource. Teachers will model how to take notes effectively.

Supplementary Geography Learning

As part of the termly Love of Learning, teachers should choose a least one project, piece of research or DT task related to the area of study. This is designed to encourage children to grow independence in their learning and allow them to follow their own interests within stated parameters.

Assessment:

At FVA, assessment in geography will be via repeated retrieval questions. The questions will be generated by the teacher to test the key knowledge from the lesson ('the key takeaway'). The questions will be located on the final slide of each lesson design within the sequence and will be added to the following each additional lesson. Therefore, at the end of the first lesson there will be two repeated retrieval questions, at the end of the second lesson that will have increased to 4 questions (the two original and two more) and so on. At the end of each study area, the children will be tested on repeated retrieval questions, which are the only part of the sequence that requires formal marking by the class teacher.

At FVA we have chosen repeated retrieval as our method of assessment in wider curriculum subjects because it has been shown to significantly improve knowledge retention by reinforcing memory recall. By actively engaging with the knowledge with repeated testing the children are better able to retain and recall information over time, leading to improved long-term knowledge retention of key facts and ideas.

Feedback

Teachers understand that feedback will be given live during lessons, so that it is received in a timely manner and children will have the opportunity to act on the feedback immediately – redrafting their answer, re-considering their response, re-attempting the task.

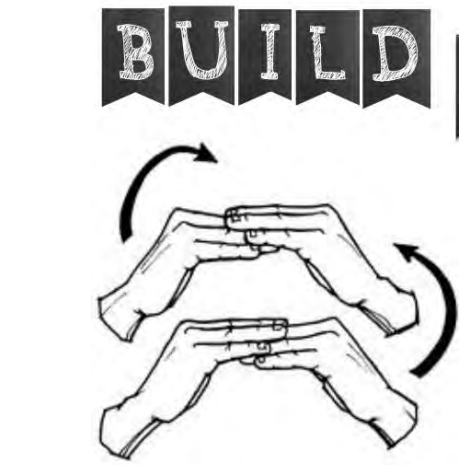
Teachers are not required to write individual feedback comments in each book. Rather, teachers should firstly decide if some children need verbal feedback and provide this during the lesson.

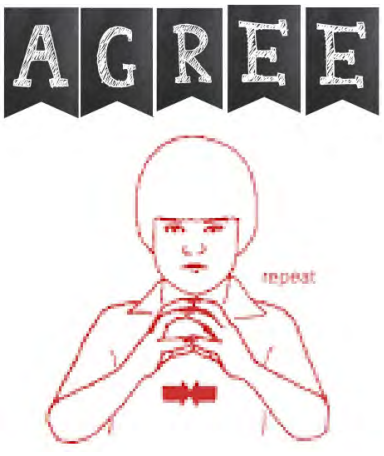
Impact:

At FVA, children will be able to explain how they have been geographers, they will be able to discuss their new knowledge making reference to geographical knowledge and concepts. They will be aware of the concepts they have covered, and should as they progress through the school, be able to define and explain the concepts pointing out where they have encountered them before. They will be able to explain what resources they engaged with and what those resources helped them to do, explain or recall. They will be able to use topic and subject specific vocabulary which explaining their knowledge understanding.

Updated March 2024

Hand gestures used as part of classroom discussion





Updated March 2024

HISTORY PROCEDURE AT FROME VALE ACADEMY

Intent

At Frome Vale Academy (FVA) we intend for children to see themselves as historians through the process of learning how to engage with the substantive and disciplinary knowledge, historical skills and concepts. The scope of the curriculum is both broad and deep, offering children the opportunity to engage with a wide range of historical locations, era, civilisations, events and people.

We believe that it is essential that children are able to recognise historical concepts as they re-occur throughout time and place so they can recognise patterns in history. The iterative nature of our curriculum is intended to ensure the children have repeated opportunities to engage with the same concept in different historical contexts. Our lesson sequences, aim to embed a clear understanding of the chronological order of world history and the sequence of topical events.

The acquisition of subject specific vocabulary is essential for developing understanding and acquiring the voice of the historian. It allows our children to develop the ability to compare and contrast times and places, and to make reasoned and thoughtful conclusions regarding areas of study should develop as children move through the school.

Children are provided with the opportunities to engage in active learning, to investigate historical artefacts, accounts, documents and images. The aim being that they can discover and make links and develop a schema. Resources and practical activities, including workshops and visits are made available to bring places, times and events to life and thereby broaden the children's concept of the world and their place within it. The curriculum aims to ignite within children a curiosity about the historical world which provides meaning and gives context to their present and encourages them to undertake independent learning beyond the classroom.

Implementation: Planning

Long-term plans

Our long-term teaching sequences are designed around two key areas:

1. Historical concepts, which are a tool for looking clearly at history and provide the learner with a structure that shapes history into more than a series of unrelated, isolated facts. We focus on history through the lens of historical concepts, such as continuity and change, chronology, historical significance.
2. Substantive knowledge, it is essential that children learn some key facts, dates and figures from history so that they can create a schema of knowledge about the world around them. They should be able to recall key facts from the units studied and make links between them.

FVA's long-term plan has been created through a process of repeated implementation and refinement. The plans are sequenced chronologically and progressively, each lesson plan includes the learning objective, historical concept or skill, related vocabulary and the knowledge to be taught in that lesson. The lesson sequence is the basis for all history teaching at Frome Vale and teachers will teach with fidelity to it. Link.

The progression of concepts and skills across the school has been carefully planned to be progressive and age-appropriate, a concept overview has been created to outline coverage in each year group and across a child's primary history study. link

History is taught on rotation with Geography: History is taught in Term 1, 3, 5. As a minimum, lessons are delivered for one afternoon session per week, this may be supplemented by History Day and workshop/trip; we plan to have at least one history trip per class per year. The school as an archaeology pit and digging resources and this can be utilised for some hands on history.

Each new area of study is introduced with a challenging topic question, which the children will answer at the end of the unit of study. A topic sheet delignates the start of a new area of study, as part of which an elicitation activity asks them to identify what they already know about this area and generate some historically relevant questions to demonstrate that they can think like a historian.

Every lesson design includes a subject specific vocabulary slide and retrieval slide. The questions on the retrieval slide are designed to test the children's subject knowledge through repeated retrieval.

The first lesson of each sequence is a chronology lesson, the skill is taught progressively with children sequencing events in KS1 and progressing to creating complex timelines in Year 6.
Each lesson sequence will include the study of at least one significant person or event and we use the acronym NAME (Novelty, Applicability, Memory and Effect) to access historical significance.
Each lesson sequence will also include investigation of a historical sources (primary and/or secondary).

As part of our teaching sequence, children will development their historical skills and embed knowledge by hypothesising, analysing, researching, comparing, explaining and concluding. There are high oracy expectations in lessons and only key learning should be

recorded in history books; we do not write through the curriculum and children are not required to produce extended pieces of writing in history because we want to focus on the knowledge and skills rather than writing skills.

Topic related non-fiction books will be available in each classroom to allow children to self –select texts to support their research or to supplement their learning during free reading sessions. In addition, the teaching of substantive knowledge is supported by the use of curriculum linked non-fiction texts in whole class guided reading sessions.

Children will be given the opportunity to work collaboratively, sharing ideas and knowledge and supporting each other's learning journey. Practical activities will be planned in which children are given the opportunity to practise the skills learned in the classroom, such as interrogating primary and secondary resources.

Each area of study will conclude with a knowledge and concept assessment, using the repeated retrieval questions from each lesson. Children will also be asked to independently answer the initial 'challenging topic question', this gives them the opportunity to apply their developed vocabulary and knowledge to answer the concept question. This could be done as a short-written task in class, a love of learning 'nine-grid' task, an in class question and answer session, a short verbal or powerpoint presentation to the class.

Lesson design

Teachers are not expected to produce written plans for individual lessons. Rather, staff should use the sequenced long-term plan as the basis for their lesson slides.

The majority of lessons will be presented using powerpoint, unless the lesson does not lend itself to a classroom setting, such as learning outside of the classroom.

The lesson designs should be clear and consistent, containing key information to avoid cognitive overload in learners and maximise pupil focus on important information.

Template lesson designs for chronology, historical significance, primary resources are available to assist teachers in creating their own lessons efficiently. Each lesson design should contain the following elements:

- Learning objective
- Active Learner mat
- Vocabulary slide
- Retrieval Slide
-
- Exposition slides, containing substantive knowledge, resources (images, quotes etc), carefully crafted questions, references to the historical concept being taught.
- Reflection Slide, with two new questions added, which will become the Retrieval slide for the next lesson.

Historical Vocabulary

Teachers understand that it is important for pupils to understand historical vocabulary if they are to think and communicate like historians. Such understanding allows learners to:

- Understand historical evidence
- Generate their own historical questions
- Understand historical debate or information clearly
- Explain their own thinking clearly and develop the ability to draw links and see patterns
- Use their oracy skills to confidently talk about history.

Historical Note Taking

Historians take notes and children need to learn the skill of effective note-taking. This is a skill that will assist them with future study beyond Frome Vale. We encourage children to use their History books to take tidy study notes. Teachers will plan for note taking sessions, which may be planned into a lesson with a video or long text resource. Teachers will model how to take notes effectively.

Supplementary History Learning

As part of the termly Love of Learning, teachers should choose a least one project, piece of research or Dt task related to the area of study. This is designed to encourage children to grow independence in their learning and allow them to follow their own interests within stated parameters.

Assessment:

At FVA, assessment in history will be via repeated retrieval questions. The questions will be generated by the teacher to test the key knowledge from the lesson ('the key takeaway'). The questions will be on the final slide of each lesson design in the sequence and added to the following lesson design.

Therefore, at the end of the first lesson there will be two repeated retrieval questions, at the end of the second lesson that will have increased to 4 questions (the two original and two more) and so on. At the end of each study area, the children will be tested on repeated retrieval questions, which are the only part of the sequence that requires formal marking by the class teacher.

At FVA we have chosen repeated retrieval as our method of assessment in wider curriculum subjects because it has been shown to significantly improve knowledge retention by reinforcing memory recall. By actively engaging with the knowledge with repeated testing the children are better able to retain and recall information over time, leading to improved long-term knowledge retention of key facts and ideas.

Feedback

Teachers understand that feedback will be given live during lessons, so that it is received in a timely manner and children will have the opportunity to act on the feedback immediately – redrafting their answer, re-considering their response, re-attempting the task.

Teachers are not required to write individual feedback comments in each book. Rather, teachers should firstly decide if some children need verbal feedback and provide this during the lesson.

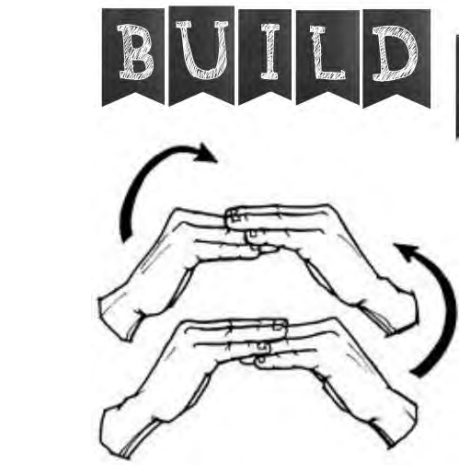
Impact:

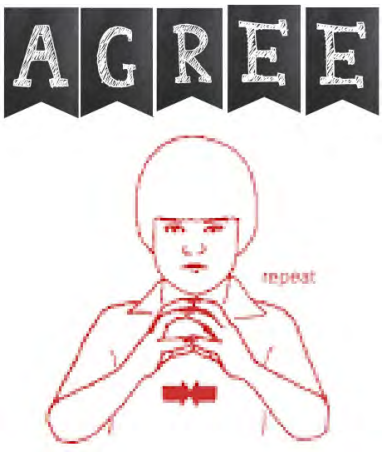
At FVA, children will be able to explain how they have been historians, they will be able to discuss their new knowledge making reference to historical periods, people and events. They will be aware of the concepts they have covered, and should as they progress through the school, be able to define and explain the concepts pointing to other times and places where it may re-occur. They will be able to explain what resources they engaged and what they were able to infer from those resources. They will be able to use topic and subject specific vocabulary which explaining their knowledge understanding and should be able to reference to a number of sources. They will show awareness that their knowledge is based on the resources that are available to them but at there are many other sources. In KS2, they will be aware that there is often more than one version of history, resources may contain bias. In

addition, they will be able to answer questions by making links between areas of study and in some cases return to old learning to reappraise it with new ideas, thereby showing progression of ideas and concepts.

Updated March 2024

Hand gestures used as part of classroom discussion





ART & DESIGN PROCEDURES

Intent: At Frome Vale Academy it is our intention that when children study Art and Design they will consider themselves as practising the skills of an artist. Children will have access to knowledge that develops their skills in drawing, painting, sculpture and other art, craft and design techniques. At Frome Vale Academy, Art and design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Art should be given a purpose and displayed, in order for children to showcase their pieces and for creativity to be celebrated.

Implementation: Children will be given many opportunities to produce creative work, exploring their ideas and recording their experiences. Skills (drawing, painting, sculpture etc) will be taught and developed each year, showing clear progression. These will then be applied when children design their own piece of art work. They will use knowledge they have learnt from evaluating and analysing creative works using the language of art, craft and design and will study artists to understand their background and influences for their style of art. At Frome Vale, all children from year 1 to 6 have an art week once a term. We have designed it so that the area of focus is the same across the classes so that we can see progression and share the results of the art week meaningfully.

Impact: Children at Frome Vale Academy will be able to use a range of materials creatively to design and make products and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will have learnt a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. They use a range of materials creatively to design and make products. They have confidence in expressing themselves and their ideas creatively, being able to make choices about how best to do this to give their work their own style.

SCIENCE PROCEDURES

Intent

At Frome Vale Academy it is our intention that children will see themselves as scientists. Children will understand that curiosity, wonder, logical thinking, and systematic enquiry are all part of being a scientist. Children will develop an understanding of the natural and physical world which lay the foundations for future study. Our aim is to develop knowledge in physics, biology and chemistry that teaches them to explain how and why things happen.

At Frome Vale Academy we help our children to understand the world around them by teaching them foundational scientific knowledge and equipping them with the skills to acquire new information.

We aim for our children to understand that current scientific knowledge and understanding is based on evidence and so has been amended as new evidence has been discovered. At Frome Vale, children are taught scientific knowledge and enquiry skills through practical investigations, hands on experiences, observations and research.

Implementation:

Science topics begin an elicitation activity for children to demonstrate their current understanding of that area. Scientific vocabulary is identified and explicitly taught in every lesson. Children will

contribute to scientific investigations and plan them, with support in KS1 and then with increasing independence across KS2.

Skills and knowledge are taught progressively over time. Children will develop knowledge in their topic area through practical investigations involving paired, group and whole class work but will also have ample opportunity to show their individual understanding through recorded work in their science books.

Impact

Children at Frome Vale will be able to propose questions that help them understand the natural and physical world. They will be able to plan a line of enquiry that helps them to further understand the world around them and will understand how to conduct this enquiry in a fair and logical way. Our children will be able to take measurements and collate data to help make conclusions and answer questions. They will be able to reflect on new discoveries, both from their own investigations and from research and will use new this new information to amend their current understanding. Children at Frome Vale Academy will be excited and engaged during their Science learning and will see themselves as Scientists investigating the world around them.

Planning

Long Term Planning

Our curriculum sets out discrete year group programmes of study where knowledge and skills build upon previous learning to ensure an understanding of the core concepts of science as well as 'working scientifically'.

Each year group follows the Whole School Long Term and Enquiry Yearly Overview. Each unit of science planned will include opportunities for children to review and extend upon their knowledge in that area as well as apply and develop their skills for working scientifically.

Short term Planning

All year group teachers plan for science on a short-term basis overview and for each lesson on an agreed Lesson Design. These topic overview plans show clear objectives and a progression of teaching ideas both for obtaining knowledge and for working scientifically.

For each unit we plan for a specific scientific enquiry, which could be one of the following:

- Research
- Comparative Fair Testing
- Pattern seeking
- Observations over time
- Problem solving
- Identifying, Grouping and Classifying

Teachers should, where possible, teach science at least once weekly for the duration on a term, as opposed to blocking it (though sometimes this may be necessary due to a short term or other circumstances).

Children will record their work in their science book and this may take the form of a picture evidencing a practical task, worksheets to support a task, digrams or writing.

Early Years Foundation Stage

At Frome Vale Academy our Science curriculum is taught through the areas of learning identified in the Early Learning Goals. The Early Learning Goals provide the basis for planning adult led activities which is balanced with child-initiated activities. The planning is based upon termly enquiry questions but planning responds to the learning needs and follows the interest of the children. Children are encouraged to explore using their senses, take part in practical activities and observe things closely as well as testing ideas and making predictions, all of which is done through mainly play based activities.

- Giving children lots of often practical opportunities to apply and extend their investigative skills;
- Providing necessary and stimulating resources for learning to be effective.

- and vocabulary. These will allow us to track an individual child's progress as they move throughout the school.
- The working wall and work in progress books will be used to inform teacher assessment in Terms 2, 4, 6. These results will be recorded in the year group assessment grids.
- After each topic met or at the end of each term the same spreadsheet with the objectives and working scientifically will be completed.

In the foundation stage, science is assessed through observations of the children. These make up a larger picture of their learning which are then linked to the early years outcomes and early learning goals to know which objectives children are covering.

Feedback

There is no expectation for marking to be done in science books, but these should be referred to throughout a topic or throughout the year so that teachers can gain an accurate picture of where each child is working.

Assessment

At FVA, assessment in science will be via repeated retrieval questions. The questions will be generated by the teacher to test the key knowledge from the lesson ('the key takeaway'). The questions will be on the final slide of each lesson design in the sequence and added to the following lesson design.

Therefore, at the end of the first lesson there will be two repeated retrieval questions, at the end of the second lesson that will have increased to 4 questions (the two original and two more) and so on. At the end of each study area, the children will be tested on repeated retrieval questions, which are the only part of the sequence that requires formal marking by the class teacher.

At FVA we have chosen repeated retrieval as our method of assessment in wider curriculum subjects because it has been shown to significantly improve knowledge retention by reinforcing memory recall. By actively engaging with the knowledge with repeated testing the children are better able to retain and recall information over time, leading to improved long-term knowledge retention of key facts and ideas.

PE PROCEDURE AT FROME VALE ACADEMY

Intent

At Frome Vale Academy (FVA), we recognise that physical education is vital to pupils' physical, emotional and social wellbeing, and believe that our pupils should have positive early experiences of PE and school sport. They are entitled to a broad curriculum of PE and school sport that develops physical competence and self-confidence but also teaches the importance of an active lifestyle.

Teachers deliver inclusive lessons which are fun, engaging and provide appropriate challenge and progress for all. Pupils develop fundamental physical skills and games knowledge which are transferrable to a wide range of sports and activities.

We do not teach children to be experts in sports, but experts of their own bodies, their own movements and being physically skillful. They understand what success looks like for them and how to evaluate their performance through self-agency.

PE lessons are meaningful and provide opportunity for participation, communication, leadership and decision making. Teachers encourage pupils to be motivated and have a positive attitude towards being active. The benefits of exercise and enjoyment of participation in sport are promoted through weekly lessons but also in wider school sporting events throughout the year.

Our provision is divided into 2 distinct, but connected, aspects of PE. In every year group, pupils receive their entitlement to 2 hours PE every week. Every class completes the award-winning REAL PE scheme, plus a wide-ranging programme of standard and non-standard games and sports based on the plans and resources from Complete PE.

Our PE lessons provide pupils with opportunities to develop their physical and emotional literacy. Each unit of REAL PE focuses on developing the whole child through their PE experiences. The 6 units progress in the same order from EYFS to Year 6, changing termly.

In lessons such as gymnastics, dance and games, an integral part of the lesson planning is the opportunity to develop core sporting values: empathy, encouragement, trust, honesty, creativity, curiosity, fairness, communication, collaboration, decision making, problem solving, evaluation, reflection, cooperation, self-motivation, self-belief, responsibility, resourcefulness, resilience, integrity and respect.

We believe in an approach to PE that constantly develops fundamental skills and provides opportunities to try a wide range of sports. Our aim is to develop athletes who have the physical and emotional confidence to take part in any activity. Rather than diving deeply into the rules and skills of a single sport such as badminton, pupils develop transferable skills such as hand eye coordination with a range of racket types, develop controlled footwork movements such as lunge, leap, dodge and pivot and understand how shot choice and positioning can be used to outwit an opponent.

These skills will not just help them to be successful in badminton, but also many other sports and activities. At Frome Vale, we want our pupils to be confident, motivated athletes who have a positive attitude towards sport, physical activity and competition.

Implementation

Whole school overview

Our provision is mapped out firstly as a whole school curriculum. This shows the broad and balanced coverage, giving pupils skills and opportunities that they can build on through secondary school and into adult life.

In each year group, pupils work through the REAL PE programme in one of their weekly lessons.

This explicitly teaches fundamental movement skills of agility, coordination and balance in a variety of contexts. Skills are applied to non-traditional game situations.

Each skill has 6 levels of progression, with multiple activities to complete on each level – all to be mastered and executed with fluency, accuracy and control at the child's own pace. All lessons have resources to support adaptations required for inclusion and extension.

The second lesson is the application of fundamental skills into games and team sports across all core

aspects of the National Curriculum: gymnastics, dance, games (invasion, striking and fielding and net/wall), athletics, outdoor and adventurous activity and swimming. In EYFS and KS1, pupils begin to develop sport related skills such as dribbling a ball using a variety of ball types, with different equipment and body parts.

In KS2, pupils can then apply and develop those skills through 12 specific sports and a range of athletics that are mapped out in such a way that there is no reliance on one particular sport. Children who show potential in a particular aspect of PE are signposted to local clubs or development pathways where they can receive specialist coaching in an environment dedicated to that sport.

This whole school overview can be viewed in the appendix.

Lesson design

Teachers are not expected to produce written plans for individual lessons. All lesson plans and resources are provided by the REAL PE and Complete PE packages that we subscribe to. This has several advantages:

- Staff workload is reduced by avoiding duplication of ideas
- Lessons contain similar, important elements across all year groups, ensuring consistency across the school.
- Teachers all have their own log in to websites for accessing REAL PE and Complete PE. As well as plans and resources for lessons, teachers can access curriculum maps, resources for differentiation, assessment tools and a vast amount of CPD.

REAL PE

The cyclical nature of REAL PE means that all pupils progress through the same 6 themes known as

cogs in every year, with a new one each term: personal, social, cognitive, creative, applying physical

and health & fitness. Whilst the pupils become familiar with the cogs, the objectives differ for each year group. These are the overarching focus of the lesson through the term and what the pupils are rewarded for and assessed on; for example in the creative cog, lessons provide opportunities for pupils to observe and copy, explore movements, create linked sequences, make up or change rules, understand tactics, respond to changes in situations and respond creatively in different ways to others. Within each cog, there are 2 physical skills to work on, split into 3 sessions on each one. These 12 fundamental skills of agility, balance and coordination are the same every year in every year group. Each skill has 6 levels of challenge – each one colour coded according to the level of challenge. Guidance is given as to which levels are appropriate for specific year groups and what children would be expected to achieve in KS1, lower KS2 and upper KS2, but all children can access all levels of challenge as required. Revisiting all 12 skills each year means that pupils make noticeable progress and are motivated to improve on their previous level.

PE lessons are delivered both indoors and outdoors using our sports hall, the outdoor playground and the field. On PE days and other sports event, pupils wear PE kit for the whole day. This removes changing time, ensures children are in appropriate clothing for being active and can fully participate.

Lesson Structure:

Warm up

All lessons should begin with a warmup and sharing of objectives and success criteria. (Objectives and model videos can be shared in the classroom before moving to a different space for the lesson – especially if taking place outside). Objectives are shared after the warmup either on the large screen or on a whiteboard/easel. These are referred to throughout the lesson and praise given for those who are showing progress on this.

The REAL PE approach shared in all training is that teachers praise the learning behaviours and the cog objectives over physical success e.g. praising the resilience of someone completing a target throwing activity rather than solely praising those who hit the target accurately, or rewarding those individuals or teams who are communicating and showing deliberate use of tactics rather than simply praising a team for winning or coming first. This is not to say that teachers do not praise high quality performance when

they see it, or that this is de-valued in anyway, but that if our aim is to give positive experiences in PE, then pupils must understand that there are many ways in which they can be successful, without being the fastest or most accurate compared to their peers.

The fusion warm up are created to deliberately warm up all the 'cogs' (personal, social, creative, cognitive, health and fitness and applying physical) to set the theme for the ongoing learning. Each warmup has 12 stages, designed to progress through more each lesson and be completed over 3 sessions. These warmups are open ended and engaging for all abilities.

Skills practice and application

The main part of the lesson is a combination of working on the fundamental movement skill and applying it in a non-traditional game with an element of competition. This levels the playing field in terms of experience and ensures that the focus is on the skill development and cog objective rather than the game.

For example, if the skill is a seated balance (being able to complete movements while seated with both legs lifted off the floor), pupils work specifically on this skill, mastering the steps within their colour level. Teachers assess that their skill is fluent and controlled before moving on to the next step. Then the skill application game context could be working as a team to exchange objects whilst in a seated balance, or playing a game of 'roll goal' where players hold a seated balance in front of opposing goals and try to roll the ball into each other's goals while defending their own.

Review

There are opportunities for discussion and review within the lesson designs and all lessons finish with a review activity. REAL PE best practice is for assessment and review opportunities to be given each lesson, with pupils self-assessing or peer-assessing against the objectives. This is also an opportunity for developing oracy. Specific assessment and review methods are shared in REAL PE CPD.

Competition

Competition is a major part of sport and therefore plays a significant role in our PE lessons. At Frome Vale, we value healthy competition that is meaningful and a positive experience within and outside of sport. We want our pupils to understand and experience that competition and being competitive is not

just about winning. In REAL PE, there are competition opportunities in every lesson, with a wide range of motivators such as personal best, resilience, teamwork or communication. Sometimes this is against self, against an opponent or process over outcome. The REAL PE Learn to compete booklet can be found in the appendix.

EYFS and Year 1

The REAL PE journey begins in EYFS, following the same values-led PE and cog cycle. It directly impacts their progress in physical development, communication and language, and personal, social and emotional development. In EYFS and Year 1, lessons are story-based. Every lesson starts with an engaging story and continues with linked activities. There are 12 stories in total, one to accompany each of the 12 fundamental movement skills. There are physical books for each one as well as a narrated version on screen. REAL PE daily also offers short activities and skills linked to each story that can be used for outdoor provision in the classroom setting.

Year 3 and 4

In these year groups, there is a higher focus on personal best and being motivated to improve your own performance. At the beginning and end of the 2 termly skills sets, pupils complete a personal best challenge. Results are recorded on session one, before practising and applying the skill over the next 3 lessons. On the 3rd lesson, the challenge is repeated and scores recorded.

Learning nutrition

At FVA, we know that positive teaching habits develop positive learning behaviours. At the heart of our PE lessons is ensuring that every child feels valued, included and challenged. Outstanding learning happens with pupils are confident, resilient and understand what independent learning is for them. The REAL PE model of CPD for teachers follows a learning nutrition framework. This helps to identify what high quality looks like in PE, focusing on engagement, personalised outcomes, appropriate challenge, praise for positive behaviours and review of progress. In addition to the FVA specific teaching and learning guidance, teachers can use this framework provided to reflect on practice and set targets.

The nutrition framework can be found in the appendix.

Complete PE

In lessons taught using Complete PE plans and resources, it is expected that teachers continue the same values-driven PE.

For each lesson, there are plans provided. The lessons are designed to be flexible and show a clear sequence and progression rather than strictly being single lesson plans. Teachers may feel that the class will benefit from 3 sessions on one particular skill or concept rather than moving on or may assess the class as ready to move on from something planned to ensure suitable challenge and engagement.

Each lesson plan has the key objectives and key questions to assess learning and engage children in PE specific conversation. e.g What do we mean by accuracy? Why is accuracy important? Context and structure are suggested for how pupils can achieve the objectives. There are learning cards which support each activity and show how to make the activities easier or more challenging. These can be used with the older pupils to set up and run their task independently. Every lesson also comes with adaptive cards with suggestions on how to make the lesson inclusive for anyone with a physical need. Success criteria are provided along with videos of what success might look like.

Modelling

Children develop their fundamental movements such as running, balancing and jumping during their early years and early play opportunities. In our PE provision, we build on these and must consider the spectrum of physical skill within a typical class. Explicit modelling is a powerful teaching tool that is an expected part of any high-quality PE lesson in order for all pupils to have the chance to progress and succeed. Showing the pupils how to do a movement or skill correctly and with the proper form is best practice, but does not have to be delivered by the teacher. Teachers are teachers and not sports coaches. Some may feel comfortable and competent to demonstrate concepts, movements, skills, or behaviours to help pupils learn, but we also have a variety of tools available.

Our REAL PE and Complete PE programmes have video modelling for every single lesson, using real children and classes. From the step-by-step approach for skills mastery to a group engaging in a warm

up game, digital resources are lesson-specific and can be displayed on ipads or on the large screen. Having a visual model makes the success criteria clear and both teachers and pupils can then give feedback and one on one instruction or feedback to support and challenge individuals.

Using a student to model can also be an effective tool for motivation and engagement. Highlighting key points of performance, showing good form and technique of movements, or even modelling the values and behaviours expected can be very powerful when shown by peers and celebrated.

Language and oracy in physical education

Teachers understand that it is important for our pupils to understand the correct vocabulary if they are to gain the most out of PE lessons. Developing language and oracy specific to PE in the following contexts is essential for the pupils to support their physical skill:

- communicating
- explaining
- observing and giving feedback
- evaluating performance
- supporting skills and technique
- collaborating and leading

Vocabulary is explicitly taught in the lesson and accompanied with a model if appropriate. Sentence stems, discussions and oracy opportunities are an integral part of the planning provided. We have PE oracy boards with statements, commands, questions and sentence stems related to key aspects of all PE lessons: attitude, personal best, communication, leadership, performance, teamwork and skills. These are displayed in the hall and outside and are consciously referred to and used by the teacher and pupils during the lesson to support appropriate and high-quality oracy.

Feedback

All feedback in PE is given verbally during the lesson. Teachers give feedback to pupils during activity and in review stages, focused on the lesson objectives, specific individual targets and the progress being made. Peer feedback is in integral part of PE lessons which is taught and modelled by the teacher. It is a

skill that pupils are expected to engage with. Learning to give and receive positive, constructive and purposeful feedback is an important part of the pupils' learning in all lessons.

Adaptions

Pupils at FVA are supported to understand how successful they are within a lesson. This enables pupils to make an active choice in the selection of independent tasks. However, this is a guided choice: teachers use their expert knowledge of pupils' current understanding – drawn from AFL both before and during the lesson – to steer learners towards the most appropriate learning task.

In all PE lessons, adaptions can be pre-planned or responsive. REAL PE and Complete PE both provide blank versions of skills progressions so that they can be personalised and all tasks have video modelling of children with movement impairments completing the adapted versions of skills tasks. Teachers are prepared to plan for small changes and opportunities for children to make their own decisions around task difficulty, equipment and rules. Teachers will consider STTEP when making adaptions for individuals or groups.

S – Space Consider a larger or smaller playing area

T – Time More or less time given to complete a task

T – Task The task is changed to meet individual need

E – Equipment Different or modified equipment to help all pupils access the learning and experience success.

P – People Consideration of the pupils are paired or grouped

Assessment

Teachers and pupils themselves are expected to assess performance and progress in PE lessons. During the lesson, pupils should be aware of the success criteria and their own next steps to achieve this. Assessments should be made at the end of each lesson against the objectives. Twice a term, in REAL PE, teachers are required to record the colour and stage that pupils achieve in the 12 fundamental skills. The record will show the colour that the majority of the class are working on and whether they have a) just

started this level b) achieved some of this level c) almost completed this level. Individuals who are exceeding this level or net yet achieving it are noted on the form against their colour and stage.

When they return to each activity in the cycle the following year, they use this as their starting point. Teachers are also required to make judgements once a term against the cog focus, noting where children are on the progression (shown in the appendix). If children are yet to meet the expected standard, or are exceeding it, teachers find their best fit on the progression. At the end of each Complete PE unit, there is a digital assessment tool using the categories below, emerging, expected and exceeding. At the end of the year, teachers are able to use the termly assessments to report on pupil progress, celebrate success and set targets for the following year.

External coaching provision

At FVA, we have a company called Signature Sports who work in school on a Tuesday afternoon. Their coach delivers a lunchtime club, 2 PE lessons and an after school club. The coach delivers the intended Complete PE lesson for that term and classes have this opportuity on a rota over the year. This also provides PD in PE for the attending staff, who are actively involved in lessons.

Supplementary sport provision

PE has a high profile across the school and all pupils are given opportunities to engage in sport and physical activity beyond their curriculum provision. At FVA we remove the barriers to accessing sport and use our sports funding to ensure that all children can engage in individual or team sports and experience competition. A range of lunchtime and after school clubs are offered and, throughout the year, small groups or teams of pupils from all age groups are invited to attend inter school events. Once a year, we have a themed sports week e.g dance, inclusion sports and martial arts. All pupils take part in workshops, try new experiences, have visits from external visitors and complete activities on the theme. External sports events are organised in line with the FVA trips policy and procedures.

Links

REAL PE whole school progression of skills

REAL PE inclusion adaptations for skills progressions

REAL PE personalised skills objectives sheet

REAL PE blank multi ability posters for inclusion

REAL PE baseline assessment lesson

FUNS whole class assessment sheet EYFS KS1

FUNS whole class assessment sheet year 3+4

FUNS whole class assessment sheet year 5+6

REAL PE Learn to compete doc

REAL PE learning nutrition framework

Complete PE progression ladders per subject

Complete PE subject knowledge organisers EYFS KS1

Complete PE knowledge organisers KS2

Appendices

Whole school long term plan

Complete PE curriculum map

REAL PE cog progression

REAL PE child speak objectives

REAL PE year group maps

Learning nutrition framework

List of PE specific vocabulary

Whole school discussion hand gesture

Whole school long term plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

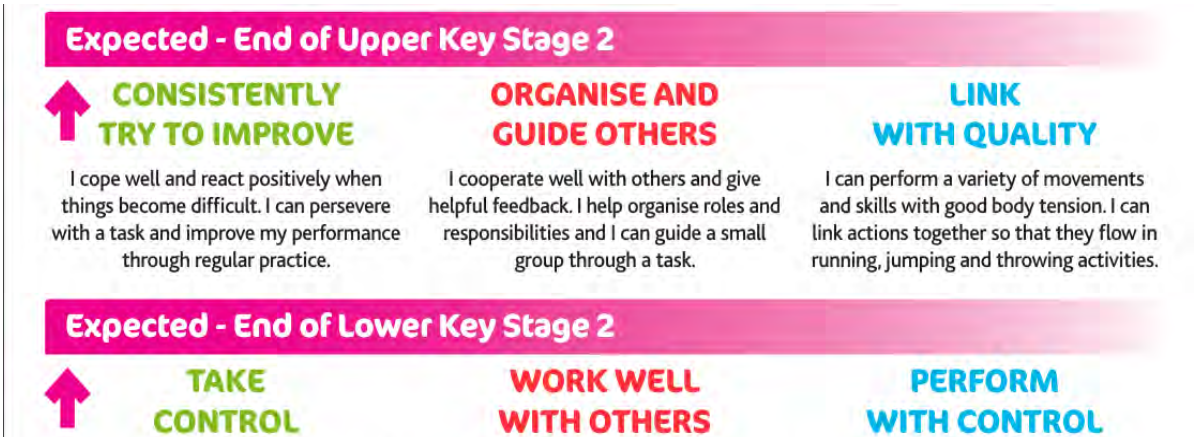
EFYS	REAL PE – Personal Bike + Pirate	REAL PE – Social Space + Jungle	REAL PE – Cognitive Train and tightrope	REAL PE – Creative Clown and Seaside	REAL PE – Physical Juggling and Fairy tale	REAL PE – Health and Fitness Squirrel and Cat
	Complete PE Hands 1	Complete PE Dance – nursery rhymes	Complete PE Gymnastics – high, low, over, under	Complete PE Hands 2	Complete PE Feet 1	Complete PE Games for understanding
Year 1	REAL PE – Personal Bike + Pirate	REAL PE – Social Space + Jungle	REAL PE – Cognitive Train and tightrope	REAL PE – Creative Clown and Seaside	REAL PE – Physical Juggling and Fairy tale	REAL PE – Health and Fitness Squirrel and Cat
	Complete PE Rackets, bats and balls	Complete PE Dance – heroes	Complete PE Gymnastics – wide, narrow, curled	Complete PE Hands 1	Complete PE Feet 1	Complete PE Games for understanding
Year 2	REAL PE – Personal Coordination (footwork) + Static Balance (one leg)	REAL PE – Social Dynamic balance to agility (jumping and landing) + static balance (seated)	REAL PE – Cognitive Dynamic balance (on a line) + static balance (stance)	REAL PE – Creative Coordination (ball skills) + Counter balance (with a partner)	REAL PE – Physical Coordination (sending and receiving) + Agility (reaction and response)	REAL PE – Health and Fitness Agility (ball chasing) + Static balance (floor work)
	Complete PE Rackets, bats and balls	Complete PE Dance – water	Complete PE Gymnastics – linking	Complete PE Hands 1	Complete PE Football + Feet 1	Complete PE Games for understanding
Year 3	REAL PE – Personal Coordination (footwork) + Static Balance (one leg)	REAL PE – Social Dynamic balance to agility (jumping and landing) + static balance (seated)	REAL PE – Cognitive Dynamic balance (on a line) + static balance (stance)	REAL PE – Creative Coordination (ball skills) + Counter balance (with a partner)	REAL PE – Physical Coordination (sending and receiving) + Agility (reaction and response)	REAL PE – Health and Fitness Agility (ball chasing) + Static balance (floor work)
	Complete PE Handball	Complete PE Dance – wild animals	Complete PE Gymnastics – symmetry and asymmetry	Complete PE Tag rugby	Complete PE Athletics	Complete PE Rounders
Year 4	REAL PE – Personal Coordination (footwork) + Static Balance (one leg)	REAL PE – Social Dynamic balance to agility (jumping and	REAL PE – Cognitive Dynamic balance (on a line) +	REAL PE – Creative Coordination (ball skills) + Counter	REAL PE – Physical Coordination (sending and receiving) +	REAL PE – Health and Fitness Agility (ball chasing) + Static balance (floor work)

		landing) + static balance (seated)	static balance (stance)	balance (with a partner)	Agility (reaction and response)	
	Complete PE Football	Complete PE Dance – space	Complete PE Gymnastics – Bridges	Complete PE Tennis	Complete PE Athletics	Complete PE Cricket
Year 5	REAL PE – Personal Coordination (ball skills) + Agility (reaction and response)	REAL PE – Social Dynamic balance (on a line) + Counter balance (with a partner)	REAL PE – Cognitive Static balance (stance) + Coordination (footwork)	REAL PE – Creative Static balance (seated) + static balance (floor work)	REAL PE – Physical Dynamic balance to agility (jumping and landing) + Static Balance (one leg)	REAL PE – Health and Fitness Coordination (sending and receiving) + Agility (ball chasing)
	Complete PE Basketball	Complete PE Dance – The circus	Complete PE Gymnastics – counter balance and counter tension	Complete PE Badminton	Complete PE Athletics	Complete PE Swimming
Year 6	REAL PE – Personal Coordination (ball skills) + Agility (reaction and response)	REAL PE – Social Dynamic balance (on a line) + Counter balance (with a partner)	REAL PE – Cognitive Static balance (stance) + Coordination (footwork)	REAL PE – Creative Static balance (seated) + static balance (floor work)	REAL PE – Physical Dynamic balance to agility (jumping and landing) + Static Balance (one leg)	REAL PE – Health and Fitness Coordination (sending and receiving) + Agility (ball chasing)
	Complete PE Hockey	Complete PE Dance – carnival	Complete PE Gymnastics – matching and mirroring	Complete PE Tag rugby	Complete PE Athletics + competition	Complete PE Cricket

Complete PE curriculum map

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Hands 1	Nursery Rhymes	High, Low, Over, Under	Hands 2	Feet 1	Games For Understanding
Year 1	Rackets Bats and Balls	Heroes	Wide, Narrow, Curled	Hands 1	Feet 1	Games For Understanding
Year 2	Rackets Bats and Balls	Water	Linking	Hands 1	Football Feet 1	Games For Understanding
Year 3	Handball	Wild Animals	Symmetry & Asymmetry	Tag Rugby	Athletics	Rounders
Year 4	Football	Space	Bridges	Tennis	Athletics	Cricket
Year 5	Basketball	The Circus	Counter Balance & Counter Tension	Swimming	Badminton	Athletics
Year 6	Hockey	Carnival	Matching & Mirroring	Tag Rugby	Competitions Athletics	Cricket

REAL PE cog progressions



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Cognitive	Creative	Health and Fitness
ANALYSE PERFORMANCE	**VARIETY AND DISGUISE**	**PLAN MY OWN FITNESS**
I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.
MAKE GOOD DECISIONS	**EXPRESS, ADAPT AND ADJUST**	**PREPARE MYSELF FOR ACTIVITY**
I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2

DESCRIBE HOW TO IMPROVE	**REFINE AND CHANGE**	**EXPLAIN HOW TO EXERCISE**
I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2

EXPLAIN WHY	**RECOGNISE AND RESPOND**	**EXPLAIN WHY**
I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Expected - End of Key Stage 1

RECOGNISE AND ORDER	**COMPARE AND DEVELOP**	**PRACTISE SAFELY**
I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.
OBSERVE AND DESCRIBE	**EXPLORE AND DESCRIBE**	**EXPLAIN BENEFITS OF EXERCISE**
I can understand and follow simple rules. I can name some things I am good at.	I can explore and describe different movements.	I am aware of why exercise is important for good health.
FOLLOW INSTRUCTIONS	**OBSERVE AND COPY**	**DESCRIBE SIMPLE CHANGES**

REAL PE objectives in child speak by year group

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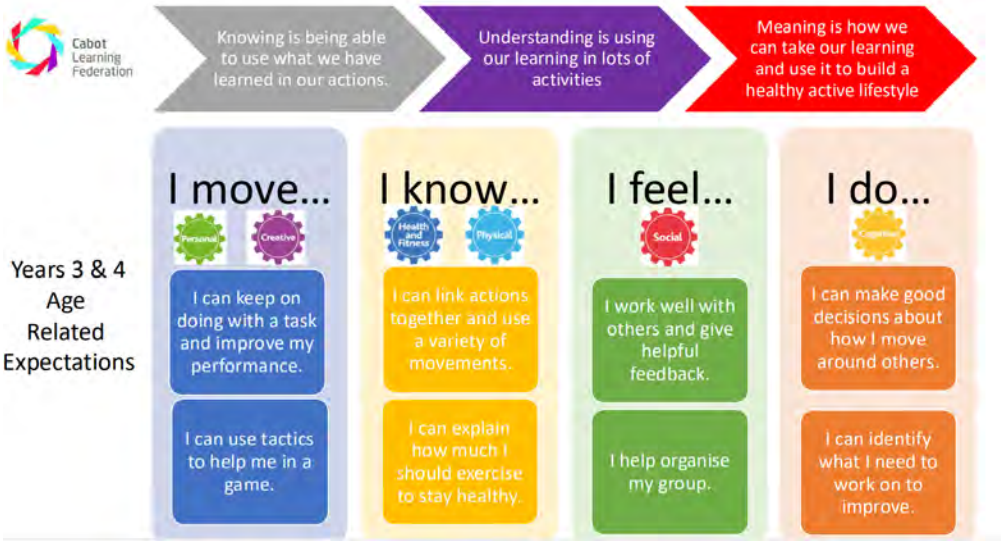

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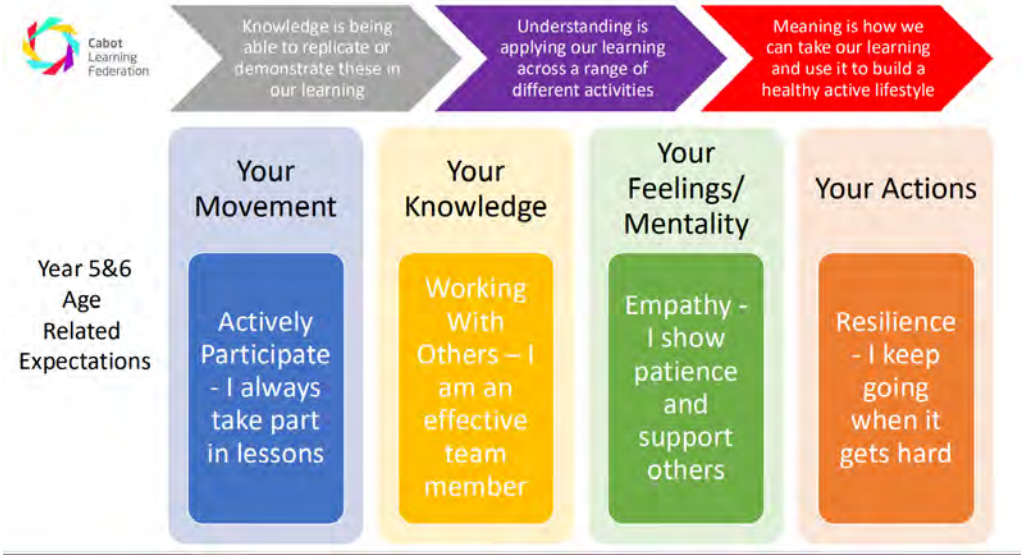

REAL PE Plans Years EYFS-6

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core real PE® Curriculum Map

Year 1

create development

Multi-ability Cog Focus & Learning Journeys

✦ Exceeding ■ Expected ▲ Working towards

Unit 1 – Personal

- I try several times if at first I don't succeed and I ask for help when appropriate ✦
- I can follow instructions, practise safely and work on simple tasks by myself ■
- I enjoy working on simple tasks with help ▲

Unit 2 – Social

- I can help praise and encourage others in their learning ✦
- I can work sensibly with others, taking turns and sharing ■
- I can play with others and take turns and share with help ▲

Unit 3 – Cognitive

- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance ✦
- I can understand and follow simple rules and can name some things I am good at ■
- I can follow simple instructions ▲

Unit 4 – Creative

- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ✦
- I can explore and describe different movements ■
- I can observe and copy others ▲

Unit 5 – Applying Physical

- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ✦
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together ■
- I can move confidently in different ways ▲

Unit 6 – Health and Fitness

- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ✦
- I am aware of why exercise is important for good health ■
- I am aware of the changes to the way I feel when I exercise ▲

Weeks	Fundamental Movement Skill Focus	Theme
1-3	Coordination: Footwork	 Bike
4-6	Static Balance: One Leg	 Pirates
7-9	Dynamic Balance to Agility: Jumping and Landing	 Space
10-12	Static Balance: Seated	 Jungle
13-15	Dynamic Balance: On a Line	 Train
16-18	Static Balance: Stance	 Circus – Tightrope
19-21	Coordination: Ball Skills	 Circus – Clowns
22-24	Counter Balance: With a Partner	 Seaside
25-27	Coordination: Sending and Receiving	 Circus – Jugglers
28-30	Agility: Reaction/Response	 Fairy tale
31-33	Agility: Ball Chasing	 Squirrel
34-36	Static Balance: Floor Work	 Cat

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core real PE® Curriculum Map

Year 2

create development

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

			Weeks	Fundamental Movement Skill Focus
Unit 1	Personal	● I know where I am with my learning and I have begun to challenge myself ◆ ● I try several times if at first I don't succeed and I ask for help when appropriate ■ ● I can follow instructions, practise safely and work on simple tasks by myself ▲	1-3	Coordination: Footwork
			4-6	Static Balance: One Leg
Unit 2	Social	● I show patience and support others. I am happy to show and tell others about my ideas ◆ ● I can help praise and encourage others in their learning ■ ● I can work sensibly with others, taking turns and sharing ▲	7-9	Dynamic Balance to Agility: Jumping and Landing
			10-12	Static Balance: Seated
Unit 3	Cognitive	● I can explain what I am doing well and I have begun to identify areas for improvement ◆ ● With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ■ ● I can understand and follow simple rules and can name some things I am good at ▲	13-15	Dynamic Balance: On a Line
			16-18	Static Balance: Stance
Unit 4	Creative	● I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music ◆ ● I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ■ ● I can explore and describe different movements ▲	19-21	Coordination: Ball Skills
			22-24	Counter Balance: With a Partner
Unit 5	Applying Physical	● I can select and apply a range of skills with good control an consistency ◆ ● I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ■ ● I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together ▲	25-27	Coordination: Sending and Receiving
			28-30	Agility: Reaction/Response
Unit 6	Health and Fitness	● I can describe how and why my body feels during and after exercise ◆ ● I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ■ ● I am aware of why exercise is important for good health ▲	31-33	Agility: Ball Chasing
			34-36	Static Balance: Floor Work

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core real PE® Curriculum Map

Year 3

create development

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

		Weeks	Fundamental Movement Skill Focus
Unit 1	Personal ● I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆ ● I know where I am with my learning and I have begun to challenge myself ■ ● I try several times if at first I don't succeed and I ask for help when appropriate ▲	1-3	Coordination: Footwork
		4-6	Static Balance: One Leg
Unit 2	Social ● I cooperate well with others and give helpful feedback. I help organise roles and responsibilities ◆ ● I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas ■ ● I can help praise and encourage others in their learning ▲	7-9	Dynamic Balance to Agility: Jumping and Landing
		10-12	Static Balance: Seated
Unit 3	Cognitive ● I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon ◆ ● I can explain what I am doing well and I have begun to identify areas for improvement ■ ● I can begin to refer instructions, movements and skills. With help I can recognise similarities and differences in performance ▲	13-15	Dynamic Balance: On a Line
		16-18	Coordination: Ball Skills
Unit 4	Creative ● I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆ ● I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music ■ ● I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲	19-21	Coordination: Sending and Receiving
		22-24	Counter Balance: With a Partner
Unit 5	Applying Physical ● I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆ ● I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■ ● I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲	25-27	Agility: Reaction/Response
		28-30	Static Balance: Floor Work
Unit 6	Health and Fitness ● I can describe the basic fitness components and explain how often and how long I should exercise to be healthy ◆ ● I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down ■ ● I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲	31-33	Agility: Ball Chasing
		34-36	Static Balance: Stance

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core real PE® Curriculum Map

Year 4

create development

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

		Weeks	Fundamental Movement Skill Focus
Unit 1	Personal ● I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆ ● I know where I am with my learning and I have begun to challenge myself ■ ● I try several times if at first I don't succeed and I ask for help when appropriate ▲	1-3	Coordination: Footwork
		4-6	Static Balance: One Leg
Unit 2	Social ● I cooperate well with others and give helpful feedback. I can guide a small group through a task ◆ ● I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas ■ ● I can help praise and encourage others in their learning ▲	7-9	Dynamic Balance to Agility: Jumping and Landing
		10-12	Static Balance: Seated
Unit 3	Cognitive ● I can [illegible] ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions ◆ ● I can explain what I am doing well and I have begun confidently [illegible] for improvement ■ ● I can begin to order instructions, movements and skills. I can explain why someone is working or performing well ▲	13-15	Dynamic Balance: On a Line
		16-18	Coordination: Ball Skills
Unit 4	Creative ● I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆ ● I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression ■ ● I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲	19-21	Coordination: Sending and Receiving
		22-24	Counter Balance: With a Partner
Unit 5	Applying Physical ● I can perform a variety of movements and skills with good body tension. I can link actions togethes so that they flow in running, jumping and throwing activities ◆ ● I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■ ● I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲	25-27	Agility: Reaction/Response
		28-30	Static Balance: Floor Work
Unit 6	Health and Fitness ● I can describe the basic fitnesss components. I can record and monitor how hard I am working ◆ ● I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down ■ ● I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲	31-33	Agility: Ball Chasing
		34-36	Static Balance: Stance

Frome Vale Academy

Unit 1

Personal

React Positively to Challenge

This unit focuses on developing every child's ability to see new challenges as opportunities to learn and develop.

Coordination
Ball Skills

Agility
Reaction / Response

In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 2

Social

Provide Helpful Feedback

This unit focuses on developing every child's ability to give helpful feedback to help others improve.

Dynamic Balance
On a Line

Counter Balance
With a Partner

In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 3

Cognitive

Judge Performance

This unit focuses on developing every child's ability to understand ways to judge performance.

Static Balance
Stance

Coordination
Footwork

In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 4

Creative

Express Ideas

This unit focuses on developing every child's ability to link actions and create sequences that express their ideas.

Static Balance
Seated

Static Balance
Floor Work

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 5

Physical

Combining Skills in Specific Contexts

This unit focuses on developing every child's ability to use combinations of skills in specific contexts.

Dynamic Balance to Agility
Jumping and Landing

Static Balance
One Leg

In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 6

Health and Fitness

Describe Basic Fitness Components

This unit focuses on developing every child's ability to understand and describe the basic fitness components.

Coordination
Sending and Receiving

Agility
Ball Chasing

In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 1

Personal

Consistently Try to Improve

This unit focuses on developing every child's ability to try to improve through perserverance and regular practice.

Coordination
Ball Skills

Agility
Reaction / Response

In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 2

Social

Organise and Guide Others

This unit focuses on developing every child's ability to organsie roles and responsibilities within a group.

Dynamic Balance
On a Line

Counter Balance
With a Partner

In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 3

Cognitive

Make Good Decisions

This unit focuses on developing every child's ability to use their awareness of space/others to make good decisions.

Static Balance
Stance

Coordination
Footwork

In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Frome Vale Academy

Unit 4

Creative

Adapt/Change Activities

This unit focuses on developing every child's ability to change tactics, rules or tasks to make activities more fun or challenging.

Static Balance
Seated

Static Balance
Floor Work

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 5

Physical

Link Actions to Flow

This unit focuses on developing every child's ability to accurately perform different movements and actions together so that flow.

Dynamic Balance to Agility
Jumping and Landing

Static Balance
One Leg

In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Unit 6

Health and Fitness

Monitor Activity

This unit focuses on developing every child's ability to monitor and record their activity.

Coordination
Sending and Receiving

Agility
Ball Chasing

In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Learning nutrition framework

	Teacher Planned		Shift Responsibility Consistent Practice		Learner Cultural/Habitual
Learning Nutrient	**1 star**	**2 star**	**3 star**	**4 star**	**5 star**
Ambition	**Positive routines** Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	**Positive learning environment** Create a safe, stimulating and purposeful learning environment	**Engaged learners** Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	**Motivated learners** A desire to improve and succeed permeates every lesson	**Ambitious learners** No ceiling to learners' ambition and challenge is demanded
Clear personalised outcome (shared and agreed)	**Shared outcome** State outcome near start of lesson/session	**Defined outcomes** Communicate outcomes in learners' language, with check for understanding	**Tiered outcomes** Learners choose from tiers or a spectrum of appropriate outcomes	**Negotiated outcomes** Learners/groups negotiate and agree next steps/learning goals with support	**Personalised outcomes** Learners proactively take responsibility for choosing and communicating their individual goals
Success and failure (appropriate challenge)	**Early success** Ensure early success for all learners in each lesson/episode	**Stretch and challenge** Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	**Accepting failure** Each learner embraces progression through planned sequences of success and failure	**Learning through failure** With support, learners identify areas of strength and weakness and select appropriate interventions to progress	**Embracing failure** Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
Praise for positive behaviours	**Whole group praise** Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	**Individual praise/ feedback** Give regular, specific praise for positive behaviours before suggesting improvements	**Peer praise** With support, learners take opportunities to give praise for identified learning behaviours	**Peer feedback** Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	**Unprompted peer praise/feedback** A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established
Celebration and review of progress	**Whole group review** Lead whole group plenary at the end of each episode/lesson	**Review through questioning** Question and funnel answers following small group/partner review	**Clear learner voice** Learners use a broad range of review methods including non-verbal communication and/or voting with feet	**Learner led review** Peer led plenaries celebrate partner/group members' progress	**Habitual review** A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
Coach and support others	**Observe and encourage** Provide opportunities for learners to observe and encourage others	**Demonstrate and discuss** Enable learners to demonstrate/ show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	**Feedback sensitively** Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	**Collaborate and learn** Learners share and learn from each other through planned, collaborative opportunities	**Peer coach** A culture of reciprocal peer coaching is an integral part of all lessons
Control	**Work safely** Encourage learners to select safe space for work and to gather, select and safely return equipment	**Single choice** Provide at least one learner choice of direction and/or task from pre-planned menu	**Supported choices** Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	**Negotiated choices** Learners regularly negotiate with teacher to agree direction and pace	**Independent choices** Learners take active responsibility, create own learning plans and adjust them independently or with support

Cabot Learning Federation

CLF SPORT

CLF PE Pedagogy - Primary

Our ground up pedagogy

A great lesson ***will often*** include the following:

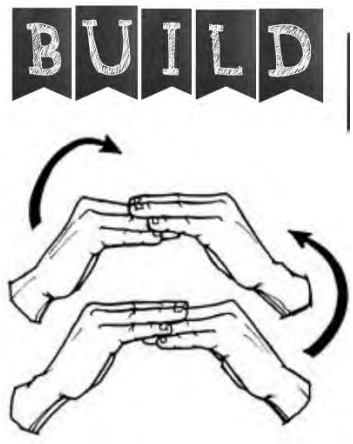
- Positive and Engaging experience
- Clear Learning Aims linked to ARE
- Success Criteria – **modelling** what success looks like
- Formative **Feedback** – focussed on improvement – know more and do more
- High Quality Questioning – challenge knowledge and understanding
- Appropriate challenge and inclusion using **adaptive teaching strategies**
- Develop literacy through taking advantage of opportunities to improve Oracy
- Transitions are prepared and learning is maximised
- Demonstrate an enthusiasm for physical activity

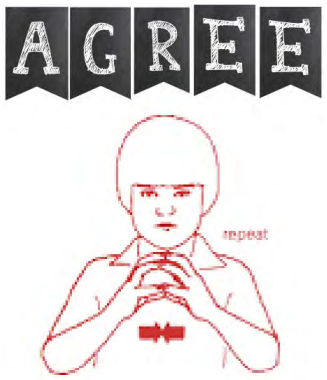
PE

vocabulary

accuracy, attack, awareness challenge, communication, continuous, control, coordination, creative decision, defend, direction, encourage, exercise, express, fair, feedback, fitness, fluency goal, health, improve, intercept, involve, movement observing, opposition, patience, performance personal best, position, positive, possession, react, routine, spatial, success, support, tactics, team work, technique, transition,

Hand gestures used as part of classroom discussion





COMPUTING PROCEDURE AT FROME VALE ACADEMY

Intent

Pupils at Frome Vale Academy (FVA) are entitled to a computing curriculum that is of a high quality. At Frome Vale Academy, we have chosen to use the Teach Computing Curriculum (ncce.io/tcc)

NCCE curriculum shows the breadth and depth of the computing curriculum and demonstrates how computing can be taught well, based on relevant and up to date research. This is important as we know that computing is a broad discipline, and those who deliver it require a range of strategies to deliver effective lesson, which is supported by 12 key principles:

- Lead with concepts: Support pupils in the acquisition of knowledge, using key concepts, terms and vocabulary, providing opportunities to build a shared and consistent understanding.
- Work together: Working together stimulates dialogue, articulation of concepts, and development of shared understanding.
- Get hands on: Use physical computing and making activities that offer tactile and sensory experiences to enhance learning.
- Unplug, unpack, repack: New concepts are taught through unpacking terms and ideas, exploring these ideas in unplugged and familiar contexts, then repacking this new understanding into the original concept.
- Model everything: Model processes or practices using techniques such as worked examples

and live coding, as this is particularly beneficial to novices, providing scaffolding that can be gradually taken away,

- Foster program comprehension: Use a variety of activities to consolidate knowledge and understanding of the function and structure of programs, including debugging, tracing, and Parson's problems to secure understanding and build connections with new knowledge.
- Create projects: Use project-based learning activities to provide children with the opportunity to apply and consolidate their knowledge and understanding.
- Add variety: Activities with different levels of direction, scaffolding, and support that promote learning, ranging from highly structured to move exploratory tasks.
- Challenge misconceptions:

The materials provided by the NCCE are editable, which allows for the resources to be tailored to each school setting, individual teachers, and the children. The materials are suitable for children, irrespective of their skills, background and additional needs.

Implementation

The Teacher Computing Curriculum is delivered in units, and these units are to be taught in order, to ensure it is coherent; whilst the content uses the National Centre for Computing Education's computing taxonomy to ensure comprehensive coverage.

This curriculum has been written to support all pupils (as outlined in the intent section). Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive.

Our implementation of the computing curriculum is supported through the following structure:

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 5	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Video production** Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects.	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.
Year 6	**Communication and collaboration** Exploring how data is transferred by working collaboratively online.	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	**Variables in games** Exploring variables when designing and coding a game.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**3D modelling** Planning, developing, and evaluation 3D computer models of physical objects.	**Sensing movement** Designing and coding a project that captures inputs from physical devices.

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	**Technology around us** Recognising technology in school and using it responsibly.	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally.	**Programming animations** Designing and programming the movement of a character on screen to tell stories.
Year 2	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond.	**Digital photography** Capturing and changing digital photographs for different purposes.	**Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions.	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	**Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	**Stop-frame animation** Capturing and editing digital still images to produce a stop frame animation that tells a story	**Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Branching databases** Building and using branching databases to group objects using yes/no questions.	**Desktop publishing** Creating documents and modifying text, images and page layouts for a specific purpose.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	**The internet** Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connection with other learning experiences.

As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies which making computing topics more accessible.

Within each lesson, formative opportunities are available to be used. These opportunities are included within the planning and should also be used to ensure that misconceptions are recognized and addressed (should they occur).
These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the children.

We want to ensure that we are assessing children's understanding of computing concepts and skills, therefore, we use observational assessment, to capture an accurate picture of learning.

Assessment

At FVA, assessment in computing will be via repeated retrieval questions. The questions will be generated by the teacher to test the key knowledge from the lesson ('the key takeaway').

The questions will be located on the final slide of each lesson design within the sequence and will be added to the following each additional lesson. Therefore, at the end of the first lesson there will be two repeated retrieval questions, at the end of the second lesson that will have increased to 4 questions (the two original and two more) and so on. At the end of each study area, the children will be tested on repeated retrieval questions, which are the only part of the sequence that requires formal marking by the class teacher.

At FVA we have chosen repeated retrieval as our method of assessment in wider curriculum subjects because it has been shown to significantly improve knowledge retention by reinforcing memory recall. By actively engaging with the knowledge with repeated testing the children are better able to retain and recall information over time, leading to improved long-term knowledge retention of key facts and ideas.

Impact

The Teach Computing will support learners receiving a high-quality computing curriculum, to ensure that every child can experience real success in their learning.

The impact of our successful implementation of computing will allow learners to be confidence and secure in the curriculum.

In addition, because of the curriculum design, there will be a reduction of the amount of knowledge lost through forgetting, as topics are revisited yearly.

In addition to the above, the impact of our effective implementation will be evident through:

- Learners receiving a high-quality computing education
- Strong teacher knowledge and expertise
- Whole school support which is motivational and effective
- Support received from the NCCE

DESIGN AND TECHNOLOGY PROCEDURES

At Frome Vale Academy, it is our intention that when children study Design and Technology they will have hands on, practical experience of designing, making and evaluating products.

Children will have freedom to use their creativity and imagination to design and make products that solve real and relevant problems, from a range of contexts whilst considering their own and others' needs, wants, interests and opinions. They acquire a broad range of subject knowledge and apply learning from other areas such as maths, science, computing and art. Children learn how to, and are happy to, take risks, becoming resourceful and innovative. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Implementation

Children will be given opportunities to design and make products based on a certain design criterion through design and technology projects. They will have the opportunity to work collaboratively, sharing ideas and knowledge and supporting each other's learning journey. They will be given opportunities to explore and evaluate a range of existing products and use what they learn from these when designing. They will have opportunities to explore materials and tools, and be taught certain skills which they can use when making their product (e.g. cutting, shaping and joining materials). The design criteria should reflect the year group, with more challenging criteria as the children progress through the school. The children will make prototypes of their intended design.

Frome year 1 to year 6, DT is delivered in a weeklong sequence of lessons twice a year.

Impact:

Children at Frome Vale will be able to design prototypes of purposeful and functional products based on a certain design criteria and be able to generate, develop and communicate their ideas through talking, drawing, models or templates using ICT (if applicable). They will be able to select and use the tools required, and select and use appropriate materials according to their characteristics, in order to make what they have designed.

They will then evaluate their design against the design criteria and think of ways they could improve their work. This would include applying their technical knowledge e.g. how to stiffen things or make it stronger, use mechanisms such as gears or pulleys, include electrical components such as switches or motors and use knowledge of computing to program, monitor and control their product. They will also understand how key events and individuals in design and technology have helped shape the world.

MFL PROCEDURES

Intent

At Frome Vale Academy, it is our intention that children will see themselves as linguists. Children are taught French through games, songs, oral rehearsal and, where appropriate, written practice. They will understand that by developing the skills of a linguist, they will be better able to learn additional languages throughout their lives. Children will understand that by learning a foreign language, they are developing their brains to help them see patterns, be better listeners and boost their problem solving skills. Listening skills, critical thinking and cultural appreciation are all part of being a linguist. Our aim is to develop an engaging curriculum that gives children the skills to acquire success in a language additional to English.

Implementation

We will work to achieve our aim through:

- French topics begin with an overview of what the children will be learning.
- Language learning will focus on the sounds of the French language
- When appropriate, classroom routines will be conversed in French.
- In KS1 children will be introduced to the French language through songs and games integrated into their daily learning.
- In KS2 teachers will deliver weekly lessons where children will learn new vocabulary and begin to converse in French.
- Upper KS2 will begin to learn to write in French.

- Whole school bi-monthly French assemblies where children will have the opportunity to share their learning and enjoy French music and songs.
- Introduce aspects of the French culture to the children.

Impact

We know that our intent and implementation are embedded when:

- Children can identify as linguist and know when they are being one.
- Child can recall, accurately pronounce French vocabulary and use it appropriately.
- Children have an appreciation of French culture.
- Children's learning is cumulative and builds on prior learning.
- Children can converse in French
- Children understand that language skills are transferable and support further learning of other languages.

Assessment and Feedback

It is best practice for formative assessment practices to be used during and at the end of French lessons. These include 'assessment is for learning' strategies such as observations, discussion, questioning, peer and self-assessment and visual representations. There will also be repeated recall.

In French, the purpose of feedback is to inform teaching and learning to ensure effective pronunciation, intonation, grammar and spelling which will improve the development of skills and knowledge as children move through the school.

ORACY PROCEDURES

Intent

At Frome Vale Academy we intend for children to see themselves as confident and efficient orators, who can effectively communicate their needs. The Oracy curriculum will explicitly teach and develop oral communication skills. It will provide weekly structured opportunities for students to practice and refine their speaking and listening abilities.

The primary aims of the curriculum are to develop effective communication skills. Children should be able to express themselves clearly, coherently and confidently. Children's ability to think critically and reason will be enhanced through oracy. They will be able to create well-reasoned and supported opinions, whilst having the ability to consider other perspectives.

The oracy curriculum also promotes actives listening and empathy for others ideas. The curriculum should build confidence and self-esteem and allow the children the opportunity to speak publicly. Our approach to oracy is designed to support academic excellence by developing the child's ability to participate actively in classroom discussions and debates and engage in collaborative learning.

Implementation

The FVA curriculum has been informed by the work of Voice 21. A weekly oracy lesson is planned into the school timetable, where the explicit skills of oracy will be taught. In addition, oracy skills are integrated throughout all teaching and learning. Teachers design activities that promote speaking

and listening skills and will use strategies from the Voice 21 material. Students will receive feedback on their oracy skills and will receive targets to improve their skills.

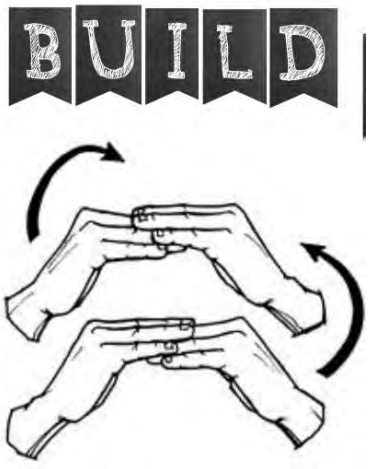
To support the delivery of effective lessons, teachers will be trained in the Voice 21 strategies and techniques to support oracy development. These include active listening, talk detectives, encouraging student participation, and facilitating meaningful discussions based on the curriculum. Opportunities will be provided for presentations and debates.

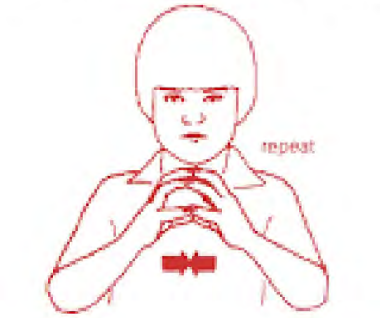
Frome Vale has adopted a whole-school approach where the culture of, and values of, the school prioritise oracy skills. Opportunities to integrated oracy into the school policies, such a pupil voice groups and democracy questions, are actively sought.

Frome Vale Academy has clear expectation on how we want pupils to talk in different contexts and the tools they will use to support different types of talk.

It is our expectation that all lessons include the use of the following signs to support discussion:

Hand gestures used as part of classroom discussion





Impact

Children will be able to talk about talking. They will be able to explain why oracy skills are uniquely important and how they enable children to make progress academically and socially. Children will be confident orators and public speakers. They will be able to present their thoughts and opinions confidently, effectively and persuasively. Children will be able to use their voices to influence their lives.

RE PROCEDURES

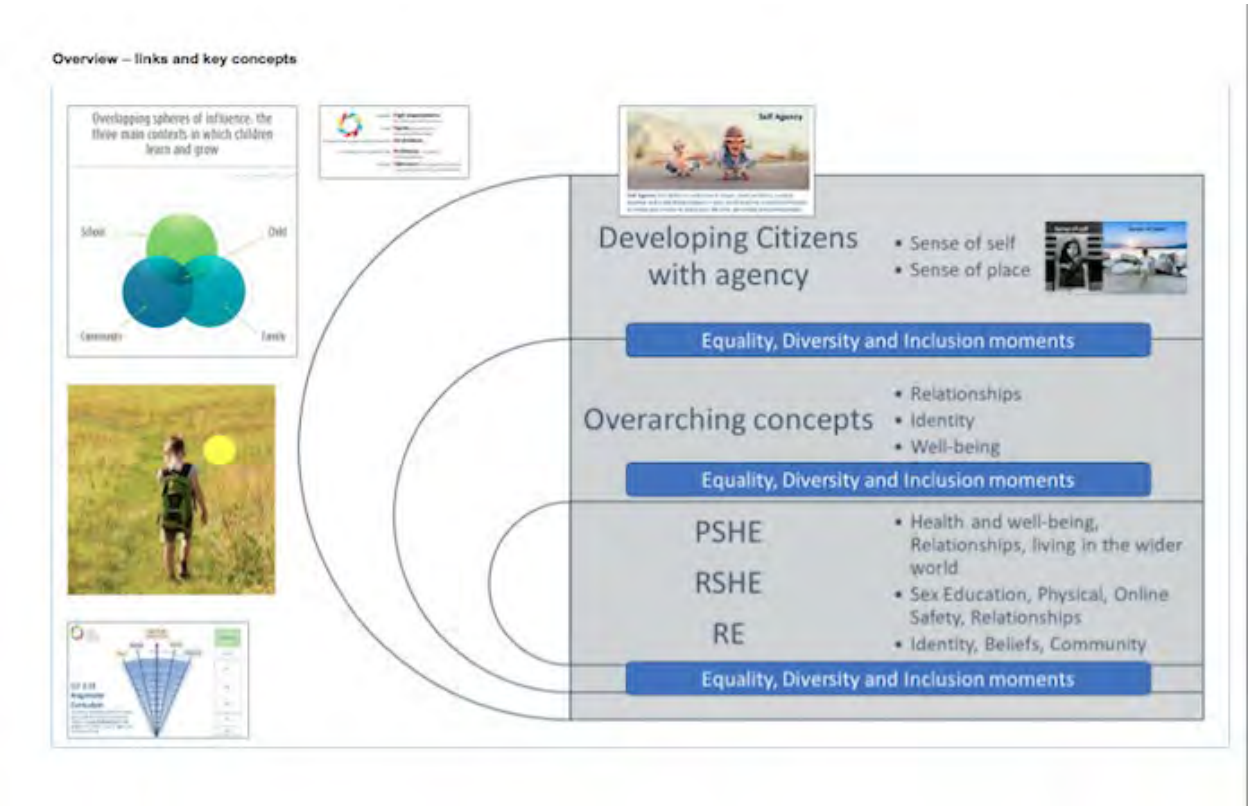
Intent

At Frome Vale we aim, that Religious Education will:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.
- Develop a sense of awe and wonder and mystery.
- Develop self-agency.

Curriculum: Identity, beliefs, and community.

Cabot Learning Federation, of which Frome Vale is part of, has developed its own Religious Education Curriculum. This is part of a wider curriculum offer of 'I am a Citizen'.



Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

We recognise that RE plays an important role in preparing pupils for adult life, employment, and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Implementation

To make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.
We record these lessons in floor books, through photos and or through discussion.

We have a whole day of RE study once a term and additional assemblies to highlight religious occasions.

The right of Withdrawal from RE

At Frome Vale Academy we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience.

However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the Principal to discuss any concerns or anxieties about the policy, provision and practice of religious education at Frome Vale.

Managing the right of withdraw:

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents.

- We would encourage all children to participate in this important curriculum area.

- Parents have the right to choose whether to withdraw their child from RE without influence from the Academy, although the Academy will ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

- Where parents have requested that their child is withdrawn, their right will be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

FOREST SCHOOL

Intent

Frome Vale Academy aims to use the natural outdoor woodland area to offer the children an insight into the Forest School ethos. Outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.

Forest School is a holistic approach to learning, incorporating children's individuality and develops their skills for lifelong learning. It can cover many areas of learning, including the emotional and spiritual aspects of learning where self-esteem and self-confidence can grow and positive relationships with peers can be formed. The forest offers a positive learning environment that helps to develop the FVA learning behaviours of:

- Focus
- Curiosity
- Collaboration
- Motivation/ Aspiration
- Resilience
- Self – Evaluation

Forest School explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place. It functions on the premise that everyone needs to be safe, kind and respectful.

<u>Principles</u>

At FVA we adopt the following principles to Forest school:

- Forest School is a long-term process of frequent and regular sessions.
- We provide an opportunity to foster resilient, confident, independent, and creative learners.
- We will offer learners the opportunity to take supported risks appropriate to the environment and themselves.
- We will use a range of learner centred approaches to create a community for development and learning.

Implementation

Forest school is an offer from reception to year 6. Our Forest School sessions will be delivered by qualified Level 3 Forest School leaders. They deliver this program following the guidance set out in this document. Appropriate checks take place prior to any forest school activity and dynamic risk assessments take place during session. All staff are first aid trained.

During the session children take part in different activities. Examples of the types of structured activities the children will do are:

- Learning about lashing and knots

- Shelter building

- Natural weaving

- Natural art

- Story telling

- Safe tool use

- Tree recognition

- Animal tracks

- Natural games

- Fire lighting

- Crafts

- Cooking

Planning

Forest school leaders plan in the following way:

They will:

• Risk assess for each session, pre-visit site checks and continuous safety monitoring.

• Plan sessions, adapted for individual children's needs.

• Ensure once on site, rules are followed and continue to risk assess during the session.

• Ensure necessary equipment is taken into woodland.

• Administer first aid and checking first aid kit.

• Supervise fire use

• Supervise tools use, cleaning and storing.

• Organise emergency procedures.

• Ensure site is left as it was found after every session.

• Will model good practice throughout the session, carry out delegated roles and responsibilities, extend children's learning where appropriate by asking extending questions, support children to manage their own risk, remind children of rules and boundaries, be aware of dangers within Forest School and always monitor levels of safety.

The Forest School Leader will assess weather conditions regularly and will evacuate the area if they become too extreme. All children and adults will wear appropriate clothing depending upon the weather conditions. An open fire risk assessment will be carried out before a fire is allowed and protection procedures followed.

A Forest School Leader will be always present, and children will be reminded of safe practice. The school has a Health and Safety Policy, Safeguarding Children Policy etc. to enhance aspects of health and safety Risk Assessments will include:

• Site of the Forest School •

Equipment and Activities

• Open Fire

• Individual Risk Assessments for tools where applicable

Environment

Wherever possible environmentally friendly products and recycled materials will be used. Frome Vale Academy will promote environmental awareness and care for our environment. Conservation issues and sustainability will also be supported. The woodland will be maintained to ensure the survival of all native flora and fauna and new flora will be introduced if needed. We will remove all litter and debris we take into the woodland and have regular litter picks to remove other refuse which is in the area.

We will be caring towards our neighbours and try to minimise the amount of smoke and noise produced. Brambles and nettles will be removed from the main pathways but will be allowed to grow in other areas of the woodland. Branches at eye level and below on the main pathways will be removed to avoid injuries for people entering the woodland unsupervised (without the Forest School Leader), they will remain on all other trees.

Dead and fallen branches will be removed, cut down and stored and used as firewood. During the winter months, large stones and logs will be left alone to avoid disturbing hibernating creatures. There will be areas created where wood is allowed to rot to encourage insects to thrive, wildflowers will be allowed to grow and children encouraged to enjoy them growing rather than pick them.

LOVE OF LEARNING: HOMEWORK PROCEDURES

Introduction

Homework is an important strand of learning at Frome Vale Academy. Staff and parents value the opportunity to share both the responsibility for, and information about, children's learning.

What is homework?

We define homework as any task children are requested to do outside of academy hours, which extends, provides practice or prepares for academy activities. All homework set is put on each year group's Love of Learning page on the Frome Vale Citizen WordPress page.

The aim of homework

- To develop an effective partnership between academy and home by:
    - Supporting a consistent expectation
    - Giving guidance to parents
    - Providing parents with information about current learning
- To extend the learning in class
- To provide practice for developing skills and understanding
- Draw on the rich resources of home
- Promote the development of self-discipline and positive attitude needed for successful study throughout life

The academy will help by:

- Making expectations clear
- Valuing the home learning that children do

- Offering support so that tasks can be successfully achieved
- Giving sufficient time for tasks to be completed so that personal after-school/family activities can be enjoyed
- Setting homework that is flexible and meets the needs of all pupils regardless of race, gender or disability
- Ensuring the work is related to the learning in class

Parents can help by:

- Showing children that they value homework
- Showing an interest and give support
- Providing a peaceful, comfortable place where children can think
- Encouraging their child and praising them
- Signing pupil Reading Logs

Academy Guidance

The academy will provide support for maths and English to ensure parents[1] are aware of current methods. Reading books will be provided according to the teacher's assessment of the child's reading ability. The following are a suggestion of the types of activities that may be recommended:

Homework Expectations

Reception

- Share home and academy books
- Talk about academy activities
- Practise sounds (phonics)
- Reading practice daily (if not daily, a minimum of three times a week)
- Counting rhymes
- Common exception word reading and spelling
- Letter and number formation
- Activities that may feed into a class show and tell circle time, e.g. Draw a picture of something you did in the holidays.

Years 1 and 2

English & Mathematics

- Reading practice (ideally daily; a minimum of three times a week)
- Practise spellings in preparation for Friday spelling test
- Play *Numbots* online (20 minutes per week)
- Practise phonic sounds and common exception words covered in school
- Optional extra e.g. Math's problem of the week

Optional Topic work

- Children can choose an activity related to their termly topic from a list of options provided. The outcome of this project should be brought to school by the end of term for celebration.

Years 3 and 4

English & Mathematics

- Reading practice (ideally daily; a minimum of three times weekly if reading decodable books, otherwise twice weekly)
- Practise spellings in preparation for Friday spelling test
- Play *Timestable Rockstars* online (20 minutes per week)
- Optional extra e.g. Math's problem of the week

Optional Topic work

- Children can choose an activity related to their termly topic from a list of options provided. The outcome of this project should be brought to school by the end of term for celebration.

Years 5 and 6

English & Mathematics

- Reading practice (ideally daily; a minimum of three times weekly if reading decodable books, otherwise twice weekly)
- Practise spellings in preparation for Friday spelling test
- Play *Timestable Rockstars* online (20 minutes per week)
- Optional extra e.g. Math's problem of the week

Optional Topic work

- Children can choose an activity related to their termly topic from a list of options provided. The outcome of this project should be brought to school by the end of term for celebration.

1 Throughout this document 'parent' refers to the range of carers who support our children

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ASSESSMENT AND FEEDDBACK PROCEDURES

Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice:

They will:

- Ultimately ***improve learning and meet the needs of every pupil,*** recognising them as diverse, yet richly component learners
- Reflect current knowledge and understanding of child development and ***the way children learn***
- Enable attainment in, and progress towards national Age-Related Standards (ARS) to be facilitated and reported
- Include explicit processes to ensure that information is valid and is as reliable ***as is necessary for its purpose***
- Promote public understanding of ARS and their ***relevance to learners' current and future lives***
- Be acknowledged as approximations
- Be part of a ***manageable process*** of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged
- Promote the ***active engagement of learners*** in their learning and its assessment
- ***Empower and motivate learners*** to show what they can do
- draw on and combine a ***range of sources of evidence,*** including learners' self-assessments, to inform decisions about learning and next steps
- meet standards that reflect a broad ***consensus on quality*** from classroom practice to national policy

Our procedures recognises that pupil outcome data will be used for a range of accountability purposes but makes clear that this must not compromise the validity, or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:

- Providing the evidence to demonstrate clearly the assessment of pupils
- Keeping parents/carers fully informed
- Enabling the leadership team, Academy Council and the CLF Board to make judgements about the school's effectiveness
- Informing OFSTED inspections and other external observers.

Key points to note:

- The National Curriculum (Sept 2014), has elements which are described as a 'mastery' curriculum;
- As a Multi Academy Trust, we have chosen to fully adopt the Programmes of Study in English, Maths and Science from the National Curriculum. We then have the freedoms and flexibility to augment this curriculum for our community and local context (see curriculum documents);
- As the DfE have left it to schools to decide how best to measure the progress and attainment of children throughout their time at school, we have used this as an opportunity to collaborate for outstanding achievement.

Definitions:

Assessment is the "knowing and understanding of learning", a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

Recording and documentation is a by-product of the assessment process. It reflects the assessments made but it is not an assessment in itself. It's purpose is to provide a clear understanding of the knowledge but does not replace it; it assists in recalling and remembering information, but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

Reporting is the communication to others beyond the school the summative assessment information collected about individuals and pupil groups at key points in their learning journey.

ASSESSMENT: Roles and Responsibilities

All adults working in classrooms will be responsible for:

- Planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the ARS required by the end of an academic year, phase or Key Stage
- Providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without comprising the breadth and balance of the curriculum
- Developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

Additionally, they will be responsible for using evidence gathered over time to:

- Help learners master their learning, apply their learning and to deepen and enhance the learning appropriately
- Using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- Reflect on and improve their own teaching

Leaders in school will be responsible for:

- Establishing and maintaining a positive climate for learning that motivates and encourages all learners
- Providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute

- Analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of the year
- The provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts
- Ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- Providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- Developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

Our Assessment Leader is responsible for working collaboratively with other local Assessment Leaders and Assessment experts on moderation activities. Class teachers also work collaboratively on a regular basis to moderate work and improve subject knowledge.

ASSESSMENT: Classroom strategies as part of teaching

We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. For this to develop we agree that:

Questions used by adults will be planned:

- For specific purposes; either to promote thinking or to yield information about a learner's current understanding
- And managed well so that all pupils can and will engage in the dialogue
- To require extended responses in the form of explanation or justification
- To support an understanding that more than one opinion may be valid.

Pupils themselves will be taught how to use a range of questions to support their own independent learning and enquiry.

Pupils will be provided with feedback from adults and their peers that takes their learning forward. For this to develop we agree that oral and written feedback must:

- Be expected to take place regularly
- Be timely and specific to the intended learning
- Be targeted at cognitive rather than emotional need
- Be specifically about what is next rather than what is right or wrong
- Require action

Pupils themselves will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and robustly and sensitively.

Adults will be entitled to high quality CPD that focuses on these key skills that will enhance assessment, and will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.

Types of assessment

The nature of assessment related activities in which the school community engages is determined and defined by the specific purpose to which they will be put.

Those aspects of assessment whose prime purpose is formative are integral to high quality teaching and learning. They take place as learning is happening and are expected to:

- Be embedded in all lessons
- Provide evidence of learning that is used to support learners in next steps in their learning
- Drive teaching that matches the needs of the learner
- Facilitates the collection of evidence of mastery of standards over time

Adults working with learners will use a range of formative assessment strategies to plan activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery. These planned opportunities will yield rich assessment information that is noted by adults and shared and discussed with learners. Adults in classrooms are provided with professional development in using the following formative assessment strategies effectively:

Closed Responses (CR): In which Children are required to select a response from a range given them typified by activities that include response to Multiple Choice/True-False/Yes-No/ABCD cards or other all pupil response systems (APR) e,g fist to 5/exit/entrance cards/matching activities

Short Answers (SA): Children are required to create a response or a short answer for themselves typically using cloze procedure/short sentences or paragraphs written or spoken/labelling/visual representations such as diagram/concept map/flow chart/graph/table/mind map/brainstorm

Products (PR): Children are required to create documents or artefacts e,g forms of extended writing across the curriculum/artwork/model etc

Performances (PER): Children are required to demonstrate their learning through some kind of action or interaction with others typically through an oral presentation/science investigation/dramatic reading or performance/formal debate/thinking aloud/problem solving/athletic competition etc.

Those aspects of assessment whose prime purpose is summative provides information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

- Analyse the attainment and progress of individuals and groups of pupils at key points
- Indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARS
- Inform decisions made about interventions and resource allocations
- Inform transition between year groups, key stages and schools

Provide evidence for both internal and external accountability comparing the school community with others locally and nationally.

<u>Procedures for assessment in reading, writing and maths:</u>

Our assessment information and the recording of our assessments are detailed as follows:

- We assess children against NC statements in terms Standards (ARS) for each year group in reading, writing and maths. These help us with both planning and recording of our assessments.
- We ask teachers to plan appropriate activities using the standards, and then record progress against them throughout the year, using a range of evidence such as children's work, observations or by questioning. We record the progress that children make against these standards regularly in order for us to identify gaps in learning and to plan next steps.
- Every class has the tools to support them to make formative (ongoing) assessments of children's learning and progress on a regular basis.
- These formative assessment judgements are then used to inform summative assessments. In terms 1, 2 4 and 6, teachers will assess children's progress towards ARE in reading, writing and maths and record this on Bromcom. They predict, from assessment of learning so far, if a child is on track to achieve ARE (O), or on track to achieve above ARE (D) by the end of the year. Any children that are not on track will be recorded as 'yet to be on track' (Y) or 'at an earlier stage' (A).

At these fixed points the following terms are used to describe children's attainment, which are then recorded on Bromcom:

A – Working at an earlier stage of their learning journey
Y – Yet to be on track
O1 – Securely On track
O2 – On track (but not secure)
D - Deepening

This is where the teacher would expect the child to be working at the end of the year, if they continue at the same pace.

At the end of the year, children will be judged to be one of the following:

A – Working at an earlier stage of their learning journey
Y – Working towards the age related standards
O - On track and has met the age related standards
D – Has met the standards and gone deeper with their learning

For children who are working at an earlier stage in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group, and then assessed at this standard. The class teacher and the school SENCO will have a clear and defined understanding of progress at the appropriate level, using local moderation and national benchmarks.

- This data is processed centrally, and the academy is provided with the BLACKBOX which provides information on the progress on different groups within a class. This information is analysed by SLT, subject leaders and class teachers who respond to the needs of vulnerable groups and record/discuss this on/during pupil progress forms/meetings.

Other support materials:

To support the judgements made above throughout the year and at the end of the year, we will use a variety of support materials, in addition to the information gained from children's work.

Frome Vale uses Pixl as a summative and formative tool. These are tests that reflect the standards for each year group and are written in the format similar to tests experienced in Year 2 and Year 6, which are statutory tests from the Standards and Testing Agency. As well as providing information about whether a child is on track, the tests also provide a gaps analysis of areas that are not mastered.

Please refer to the assessment cycle rota for this academic year.

To support these assessments, and give children the experience of seeing similar style questions, teachers have access to:
South Gloucestershire assessment materials
Rising Stars example tests
Various websites including;
http://nrich.maths.org/frontpage
www.kangaroomaths.com/

Procedures for assessment in history, geography, computing and science

At FVA, assessment in history, geography, computing and science will be via repeated retrieval questions. The questions will be generated by the teacher to test the key knowledge from the lesson ('the key takeaway'). The questions will be on the final slide of each lesson design in the sequence and added to the following lesson design.

Therefore, at the end of the first lesson there will be two repeated retrieval questions, at the end of the second lesson that will have increased to 4 questions (the two original and two more) and so on. At the end of each study area, the children will be tested on repeated retrieval questions, which are the only part of the sequence that requires formal marking by the class teacher.

At FVA we have chosen repeated retrieval as our method of assessment in wider curriculum subjects because it has been shown to significantly improve knowledge retention by reinforcing memory recall. By actively engaging with the knowledge with repeated testing the children are better able to retain and recall information over time, leading to improved long-term knowledge retention of key facts and ideas.

Procedures for Art, DT and Music

Currently FVA are exploring reflective assessment in these subjects

SEND Assessment

Please refer to FVA engagement model

Tracking Progress

The assessments made in reading, writing and maths by the teachers are recorded formally in BROMCOM in terms 1,2,4 and 6.

This enables rigorous data analysis at a MAT level, in addition to a cohort, class and individual pupil level.

In line with the data entry (six times per year) there will be a high-level summary of what the data is telling us. We call this the 'Black Box data overview'. It shows each year group in reading, writing

and maths at school, cohort and group level. This ensures consistency in term of data management and allows for pan federation challenge and support.

It is essential for anyone examining the Age-Related Standards to fully appreciate that progress across a year could see the 'On Track' % figure remaining static, which indicates good progress, unless is percentage is 55%

e.g. Term 1 – 70% of pupils 'On Track' to meet ARS,
Term 3 – 70% of pupils 'On Track' to meet ARS,
Term 6 – the same number of children continued to work at the same pace, so 70% of pupils met Age Related Standards.

The black box data analysis will include variance in the % of 'On Track', term by term. However, analysis needs to be treated with caution, as the % of 'On Track' could be different combinations of children in different terms. Therefore, pupil level data analysis is a key component of our robust data analysis process – this data and analysis is managed by each Academy. It is also important to take into account the cohort size and percentage worth for each child. At FVA, the average percentage for each child is 3-4% per child and significantly higher in earlier year groups for pupil premium eligibility.

Teachers take part in pupil progress meetings during the year when they analyse the data for their class, identifying gaps between groups. They also identify strategies to address this and monitor the impact the following term.

- Children with EAL who are in the early stages of learning English will need to be assessed using NASSEA statements.

Frome Vale Academy Pupil Progress Meetings: R – Year 6

Pupil progress meetings will take place in the second week on every term from term 2.

Aims:

- To scrutinise, review and challenge and moderate pupil progress and attainment;
- To consider how to accelerate progress of underachieving or underperforming pupils;
- To strengthen understanding of teacher assessment and agree levels of attainment;
- To discuss further strategies and interventions for individual pupils causing concern;

What teachers need to do before the meeting:

- They will need to use your assessment information to enter this term's reading, writing, maths data into the relevant Bromcom trackers for each child in their class.
- They will need to have looked at the test results for each child for reading and maths and the children's writing in their books in order to make a judgement.
- They need to judge whether the child is:

A – working at an earlier stage of their learning journey
Y – Yet to be on track
O – On track
D - Deepening

(this is where you would expect the child to be working at the end of the year if they continue at the same pace)

For any child working at A, the teacher is expected to indicate which year group standards they are working at. E.g if a child is in year 3 but working at year 2, the judgment would say A-2

- The teachers will need to have moderated their judgements for writing with colleagues and looked at the summary of the data prior to the meeting taking place to ensure the judgements are secure. Staff meetings are planned termly to give an opportunity for this.
- For writing, teachers are expected to keep writing summative assessment sheets up to date, which show the skills children have mastered.
- You will be expected to know and talk about the attainment and progress of *all* children in your class.
- It is important that teachers' data is entered by the agreed deadline (see assessment timetable)
-
- Teachers will need to bring the following to the meeting:
    - Reflections on the key questions (see below)

- Children's books
- Writing Key Essentials assessment sheets
- IEPs and monitoring
- Any other assessment evidence you see as relevant

- Please be prepared to discuss children who have made less than expected or better than expected progress with your reasons, and children who you're concerned about
- For teachers up to Y4, please bring an updated phonics tracking sheet, also attached, showing which children are on each phase of Letters and Sounds.
- Remember, the key question throughout your meeting will be: 'Where is the evidence to show me that this child is in this place in their learning journey?' What are you going to do to accelerate progress for any child who is not yet on track or slipping behind?

<u>Sample questions to consider:</u>

- Which groups / individuals have made good progress across this year to date?

In reading? In writing? In mathematics?

- What do you consider made the difference?
- Which groups / individuals seem not to have made progress across this year so far?
- What do you consider are the barriers to their learning?
- Look at the children who made limited progress last year – have they accelerated their progress this year? Why?
- How do you know your assessments are secure?
- How has the moderation carried out with colleagues supported your judgements?
- Have the underachieving group (yet to be on track) begun to accelerate progress towards age-related standards at the end of the year? Why / why not? How have you focused on target groups to ensure they reach ARS?
- Are you confident in meeting targets for your children for the end of the year?
- What can subject leaders / the leadership team /SENCo do to support you?
- How does the progress of boys and girls in your class compare?
- How does the progress of other groups (Pupil Premium, EAL, BME, SEND, etc.) in your class compare to those who are not in these groups (what is the gap)?
- How do you ensure different groups make similar progress?
- If a child is unmotivated, how can you re-engage them with their learning?

- Which individuals do you consider need additional support for learning, language or behaviour?
- Are there any children who need a referral to an outside agency – e.g. speech and language / Ed psychologist?
- What can you / do you do to support these children?
- Which interventions / strategies have been successful in supporting progress?
  Do you have any comments about any of the interventions / strategies currently provided?

Analysing your groups:

How have different groups of children progressed in reading, writing and maths? Please comment or record any of your observations or analysis of group data here: we will look at the data from these groups in your meeting. Groups you will need to consider are:
Gender – Boys / Girls; EAL / Non-EAL; BME groups; Pupil Premium / Non-pupil Premium; SEND pupils; More able and talented pupils; those with lower attendance.

Catch up Intervention:

Which intervention strategies or programmes have you used, or directed a teaching assistant to use?
How effective have they been? How do you know?

Feedback

Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective …"feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),
How am I going? (What progress is being made toward the goal?), and
Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

<u>Non-negotiable Procedures for feedback:</u>

- All marking is to be carried out in red pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed from year 1
- The marking code should be accessible to all pupils in the learning environment

Adaptive Teaching -

In the moment/verbal feedback is given in the lesson. Red pens are used if any written feedback, such is the FVA feedback code, needs to be provided. Children respond to the 'in the moment' feedback using their green pens.

Following the teaching, class teachers review the learning and adjust subsequent lessons accordingly.

Adaptive Planning/next steps for next lesson

It is expected that common whole-class next steps are identified and addressed in the Lesson Design of the next lesson using the 'review' slide.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
It is the responsibility of all staff working with pupils to ensure the policy is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in IEPs and agreements as appropriate.

It is the responsibility of the SLT to liaise with the Subject Leaders and to feed back to the Principal and Academy Council on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Principal to ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

SEN and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Principal and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

This will be completed on a termly basis with feedback to teachers being given within 2 days. It will also be part of the professional development cycle.

SLT and subject leaders will also monitor the impact of Next Step feedback through work scrutiny in both maths and literacy, and as part of In the Learning visits to monitor the quality of teaching and learning in the school.

In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how Next Step

Feedback supports them in understanding what they need to do to improve their learning and to make progress. The Learning Champions will also be part of this process.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant and during In the Learning visits.

Appendices:

Work in books expectations

Example Black box format

Work in books	
What you would expect to see:	What you would not expect to see:
• Evidence of progress – intervention – progress cycle • Marking is prompt, effective and	• Generic comments • Just ticks • Repeated comments

worthwhile • Marking is comprehensible/legible to all children in the class • Marking is specific to that child, e.g. commas etc. • Evidence of grappling • Evidence of higher order questioning • High expectations for all • Differences between lower attaining and higher attaining in work and marking • Good presentation • Problem solving for all • Completed work –SEN also need to feel satisfaction • Evidence of support given, e.g. sentence starters, writing frames • Extended writing • Progress over time. Evidence of particular skills improved/mastered • Amount of work reflects time in school	• Phrases such as 'Concentrate harder' • Complacency over neat work • Children doing unnecessary work – e.g. pages of sums before the challenge • Unchallenged messy work

Example Black box format –

Y3	No.	D	O	Y	A	Total
All	Reading	0	11	12	6	29
	Writing	0	9	12	8	29

Boys	Maths	0	9	12	8	29
	Reading	0	5	6	6	17
	Writing	0	4	6	7	17
Girls	Maths	0	4	6	7	17
	Reading	0	6	6	0	12
	Writing	0	5	6	1	12
PP	Maths	0	5	6	1	12
	Reading	0	6	3	5	14
	Writing	0	6	3	5	14
Non PP	Maths	0	6	3	5	14
	Reading	0	5	9	1	15
	Writing	0	3	9	3	15
SEN	Maths	0	3	9	3	15
	Reading	0	0	0	5	5
	Writing	0	0	0	5	5
EAL	Maths	0	0	0	5	5
	Reading	0	6	7	3	16
	Writing	0	5	7	4	16
	Maths	0	5	7	4	16

Combined	% D+	% O+	% Y+
All	0.0%	21.1%	63.2%
Boys	0.0%	11.1%	44.4%
Girls	0.0%	30.0%	80.0%
PP	0.0%	30.8%	69.2%
Non PP	0.0%	0.0%	50.0%
SEN	0.0%	0.0%	20.0%
EAL	0.0%	0.0%	57.1%
BME	0.0%	25.0%	58.3%

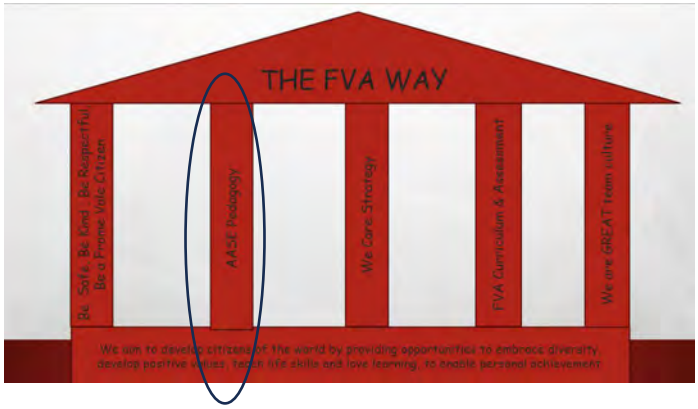
HA	0.0%	100.0%	100.0%
MA	0.0%	20.0%	80.0%
LA	0.0%	0.0%	20.0%

Reviewed July 2024

Frome Vale Academy

Teaching and Learning Framework

A handbook for teachers



Introduction

We want all children to reach their potential and we want all teachers to be amazing.

Teaching is a skill, and -like any skill - it can be learnt and it can be improved. No teacher is ever the finished article, and no lesson is perfect but high-quality teaching is the single greatest lever we have as professionals to improve the lives of the children in our care.

Evidence-based research can help us all to optimise learning for all our pupils. This handbook is not intended to be a complete guide to teaching. Those books exist already. Instead, these pages capture the core protocols and procedures which will ensure that all teaching is excellent at our academy.

Alongside each idea is a brief outline which serves as a memory jog. More information about the techniques and practices mentioned can be found in the literature mentioned in the 'Linked Reading' section. 'Ace the ASE' bitesize PD sessions will also touch on these ideas.

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One-page summary

Classrooom Culture

- Classrooms are calm, purposeful, predicatble environments which are psychologically safe. Strucutre and routines support good behaviour and excellent learning. Expectations are clear and consistent. Pupils feel seen, liked and respected: they belong here.

Lesson Design

- Lesson sequences are carefully sequenced so that new learning is built on activated prior knowledge. Lessons are consistent in design so that pupils can focus on the key information with minimal distraction. Lessons encourage pupils to think hard, sharing ideas with others and having their own thinking developed.

Active Learning

- Pupils must take an active role in their own learning and teachers maximise the chance of this happening through a range of routines and expectations. We respect every pupil by expecting them to engage and be successful in their learning.

Adaptive Teaching

- Teachers are clear about what they want pupils to learn and think about in each lesson. They design activities to gauge pupil understanding and misconceptions then analyse pupil responses during lessons. This data is used address gaps and misconceptions.

Subject Knowledge

- Teachers ensure that their own subject knowledge is high and kept updated. Teachers activate prior learning before delivering new learning and retrieval routines ensure learning is transferred to long-term memory.

Exposition

- Teachers are skilled in modelling and explaning new learning to pupils. New learning is placed in context to help pupils build mental models. Scaffolds are provided for pupils to support them in reaching our high academic expectations.

Oracy

- Pupils learn to talk and through talk. Classroom routines ensure that every pupil has their voice heard and can learn from hearing others. Scaffolds such as vocabulary mats and sentence stems are provided to help pupils articulate themselves clearly and accurately.

Professional Development

- High-quality professional development is an entitlement of every staff member. It is a key driver of excellent teaching and learning. Professional development can take place at trust level, school level, team level or individually. All teachers have the responsibility to make sure that their own knowledge and practice develops and improves over time.

Classroom Culture

"Culture eats strategy for breakfast." A good classroom culture is the foundation for everything else that you do as a teacher. Our classrooms are places where all children feel like they belong: where they feel seen, respected and have a sense of pride in their achievement.

Calm – controlled movements; controlled voices

Silence – silence is essential for pupils to think and focus; make sure that children know what is meant by silence and can maintain when completing independent tasks

Well-ordered - physical environment conducive to learning: they are tidy with relevant resources visible on walls and accessible; everything is in its place; pupils show respect for their learning environment by putting

Meet at the door – welcome pupils as they enter the room; direct them to the Do Now task

Warm/Strict– build relationships; welcome pupils into class, setting the tone; insist on all pupils meeting expectations

Clear expectations – consistent rules; simple instructions; expect all pupils to meet the standard

Find the light – praise children doing the right thing (rather than highlighting the children not following instructions)

Positive framing – give the benefit of the doubt; restate what you want to happen

Rehearse Routines – turn common activities into habits to save time and free up working memory

5:1 ratio – this ratio of positive to negative interactions is important for maintain positive relationships with pupils

Joy – our classrooms are high achieving, high passion, high satisfaction places

Celebrate errors – making mistakes is part of learning; teachers celebrate hard thinking over right answers; teachers celebrate risk taking and desire to engage

Lesson Design

Teachers plan lessons that are purposeful, challenging and engaging for all pupils. We know what we would like children to know or be able to do by the end of the lesson and we plan for that deliberately. Lessons link together into coherent sequences and pupils are given time to rehearse and apply new learning in appropriate contexts.

No written plans – the lesson is the plan; key questions, sentence stems, models and vocabulary should be on the lesson design

Zero clutter – support pupils to attend to what matters by removing unnecessary information and illustrations from lesson designs and resources

Consistent lesson elements - WALT, recap prior learning, vocab, self-evaluation, exit pass

Do Now – each session begins with a task for pupils; this sets the tone and activates prior knowledge for the lesson ahead; pupils should be able to understand and complete the task independently

Start at the end – what do you want them to know by the end? How can you make sure they learn that? How will you know that they have learned it?

Blend of whole-class and independent activity – plan for sharing ideas, discussion and growing collective understanding; plan also for quiet, independent, deliberate focus time to apply new knowledge and encode new learning into existing mental schemas

Engaging ≠ Fun – "memory is the residue of thought" so make sure pupils are focussed on what you want them to know, learn and remember; pupils can have a great time in a lesson without learning anything

End Review – pupil self-evaluation of learning; Exit Pass provides AFL and gives pupils a sense of success at the end of the learning (success breeds motivation)

Learning Behaviours – pupils self-evaluate and reflect on how they have demonstrated the Frome Vale Learning Behaviours

Learning outside the classroom – take opportunities where appropriate and relevant

Active Learning

Learners get out what they put it so we want to make sure that all pupils are active participants in their learning. By using some core techniques in every lesson, teachers can ensure that pupils can share ideas, ask questions, demonstrate their understanding, rehearse new skills and apply new knowledge so that it is added to long-term memory.

Every minute counts – time is a precious resource and must be used effectively; teachers make sure pupils are focussed and challenged from the moment they enter the classroom

Cold Call – invite pupils to speak without them putting a hand up; we expect all pupils to be actively engaged in the learning and ready to respond to questions or comments in discussion

Mini whiteboards:

- Silent solo – pupils write thoughts independently before sharing with class; individual accountability increases engagement
- Show Boards – pupils display boards to teacher when signalled (AFL)

Hand gestures – Agree, Build, Challenge to maximise engagement and AFL opportunities during class discussion

No Opt Out – return to pupils who initially struggled to make sure they have demonstrated success

Track the text – pupils follow a printed text with a finger or pencil when reading as a class

Note Taking – this is a core study habit that needs teaching and practice from the start of KS2; only note key information; notes need not be in full sentences

Extensive practice – pupils need to repeatedly rehearse skills if they are to achieve fluency and automaticity

Adaptive Teaching

Also referred to as ***Responsive Teaching***, this allows us to teach flexibly and think on our feet as teachers, responding in real time to formative assessment data and adjusting our teaching according to the success and confidence of pupils. Teaching like this appears very organic but does not happen automatically: effective responsive teaching depends on certain important foundations.

Clear goals – teachers are clear what exactly they want learners to know and think about during a lesson. This is often less than you think because learners are novices (not experts) and need enough time to become familiar and fluent with new content.

Start from what is known – all learners bring prior knowledge (even if it is incorrect) to a lesson. Learning is 'sticky': pupils learn more when new information is carefully grafted onto prior knowledge. Teachers identify what pupils know already and activate prior knowledge, correcting any misconceptions before teaching new content.

Gauge understanding - teachers know what students have understood and where they are struggling. Hinge questions, mini whiteboard, exit tickets and hand gestures are all ways to gauge what pupils in your class understand at a given moment.

Address gaps and misconceptions – informed by AFL, teachers address gaps and misconceptions as soon as realistically possible. Ideally, this happens in the moment so that misconceptions are not embedded through repetition.

Every teacher a teacher of SEN – teachers have a responsibility to make sure that provision is effective for all pupils, including those with special educational needs.

Effective adult deployment – teachers make sure teaching assistants are used effectively to supplement, not replace teacher support. Sometimes, it is best for the teacher (as the highest qualified person) to work with pupils with the greatest need whilst a TA circulates around the class.

Teach to the top – adaptive teaching does not involve providing different tasks or easier work for pupils: it is about providing support and scaffolding for pupils to achieve highly.

Flexible grouping – fixed grouping can embed negative self-image in pupils; instead, teachers group pupils according to AFL so that they can receive support for specific activities.

Scaffolding – teachers provide temporary support which is removed when no longer required. Examples include:

- Prompt cards
- Checklists
- Annotated worked examples
- Concrete manipulatives

- Subject Knowledge

Subject Knowledge

The most effective teachers are those with strong subject knowledge. Without mastery of the content, it is difficult for teachers to be clear what exactly they want pupils to learn – this can learn to random acts of teaching. Strong subject knowledge also enables teachers to anticipate and address pupil misconceptions effectively.

Activate prior learning – prior understanding is a key element in learning something new. Check and activate prior learning before teaching a new concept or skill.

Retrieval Practice – retrieval activities support learners to secure key information in long-term memory

Small Steps – learning within a unit is sequenced in small steps; teachers are clear about what they want pupils to know by the end of a lesson

Right is right – what is the correct answer? Praise contribution but do not 'round up' or accept 'almost right' answers

High Success Rate – you want at least 80% of your class to be competent and confident before moving on. Strong subject knowledge supports you to know what success looks like so that you do not move children on too quickly and embed misconceptions.

Knowledge Organisers[1] – these serve as Medium Term Plans, ensuring that teachers are clear about the core knowledge they want children to know by the end of a unit; Subject Leaders will create these for each unit

Misconceptions – good subject knowledge allows teachers to anticipate and address likely misconceptions, supporting pupils to avoid the; where misconceptions arise, teachers identify and address them in the moment

[1] Not used in all subjects

Exposition

Enabling pupils to develop their knowledge and understanding of facts and processes is a core element of high-quality teaching. It is also important for pupils to be able to apply their learned knowledge in a range of situations. To achieve this, teachers at FVA employ a range of techniques to maximise the impact of their own exposition.

Zoom in, zoom out – knowledge is placed into context for learners to help build their mental models. How does this link to what you have learned previously? How does it link to what learning is coming up?

Clear explanations – break new information down into manageable chunks to reduce cognitive load; only provide key information; check for understanding throughout

Worked Examples (including Backward Fading) – complete the start of a response, leaving the end for pupils to complete; progressively fade more of the end, requiring pupils to do more of the activity each time

Modelling – model tasks step by step; narrate your thinking; check for understanding of the whole process; set practice tasks for pupils to rehearse the skill

Scaffolding – provide scaffolds at the detailed level (vocabulary and phrases lists, diagrams, sentence stems, knowledge organisers); provide scaffolds at overview level (e.g. 'structure slips' for writing, backward faded examples, success criteria checklist, WAGOLLS)

Abstract models with concrete examples – introduce an idea with a specific example before defining the concept in general terms; reinforce understanding with more concrete examples

Pace – teaching is slow enough to allow time for thinking, questioning, checking and practice; teaching is fast enough to remain engaging and allow sufficient time for independent application

Oracy

Speaking and listening are at the heart of good teaching. We teach children to learn ***to*** talk so that they can better learn ***through*** talk. In addition to discrete weekly Oracy lessons, good oracy skills are threaded throughout everything we do, helping us to develop polite, informed, independent learners.

Deliberate Vocabulary Development – specify and define key words; ensure pupils can use words in context; expect pupils to use specific vocabulary in context (Say It Again Better)

Talk Partners – use of Think Pair Share routine to provide independent thinking time before partner talk; opportunities for children to check and share thinking with partner before sharing with whole class; pupils face their shoulder partner and use a quiet voice

Sound Like An Expert – pupils speak in full sentences (provide sentence stems if needs); pupils speak in Standard English (correct faulty grammar and ask pupil to repeat correctly); pupils speak in a loud and clear voice

Say it again, better – pupils should express themselves articulately; where this does not happen, invite pupils to 'say it again, better', providing scaffolds (sentence stems; models) as needed to achieve success

Voice control – teachers help pupils to use their voice effectively, using correct volume and expression for different contexts (partner talk or speaking to the whole class)

Sentence stems - to support pupils to articulate themselves clearly and fully, teachers may provide sentence stems

Active Listening - pupils show respect for the speaker by facing them, remaining quiet and keeping free from distractions

Probing questions – teachers use questions to dig deeper into pupil learning, asking follow up questions and inviting pupils to expand on initial responses

Professional Development

We understand that all teachers are also learners: we are never the finished article and always have space to further hone and develop our practice, as teachers and as leaders. Therefore, all staff have the right to access high-quality, ongoing professional development which supports them to improve their practice in line with academy and CLF priorities.

Weekly PD – FVA priorities; CLF priorities

Ace the ASE – bitesize teaching and learning PD session; by staff, for staff

In the Learning – fortnightly, 15-minute drop-in highlighting areas of strength and identifying clear, actionable next steps

Coaching – available to all staff members to improve self-identified professional priorities

Independent Project – staff have the option to take up to two days out of class to invest in an area of professional interest; time should result in a tangible outcome which is shared with the team

Staff PD library – books on a range of topics available to borrow; new books can be bought for the library if requested

PD opportunities – provided in-house for all staff; CLF events; staff are encouraged to seek and book personalised PD for areas of relevance

Subject Communities – staff have the opportunity to engage with subject communities organised across the CLF

Reading Resources – staff know where to find reading materials which ensure they have the necessary subject knowledge to teach a unit; Subject Leaders will signpost staff to key reading; time for key reading is given in PD sessions

Further reading

Walkthrus, Tom Sherrington et al

Teach Like a Champion, Doug Lemov

Rosenshine's Principles in Action, Tom Sherrington

T&L Info Posters

T&L posters

Great Teaching Toolkit – evidence review

https://2366135.fs1.hubspotusercontent-na1.net/hubfs/2366135/Great%20Teaching%20Toolkit%20Evidence%20Review.pdf

What Makes Great Teaching – evidence review

https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

Explaining (Tom Sherrington)

Active Learning