Sir Edmund Hillary Academy
A L.E.A.D. Academy

Teaching and Learning Policy

Sir Edmund Hillary Academy

Aiming High, Climbing Together

Updated: September 2026

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INTRODUCTION

At Sir Edmund Hillary, all members of staff are committed to ensuring every pupil experiences the highest quality provision throughout their educational journey with us. We are proud to be school of choice for a diverse population of pupils and we actively ensure all pupils feel welcomed, supported and challenged in order to thrive academically and grow as a person into a confident individual and positive member of society.

For the purpose of this document, 'teaching' refers to the deliberate decisions and actions made by professionals to support the academic and personal development of pupils; 'learning' refers to the cognitive development of pupils in relation to knowledge, skills and understanding. At Sir Edmund Hillary Academy, learning is defined as a change in long-term memory leading to pupils knowing more, understanding more and being able to do more.

This policy focusses on teaching and learning for teaching staff and pupils in Years 1 to 6. For those in our EYFS setting, please refer to the EYFS teaching and learning policy.

All aspects of this teaching and learning policy, along with our curriculum design, have been developed to embody and incorporate key values to which the school views as paramount in enabling all who enter Sir Edmund Hillary to develop personally, academically, spiritually and morally.

School Vision:

Aiming High, Climbing Together

Our Academy Values

Courage to show initiative and challenge ourselves – to give things a go!

Learning and Achieving – Working hard and never giving up. Understanding that learning takes dedication and practise and this is what is needed to achieve greatness.

Including and Inspiring others - Treating everyone with respect and good manners. Working well as a team by listening to and including everyone.

Mindful - **We accept guidance and follow instructions with thought and care.-** We are reflective learners, we see our mistakes, celebrate success and make changes.

Building a safe and loving community – Caring for everyone by showing kindness. We help others and keep our school environment safe and happy.

Fundamental British Values, where we encourage pupils to understand and show:
-Democracy
-The Rule of Law
-Respect
-Tolerance
-Individual Liberty

LEAD Multi-Academy Trust Values, where we aim to instill in all the skills and mindset to:
-Lead
-Empower
-Achieve
-Drive

Curriculum Drivers



These strands have been chosen to increase the cultural capital and therefore knowledge about future opportunities. We anticipate that our children will be international citizens and therefore needs a love of languages, knowledge and understanding of different cultures combined with a set of skills that will enable them to compete with the best in the world of work.

Aims of this document

This document aims to provide all teaching staff with guidance and support in order to achieve the best possible standards of teaching and learning for all pupils, taking into account the specific learning needs of individuals and making effective adaptations to best support their learning. In all sections of this document, and at all times when teaching and learning is taking place, teaching staff must take care to ensure all pupils are reflected, included and no pupil is discriminated against in any form – this includes, but is not limited to pupils with SEND, those for whom English is an additional language, disadvantaged pupils, pupils of all faiths, cultures and communities, and all forms of protected characterisitics.

Additionally, this document aims to:

- Ensure that all pupils have access to high quality teaching and learning in all areas of the curriculum and the curriculum remains as broad and balanced for as long as possible for all pupils
- Ensure that all pupils make good or better progress
- Ensure that the individual and specific needs of all pupils are taken into account and that adaptaions are made where required in order to best support learning
- Promote consistency in the quality of teaching across the whole school
- Collate a range of similar and interdependent policies into one document

Embedded within all areas of school life at Sir Edmund Hillary Academy, pupils are taught to:

- Understand how to keep themselves and others safe in a variety of situations including online
- Understand Fundemental British Values, L.E.A.D. Multi-Academy Trust Values and Sir Edmund Hillary Academy Values to support their personal developmnet
- Treat themselves and all others with respect, care, tolerance, dignity and understanding in order to become positive and active members of the school and wider community
- Develop as confident, self-motivated, independent and collaborative learners
- Develop positive relationships with everyone in the school community
- Feel a sense of pride and belonging toward the school, local community and wider communities and cultures to which they belong
- Value and care for others in the local community and the wider world
- Respect, value and care for the school environment and the natural environment
- Be able to rise to challenges and grasp new opportunities, employing resilience where required
- Be empowered to take ownership of their own learning
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society
- Challenge injustices within society and pursue fair and equal opportunities for all
- Understand, respect and value the 'world of work' and 'industry' to develop aspirations linked to careers

To achieve this we will provide:

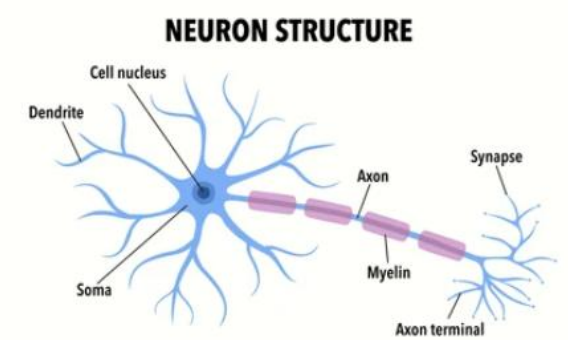
- A happy, healthy, safe, secure and stimulating environment filled with adults who put the needs of children first
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum that is aligned to the National Curriculum
- A variety of supportive resources, including additional adults
- Opportunities to expand their cultural capacity through high quality visits, visitors and experiences
- A wide range of extra-curricular (enrichment) opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents/carers and other family members to be active partners in the education of their children and the life of the school
- School leadership focused on continuous improvement and a drive to raise standards for all
- Effective management systems which support the drive to raise standards for all

Section A: The Theory of Learning

The strategies adopted or developed by Sir Edmund Hillary Academy are based on evidence-based research. This forms the basis for our Teaching and Learning approach. Part of this approach is to ensure children have a developing understanding of how they learn. This is based on our developing knowledge of the brain, its operations and how learning is stored and retrieved from long term memory.

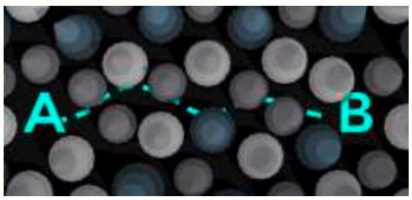
What is learning?

Learning happens when there has been a change in long-term memory. If the neural pathways have not been sufficiently developed, then the knowledge will not 'stick' and be forgotten. Children will not be able to recall it when needed and progress will be slower. By making these neural pathways strong, connections can be made and the application of knowledge from one area to another is greatly increased. How does our brain work/make neural pathways?

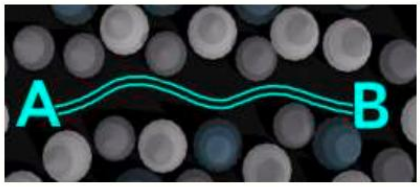


The information travels through the myelin sheath. The more it does this the thicker the myelin sheath becomes and the more efficient the transfer of information. This is the neural pathway.

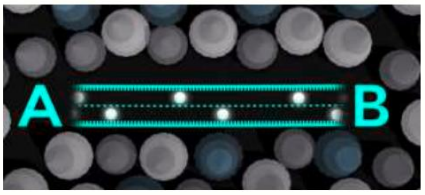
Strong neural pathways enable us to automatically use and apply information, knowledge and concepts which are stored in our long-term memory. However, to move new learning into long-term memory requires practice and application. At first, the pathway is winding and may even take wrong turns as it tries to make sense of the information. Imagine walking through a dense forest to find a particular tree. At first, you will take many wrong turns and your path will not be straight and efficient.



The more you walk through the forest, the straighter the path will become. You will notice signs and things from previous walks and begin to build a more efficient route. This linked knowledge enables us to walk to the designated tree quicker and with less errors and wrong turns.



Each time we walk through the forest it gets quicker, easier and more links are made. Eventually, through the recall and practice, the walk is automatic and with no wrong turns. The trees seem to move out of the way and the winding route is now a direct straight route.

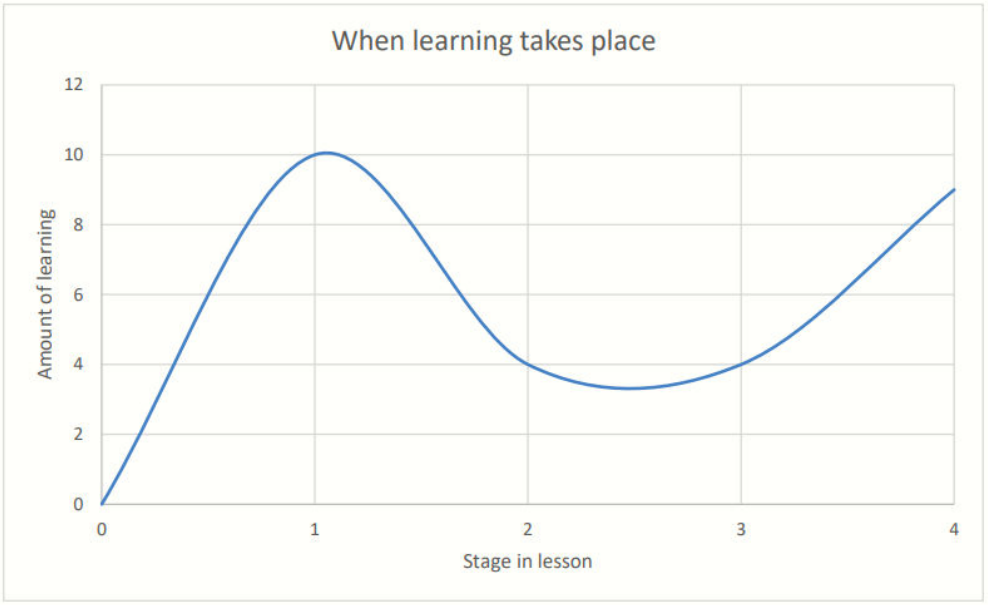


If children do not have the opportunities to recall and practise, then their neural pathway will remain winding and inefficient. It is our job as teachers to ensure that the pathways are created and become strong and reliable.

Images from The Neuroscience of Learning by Halo Neuroscience
https://www.youtube.com/watch?v=_nWMP68DqHE

Research on the brain indicates that children learn the most at the beginning of a lesson and the second most at the end of the lesson. It is crucial that the teaching pedagogy reflects this research and knowledge.

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Knowledge:
There are different types of knowledge and some of these are explicitly linked to subjects.

Substantive knowledge, also known as declarative knowledge, is knowledge about the subject. Facts and information are substantive knowledge. This type of knowledge is generally fixed.

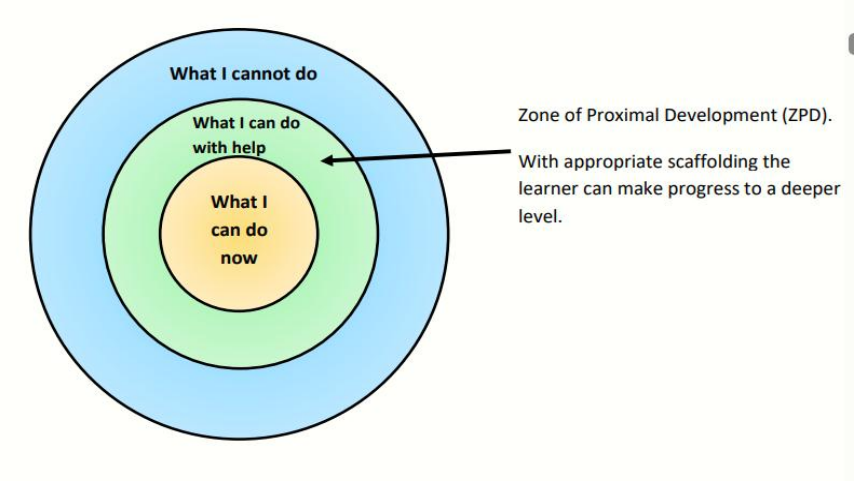
Disciplinary knowledge, also known as procedural knowledge, is knowledge about how something is done, was established or the steps taken to validate something. This type of knowledge continues to be developed by academics, researchers or specialists in the field as our understanding of it deepens.

Children need to develop both the substantive and disciplinary knowledge. By understanding and being able to apply the disciplinary knowledge children can show their depth of knowledge/learning in new areas/concepts or related learning tasks.

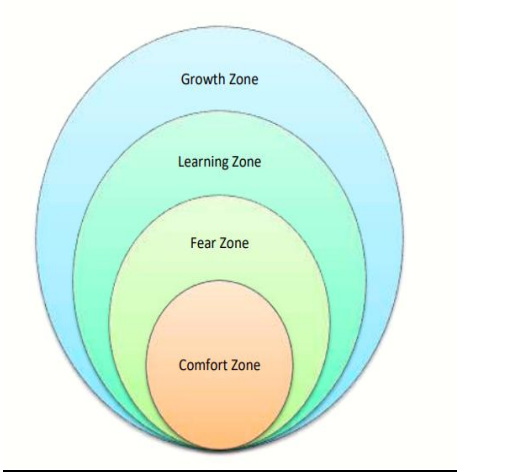
Desirable difficulties and the zone of growth

Teachers should understand the concept of desirable difficulties and the zone of growth (the optimal conditions for learning). An understanding that learning always begins with the learner experiencing some form of cognitive conflict/stress. Learning should challenge children and rigorous learning experiences that go beyond input thinking should be planned and taught. Pupils should be encouraged to recognise and enjoy a level of difficulty and see errors and failures as an opportunity to learn more and develop. Experiencing controlled difficulties will aid memory and the development of neural pathways. Too much cognitive overload or stress leads to learning being impeded because the amygdala does not send the information to the prefrontal cortex (the reflective part of the brain). By being exposed to the right amount of stress or difficulties leads to myelination of the neural pathway which makes learning stronger and aids long term memory and recall. Research shows 'that moderate levels of stress in short, defined periods and in a supportive environment help rewire the brain to deal more effectively with stress in the future. 'The right amount of stress in the right conditions does indeed make you stronger'

Whitman & Kelleher 2016 Lev Vygotsky first introduced the zone of proximal development (ZPD), and this has been further developed over the years. The research indicates that children can attain more if they are supported to attempt harder learning tasks. This guidance or support is gradually removed so they can demonstrate they can do the task/apply the knowledge independently.



The ZPD diagram above matches the commonly available Zone of Growth diagrams shown below. Here children are supported through the fear/anxiety zone into a learning zone. The learning zone is where children are supported through scaffolding and enhanced modelling. They then progress into the growth zone where they apply this new knowledge independently.

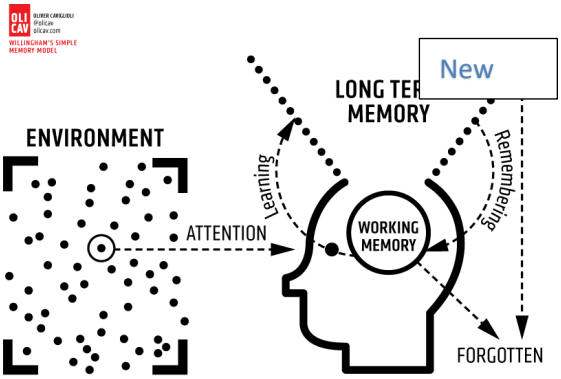


The difficulty for teachers is designing activities and tasks which move the children through the zones and into the growth zone. If the work planned is too easy then children will coast and make limited, if any progress. Work at this level does not take into account the children's prior learning. Teachers must plan activities that build on prior learning and there is a need to assess the children throughout the lesson. When this is done effectively children will make at least good progress and be engaged in their learning.

Children also need to develop an understanding and a voice to identify and request when they need support, or when they are too comfortable and need to move on. This self-awareness will lead to improved learners who strive for challenge and as a result will lead to improved learning. The use of self-checking areas allows children opportunities to check their learning and make informed decisions around requiring help or further challenge. Scaffolding, which is gradually removed, will also aid the children in managing the cognitive difficulties and stresses of learning something new. Linking the new learning to previous learning will also aid the recall and retrieval of knowledge, which ultimately strengthens learning further. Ultimately, the decision on support or challenge lies with the teacher.

Willingham's Simple Memory Model

The Learning Model proposed by Willingham reminds us that we must keep the stimulus within the environment low & focussed to enable pupils to attend to that which we want them to learn. Teachers must then keep items working through the remembering, forgetting, and learning loop to ensure changes are made to Long Term Memory.



https://www.bing.com/videos/riverview/relatedvideo?q=Willingham%e2%80%99s+Simple+Memory+Model+utube&&mid=06C29E447E5FF8D9245506C29E447E5FF8D92455&FORM=VAMGZC

Cognitive load

Teachers should be aware that there is a limit to how much information pupils can process at any one time – this is known as cognitive load. New information is processed in the working memory. When new information has been used and links have been established the knowledge will transfer to long-term memory. However, transfer will only occur if information is retrieved (recalled and remembered) sufficiently, only then will it become embedded in long-term memory as permanent learning. When pupils have more information that is automatic in a subject concept or area, this frees up their working memory to be able to apply what they know strategically and to problem solving. Teachers need to be mindful of the cognitive load of worksheets and ensure that the information on them is kept to a minimum and aids not hinders cognition. Presentations or slides also need to be reviewed to ensure there is not too much cognitive load for children. Teachers should review these to ensure only

the essential elements are included and a 'less is more' approach adopted.

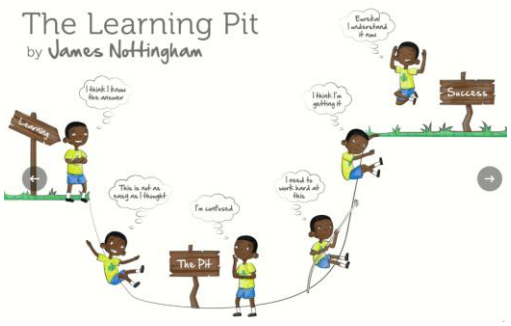
Metacognition

Metacognition evidence suggests that pupils learning improves when they develop their levels of self-regulation and metacognition (EEF Toolkit 2019). This refers to the ability to think about one's own thinking and cognitive strategies.

Metacognition and self-regulation approaches aim to help pupils think about their own behaviour and learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. These strategies include: Think, pair share, setting goals, modelling clear though processes and The Learning Pit.

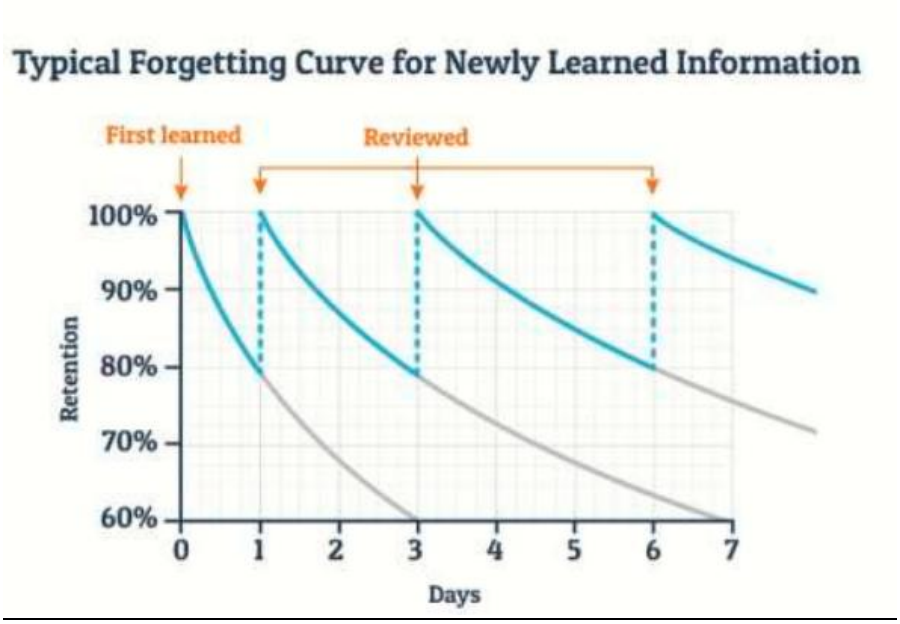
Learning Pit

The key to raising attainment is acting within a child's zone of proximal development (Vygotsky) or within liminality (Didau). The problem with this is that it's a difficult state of mind to maintain- it hurts- the brain is creating neural pathways of new learning (Boaler). Guy Claxton in his Learning Powers work, has developed the concept of the Learning Pit where children develop the meta-cognitive skill of recognising when it has become difficult, but applying Dweck's Growth mindset, think about strategies to get themselves out of the helplessness and anxiety that they may be feeling to achieve the challenging outcome expected of them.



Retrieval

Retrieval is a crucial element of how we learn and how information is transferred into long-term memory. Being able to recall information frees up working memory, especially when the recall is automatic. Building in retrieval activities enables the myelin sheath to strengthen and this in turns makes the retrieval more automatic. Initially children will forget and the act of trying to retrieve information also helps with recall. Ebbinghaus' forgetting curve demonstrates how retrieving information and planned revisiting of learning aids recall and the automaticity of retrieval.



Retrieval activities should be built into a learning sequence or lessons. The act of retrieving something from the previous week/month/term and making links to current learning further strengthens the memory and help transfer the knowledge into long term memory. This aids application at a later date. Low stakes quizzes help aid recall and retrieval. This in turn helps strengthen neural pathways and the transfer into long term memory. Teachers should build in regular opportunities for these low stake quizzes (Flashback Friday) and exit quizzes. Retrieval practice is a crucial aspect of the learning sequence and process.

High Quality Teaching and Learning

All subjects have their own specific policies, guidance and expectations in order to enable pupils to have the best opportunities to access high quality learning across all disciplines. These subjects are carefully timetabled into days, weeks and half-terms in order to ensure all pupils experience every subject in the appropriate depth.

However, to ensure consistency of approach and commonality throughout the school day, there are many aspects to teaching and learning at Sir Edmund Hillary Academy which transcend subjects and are expected to be commonplace in all areas of learning. These include, but are not limited to:

A clear learning structure consisting of:

- **Link it** – start of every new unit of work and lesson and activity that revisits previous learning, prerequisite knowledge or links to real life.

- **Discover it** (Introduction) – where children become engaged with their learning; a stimulus, resource or question is introduced. Learning intentions and vocabulary are shared with the children and pre assessment takes place.

- **Practice it** (Guided practice) – input where the activity is heavily scaffolded, WAGOLLs, Steps to Success and Success Criteria are generated. We use 'I do, We do' to give children opportunities to practice under close supervision, before working independently. This allows children to build understanding gradually, developing their confidence and fluency.

- **Apply it** (Independent practice) – children apply what they have done in the previous stage independently (You do), using the working walls and the S.C. and L.O.

- **Review it** (Plenary) – compare pupil outcomes to WAGOLL and modelling. Reviewing the L.O. and S.C. Complete self-assessment, reflecting on their learning and what they now know.

Throughout each section, Check it and Speak it are also present). Each section has specific requirements and expectations which are shared regularly by senior and subject leaders.

- Enquiry led learning consisting of a composite question (big question) which aims to be pertinent to Sir Edmund Hillary pupils for each unit of learning. These are broken down into a series of component questions which guide learning through a carefully designed sequence of lessons which acculumate to enable pupils to answer the composite question in depth.
- Clear learning objectives for every lesson/stage of learning which begin with: 'To know…' 'To understand…' or 'To develop the skill of…'
- Metacognitive strategies for learning to support pupils to make their thinking visible, develop schema and become increasingly aware of higher level thinking. Pupils are encouraged to be active and independent thinkers in order to stimulate learning through the use of thinking frames.
- Oracy and vocabulary development through speaking strategies and vocabulary techniques linked to ongoing CPD
- Clear and consistent expectations from all teaching staff in relation to the quality of presentation and evidencing learning

Whilst research suggests that engagement alone is not a strong proxy for effective learning, teaching staff at

Sir Edmund Hillaryare expected to employ strategies that aim to encompass and encapsulate all learners to ensure they are active participants in every lesson in order to indentify misconceptions and support new learning.

Good quality teaching and learning at Sir Edmund Hillary Academy is characterised by:

- High aspirations for **all** children so their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where **all** staff support each other in striving for the best
- Highly effective teacher subject knowledge
- Effective planning matched to children's needs and interests
- A range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- Carefully considered and purpsoeful questioning to assess and extend children's learning
- High quality modelling and explanations to support pupil understanding prior to them being able to apply their learning for themselves
- Effective assessment and monitoring of children's progress
- Maintaining safe, secure and stimulating learning environments
- Positive relationships effectively established with all pupils and strategies that promote high standards of behaviour and engagement
- Provision of learning experiences inside and outside the classroom
- Effective use of the significant contribution of other adults
- Engagement with parents including the provision of homework

A good lesson at Sir Edmund Hillary L.E.A.D Academy

Whilst good learning can take many forms and is ultimately determined by all pupils making progress from their starting point. The following are features that are highly likely to be included within strong practice:

- ✓ Learning is pitched accurately and meets the specific needs of the pupils within the class
- ✓ Children are given clear guidance and support about what is expected of them
- ✓ The lesson is well planned so children are working at the appropriate level of challenge
- ✓ The teacher is well prepared with the appropriate resources, including being ready to make adaptations to support learners who require additional support or challenge
- ✓ The is a clear purpose to the learning and children know this
- ✓ The Learning Objective is communicated clearly, at the beginning of the lesson, and displayed throughout
- ✓ Success criteria are clearly shared and, where appropriate, generated with pupil involvement (carefully guided by the teacher) to show clear progression in steps to achieving success and to ensure pupils know how to be successful
- ✓ The expectation is that pupils will self-assess against success criteria and marking and feedback will be focussed on standards in direct relation to the success criteria
- ✓ Links with previous learning are made clear by the teacher and pupils
- ✓ Connections with future learning or application are made clear by the teacher and pupils
- ✓ Misconceptions are discussed and acted upon swiftly and effectively to enable pupils to deepen their understanding
- ✓ The teacher has high expectations and fosters an ethos of self-belief *('Can do' mind-set)*
- ✓ Skilled open-ended questios promote deeper learning, thinking and reasoning skills
- ✓ When answering questions or solving problems, time is given for rehearsal and reflection – children are expected to speak in sentences (unless there is a specific reason not to)
- ✓ All adults are actively involved in the teaching and learning process
- ✓ Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson
- ✓ Children make good progress in knowledge and understand (not performance)
- ✓ The objective/success criteria is regularly revisited to identify progress and guide learning enabling self-assessment to be ongoing
- ✓ Positive reinforcement and praise are a feature of the learning experience
- ✓ The pace of the lesson is appropriate for the depth of learning and current attainment of the pupils
- ✓ Assessment forms an integral part of the learning process and guides feedback

- ✓ Feedback is provided as soon as possible which focusses on learning and strategies are used to support pupil understanding – previous written feedback has been acted upon to support understanding
- ✓ The classroom is tidy and well organised

Planning

The Curriculum

Across the school our teaching delivers the National Curriculum as a tool to support planning, delivery and assessment.

All subjects have a clearly defined and developed curriculum in place which is expected to be followed (please see subject specific policies for additional guidance). However, some elements, such as the order of learning and the depth of lessons are adaptable to meet the needs of pupils within the allocated timings.

Pupil's social, emotional and health developments are central to our provision of teaching and learning. This is delivered both through PSHE across all subjects and through SMSC assemblies.

The curriculum is enriched by the use of immediate experiences for children including visits, visitors to school and a programme of extra-curricular activities. As well as making the most of our local environment, each year group should endeavour to plan a trip each term linked to their unit of study.

The curriculum is organised around enquiry-based learning, starting each foundation unit with an overarching question that prompts student curiosity and deeper thinking. It structures substantive knowledge and disciplinary knowledge through a sequenced learning process, using discrete subjects to build a coherent narrative. Subsidiary and component questions guide the learning, focusing on essential vocabulary and skills, with retrieval practice and reflection integrated to support long-term memory

A separate Curriculum Rationale sets out the reasons why we have made certain choices in our curriculum and how it reflects our ethos and aims for our academy as well as the context from which our children derive. In summary, to aid teachers organise the learning for their children our curriculum…

1. Is **Broad and Balanced.** We believe that the subjects of the National Curriculum are a means for all children to access and understand the world in a holistic way.
2. Is taught as **Discrete Subjects**. With our carefully sequenced progressions we can identify what knowledge children joining the Academy may be missing and we can make learning sequential and as clear as possible for all learners.
3. Is **Aspirational for All**. Because we have a wide diversity of ability we ensure there are creative solutions for children with Additional and Special Educational Needs as well as providing Higher Attaining pupils with access to more challenging material.
4. Is **'Futures Orientated'**. We frame each curriculum area with an understanding of job opportunities that might arise if a child considers the curriculum area to be of interest or a strength.
5. Is **Vocabulary Rich** aiming at challenging all learners, because of the diversity of backgrounds, with and oral and expressive language skills.
6. Supports children's understanding of **Equalities:** We contextualise British Values with an understanding of the Protected Characteristics and some units of work actively explore issues of bias and prejudice.
7. We prioritise **Reading** through learning the phonic code to enable children to access all aspects of the curriculum as rapidly as possible.

Achieving the best quality planning

As a school we strive for planning that is well pitched, accurately adapted and engaging for all pupils. Yearly overviews show balance and progression.

Teachers share planning to ensure consistency across the year group and as a vehicle for sharing of good practice. As part of our approach to continuous professional development, the SLT take a supportive role in helping teachers to develop their planning skills and set personalised, professional targets through appraisal.

Planning is shared with subject leaders and senior leaders by the agreed times in order to enable subject and senior leaders the opportunity to provide support and guidance when required.

Learning Objective and Success criteria

Learning objectives and success criteria are planned for in every lesson

Learning objectives for each lesson should begin with: '**To know…', 'To understand…' or 'To be able to' and should be child friendly.** Children need to know what they are learning.

Success criteria statements should be incremental and should begin with: '**I can…**' to support pupils to self-assess during the lesson. The success criteria should allow all children to make good progress in every lesson.

Marking and Feedback

The purpose of feedback is to develop the learner, not simply to change the work. It is important teaching staff consider this carefully before establishing the feedback to provide. Correcting a pupil's work for them is ineffective and does not support the pupil in development therefore this is not to take place.
In recent years, senior leaders, in collaboration with suggestions from the teaching staff, have dramatically altered the depth and complexity of marking in order to reduce workload and support the wellbeing of staff whilst still maintaining high expectations and detailed support for pupils.

Where possible, feedback should be provided to pupils at the point of learning. For feedback to be most impactful, it should focus on understanding and explain why improvements are required which can then be transferred by the pupil to a new context.

All feedback should be directly related to the learning objective, success criteria or standards of presentation. All feedback must focus on the learning and not the pupil. This can be personalised (e.g. I like that you have used…) but must not demean or be potentially offensive to pupils. In the event a teacher feels a pupil has not provided sufficient effort or has produced an outcome significantly below a pupil's capability, the teacher should have a conversation with the pupil to express their concerns and to explain their expectations. Positive reinforcement should be prioritised in order to motivate pupils.

Where verbal feedback is provided during a lesson leading to an improvement/an error being corrected which is now evident in the pupil's outcome, there is no requirement for additional comments to be made.

For all lessons, all written feedback (marking) is to completed in **pink pen** provided by the school office.
All marking should be neat, legible and promote the expected standard/style of handwriting of the pupils so pupils can read it and take action.
There is no specific requirement for written comments as part of marking, although teaching staff might wish to make a suggestion or add praise to a pupil's work.

Teachers are expected to ensure all work is marked prior to the next lesson for that subject.
For a piece of work to be deemed as marked, it will have:

- The objectives/success criteria ticked to show where the pupil has been successful.
- There should be ticks within the work directly next to where the pupil has been successful so the pupil knows how they have been successful. There should be a dot next to any area of the objective/success criteria not achieved – this dot can be converted into a tick if the pupil is successful following feedback.
- Identification of errors which pupils should correct at their next opportunity (see codes below)

In some subjects (such as maths, spelling or independent writing) there will be a requirement for ticks to show correct answers/statements and dots to show errors.

Where pupils have made errors linked to standards/transcription, the following codes are to be used. These will need to be verbally explained to pupils to ensure they understand what they mean and the requirements of them. These codes will be placed in the margin on the line in which the error has been made. For younger pupils, the error they have made might need to be identified with a pink dot next to the word/letter. However, as pupils become older and more competent, they should be encouraged to find and correct the error themselves on the line where the symbol has been placed.

Marking symbols:
These are indicated in the margin alongside a hand drawn box that is to indicate where children need to make corrections. The box is used by the child to tick when they have addressed errors.

Sp = Spelling errors should focus on key vocabulary and words the pupil should know based on their

development.
IN PENCIL, a straight line under a word will indicate a spelling error that the child has been previously taught (this could be from the Year group spelling lists, spelling patterns taught in Active English or subject specific vocabulary that has been identified at the start of the lesson). Depending on the number of errors, teachers are not expected to correct or identify every spelling error as this could be overwhelming for the child.

A wiggly line indicates a word that the child has attempted but has not been taught/ given during the lesson.

Use your teacher judgement to determine how many words you underline. Consider the level of ability of each child in your class.

In both cases, children are to be given the correct spelling by the teacher. The teacher will list these words at the bottom of the page. Children are expected to correct spelling errors that the teacher has indicated by sp in the margin using a purple pen (KS2 only). The children will use the words listed at the bottom of the page to support this. If the teacher identifies more than one spelling error on one line the teacher will indicate how many spellings are to be correct e.g. sp x 3

Teachers can choose up to 3 key words for the child to write out again 3 times at the end of the piece of work. This will be identified by 'Sp x 3' followed by the correct spelling of the word.

'P' = Punctuation error – this includes capital letters. It is important to be mindful of punctuation the pupil is expected to know. Where a pupil has attempted particularly advanced punctuation beyond their year group expectations, a brief and supportive conversation will be most effective. Pupils will use purple pen to show this.

⌐ = **Add more detail –** the teacher will support this by adding a question or suggestion. T

'* *' = Grammar error. The word, sentence or paragraph within the stars doesn't make sense. A word can corrected above the incorrect word , sentence at the bottom of page, a paragraph will also be rewritten at the bottom of the page.

Handwriting -If handwriting is not in line with the pupil's best standard, they should be reminded of this and asked to rewrite some or all of their work again to their capability – this should focus on learning and not as a sanction.

Self and Peer Assessment - Pupils should be taught to self-assess against the same criteria teachers use. The purpose of this is for pupils to consider whether or not they have completed the expectations of them. This is an important barometer for teachers to identify whether pupils are accurate or not in achieving their objective and can influence future learning. In English books success criteria will be coloured coded and children will underline in their work, where they have applied the SC.

If peer assessment is appropriate, children should not comment or mark in another child's book. Peer assessment and feedback should be verbal and pupils must be taught how to be considerate of pupils prior to giving feedback.

Following a piece of marking, the child is expected to make the corrections and should be given time to do this.

Teachers will indicate when the children need to respond to feedback by placing a post it at the top of the page, teachers remove this when they have checked the corrections

Presentation of Books

At Sir Edmund Hillary Academy we aim for the highest quality presentation in everything we do. We foster a sense of pride in our environment and work.

- ✓ At the start of each term teachers explain the expectation of presentation to children which they then continue to model in every lesson
- ✓ Teachers model high standards of presentation in marking, display/learning environment and when sharing whiteboards
- ✓ The same high quality of work is expected in the English, Maths and curriculum books
- ✓ For consistency, all subjects have designated colours for their books which are used consistently throughout the school – please speak to the school office when needing new books
- ✓ Children's books are labelled with the subject, their name and class. Children should not write on the cover of their books. All books except for Power Maths books are to have a plastic cover over them.
- ✓ Each piece of work has the Learning Objective and success criteria neatly stuck at the beginning
- ✓ All printed headings, knowledge organisers and other resources must be neatly trimmed and neatly stuck into books
- ✓ There should not be worksheets in any books unless a senior leader has agreed this linked to specific pupils
- ✓ Pieces of paper stuck into books are stuck in straight and do not stick out from the side of the book. Anything cut is trimmed neatly and stuck into the book. No pieces of paper stick out from the book when closed
- ✓ Children write with a pencil or blue handwriting pen *(if their handwriting has reached a good standard and they have been awarded a pen license)* in every book except maths where only a pencil is used
- ✓ Children may use rubbers to erase individual words or mistakes but not whole sections of work. Children should be encouraged to use a single ruled line to cross out work which is an error
- ✓ Rulers are used to underline and draw straight lines, including number lines
- ✓ In maths, children are to use one square for one digit which is modelled by the teacher
- ✓ Pupils should write the full long date in all subjects except for maths where they are to write the short date – all dates are to be underlined neatly with a pencil and ruler.

Assessment

Assessment forms a pivotal aspect of teaching and learning as it is the process in which information is gathered in relation to the knowledge and understanding of pupils. This takes many forms and is always completed to underpin and influence learning by identifying next steps for pupils, groups of pupils and the direction of the school.

Assessment for learning

A range of strategies are to be used to ensure effective AfL and these should occur throughout lessons. Examples of these include (but are not limited to): RAG cards, talk partners, use of whiteboards, specifically targeted questioning, guided group work, pupil presentations, time for reflection and review (mini-plenaries), self and peer assessment and marking. All of which should be directly linked to key knowledge, the learning objective and success criteria.

If, throughout or by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/intervention to address misconceptions. These should be completed at the earliest possible convieneience and should aim to be complete before the next lesson of the same subject so new learning can be applied. Care should also be taken to the length and specificity of the intervention to limit the impact on other subject areas. Where summative assessments have been used, error analysis should be completed to highlight gaps in learning which can then be taught as necessary to ensure pupils keep up. This should be used to inform future plans.

Kitbags are used to identify the learning intentions and success criteria within English lessons (and to identify the key question and substantive knowledge within foundation subjects. Children use kitbags to self-assess both at the start and end of lessons.

English

Learning Intention			
Success Criteria		Me/ Peer	Teacher
Symbol	Handwriting	• ✓ ✓+	• ✓ ✓+
		• ✓ ✓+	• ✓ ✓+
		• ✓ ✓+	• ✓ ✓+
		• ✓ ✓+	• ✓ ✓+
I have completed my work to the highest of standards (handwriting).			

Making Assessment Judgements for Pupil Progress

Determing the standards of attainment for pupils is important in identifying the progress being made. Teachers should keep up to date with the progress and attainment of the pupils within their class. Currently the school records pupil attainment on DC Pro which is an online data program. This program has been specifically chosen because of the simplicity and ease in which it operates and the speed at which it analyses data to prevent teachers from having to spend time completing burdomsome work – thus reducing their workload.

Work can be assessed against the age-related expectations set out through the curriculum, taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching. The depth of understanding and application will also be taken into account to inform attainment standards. Assessments should take into account what pupils know and are able to do independently, but for some younger pupils this may also take into account what pupils know and can do with specific support.

For assessment procedures and protocols within specific subjects, teachers must follow the guidance set out within each individual subject policy and converse with subject leaders and other fellow teachers from within the school to ensure consistency of practice.

Moderation

Cross-phase moderation activities are planned into the strategic overview. All Year groups take part in moderation with other schools within the MAT and specific year groups may be selected to be externally moderated at the end of the year.

Learning Environment

The environment is the second teacher and at all times should have a positive impact on pupil outcomes. A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of high quality - where expectations are high and children make good progress. Children learn well in tidy (uncluttered), well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire school. This information gives clear expectations for the organisation of our learning environments within our school. All displays should be accessible to all pupils in the class.
The learning environment refers to all areas within the school site for which teachers are responsible. This includes but is not limited to, the classroom, any external parts to the classroom, areas within the corridor linked to the classroom, areas designated for subject leaders. It is the responsibility of all staff to maintain the high standards within the environment and to take action where they see issues (for example wear and tear).

Each classroom should have the following:

English Display – See English policy
Reading Area – See English policy
Mathematics Display – See mathematics policy
Curriculum Display

- There will be a display in each classroom which clearly outlines how the curriculum lessons and acquisition of knowledge and skills will progress over a given half-term so pupils can easily make links in their learning- this will focus on either the history or geography unit being covered at that time
- Coloured strips of paper must be used to clearly show the vocabulary, skills, knowledge, questions, objectives and links between subjects should be linked to individual lessons
- An example of a pupil's work who has completed the learning to a high standard should be added to the display after each specified lesson

Classroom Rules/Code of Conduct Display

- The display should clearly outline the expected behaviour from pupils and the rewards and sanctions associated with these behaviours
- The BRIGHT values should be prominent and reffered to when promoting behaviour to help pupils
- The agreed whole school rules should be clearly displayed
- Each classroom should have a conduct behaviour display Sun to thundercloud (see whole school policy). Pupils should also be able to clearly see how many weeks they have stood up each half-term

Visual Timetable

- Displayed at the front of the class so that all children can see what is being taught that day

Clear written fire procedures

- Displayed near the fire exit in the classroom

Displays in each classroom should:

- Have a clear title
- Be interactive, contributed to by the children, and changed regularly
- Reflect independent work in each classroom
- Always be accompanied by labels which either ask questions, reinforce learning or explain a process
- Create a 'language rich environment'
- Include finished work that is the best that an individual can achieve and reflect high expectation
- Reflect a range of purposes and audiences
- Show examples of work from a good, representative range of children from across the class

Classroom Organisation

- Chairs, tables and additional furniture should be kept clean, tidy and arranged in ways that enable safe travel throughout the classroom and safe exits for all in the event of an emergency.
- Furniture should be arranged to avoid blocking pupils' views of displays or the front of the class
- Where possible, space at the front of the class should be reserved for pupils to use as required
- All resources in classes should be placed purposefully and when not in use should be stored away neatly
- Books and resources should be well organised, clearly **labelled** (using ICT) and accessible to the children – all trays should be labelled in a way consisten to the rest of the school
- Pupils should be able to access resources independently from **labelled** and accessible central classroom storage or from the centre of their table
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson
- All areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labelled resources or 3D display
- Furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required
- All adults using the classroom need to be able to move comfortably around the space and should have their own place for resources and filing

Resources

A variety of resources are available throughout school and should promote independent learning and be in good condition. Centrally held learning resources are located around school. Reading materials are available in both ends of school (libraries).
Class teachers are responsible for classroom resources and subject co-ordinators are responsible for subject resources. It is the responsibility of the class teacher to be sufficiently prepared to ensure that the resources are available in sufficient amounts, in good working order and that the teacher knows how to use them.

ICT

All classrooms have interactive whiteboards and access to class sets of iPads.
The ICT suites have a class set of desktop computers.

ICT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a school we support colleagues in developing the skills to use these resources effectively.

Classroom Folders

All classrooms should have key pupil information including; class lists, pupil premium list, EAL, health and medical information, photo permissions assessment, SEND and reading folder clearly located. Other key information is recorded and kept on the school server in designated folders.

Teacher's desk

Teachers' desks should be kept tidy and well organised. The teacher's desk should set the standard and expectations for the entire classroom. There is not expectation that a teacher must have a desk in the room, this is the decision of the teacher.

Parental Involvement and Homework

Parental involvement is an important priority for us in accelerating the progress of pupils and creating a happy environment where children want to come to school and learn.

For the classroom teacher this means:

- Keeping parents informed of their child's learning, progress and next steps. This includes formal parents' consultations and the end of year report (with the option of an additional parent meeting to discuss the report and termly progress reports). If parents do not sign up to attend a parents' consultation then the teacher will phone the parent or send an additional letter home to encourage them to attend.
- Communicating the positives, especially when a child has behaviour needs
- Involving and guiding parents in supporting their child's learning
- Inviting parents to participate in or watch class activities e.g. visit, open afternoons, assemblies
- Providing relevant homework and clear guidelines for parental support

Homework

Homework is considered to be a valuable element of the learning process.

We believe homework should be set to:

- Encourage children to talk with their parents about their learning *(to explain what they are doing and how)*
- Involve parents in their child's learning throughout the year
- Develop the view of learning as a lifelong process *(and not just restricted to school)*
- Support the consolidation of knowledge and skills
- Each pupil will take home a homework book. It is the responsibility of the class teacher to inform parents, what is to be completed.

Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
10 mins reading , 4 times a week (min) English/ phonic activity	10-15 mins reading, 4 times a week (min) Numbots 2x per week English task 10 mins/week	15-20 mins reading, 4 times a week (min) Times tables Rockstars 5 mins - 4 times per week English grammar and spelling task 10 mins /week Maths task 10 mins / week	20 mins reading, 5 times a week (min) Times tables Rockstars 5 mins 4-5 times a week English grammar and spelling task 10 mins /week Maths task 10 mins / week Y6 SATS Bootcamp building up over the year

Each child is expected to **read** at home, ideally with their parents or siblings when they are younger and then more independently as they get older. We suggest at least 10 minutes a day in Reception, moving to at least

20 minutes in Key Stage 2. Throughout the school we aim to work with parents in fostering a love of reading so children do not see reading at home as homework but as a relaxing and engaging activity, in which they feel a sense of enjoyment and achievement.

Spellings are given from Year 1 to 6 and reflect the words that are being learnt that week. The children are not tested but it will help for children practice these as homework.

Monitoring and Review of Policy

- The SLT will monitor the effectiveness of this policy throughout the academic year
- The Head of School and assigned link governor will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements

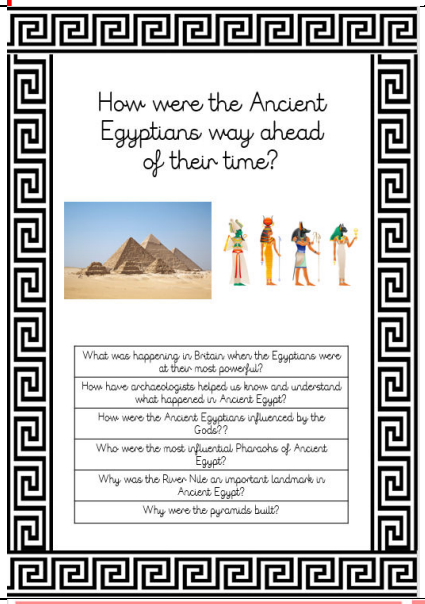
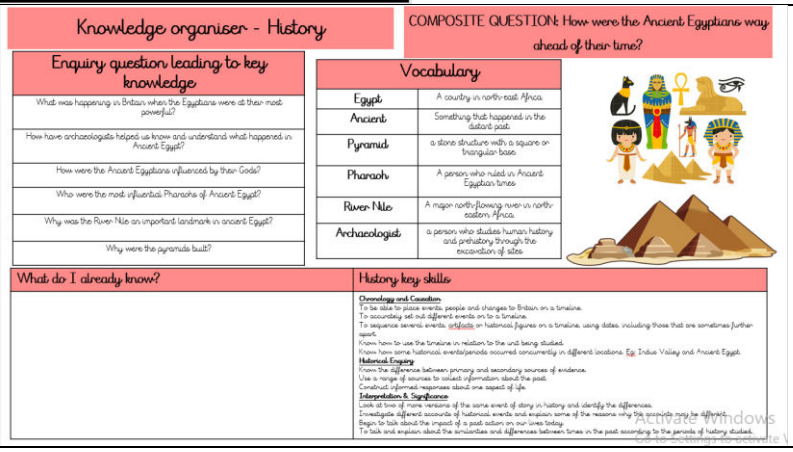
Policy written: September 2025
updated April 26
Review date: September 2026

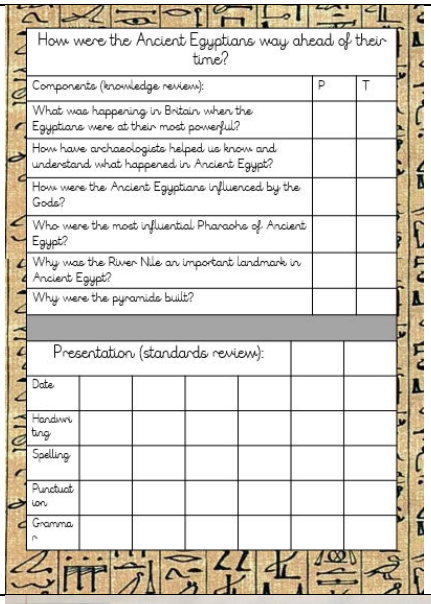
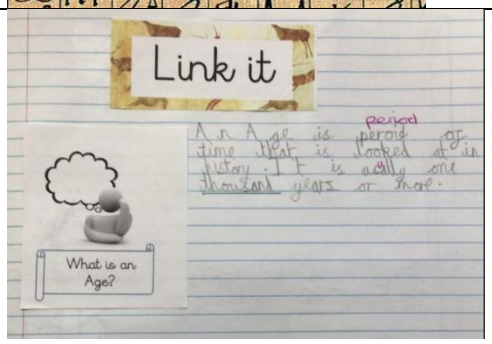
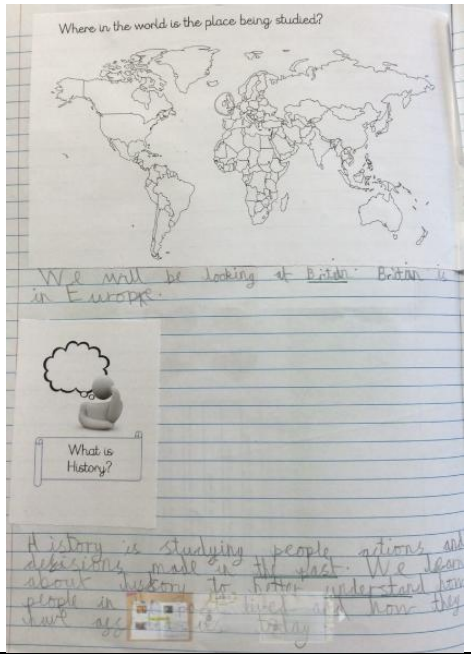
Subject expectations

DT Structure To ensure consistency across my subject, you must follow this structure	
Planning:	Use the pacing grid to identify the sequence of lessons. Within the pacing grid identify: outcomes, scaffolds, resources, technical vocabulary to be taught (Specific tools/ skills etc).
LO sheet	This LO sheet will show all of the component questions that will be taught through the project.
Page 1 – knowledge organiser	Children must complete the 'what I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class.
Link it (45mins)	5 questions (3 allergy and 2 related to healthy eating and understanding food groups) to build key knowledge needed. Printed pictures with question. Staggered sticking in. You MUST follow the questions stipulated in relation to food allergies intolerances and dietary requirements.
STAGE 1- Evaluate the design brief (1 hour) 	Children are to stick in the design brief given in the DT curriculum in S Drive- Curriculum- Subject Leadership- DT- Year _ curriculum. This design brief should then be highlighted, identifying the important information that they need to focus on when completing their project. The children will identify why this is important and what they believe this means- how are they going to create their design? Teaching must be focused around the importance of hygiene and the consequences of poor hygiene on a consumer.
Stage 2- Understanding the importance of food hygiene. 	Following the Food standards document in S drive Subject leadership DT. Year 1, 2 and 3 will be given an image and a question regarding the area of food hygiene and in Years 4, 5 and 6, a scenario will be posed and the children uncover the errors made and make amendments to encourage safe practice of food hygiene.
STAGE 3- Evaluating the market/ existing products 	Each Banner should be at the top of the page. In the research section, the children are to be looking at existing products which are similar to the product they are creating. The children need to understand what is available on the market. They are to think about the ingredients used. This is a huge teaching point around the importance of reading food packaging and labels to ensure that they understand the role of ingredients in regards to consumer dietary requirements. I would expect to see labelling and looking at real products being used. Focus should be: Key design aspects (Texture, taste, smell, visual appeal)

	What features do they like that they could use in their own design to meet the design brief?
STAGE 4- Developing skills (1-2 hours) 	The lessons should be thinking about the skills which take place in order to create the food product and this should be set out in the planning. The children should practically explore skills and photographs/ physical examples or sketches completed alongside QR code of the skills in action. The children should be able to explain the skill and how to accurately complete each skill. Within Food, the idea of cutting, dicing, slicing, mixing, checking equipment (Safety and suitability) Food hygiene, Cross contamination. Kitchen etiquette.
STAGE 5- Designing a product (1 ½ hour) 	The children should recap the design brief, reminding them of the key factors that must be included. Look back at skills taught and research completed. What skills and product design elements from their research are they going to include? The children will plan out their recipe annotating the choices that they are making. For some choices, children may pull out elements and complete a more detailed explanation to show the technique that they will use- e.g. where they made a particular choice to meet consumer need. This is a key element of DESIGN and technology and adequate time must be given so children understand the detail and thought that must go into this stage. The children will need to carefully consider the steps and order of design to support the making stage. What equipment will be needed? How much of each ingredient will be needed?
STAGE 6- Making a product (4 hours) 	This section is about making a product following the design that they have created. Photographs can be taken of the children during the construction period. This will be completed in the style of a Thinking sequencing frame showing the process of the preparation to completion of the product and below is a short explanation of the processes which the children explored. Image of final product.
STAGE 7- Evaluating a design (1 hour) 	This stage is where the children evaluate their product against the design brief. The design brief will then be compared to their product, taking into account decisions that have been made during the design process and its accuracy. Decisions will be justified- children to think like a designer/ chef. Have they met the design brief? Which features have they met and how do they know? Have they been successful in their creation of their product? What would you change? This MUST be linked back to the design brief so, if the ingredients were used inadequately and the detriment to the products taste or appeal to the consumer. E.G. The burger which was designed was successful as a patty was created with a suitable topping. The ingredients used were suitable for a vegan diet and were

	checked to make sure that no allergens were included. During the process, I ensured that no cross contamination as I washed the equipment between different food prepared and ensured that the correct equipment was used to minimise the probability of this happening. Although the burger looked appealing, when it was tasted, there was an overpowering taste of paprika and on evaluation, we realised we had misread teaspoon for a tablespoon which altered the final taste of the burger.
Stage 8- What opportunities are available in this field of work? 	Look at the possible job opportunities that can arise from the project developed. Look at key famous people and what they have created in this area.

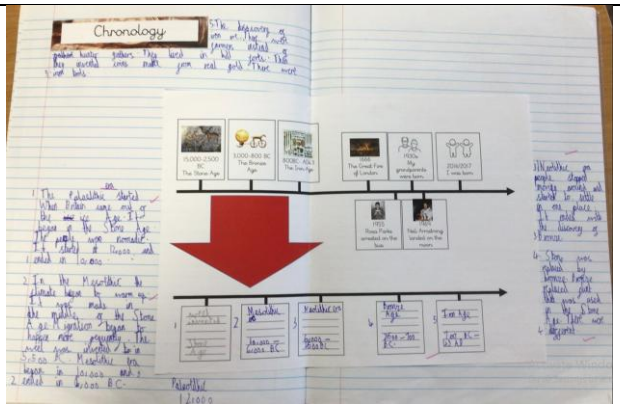
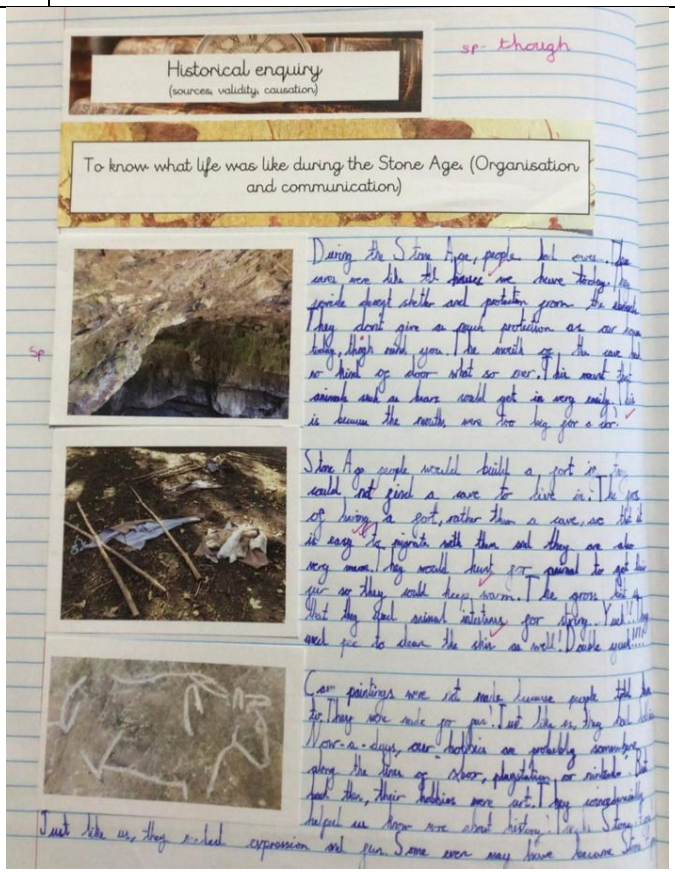
History Structure To ensure consistency across my subject, you must follow this structure		Example: A piece of work that shows this
Planning:	Use the pacing grid to identify the sequence of lessons, including link it, discover, check, apply, practice and review. Within the pacing grid identify: outcomes, scaffolds, resources,	**Activity:** Link it- edit purple pen from last lesson Reference to time line in the class. Discover it- IA fort set up using real life equipment, mats, benches, on time ted in the middle. ~~ttc~~ hall possibly if not WAGTAILS. Question printed and hung up – how does this protect people? As a class unpick what can be seen and why they think it is there. 1- On top of a hill 2- Protected by deep trenches 3- Surrounded by a wall 4- Double layered walls Practice it- CT to model looking at a real IA hill fort. Is- the fort was on a hill so they could see enemies coming from far away Apply it- ~~chn~~ to glue and annotate, ~~chn~~ to write an explanation of the feature and how it was used to protect the people inside the. 10 mins. Practice it- CT to model sticking in an image of a fort that has been made. Apply it- ~~chn~~ to do the same in their books. Sentence stems to help. Extension-How do IA forts compare the Stone Age? Review it- which feature do you think was the most important? **Outcomes in books:** Question heading stuck in Image of IA fort Features numbers neatly on the image Numbers referring to features explained in full sentences underneath the image. Challenge stuck in and answered.
Front cover	Questions on the front cover	
Page 1 – knowledge organiser	Children must complete the 'what I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class.	

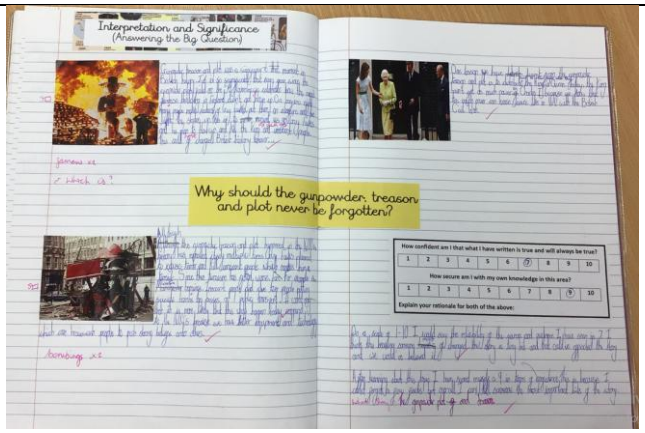
Page 2- LO sheet	Lo sheet to have all **questions** that will be covered in the unit on the page including the standards review. Background can be changed for each unit if you prefer.	
Link it	Link it banner 3 questions to build key knowledge needed. Printed pictures with question if needed. They can be written to show progression through the year if you would like to. One question relating to the place of learning e.g. Where is Egypt? If learning about Ancient Egypt.	 

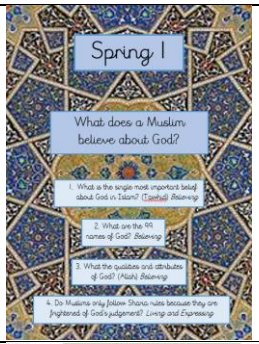
How were the Ancient Egyptians way ahead of their time?

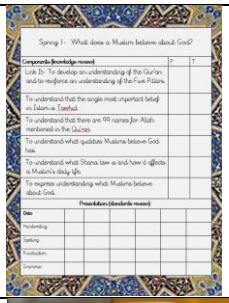
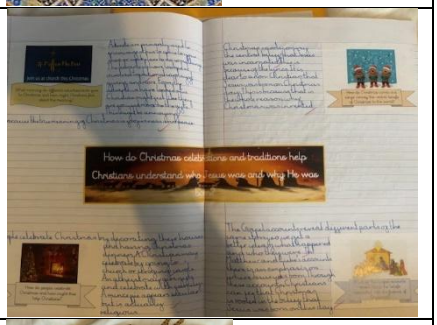
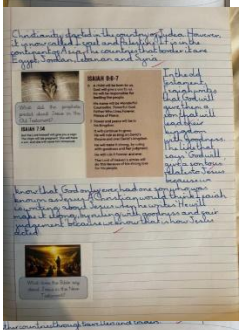
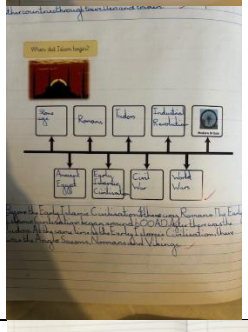
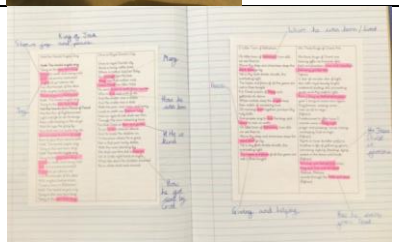
Components (knowledge review):	P	T
What was happening in Britain when the Egyptians were at their most powerful?		
How have archaeologists helped us know and understand what happened in Ancient Egypt?		
How were the Ancient Egyptians influenced by the Gods?		
Who were the most influential Pharaohs of Ancient Egypt?		
Why was the River Nile an important landmark in Ancient Egypt?		
Why were the pyramids built?		

Presentation (standards review):						
Date						
Handwriting						
Spelling						
Punctuation						
Grammar						

Page 3- chronology	Chronology banner (template and timeline blank ready to use in folder) Includes an A4 page that has three timelines on it. First line- world history, things that relate to where your unit is in general history. Second line- British history, what was happening at the same time as your unit? Third line- your unit's key dates (to be determined by you how many you will need). This can be identified by an arrow or a triangle. The time line underneath blank for the chn to fill out. There will be a standalone chronology lesson where chn can fill out the time line and add extra information around the A4 sheet. Number timeline so it is clear what date/event is being referenced to. A4 sheet to be stuck in in line with the chronology banner on the next clean line.	
Each component question as a lesson	Historical enquiry banner at the top of the first page (template in folder, this does not need to be done for each new lesson, just once). Question that is being answered in the lesson on a banner and stuck in with date in the margin to show when the work is done. Evidence lessons using thinking frames, reflections, photos etc. QR codes o show online work and saved in the folder. Images to prompt thinking/ help explain, writing in formal language and detailed, widgets included to show adaptations. Pictures **must** be accompanied with a reflection or caption for the children to show the **learning** taking place and not what they did. IE: By being an archaeologist, I	

	learnt that artefacts found help us understand the past. For example, …… Sentence stems on the board in the key vocabulary section.	
Assessment of History Answering the composite question	Interpretation and significance banner at the top of page one of a double page spread. (template in the folder) Composite question as a banner in the middle of a double page spread. Images on three corners of the double page spread. Bottom right corner to have a self-evaluation (template in folder). Chn need to evaluate both questions on their own and explain their choice. Children will answer the composite question by showing the skills needed to answer the question. This will be done using images that will acts as an aid to help them answer the composite question. Their answers need to go back to the composite question, not just explaining what the picture represents. Quiz to be conducted at the end of the expression lesson. These are on paper for the chn to complete. Named and multiple choice including map work question relating to the link it question. Quizzes not to be stuck in but collected to analyse data.	

Religions Education Structure To ensure consistency across my subject, you must follow this structure		Example: A child's piece of work that shows this
Planning:	Use the Knowledge Organiser to identify sequence of learning. No Pacing Grid necessary *as long as* teaching slides are detailed, children's outcomes in books meet expectation and the key knowledge is delivered. (Slides for answering component questions) First Slide: Component question, Learning Objective and Success Criteria. Link It Slide- What the children learnt last lesson/ last half term/ so far this year OR any other relevant questions such as *What is Incarnation? What do Christians believe about….* Discover- Opportunity for children to 'discover' the learning through group work, looking at artefacts, analysing scripture or other written sources… Check Its: Checking understanding of what is being taught through different strategies. Practice: Children to orally rehearse what they will write under the Believing/Living and Expressing heading using sentence stems Apply: Children will write a short written response to accompany the photos/Discover. This should capture the learning that has taken place and not the activity. Practice: Children to orally rehearse their answer to the component question for the Reflection page using sentence stems Apply: Children will write a written response to accompany the photos/Discover Reflect: As normal Slides should contain key vocabulary and sentence stems. All lessons should be scaffolded to enable all learners to achieve. This could be: • Key words using Widgit • Re-written scripture at an appropriate level (Widgit is great for scripture) • Key vocabulary on the component question for the reflection • Sentence stems • Additional artefacts • Definitions of key concepts available (incarnation, reincarnation, salvation…) • Use of technology	
Title page	Title page including composite question and component question and the concept for each component questions (there may be more than one concept per question if needed). The background you select should be appropriate for the topic, and should be repeated for the LO.	
Knowledge organiser	Children must complete the 'what I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class. This is no longer printed for the children to stick into their books. However, print a few out onto card and keep them for the children to refer back to if needed.	

LO	List all Component questions with the opportunity for them to be dated next to it. Standards must be recorded at the bottom of the LO sheet. This must be dated after each lesson. Use the same background as the title page for consistency.	
Double page- Reflection	Composite question centrally over a double page. Each component question in a corner with room for children's personal reflections. These should be scaffolded with key words/sentence stems as necessary. (It may be necessary to have 2 double page spreads depending on how much your children will write)	
Link it	3 questions to build key knowledge needed. Printed pictures with question. Staggered sticking in. Must include either an element of chronology or map work so that by the end of the year they will have covered each at least once for each religion. E.g.- *Christianity started in Judea, which is now called Israel. It is in the continent of Asia. It borders Lebanon, Jordan, Syria and Egypt.* This can also be an opportunity to make links to other areas of the curriculum (i.e. the Victorians and Hinduism/ continents and rivers in Year 3) or to look at the spread of a religion over a period of time or how it affected other cultures/people (i.e. the spread of Christianity affecting the Mayans).	  
Each component question as a lesson	Each component question will naturally lend itself to one of the three concepts: Believing, Living or Expressing. Each lesson will be captured underneath one of these two headings which will each have a double page spread after the Link It. Where there is a Believing/Living and Expressing heavy unit, some clever thinking or alternative angle may be needed. Nearly all units start with a Believing question. The component question should appear along with the written date underlined with a ruler. This could simply be in a text box with complimentary coloured background or match the background of the	

title/LO/Headings.

Believing: What people believe. This could involve scripture, religious stories, visitors in school….
Living and Expressing: This is what people do in their daily lives to show their belief (Going to Church, praying 5 times a day…) or express that belief (Fasting, festivals, pilgrimage…)

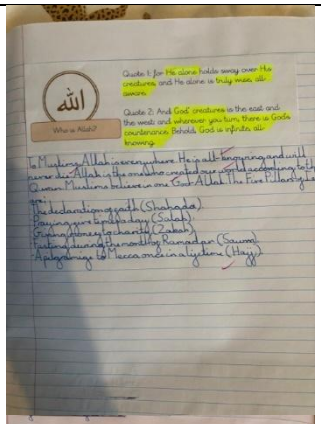
Outcomes in children's books could be:

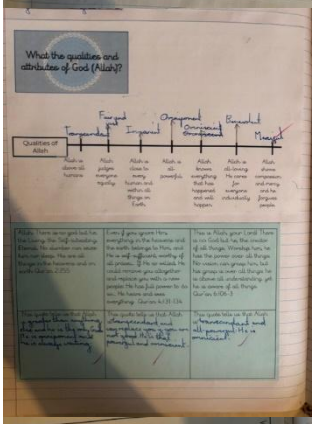
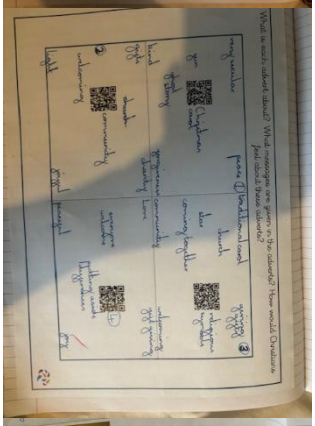
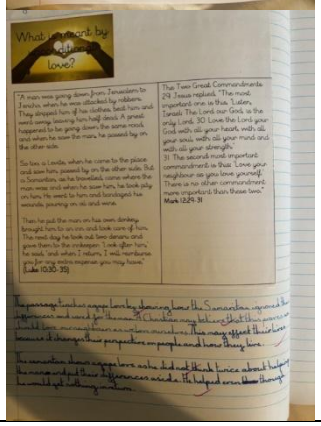
- Analysing scripture
- Reading/re-enacting/summarising/ comparing religious stories
- QR codes
- Photographs
- Thinking Frames
- Written work

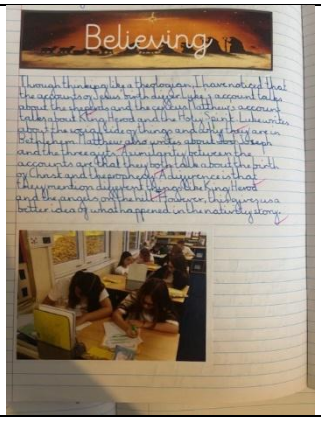
Where photos/thinking frames/ QR codes are used, pupils should also write a few sentences showing what they have learnt from the activity. Some sentence starters could be…

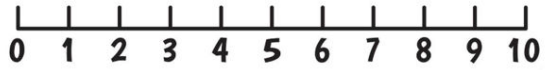
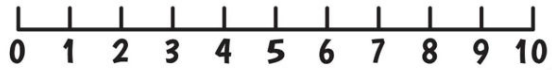
- From looking at the artefacts,
- According to John, ____ However, according to Matthew_____
- By thinking like a sociologist,
- By thinking like a philosopher,
- By thinking like a theologian, …
- From looking in the Bible, it is clear that…..
- From looking at ___, we can infer that…..

Artefacts are located in labelled boxes in the resources store room.
In the RW Subject Leadership folder, there is an Excel document with a list of resources organised by religion:
..\2023 2024\Resource Audit Jan 24.xlsx

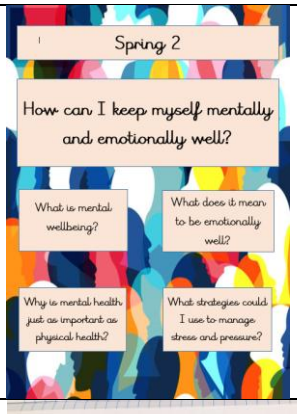
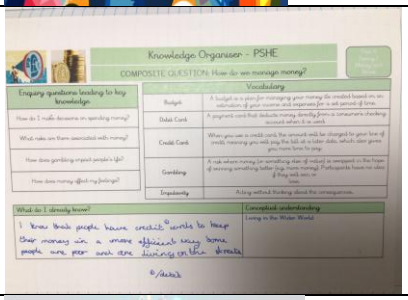
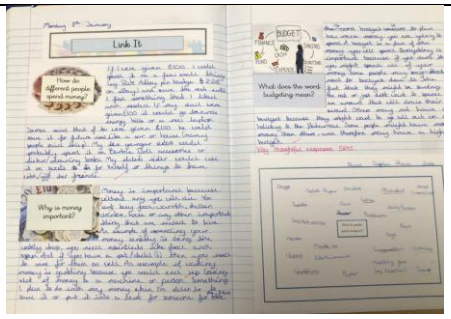


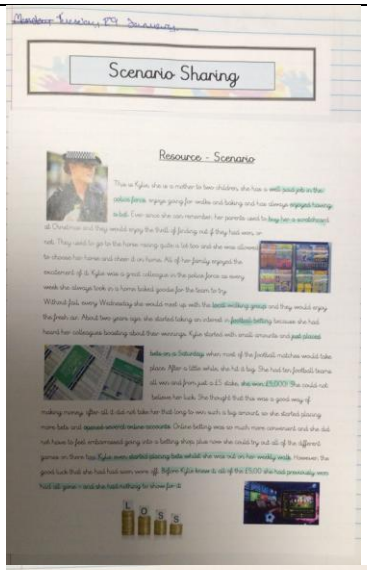
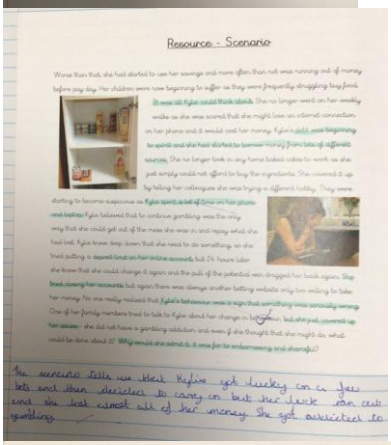
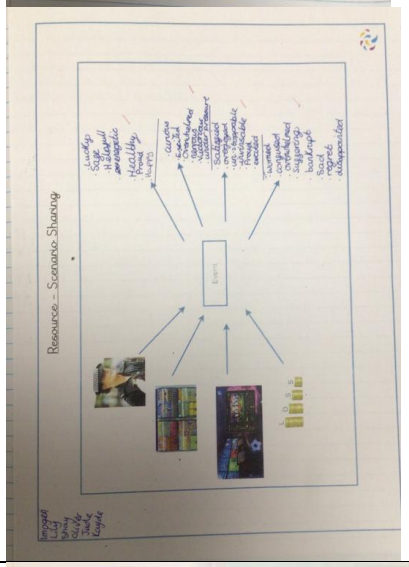
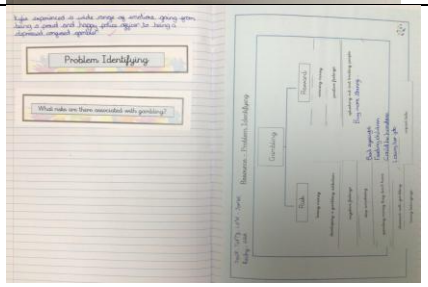




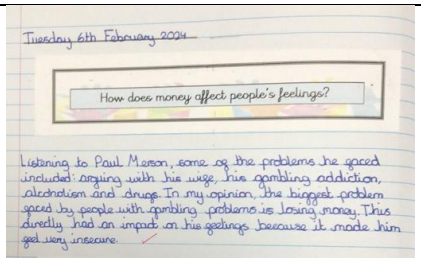
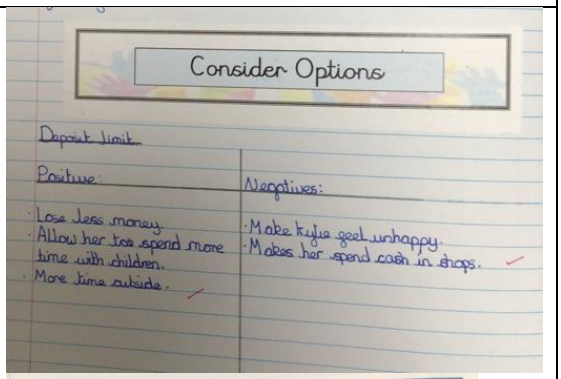
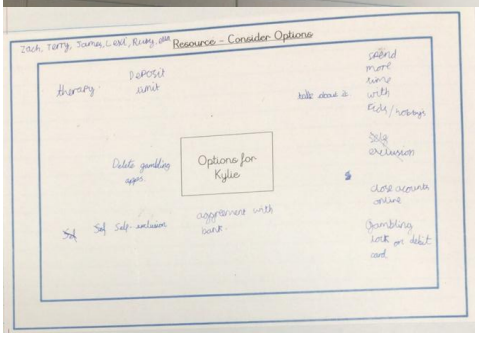
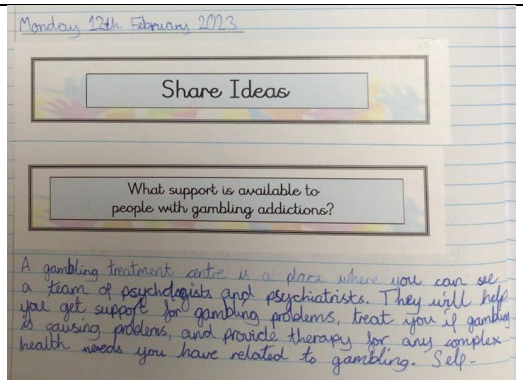
		
Answering the composite question	Composite question as a smaller version of what is glued in the middle of the Reflection page. Children should answer the composite question using what they have learnt. In order to emphasise the difference in personal views, it can follow the general structure of: Some Christians… Other Christians…. I think… Children can be challenged by considering their own personal bias due to their worldviews when considering what other people might think, believe or how they live their lives. GDS children may be able to make comparisons to other religions they have studied, particularly as they move through school and learn about more cultures and beliefs. *Some Christians might say that an angel is the most important symbol of Christmas. This is due to the fact that it reminds Christians of the important message that the Angel Gabriel delivered to the shepherds in the Gospel according to Luke. Other Christians might say that in 2023 a mince pie is the most important symbol. This is because originally it represented Jesus in the manger, but due to its popularity amongst the whole population (not just Christians) and availability in supermarkets, it is something that everybody can eat, enjoy and share with others, which is another important part of Christian celebration. I think the most recognisable Christmas symbol in 2023 is that of Santa Claus, or Saint Nicholas. He appears in lots of popular media, discussed more with small children and is used as the reward for good behaviour. However, if I regularly attended Church or spoke with practicing Christians, I might hear more talk of Jesus, and less of Santa Claus*. (Year 6) Children to complete the 0-10 scales and stick in their book under their response:	

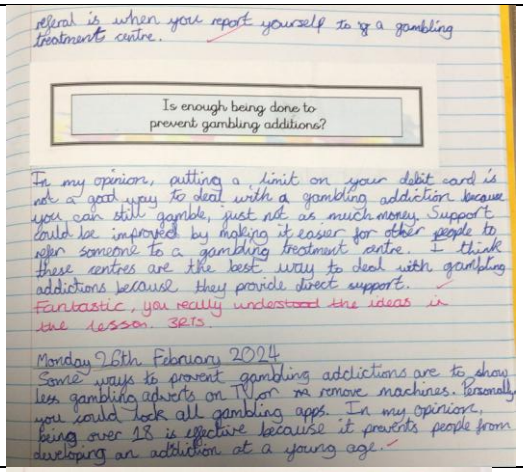
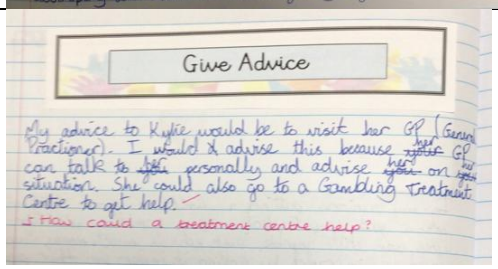
	How confident am I that what I have written is true and will always be true?  How secure am I with my knowledge in this area? Explain your rationale.  *How confident am I that what I have written is true and will always be true?* Children should be encouraged to think about the artefacts/sources they have used. Even Living/Expressing heavier questions will be rooted in belief. For example: Will the most significant part of the Nativity story *always* be the most significant? Will Hindus *always* pilgrimage at the River Ganges? It should be clear that people live/express their belief because of what it said in religious texts, by religious leaders or from religious stories. GDS children may be able to consider that whilst people believe or think different things that may alter over time and one person's truth is not necessarily the same as another nor may it stay the same throughout their whole life. i.e. *A Muslim may believe that the best way to show commitment is to pray five times a day (Salat) when they are younger as they are unable to fast (Sawm)* go on a pilgrimage independently, or give as much as they could to charity (Zakat)*, however when they grow older they may change this opinion as they can fast, go on a pilgrimage and have more autonomy over living and expressing their belief. (*Year 6, Au 1) *How secure am I with my knowledge in this area? Explain your rationale.* Assessment opportunity. What have the children learnt or what knowledge has been built upon in this unit? What helped the children in the learning? Was there anything memorable that made it 'come to life' (visiting the place of worship, artefacts, visitors…)?	
Quiz	They will always contain: 5 substantive knowledge multiple choice questions 2-3 disciplinary multiple choice questions 1 question that links to the chronology/map work you studied in the Link It Results of individual scores to Hannah Wood before the start of the new term so that they can be analysed during Subject Leader time on the first week back.	

PSHE Structure To ensure consistency across my subject, you must follow this structure		Example: A child's piece of work that shows this
Planning:	Use of pacing grid which follows the agreed PSHE structure of link it, **scenario sharing, problem identifying, consider options, share ideas and give advice.** Please plan your lessons following these headings but ensure that you are answering the component questions within these sections. You must identify this on your pacing grid. Clear sequence of lessons. Pacing grid must identify: varied and engaging lessons, key knowledge coverage, outcomes in books, scaffolds, adaptations, resources to be used identified. Although there are specific headings, these are not one section per lesson, it might be appropriate to have one lesson to cover the scenario and the problems. You might want to spend longer on the considering options section – it depends on what you want the children to get out of the lesson in order for them to access the next section. Link it lesson – lesson 1. Lesson slides to follow the format below: LO and SC – these are on the slides to be shared with the children, but are not to be stuck into books. Link It slide – use of vocabulary from previous lesson, images to prompt thinking. Discover It slide – use of the scenario to lead the lesson through discussion, photographs, drama/role play. Practice It slide – Teacher modelling/shared writing. Apply It slide – Children to apply the skill/knowledge taught in the practice it section. Review It slide - Reviewing the learning. Questions and discussion. Reviewing of standards, achievement of answering the component questions, review the LO.	

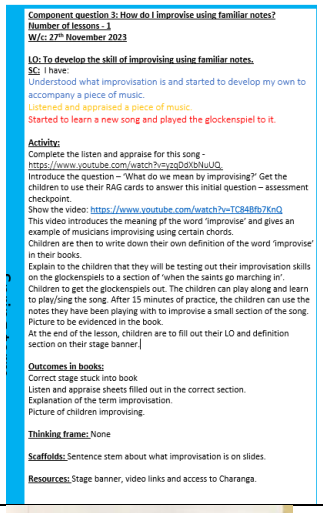
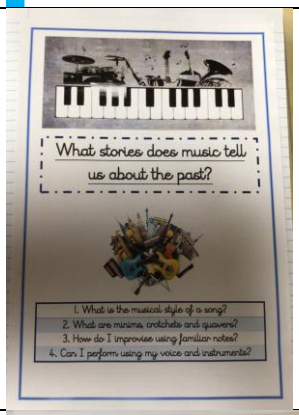
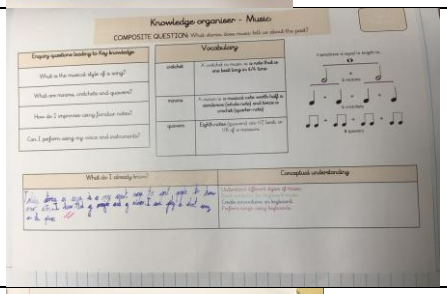
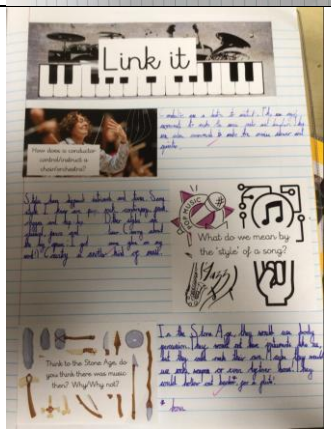
Page 1 – Front cover	Front cover containing images to match the unit along with composite and component questions.	
Page 2 – knowledge organiser	Knowledge organiser. Children must complete the 'what do I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class.	
Page 3 – Question overview and standards sheet	Question overview and standards sheet in a table format. Top line – composite question Second line (components (knowledge review) with P/T Next four rows down component questions. Underneath – Presentation (standards review). **Please use the provided format. No need to change the background or colouring.**	
Page 4 – Link it lesson	Link It lesson. Date written by children underlined in pencil. Link it heading stuck in central at the top. 3-5 questions to build key knowledge needed. Printed pictures with question. Staggered sticking in.	

Page 5 – Scenario Sharing	Scenario sharing section. Date written by children underlined in pencil. Scenario Sharing heading stuck in central at the top. If appropriate stick in the component question being answered in this section. Please use provided templates for headings and questions, no need to change the colour/background. The scenario must be well thought through in order to allow the structure of the unit to follow after this. It cannot just be an image. There must be considered written content. This can be supported with images and widgets. There must be some problems to identify, you must be able to give the character(s) in the scenario options, but it must relate to the component questions and enable the composite question to be answered in the giving advice section. During this section, CT should read the scenario to the children to ensure it has been understood. Outcomes in books must show that the children have engaged with the scenario – highlighting key points, summarising, retelling.	  
Page 6 – Problem Identifying	Problem identifying section. Date written by children underlined in pencil. Problem Identifying heading stuck in central at the top. If appropriate stick in the component question being answered in this section. Please use provided templates for	

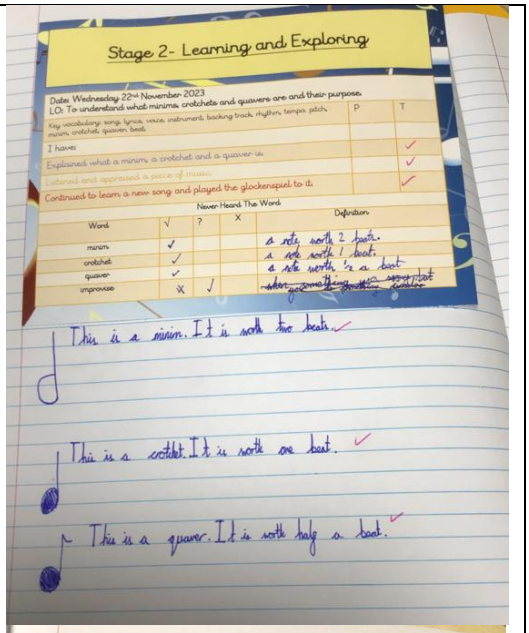
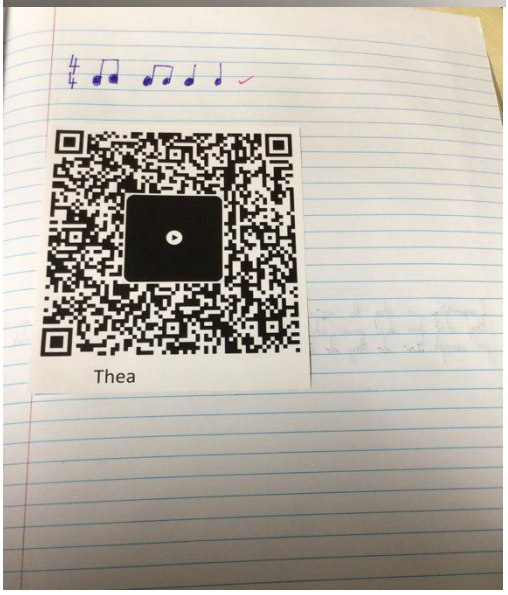
	headings and questions, no need to change the colour/background. Here, you and the children identify the problems in the scenario which link to the composite and component questions. Outcomes in books may be evidenced in photographs, QR codes, discussions, tables, thinking frames.	
Page 7 – Consider Options	Consider options section. Date written by children underlined in pencil. Consider Options heading stuck in central at the top. If appropriate stick in the component question being answered in this section. Please use provided templates for headings and questions, no need to change the colour/background. In this section, you and the children work on what options the character in the scenario has from the problems identified in the previous lesson. Extra information from books, websites, other sources (PSHE boxes in Kestrels) may be needed here. Outcomes in books can be evidenced through photographs, QR codes, written paragraphs, thinking frames.	 
Page 8 – Share Ideas	Share ideas section. Date written by children underlined in pencil. Share Ideas heading stuck in central at the top. If appropriate stick in the component question being answered in this section. Please use provided templates for headings and questions, no need to change the colour/background. There does not need to be a lot in books for this section as it is about sharing ideas from the consider options section.	

	Outcomes in books can be QR codes of the children sharing their options, photographs, short summary written would be adequate.	 referal is when you report yourself to a gambling treatment centre. Is enough being done to prevent gambling additions? In my opinion, putting a limit on your debit card is not a good way to deal with a gambling addiction because you can still gamble, just not as much money. Support could be improved by making it easier for other people to refer someone to a gambling treatment centre. I think these centres are the best way to deal with gambling addictions because they provide direct support. Fantastic, you really understood the ideas in the lesson. 3RTS. Monday 26th February 2024 Some ways to prevent gambling addictions are to show less gambling adverts on TV or to remove machines. Personally, you could lock all gambling apps. In my opinion, being over 18 is effective because it prevents people from developing an addiction at a young age.
Final page(s) of the unit Page 9 – Give Advice	Give advice section. Date written by children underlined in pencil. Give Advice heading stuck in central at the top. Composite question heading stuck in underneath. Please use provided templates for headings and questions, no need to change the colour/background. Here you and the children offer advice to the character(s) in the scenario. It should be clear that problems have been identified and options for overcoming the problems have been considered. Outcomes in books may be in the style of an agony aunt reply, a letter, a written paragraph, a video, a role play, a leaflet or poster.	 Give Advice My advice to Kylie would be to visit her GP (General Practioner). I would advise this because her GP can talk to her personally and advise her on her situation. She could also go to a Gambling Treatment Centre to get help. How could a treatment centre help?

PSHE quiz – not stuck in though.

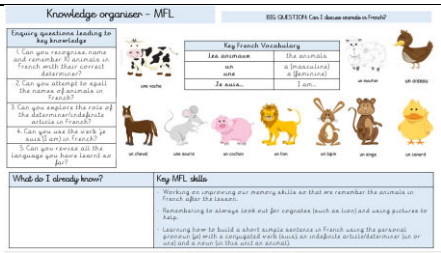
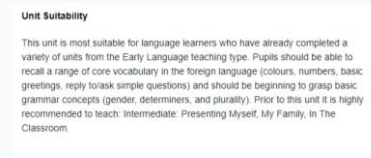
Music Structure To ensure consistency across my subject, you must follow this structure		Example: A child's piece of work that shows this
Planning:	Use the pacing grid to identify the sequence of lessons. Within the pacing grid identify: outcomes, scaffolds, resources.	 **Component question 3: How do I improvise using familiar notes?** **Number of lessons - 1** **W/c: 27th November 2023** **LO: To develop the skill of improvising using familiar notes.** **SC:** I have: Understood what improvisation is and started to develop my own to accompany a piece of music. Listened and appraised a piece of music. Started to learn a new song and played the glockenspiel to it. **Activity:** Complete the listen and appraise for this song - https://www.youtube.com/watch?v=yzqDdXbNuUQ. Introduce the question – 'What do we mean by improvising?' Get the children to use their RAG cards to answer this initial question – assessment checkpoint. Show the video: https://www.youtube.com/watch?v=TC84Bfb7KnQ This video introduces the meaning pf the word 'improvise' and gives an example of musicians improvising using certain chords. Children are then to write down their own definition of the word 'improvise' in their books. Explain to the children that they will be testing out their improvisation skills on the glockenspiels to a section of 'when the saints go marching in'. Children to get the glockenspiels out. The children can play along and learn to play/sing the song. After 15 minutes of practice, the children can use the notes they have been playing with to improvise a small section of the song. Picture to be evidenced in the book. At the end of the lesson, children are to fill out their LO and definition section on their stage banner. **Outcomes in books:** Correct stage stuck into book Listen and appraise sheets filled out in the correct section. Explanation of the term improvisation. Picture of children improvising. **Thinking frame:** None **Scaffolds:** Sentence stem about what improvisation is on slides. **Resources:** Stage banner, video links and access to Charanga.
Page 1 – Front page	Children must stick this as the first page of their books to introduce the topic.	 What stories does music tell us about the past? 1. What is the musical style of a song? 2. What are minims, crotchets and quavers? 3. How do I improvise using familiar notes? 4. Can I perform using my voice and instruments?
Page 2 – knowledge organiser	Children must complete the 'what I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class.	 Knowledge organiser - Music COMPOSITE QUESTION: What stories does music tell us about the past?
Link it	3-5 questions to build key knowledge needed. Could you incorporate your topic into any of your questions? For example, in year 3, we were learning about the Stone Age – Iron Age and a question that got them thinking was whether that has music in those times and what they might have done. Printed pictures with question. Staggered sticking in.	 Link it What do we mean by the 'style' of a song?

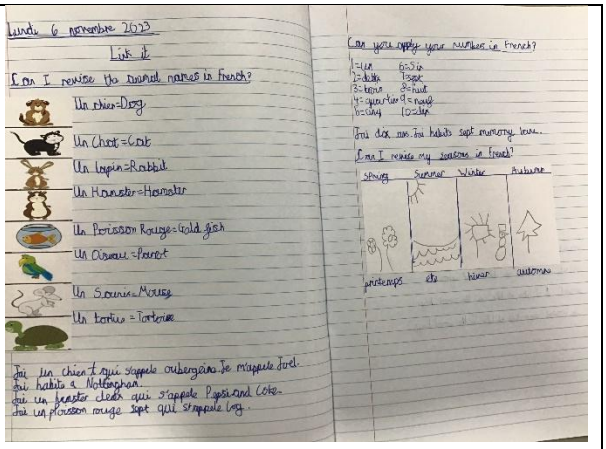
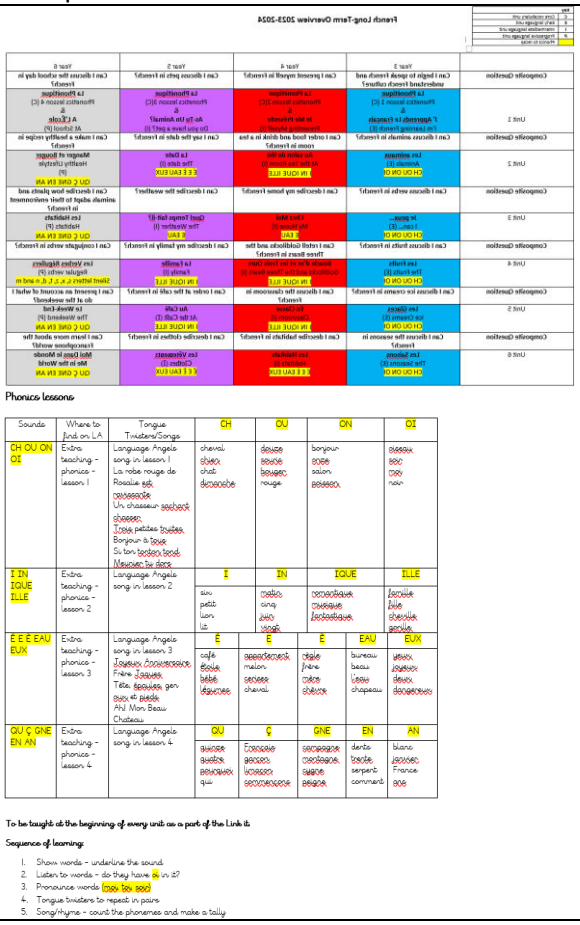
Listen and appraise page	Banner to be stuck in at the top of the page and then the listening and appraise thinking frames to be stuck in. This page will be referred to at the beginning of each lesson and all the listen and appraise will be completed on these thinking frames.	
Each stage as a separate component question: **Stage 1** (Understanding music)	Chn are introduced to the first element of their learning. This will be the underpinning knowledge that the children will need to know in order to eventually answer the composite question. This is a chance for the children to be exposed to ideas like musical styles/storytelling/ genres of music/ musical scales – whatever will flow nicely through your unit of learning. You could use a timeline or flow chart for stories that are told throughout pieces of music. An example of this might be the jaws theme tune. It starts off with a really thin texture and very soft and slow, however, as the song and the storyline progresses, the texture increases, more instruments come in and the timbre of the music changes too.	

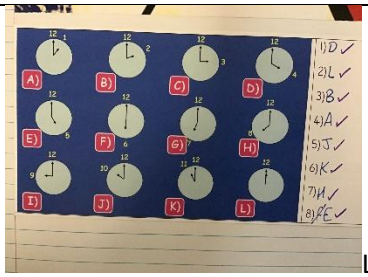
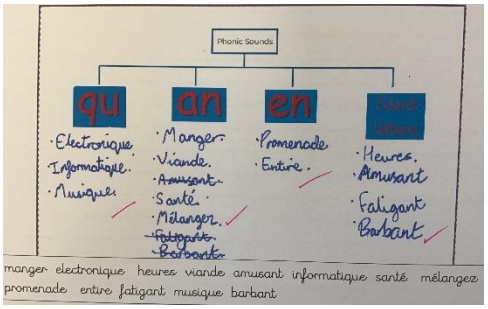
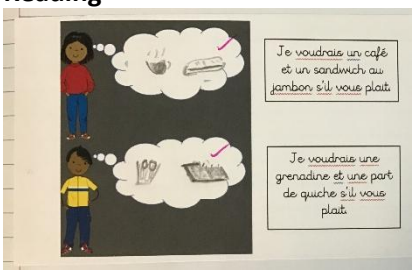
Stage 2 (Learning and exploring)	This stage is skill-based and it is a chance for children to learn a skill and then apply it to their practical section. For example, in a lesson about learning what crotchets, minims and quavers mean, the children could then create their own rhythm and write it down, showing the skill of writing music, but also including a QR code of them performing their rhythm, showing that they have understood the duration of the notes. Another example could be that you are introducing a specific scale to the children. The children could identify the notes on the musical instrument they are practising on. This could be evidenced by sticking postits on the notes of the scale and you could take pictures of this to be stuck into books. This could be supported with a sentence about which notes are included in that specific scale. For a different outcome, the children could play the scale and this could be recorded, then putting a QR code in their books of this. This could also be supported with a sentence about what notes are included in the scale	 
Stage 3 (Practising and creating)	This has changed (Stage 3 – practising and refining and Stage 4 – Creating our own music have separated so each time you stick in a banner, the children are not starting stage 3 and then 4, and then going back to stage 3) <u>Stage 3 – Practising and creating</u> This stage will be about the development of them practising their instruments for that term. There will be aspects that will still be written down within this stage but it will be opportunity for practical sessions to apply the knowledge that has been or is being taught. v	

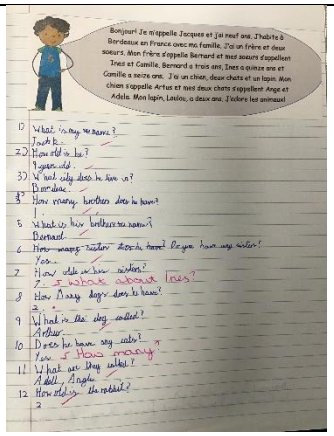
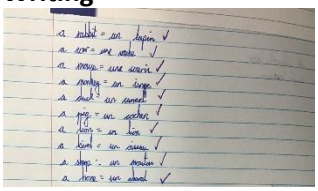
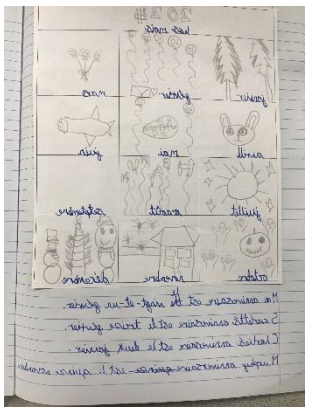
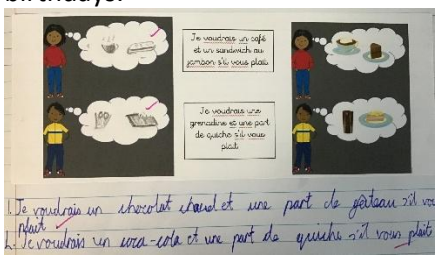
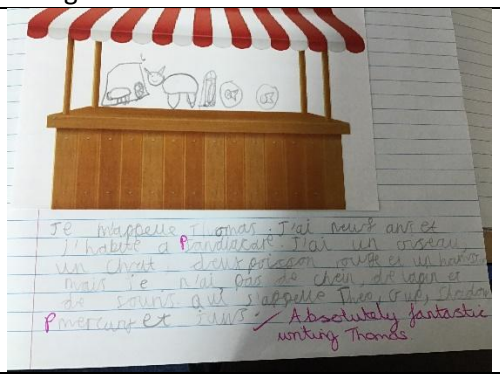
	There may be two or three sessions that have the 'Stage 3 banner' and that is okay.	
Stage 4 (Performing for a purpose)	This is the final stage and this will be a chance to evidence a performance that the children have been practising throughout their half term. You will need to evidence this through a video or picture. Even if you are planning to perform the piece to the rest of the year group of the school, evidence of this performance needs to be included in their books.	

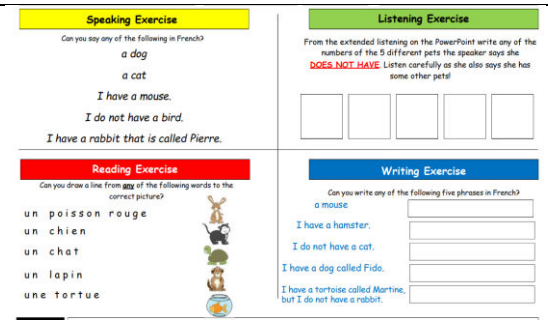
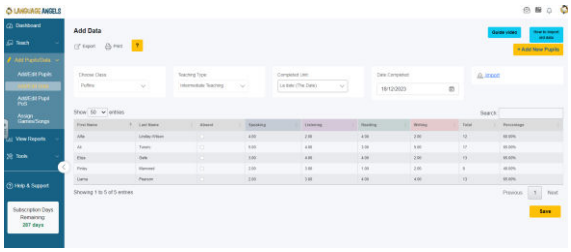
<table>
<tr><td colspan="2">Spanish Structure
To ensure consistency across my subject, you must follow this structure</td><td>Example: A child's piece of work that shows this</td></tr>
<tr><td>Planning:</td><td>Use the newly adapted pacing grid to identify the sequence of lessons. This does not need to be over planned but focus on the key elements of each lesson: outcomes, scaffolds (use adaptation document), challenge, resources, key vocabulary.
Where possible, use resources located in Kestrels. Refer to resource list on staffshare.</td><td>Year 3
<table><tr><th>Unit</th><th>Big question (unit on Language Angels)</th><th>Resources</th></tr><tr><td>Unit 1</td><td>J' Apprends Le Français (I'm Learning French)
Can I begin to speak French and understand French culture?</td><td>French dictionaries
Laminated French map
French number beanbags
French role play pack</td></tr><tr><td>Unit 2</td><td>Les Animaux (Animals)
Can I discuss animals in French?</td><td>Toy cows, pigs, sheep, horses, mice, lions, rabbits, ducks, birds, monkeys
French dictionaries</td></tr><tr><td>Unit 3</td><td>Je peux... (I can...)
Can I discuss verbs in French?</td><td>French dictionaries</td></tr><tr><td>Unit 4</td><td>Les Fruits (The Fruits)
Can I discuss fruits in French?</td><td>French dictionaries
10 fruits</td></tr><tr><td>Unit 5</td><td>Les Glaces (Ice-creams)
Can I discuss ice-creams in French?</td><td>French dictionaries
Ice-cream cones and tubs
Ice-creams</td></tr><tr><td>Unit 6</td><td>Les Saisons (The Seasons)
Can I discuss the seasons in French?</td><td>French dictionaries</td></tr></table>
Year 4
<table><tr><th>Unit</th><th>Big question (unit on Language Angels)</th><th>Resources</th></tr><tr><td>Unit 1</td><td>Je Me Présente (Presenting Myself)
Can I present myself in French?</td><td>French dictionaries
French number beanbags</td></tr><tr><td>Unit 2</td><td>Au Salon de Thé (At the Tea Room)
Can I order food and drink in a tea room in French?</td><td>Toy breads (croissant, baguette, brioche)
Coffee/tea mugs Drinks glasses
Chocolate cake
Jam tarts</td></tr><tr><td>Unit 3</td><td>Chez moi... (My home...)
Can I discuss my home in French?</td><td>French dictionaries</td></tr><tr><td>Unit 4</td><td>Boucle d'or et les Trois Ours

Goldilocks and the Three Bears</td><td>Finger puppets
Story book x3</td></tr><tr><td>Unit 5</td><td>En Classe (In the Classroom)
Can I discuss the classroom in French?</td><td>French dictionaries
Pencil cases</td></tr><tr><td>Unit 6</td><td>Les Habitats (Habitats)
Can I describe habitats in French?</td><td>French dictionaries</td></tr></table></td></tr>
<tr><td>Page 1 – Front cover</td><td>This will have a background linked to the unit and the composite and component questions evident.</td><td></td></tr>
<tr><td>Page 2 – knowledge organiser</td><td>Children must complete the 'what I already know' section. This is an assessment opportunity for you to see what level of expertise is in your class. Ensure you take time to discuss and discover what is on here and it is used throughout lessons.</td><td></td></tr>
<tr><td>Link it</td><td>Link its are based around 3 questions to build key knowledge needed. This information can be gathered from Language Angels as</td><td>
Link it information based on Animals unit.</td></tr>
</table>

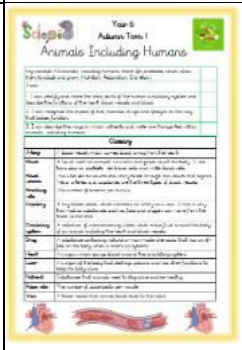
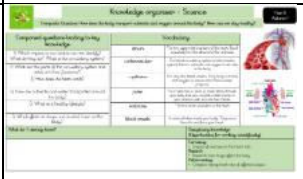
	shown. 1 of these questions must be a phonics focus which is highlighted on the LTP (look below). Evidence can be staggered pictures, photos, QR codes, drawings encouraged.	 Example of a Link it based at the start of a unit.
Phonics	At the start of the year, 1 full phonics lesson should be taught as shown in the LTP (la phonetique 1, 2, 3 or 4). From then on, sounds highlighted in yellow, need to be one part of the Link it lesson. Weave phonics into each unit as appropriate. Refer to phonics guidance on Staff share for sequence of learning and support with sounds (shown to the right).	 Phonics lessons To be taught at the beginning of every unit as a part of the Link it Sequence of learning: 1. Show words – underline the sound 2. Listen to words – do they have in it? 3. Pronounce words 4. Tongue twisters to repeat in pairs 5. Song/rhyme – count the phonemes and make a tally
Each component question as a lesson (may be two lessons under 1 question) 1. Can you recognise, name and remember 10 animals in French with their correct determiner? 2. Can you	Evidence lessons using thinking frames, reflections, photos etc. QR codes to show online work and saved in the folder. Ensure enough work is evidenced for the 45m minute lesson. Slides from LA can be used - no need to do separate ones. Choose which slides to present	Examples of outcomes for each concept: **Listening**  QR code of children singing a song.

attempt to spell the names of animals in French?	wisely (may be too waffled etc). LOs shared at the start of each lesson with key vocabulary. Scaffold to have sentence stems e.g. Je voudrais… to support writing/speaking Use check its throughout the lesson to check on key knowledge and vocabulary.	 LA resource where children listen to a task and match up the time with the clock.  Phonics activity where children categorise the nouns depending on the phoneme in the word. **Speaking**  Children using French resources and oral scaffolds to role-play being in the tea room.  QR code of children acting out nouns. **Reading**  Children read the extracts and then drew pictures to match what the characters had ordered.

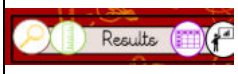
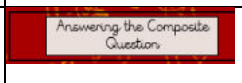
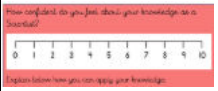
		 Children read the information and then had comprehension style questions to answer. **Writing**  listing nouns  Children made a calendar with the months of the year then used it to write sentences about their friend's birthdays.  Children wrote sentences to match what food was being ordered.
Answering the 'big question'	Answering of 'big question' done in the lesson before the assessment. Start with a title of the big question. This can be represented in a variety of ways e.g. a piece of writing, a presentation etc.	

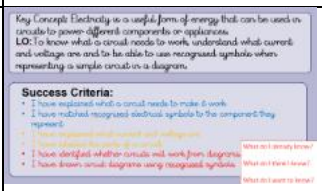
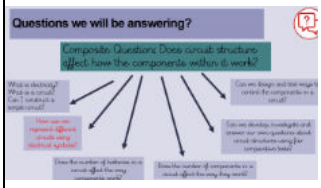
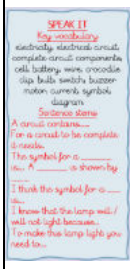
		Children designed a pet shop and wrote about what animals were/were not in the shop, adding the names of the pets whilst also using previous knowledge of number and colour. Role play ice-cream parlour Weather report Character profile to discuss yourself Script for ordering items at the tea room Present their own home using a Powerpoint
Assessments	At the end of every unit, an EUA assessment needs to be undertaken and marked by a teacher. This replaces quizzes. These are printed off Language Angels. This informs next unit's planning – What will the next concept focus be? The data will then be inputted to LA. Log on and go to the tabs on the left – add/edit data – choose class – teaching type – unit – Click on each tab (speaking, listening, reading and writing) and enter a number 1-5 which corresponds with the marks they got in the EUA assessment. Complete this for every unit. RAG cards used throughout – adapt scaffolds and challenge throughout lesson. Check its throughout lesson.	 

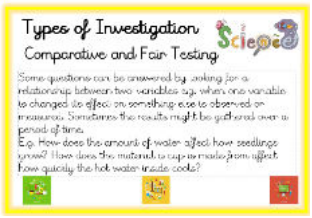
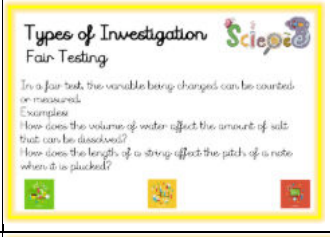
Science Subject Leader Expectations

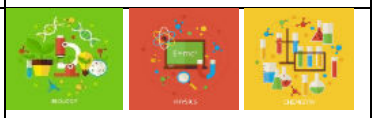
Science Structure To ensure consistency across my subject, you must follow this structure		Example
Science Matrix	For each topic there is a Topic Matrix. This is designed to support planning and delivery of each topic. It includes information on: The disciplinary area (biology, chemistry, physics) Half term / time needed Key concept Composite question National Curriculum areas to be covered (statutory and non-statutory, links to other areas of the Science curriculum) Previous learning Future learning Key learning – knowledge that must be taught Possible evidence and I can statements Key vocabulary Common misconceptions Developing subject knowledge through working scientifically Investigations to develop knowledge and scientific skills	
Planning:	Use the Science Pacing Grid to identify the sequence of lessons. Use the worked example as a guide. Within the pacing grid identify: key knowledge coverage, links to the National Curriculum, Key Concept, Composite and Component questions, knowledge development, skills development, investigations, answering the composite question. Outline outcomes in books, scaffolds, adaptations, resources to be used, vocab, what will go on the working wall.	
Glossary	Available from the Subject leadership > Science > Glossaries The glossary for each unit should be given to the children at the beginning of each unit. The children will keep the glossary inside the front cover of their book so they can refer to it during the unit by taking it out and replacing it. At the end of the unit, the children will stick the glossary into their books.	
Knowledge organiser	This must be included on lesson slides and referred to at the beginning of the lesson so the children know how the knowledge being covered fits into the progression of lessons and the questions being covered. For children who would benefit from having the knowledge organiser to refer to during the unit they should be given it at the beginning of the unit for them to retain and refer to when they need it.	

Page 1 – Title page	Title page need to include: Which half term it is Title of unit Composite question Component questions Background based on the topic being covered	
Page 2- LO	List all component questions with the opportunity for them to be dated next to it. Standards must be recorded at the bottom of the LO sheet. This must be dated after each lesson. Background and table colour to be the disciplinary focus area colour (physics = red, chemistry = yellow, biology = green) Available from Curriculum > subject leader > Science > LOs Symbols	
Link it	Link It title stuck in 3 questions to build key knowledge needed. Printed pictures with question. Staggered sticking in.	
Check Its	These could be used: At the beginning of lessons to assess and refresh knowledge and to promote over learning. During lessons to assess knowledge and understanding. At the end of lessons to assess understanding of the knowledge gained and to inform future planning.	
Knowledge Development	This is the key knowledge that children need to understand in order to develop a good understanding and knowledge of the topic. This is outlined in the National Curriculum coverage and Key Knowledge section of the matrix. Knowledge Development title stuck in. Areas of key knowledge needed for the unit covered and definitions for key vocab or concepts are developed. Children should be able to explain and write accurate definitions in their own words with good use of technical and topic vocabulary. Use questions as subheadings Ensure that definitions are clear and children can explain them. Knowledge gained should be clearly evident – written evidence, photos, QR codes, tasks completed, questions answered.	

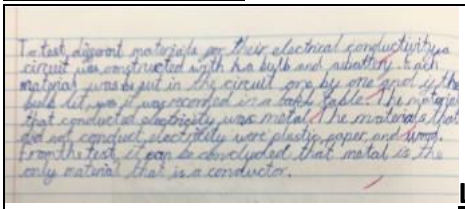
Skills Development	Key skills should be identified that children will need to develop in order to access the investigations being carried out and to gain the most benefit from them. Children should be given the skills to become scientists and to be able to plan and carry out investigations with confidence and increasing independence. During this phase focus should be placed on developing skills not conducting full investigations. It is an opportunity to accurately teach each skill. Use the matrix to identify skills. Skills could include: Using equipment appropriately and accurately. Measuring – light, mass, force, temperature, sound, length Recording – use of tables, graphs, drawing diagrams accurately, keys. Observing Different types of investigation Skills development title stuck in. Evidence of the skills being developed, practised etc needs to be evident – tasks complete recorded, photos, QR codes.	
Investigations	Investigation title stuck in. The presentation of work in books will depend on the type and structure of the investigation. The type of investigation needs to be made clear. Use of scientific questions to frame thinking and develop investigations. Concept cartoons if appropriate located Curriculum > Subject leader > Science > Science Concept Cartoon Set 1 Power Point Subheading to be stuck in for different components of the investigation **Scientific Question Prediction Method Results Discussion Conclusion** Evidence of each step of the investigation: write up, tables, diagram, photos, keys, QR codes, thinking frames, drawings. Make sure that evidence of the scientific process is evident. Multiple investigations may be needed to cover the objectives and knowledge for each unit. During investigations lab coats should be worn by the children. Safety glasses should also be worn when there is a risk of chemicals or materials getting into the children's eyes.	      
Answering the composite question	This is an opportunity for children to show case the knowledge that they have gained during each topic and for teachers to assess how accurate their knowledge is. Stick in the title. Write the composite question as a sub heading. Ask children to reflect on the knowledge gained during the unit and use their experiences, knowledge and understanding to answer the composite question as a paragraph.	 

	If it is thought appropriate images can be used as a prompt and selected and stuck in by the children. Answers can be scaffolded with key vocabulary, word banks, widgits and stem sentences. Complete the disciplinary scales so children can reflect on their learning and the validity of their knowledge and understanding.	
Unit quiz	The unit quiz must be completed by the children at the end of the unit and the data from the quiz should be sent to the Science Coordinator via a completed excel spreadsheet. The quiz and results spreadsheet will be sent to teachers towards the end of the unit by the Science Coordinator.	
Lesson slides	Lesson slides should include: Key concept for the unit Composite question Component question LO Success Criteria Link It slide Slides should have a Speak It section with Key Vocabulary and Sentence Stems. Also there should be Oracy Stems to facilitate discussion and additional sentence stems when necessary. Try to include images to aid the chn's understanding and to illustrate points. Try to keep images scientific. Concept cartoons can be used to initiate discussion, generate questions, explore misconceptions or aid the planning of investigations. Recap It Discover It Practise It Apply It Check It - use at the beginning, middle or end of lessons to assess knowledge, identify and challenge misconceptions. Review It To support the development of disciplinary skills the following scientific skills icons should be used on slides when the children are developing those skills. To support the understanding of different investigation types make the investigation type being used overt by displaying the relevant investigation type poster.	  
	 Asking scientific questions	 Planning an enquiry	 Making oredictions

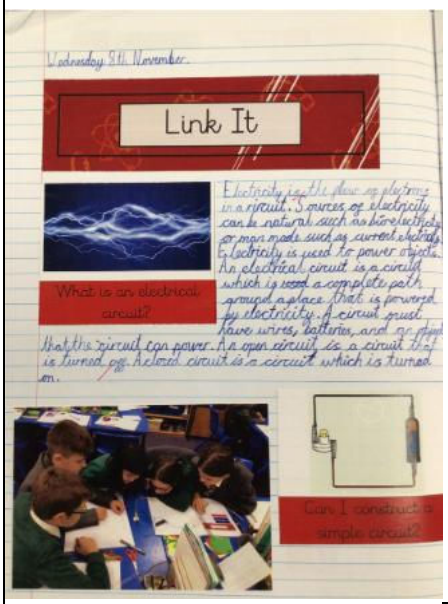
	Observing closely	Taking measurements	Gathering and recording results
	Presenting results	Interpreting results	Drawing conclusions
	Evaluating an enquiry		
			
			
			
Resources	Resources should be high quality and should support the chn's learning. Think carefully about whether pre-printed tables are necessary as this is a skill chn should develop but could be generated as a scaffold or a WAGOLL Sentence stems and word banks should be provided so chn who cannot see the board clearly have access to them. Scaffolds and adapted resources should be generated for those who need them or for SEND chn. Thinking frames can be used to aid recording of ideas or work.		
Drawing tables	Children need to be taught how to draw tables and present them neatly • Use pencil to draw the lines • Use a ruler to draw lines • Make sure lines are vertical or horizontal • Give tables a title if necessary (Results) • Tables should be drawn from the margin to the edge of the page • Titles should be written in pen • Numbers and information should be presented clearly.		
Drawing diagrams	Children need to be taught how to draw diagrams and scientific drawings. • Use pencil to draw the diagram and for lines • Give diagrams a title if necessary		

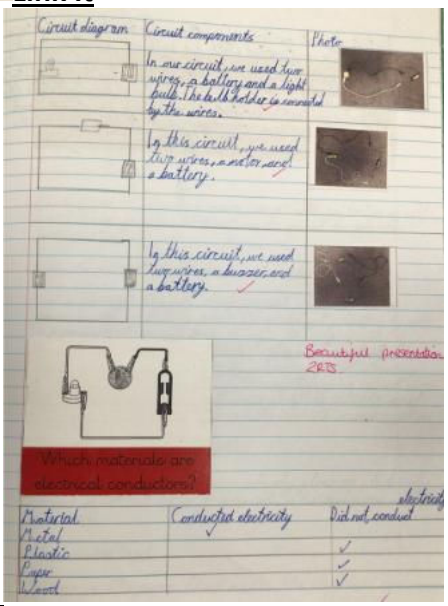
	• Use a ruler to draw label lines • Do not use arrows for label lines • Label lines do not cross each other • Label lines should point to the centre of the structure being labelled • Print all labels horizontally • Label around the drawing.	
Displays	Displays should follow the Display Policy. Science Displays need to have: Science title Investigation posters Icon posters Key concept- on blue Composite question- on yellow Component questions on yellow LO- on pink Unit knowledge overview- on blue Unit structure titles – Link It, Knowledge Development, Skills Development, Investigations Vocabulary	

Examples of Work

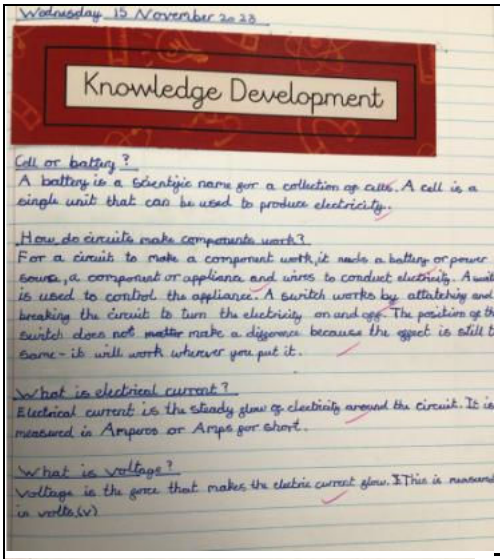


Link It





Knowledge Development


Wednesday 15 November 2023

Knowledge Development

Cell or battery?

A battery is a scientific name for a collection of cells. A cell is a single unit that can be used to produce electricity.

How do circuits make components work?

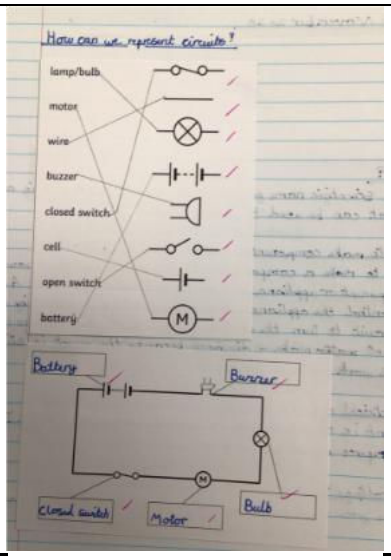
For a circuit to make a component work, it needs a battery or power source, a component or appliance and wires to conduct electricity. A switch is used to control the appliance. A switch works by attatching and breaking the circuit to turn the electricity on and off. The position of the switch does not matter make a difference because the effect is still the same - it will work wherever you put it.

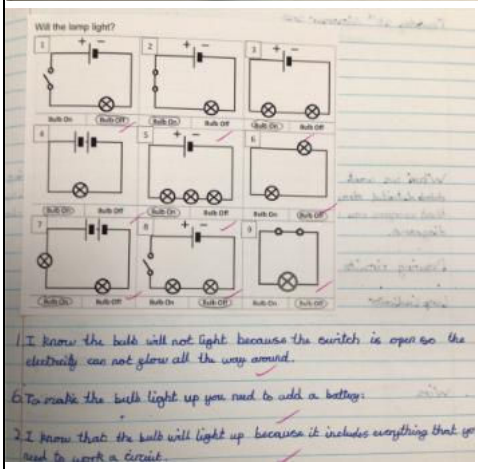
What is electrical current?

Electrical current is the steady flow of electricity around the circuit. It is measured in Amperes or Amps for short.

What is voltage?

Voltage is the force that makes the electric current flow. It is measured in volts (V)



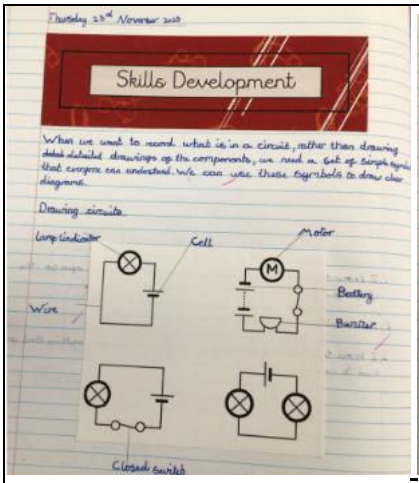


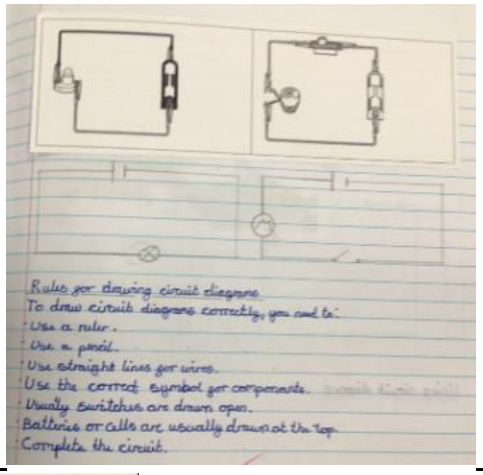
1. I know the bulb will not light because the switch is open so the electricity can not flow all the way around.

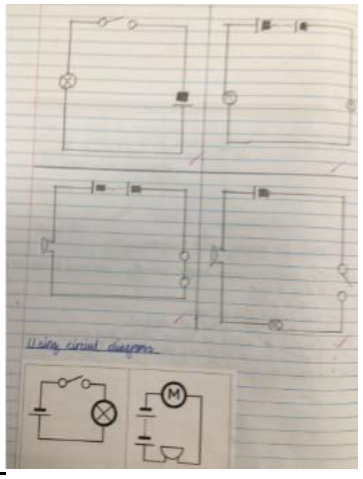
2. To make the bulb light up you need to add a battery.

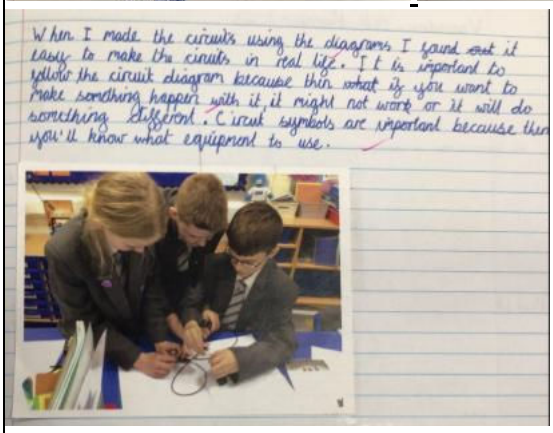
3. I know that the bulb will light up because it includes everything that you need to work a circuit.

Skills Development

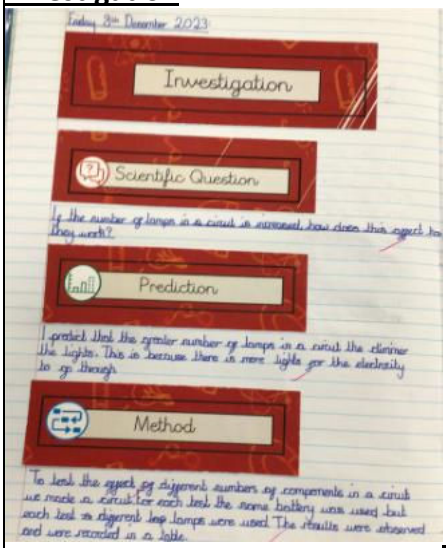


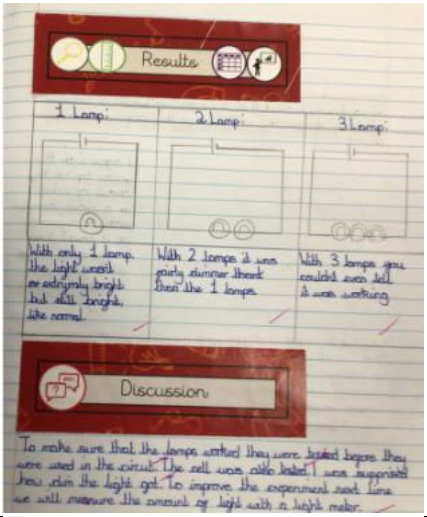


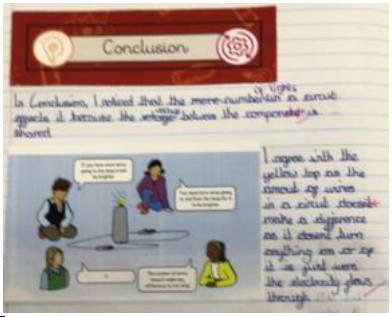




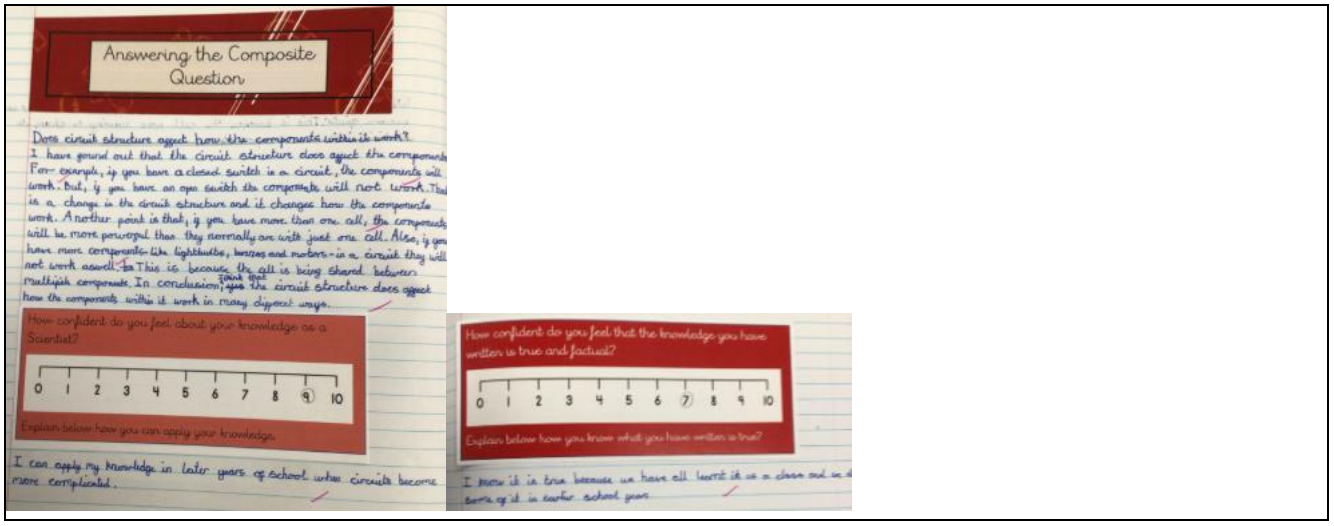
Investigation







Answering the Composite Question


Answering the Composite Question
Does circuit structure affect how the components within it work?
I have found out that the circuit structure does affect the components
For example, if you have a closed switch in a circuit, the components will
work. But, if you have an open switch the components will not work. This
is a change in the circuit structure and it changes how the components
work. Another point is that, if you have more than one cell, the components
will be more powerful than they normally are with just one cell. Also, if you
have more components like lightbulbs, buzzers and motors in a circuit they will
not work as well. This is because the cell is being shared between
multiple components. In conclusion, I found that the circuit structure does affect
how the components within it work in many different ways.
How confident do you feel about your knowledge as a Scientist?
0 1 2 3 4 5 6 7 8 9 10
Explain below how you can apply your knowledge.
I can apply my knowledge in later years of school when circuits become
more complicated.
How confident do you feel that the knowledge you have written is true and factual?
0 1 2 3 4 5 6 7 8 9 10
Explain below how you know what you have written is true?
I know it is true because we have all learnt it in a class and we
learnt it in earlier school years