

Whitmore Park Primary School

Teaching and Learning Expectations



Be the best you can be

Be the best you can be



VISION

To provide our children with an ambitious and aspirational curriculum to ensure they can 'be the best they can be'.

We want our children to leave Whitmore Park Primary School ready to embark on the next stage of their education, to be equipped with the academic skills and knowledge and have developed the personal attributes needed to enable them to become successful citizens of the future.

Our children learn responsibility and develop a sense of self, celebrating their diversity, demonstrating respect for others, enabling them to understand their place in the world.

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VALUES

Our school values will enable all children to flourish and reach their full potential within an inclusive, safe and stimulating setting:



Our children will be able to articulate, discuss and demonstrate these values and their meaning not only within the school, but also as they continue their journey and learn to make a positive contribution to society.

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GOLDEN RULES

Our Golden Rules

Honesty

Do be honest.

Don't cover up the truth.

Kindness

Do be kind and gentle.

Don't let hands, feet or words hurt.

Respect

Do listen to others.

Don't ignore or interrupt.

Community

Do look after our school.

Don't spoil our school.

Growth

Do your best.

Don't waste your talents.

Our vision and values are the 'Golden Thread' running throughout all of our taught and untaught curriculum thus creating our shared ethos across the school.

The language of 'Being the best you can be' such as trying your best, being resilient, having a Growth Mindset, not giving up, aspiring to do or be something, taking on a challenge, is part of the everyday language used by all staff. The values are used when managing behaviour and giving out rewards. For example: Which Golden Rule have you broken? What could you do to resolve it? Are you showing Respect? Well done – you have demonstrated our values of kindness by helping you friend- that's one Dojo point.

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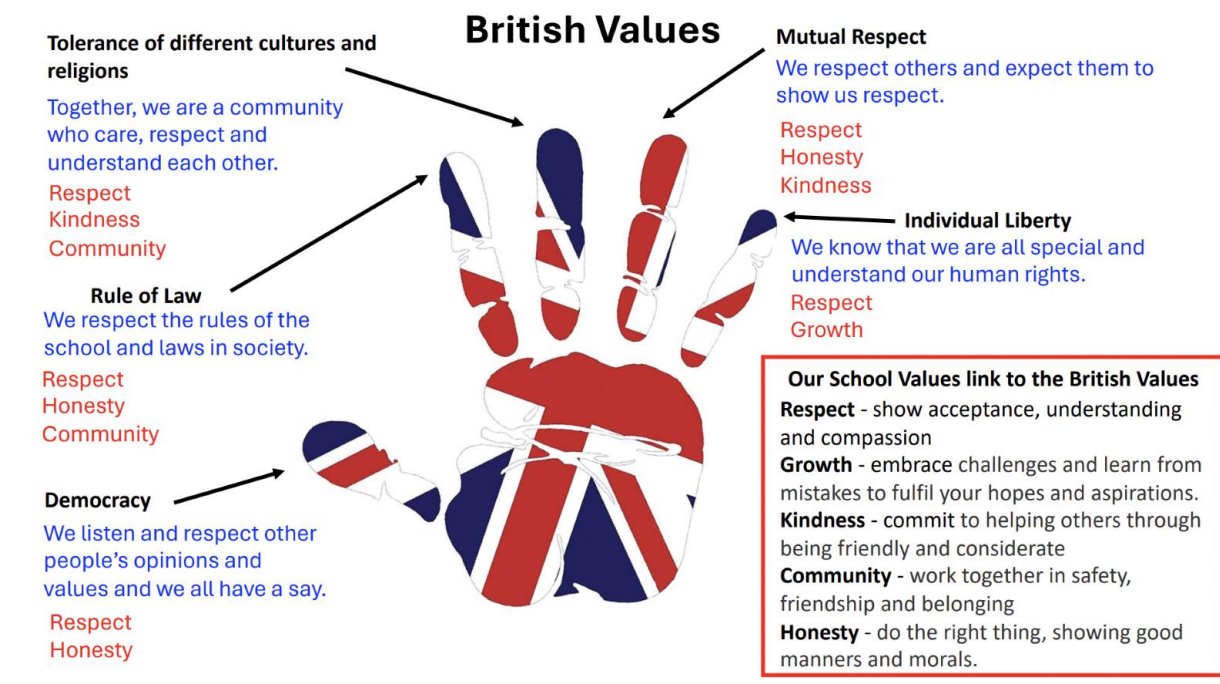
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FUNDAMENTAL BRITISH VALUES

As part of the value system, we actively promote and encourage the fundamental British values which permeate through all aspects of school life, and link with the values of Whitmore Park Primary School. These are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs



These values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour policy. This provision allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. As well as teaching our pupils, our active promotion of these values also means we challenge pupils, staff or parents who express contrary opinions.

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TEACHING THE WHITMORE WAY

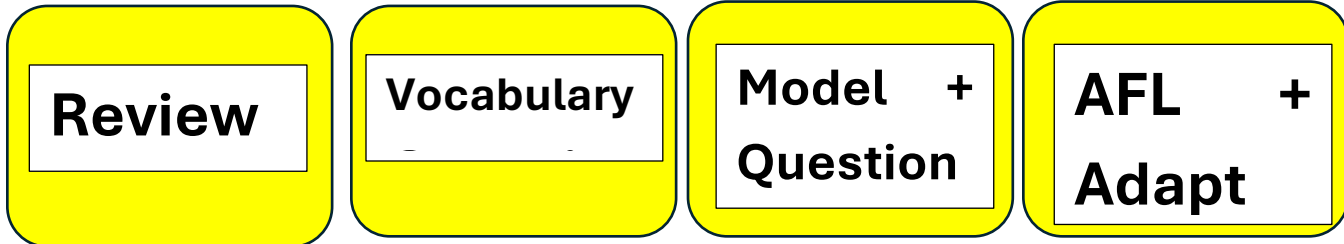
At Whitmore Park, the staff developed a shared understanding of the 'Elements of Effective Teaching and Learning', following CPD on Long Term Memory, Retrieval Practice, Liz Mynott training and Rosenshine's Principles.

- Clear Learning objective (NC) success criteria (adapted outcomes)
- Links to prior learning
- Retrieval Practice
- Effective Questioning (Knowledge, comprehension, application)
Blooms
- Partner Talk (scanning and targeted questioning/response)
- Direct instruction
- Modelling
- Assessment for learning (re-model, address misconceptions)
- Effective Feedback during independent learning
- Reviews (beginning, throughout and end of lessons)
- Vocabulary acquisition and application
- Active Learning
- Pupil Premium Focus
- Challenge and pitch
- TA deployment
- Scaffolding learning
- Classroom Organisation
- Behaviour Management
- Effective Relationships
- Resources

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TEACHING THE WHITMORE WAY – 4 BIG IDEAS



The following is a guide to the structure of an effective lesson at Whitmore Park and we expect most lessons to follow this format with flexibility for teachers to adjust and adapt using professional judgement.

Review

Make Links to Prior Learning

- Start every lesson with a short review for children to recall prior learning (planned in the notes section of planning for each subject).
- Reviews consist of multiple-choice questions, retrieval activities, recalling from Knowledge Organisers and referring flip charts and working walls.
- In Science, History and Geography reviews are multiple choice questions including 1. Knowledge from previous lesson 2. Pre-requisite knowledge for today's lesson 3. knowledge from previous unit.
- Teachers know what children have learnt previously from assessments, from long term plan and knowledge organisers including cross-curricular links and plan into reviews.
- Daily, weekly, monthly recap of prior learning (increase the time between) and re-visit frequently to support long term memory retention.
- Use the Daily Dashboard to support knowledge retention and ensure all subjects are covered.

Vocabulary

Explicit Instruction including learning the definition of new vocabulary

New vocabulary is taught explicitly.

- Say the word and 'My Turn', 'Your Turn'.
- Read the word identifying any prefixes/suffixes/graphemes/root word.
- Share the definition and practise 'bat and ball'.
- Show a visual representation.
- Apply the word to personal experience.
- Put it in a sentence (apply) and check understanding.
- Pre teaching of vocabulary support SEND pupils – use Communicate in Print to support SEND pupils.
- Display the word with definition and photo on the working wall.



Model and Question

Model new learning – My Turn, Our Turn, Your Turn

- Direct modelling by teachers for example: modelled writing, modelled methods, model reading and unpicking text and question, modelling using subject specific vocabulary and impart knowledge.
- Teachers model through each of the success criteria for the lesson and refer to the written SC displayed as they do so making it explicit that it is how the children will demonstrate their learning. Success criteria to be revealed at the point of learning.
- Teachers ‘think out loud’ whilst modelling so that children understand the thought process involved.
- We use the ‘My Turn, Our Turn, Your Turn’ approach to modelling in as many aspects of lessons/learning as possible.
- My Turn – teachers model Teachers model through each of the success criteria for the lesson and refer to the written SC displayed as they do so making it explicit that it is how the children will demonstrate their learning.
- Teachers ‘think out loud’ whilst modelling so that children understand the thought process involved.
- We use the ‘My Turn, Our Turn, Your Turn’ approach to modelling in as many aspects of lessons/learning as possible.
 - My Turn – teachers model and thinks out loud,
 - Our Turn – teacher models and asks children to contribute through partner talk and questioning. Takes responses to create the model.
 - Your Turn – children have a go with a partner and teacher observes, questions notes misconceptions.
- Whilst modelling, teachers are aware of the needs of the learners in their class and direct comments to specific children/groups.
- Teachers model the learning expectation and behaviours for example: cursive handwriting from Year 1 Summer Term, correct letter formation, presentation, key vocabulary, thinking out loud, recalling prior learning, methods, key knowledge.

Model and Question

Effective Questioning to check understanding, identify misconceptions and deepen learning (ensuring all children are ‘on the bus’). (Assessment for Learning)

- Teachers use a range of questioning techniques during the lesson and are aware of the purpose of the type of question to support continuous assessment for learning.
- The range of questions:
 - Blooms: Knowledge/comprehension/application.
 - Question stems such as How do you know? Can you prove it? Show me how Do you agree? Is there another way?
- Teachers use a range of response strategies to questions for example: give processing time, partner talk and response, use of mini whiteboards, ‘shout out’ ‘popcorn’ ‘microwave’
- We have a ‘**No Hands Up**’ policy where a response may be required from any child within the class – targeted questioning. This ensures that all children know that they are required to participate in the lesson. To support this, teachers give children the opportunity for thinking time or partner talk to prepare a response. Teachers listen in and scan the room during partner talk (they do not work with pairs during this time). This allows teachers to assess the children’s understanding and to use

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this to either move the lesson on 'Well done, I heard everyone saying

- Or to take a common misconception and re-model ensuring that all children are 'on the bus' or to put the question back to the class 'Did you have a different way?'
- Questions are targeted at pupils for example: Tier 1 vocabulary to a SEND pupil, a comprehension question to. Middle achiever, a pupil who is 'off task' to draw them in, Pupil Premium pupils within all lessons to ensure that they are fully engaged.
- Teachers create a supportive learning environment where all answers are valued and children know that having a go or not getting the right answer is a learning opportunity.
- Teachers use different response times to questions eg. 3 seconds for a quick retrieval question to 20 seconds for a longer discussion. Timings are accurate.

AFL and Adapt

Effective Feedback

- Teachers provide verbal feedback to children during lessons to impact on learning, address misconception, feed forward feedback towards Learning Intentions and Success Criteria
- Peer to peer feedback during partner talk, editing, purple pen activities)
- Teachers and pupils refer back to LO/SC during the lesson to check in progress towards
- Teachers react to assessment during the lesson and may provide whole class feedback through re-modelling or taking a step back to address a misconception or to move learning forward with greater pace.
- Green highlighting during the lesson to provide instant feedback and yellow highlighting to address spelling and grammar mistakes.
- Teachers provide acknowledgement and celebrate learning.

Whole class review of learning (may be addressing misconceptions)

- Reviews of learning take place at the beginning, throughout and at the end of lessons.
- They include:
 - Recap of prior and current learning (refer to LO/SC)
 - Marking and feedback during the lesson
 - Recapping to check understanding
 - Unpicking the answers
 - Sticky knowledge assessment]Revisiting content
 - Questioning
 - Partner Talk
 - WW flipcharts
 - Retrieval

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PARTNER TALK

- Make sure everyone has someone to speak to (making it clear who it is especially if children are away)
- Model the expectation, talking respectfully, taking turn
- Face partner if necessary
- Reflect on the difficulty of the question, time given to suit this.
- Thinking time before partner talk
- 5,4,3,2 and 1 or 'back to me' if a quick question
- Taught phrases/ question stems e.g. what do you think?
- Volume is important. Loud enough for their partner to hear. Model the correct tone of voice
- Reinforce partner talk expectations

Steps

1. Has everyone got a partner? Who is your partner?
2. Reinforce expectations about how to talk to your partner (eye contact/ facing each other, volume, sentence stems, no hands up)
3. Pose the question (check understanding of question)
4. Listen in (AFL) teachers make it clear to children we are listening
5. Count down/ back to me
6. Feedback (Teacher share what they've heard or hear individual thoughts).

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LEARNING OBJECTIVES AND SUCCESS CRITERIA

At the beginning of every lesson, make the subject the children are learning explicit.

In our **History** lesson, the learning objective is.....

In our **English** lesson today, we are learning to..... (the learning objective is..)

In our **Science** lesson, we are... (the learning objective is....)

At Whitmore Park we use the language **Learning Objective** and **Success Criteria** and have developed a shared understanding of how we create Learning Objectives and Success Criteria from National Curriculum, our subject intent progression document and from assessment.

- LO – context free in English
- LO – era of time/context to be reflected alongside historical learning
- SC - must be a hierarchy to provide pitch and challenge
- SC – informs what the teacher will model
- SC - to be focused and achievable in an hour
- SC – usually 3 but can vary to reflect the length of a lesson or AFL, leading into a lesson
- SC – teachers provide feedback and mark against
- LO – to be written in books. Younger children or SEND may write a title instead eg. Adjectives
- SC – do not need to be in books but do need to be displayed in lessons
-

Example of LO and SC in English.

We use our English documents to support writing our Learning Objectives and Success Criteria.

English	History
LO: To learn to use adjectives	LO: To learn to ask historical questions to find out what houses were like in 1666
SC: 1. To place an adjective before the noun 2. To select appropriate adjectives for character and texture 3. To combine two categories of adjectives before a noun	SC: <ul style="list-style-type: none">• 1. To ask questions to find new information (did, do, what)• 2. To ask how and where questions to seek new information• 3. To ask questions to identify similarities and differences.

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The **Learning Objective** and **Success Criteria** are displayed and shared in every lesson. The Learning Objective is on each ppt slide. **The LO is shared with the children and unpicked so that children understand it including any vocabulary** used within it. The Learning Objective is referred to throughout the **lesson so children know what they are learning**. Learning Objectives are taken from the National Curriculum but may be broken down into smaller steps (as per the curriculum documents). The **Success Criteria** are not shared at the beginning of the lesson but **revealed as they are modelled by the teacher during the lesson**. The Success Criteria are the differentiated outcomes that children may achieve in the lesson. (SC1, SC2, SC3). They are the 'how' children are going to achieve the LO and should be displayed on the whiteboard at the front of the classroom so children can self-assess against the criteria. There is no ceiling on learning and children may progress against the success criteria as they make progress in the lesson.

'Live Marking' and takes places during the lesson so children receive feedback on how they are progressing against the LO/SC and how they could improve their work. (See Effective Feedback Policy)

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CURRICULUM

Intent

At Whitmore Park, children will experience an ambitious, broad and balanced connected curriculum designed to provide them with the knowledge, skills and cultural capital that they need to succeed in life.

Our curriculum is planned and sequenced so that new knowledge and skills build on what has come before. We ensure our curriculum relates to our locality and the heritage of our pupils. We provide children with experiences that build on real-life learning.

Reading is at the heart of our curriculum. High-quality texts are used to motivate and engage children, and we encourage them to foster a love of reading.

The academic learning is underpinned by a strong emphasis on personal development and social skills so that children make and maintain healthy relationships with others. Our fully inclusive approach allows us to adapt to the learners' individual needs and promote challenge.

It is our desire that children and their families value their learning and seize all and make use of any opportunity wholeheartedly. Our curriculum drivers are built around the significant areas of need based upon our knowledge of our children and our community.

**First Hand
experiences**

Vocabulary

Oracy

Oracy

As a school, we provide opportunities for our children to develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen with respect in a variety of different situations. Being able to write clearly, comfortably, and where necessary concisely in many different forms remains a key skill and our curriculum exploits every opportunity to develop this ability. We believe our children need to develop the skills to work well with other people. Children need to know how to speak and listen with respect in a variety of different situations. We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.

Experience

Children are offered a range of activities which enrich the curriculum and first-hand practical experiences within the curriculum. This may include out of school visits, visitors into school, out of hours learning and residential school visits. These activities not only support the curriculum but also drive the themes for example by using a visit or visitor to provide the 'wow' moment or hook at the beginning of a theme. The curriculum is also enriched through the first hand, practical experiences we provide in our lessons. Children will be engaged by a curriculum rich learning opportunities which excite the imagination, advancing their knowledge and understanding through a wide range of creative, physical and expressive activities that take account of their diverse starting points and nurture their skills and talents while broadening their horizons and enriching their experiences of life.

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Vocabulary

In our school we recognise the importance of our children's vocabulary as an indicator of success in the curriculum and in life. Curriculum knowledge is largely expressed through knowledge of concepts with application of vocabulary in context. We teach vocabulary in all of our subjects, systematically building on what children already know. Children develop the ability to read fluently and widely as this broadens horizons, develops imagination and provides a rich vocabulary through which to construct knowledge and understand the world.

Implementation

The curriculum is organised into discrete subjects with meaningful cross-curricular connections to strengthen links between subject knowledge. There are opportunities to apply reading, writing and mathematics skills in other subjects such as science, history and geography. To ensure that pupils develop secure knowledge, skills and understanding that they can build on, each subject is organised into a progression model that outlines the sticky knowledge, skills and vocabulary to be taught in a sequentially coherent way in each year group. Assessment of these skills takes place throughout and includes reviews and formal assessment at the end of each unit, allowing teachers, subject leaders and SLT to ensure that progression is clear and effective. All aspects of the curriculum are carefully mapped out to ensure that pupils build on secure prior knowledge so that they can make meaningful connections within and across subjects. Clearly defined learning objectives and success criteria are implemented through the delivery of high-quality lessons, assessment for learning strategies are used to adjust the flow of the lesson. Opportunities for children to revisit knowledge such as quizzes and recall are planned into the teaching sequence.

High quality texts are at the heart of the curriculum and children are exposed to a wide, varied and diverse diet of texts across the life of the school. Reading supports writing and a high-quality text is used as a stimulus for writing opportunities to enable children to learn and apply writing skills in context. We have a vocabulary spine across the school for all subjects and vocabulary is taught systematically. Oracy and the development of speaking is a priority: we use talk partners to share ideas and orally rehearse sentences, children are encouraged to speak in sentences, and we are developing this area further.

Each year, we have whole school cross-curricular themed curriculum weeks to develop the Arts and Creativity. In the recent past, these have included an Arts week with the theme of 'Environment and Recycling'. Throughout the year, we plan whole school specialist curriculum days or weeks such as Author Days, World Book Day, STEM week, Arts Week, Maths Day and International Day to provide children with inspirational experiences. Specialist teachers who teach our Art, PE, Design + Technology, Computing and MFL have excellent subject knowledge and teaching skills to provide high quality teaching and learning for our pupils in these subjects. A range of after school clubs are offered to broaden children's experiences.

Impact

The impact of our curriculum is shown in several ways. In core subjects, impact is shown through the progress and attainment outcomes in termly assessments and national testing. In addition, pupil voice and the quality of work in pupils' book demonstrates the deeper impact on pupils knowing more and remembering more. In the wider curriculum, teachers assess the 'sticky knowledge' at the end of each unit through quizzes, posters or mindmaps. Skills are assessed during lessons and recorded on our tracker grids, pupil voice is used to show that pupils are confident and able to talk about what they have learnt using subject specific vocabulary. The impact of our personal development is shown in pupil surveys, pupil voice, the behaviour and attitude to learning of children observed in lessons and around the school and will show they have good social skills are respectful and tolerant of others, are confident, aspirational and inspired learners with good self esteem.

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CRRICULUM

Our Curriculum

Our broad and balanced curriculum is designed to inspire the pupils in our school to achieve their potential both academically and socially. Reading is at the heart of our curriculum: high quality texts are used in lessons and children are encouraged to read widely for pleasure. We develop pupils' knowledge, skills and understanding based on their starting points and prepare them for the next stage of their learning. Our curriculum is knowledge and text rich, provides pupils with first hand experiences, enrichment and celebrates diversity to support pupils' development as well rounded citizens of the world.

<p>Reading at the heart of the curriculum</p> <p>High quality texts are used across the curriculum.</p> <p>Children read in all lessons.</p> <p>Children read widely for pleasure.</p> <p>Classrooms have collections of recommended reads and class libraries with varied book selection</p>	<p>First hand experiences/enrichment</p> <p>Children are given first hand experiential learning including active learning and outdoor learning.</p> <p>Trips, visits and visitors enhance learning across the curriculum.</p> <p>A Whitmore Park charter of experiences for all children.</p> <p>A wide range of extra-curricular experiences on offer.</p> <p>Provides children with a set of experiences/knowledge for life (cultural capital).</p> <p>Theme weeks provide memorable experiences for children.</p>	<p>Knowledge and skills progression</p> <p>Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups.</p> <p>Retrieval practice is used to support 'sticky knowledge' and long-term memory.</p> <p>Knowledge organisers are used to support learning transferred into long term memory.</p> <p>Links are made to knowledge and application across the curriculum.</p> <p>Low stakes quizzing for long term memory.</p>	
<p>Inclusive</p> <p>Pupils are given extra help and support if they fall behind.</p> <p>Lessons are carefully adapted and scaffolded to provide support for children working at different levels.</p> <p>Inclusion team provides increased access to learning for those pupils who may have social, emotional or behavioural needs. (Thrive Approach)</p> <p>Our family welfare team facilitates partnerships with parents to support all pupils access to the curriculum.</p>	<p>Diverse</p> <p>We value the diversity in our school community and make sure that our curriculum reflects this.</p> <p>Cultural diversity is considered in the texts that children read and the significant people they learn about.</p> <p>Visits to place of worship take place each year and children learn about a wide range of religions.</p>	<p>Oracy</p> <p>Children are given opportunities for speaking and listening, drama across the curriculum</p> <p>Children perform and present to an audience in class assemblies, end of term performances and memorable events</p> <p>Progression in conversation skills leading to becoming an effective debater.</p>	<p>Well Being</p> <p>2 PE lessons a week</p> <p>Large range of extra-curricular clubs</p> <p>Extended PE team for participation in competitions</p> <p>Sports Leaders</p> <p>Welfare Team RHE and well being curriculum</p>
<p>Vocabulary. Key vocabulary is identified for all lessons and children have opportunities to learn, define and apply a wide range of vocabulary</p>			

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Connected Curriculum

Geography, History and Science Long Term Plan 2022-2023.

History	Geography	Science
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Our new adventure – personal past and present	Celebrations – Bonfire Night	Reduce, Reuse, Recycle! - Understanding daily life in the past eg. Refuse collector, milkman etc.	Our Great Outdoors – Farming long ago	Growing and <u>Changing</u> – personal lifecycle	Community Helpers past and present Bikes past and present
		The Natural World Autumn Week	The Natural World Winter Week Reduce, Reuse, Recycle	The Natural World Our Great Outdoors.	The Natural world Spring Week Growing and changing.	The Natural World Summer Week
Year 1	My school Local Area <u>Field trip</u>	Toys Toy Visitor	UK and its countries	Florence Nightingale St Johns Museum trip	Mary Anning	An area of the UK (Rutland) <u>Seaside trip</u>
	Seasonal changes – Week 1 and 2 Plants (trees)	Seasonal changes – 2 weeks Materials (Naming)		Seasonal changes Body parts and senses		Seasonal changes – 2 weeks Materials and properties
	Year 2	Great Fire of London <u>Selly Manor - Trip</u>	The world	Christopher Columbus	Neil Armstrong	Non-European Study and Comparison (Kenya) Visitor? <u>Parrot</u> – Ask Angela?
Materials (uses)		Plants – planting bulbs Seeds (germinate) and bulbs				<u>Animals</u> offspring and basic needs
Year 3		UK Study Mountains Water supplies <u>Field trip</u>	Stone to Iron Age <u>Compton Verney trip/Creswell Crags</u>	Italy European Study Northern and southern Europe Climate	Roman Empire <u>Roman Visitor</u>	Volcanoes and Earthquakes
	Plants Thinking about seed dispersal	Rocks	Animals including humans. Skeletons and muscles	Animals including humans. Food	Forces and Magnets	

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Year 4	Rivers and the water cycle What it is What it does	Ancient Egypt	Rivers and the water cycle Human features Considering flooding	Anglo Saxons and Scots	London Study	Vikings and Anglo Saxons
	Field work - Rivers	Visitor	Field work - Rivers		London trip	
	States of matter	Electricity	Animals including <u>humans</u> <u>Humans</u> digestion and teeth	Animals including <u>humans</u> Food chains	Sound	Living things
Year 5	Mountains Geography field work?	Coventry Blitz Cathedral and overnight blitz in the hall	Barcelona	Comparative study of Barcelona and London	Ancient Greece	
	Living things Asexual reproduction	Materials and changing matter	Materials and changing <u>matters</u>	Living things – life cycles Butterfly lifecycle Link to reception having the chicks.	Animals including <u>humans</u> (human aging)	Earth and space
					Conkers Cinema trip	Planetarium in school
Year 6	North and South America Visitor?	Mayans	Crime and Punishment From 1066 onwards up to the modern day	Amazon	Amazon	Amazon
			Justice museum trip		Drayton Manor Doly Moch	
	Animals including <u>humans</u> (circulatory system)	Living things and their habitats	Electricity	Light	Living things and their habitats	Evolution Links to Amazon

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CURRICULUM ENRICHMENT

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	RE
Nursery						Hoar Park Farm	
Reception	Seasonal walk termly	Immanuel Christian Centre	Mr Fox's bins-recycling. Seasonal walk termly	Ash End Farm	Living eggs and caterpillars Seasonal walk termly	Community Helper visits in School	Immanuel Christian Centre
Y1	Local Area Field Trip (Geography) (School grounds) Seasons/human and physical features	Visitor Toys (History)		St John Museum (History)	Seaside trip (Geography)		Local Church visit-St Thomas (Summer)
Y2	Selly Manor visitor/trip (History)	Cinema Trip (enrichment)		Animal Visitor (Science)		Transport Museum (History)	Mosque
Y3	Field trip (Geography) (School grounds)	Compton Verney or Creswell Craggs trip (History)	Animals in mind (visitor)	Roman Visitor (History)		Lunt Fort trip (History)	Buddhist temple/visitor
Y4		Visitor - Egypt (History)	Field work rivers (Geography) (Away from school-Wolston? Coombe Abbey)		London Trip (Geography)		Gurdwara Autumn
Y5	Field work (Geography) Malvern Hills	Cathedral and overnight blitz in the hall (History) Cinema Trip (enrichment)			Conkers-residential (Science)	Planetarium in school (Science)	Synagogue
Y6	North and South America visitor (Geography) Circulatory system-President Kennedy visit	Maya Civilisation Visitor (History)	Justice Museum trip (History)			Drayton Manor (enrichment) trip DoI-y-Moch (Adventurous/Geography)	Hindu Temple

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OUR CHARTER

At Whitmore Park Primary School, we believe that our pupils should experience a wide range of opportunities whilst at our school.

In consultation with staff and children, these are the top 15 experiences we will give our children.

1. A visit to a theatre (Y6)
2. A visit to a place of national importance (eg. London houses of Parliament) – Y4
3. A Forest school or woodland experience Y2 Conkers + Y3 Coombe
4. Attend a disco – R-Y6
5. A visit to an art gallery
6. A trip to the beach. Rutland Water Y2
7. Experience a residential trip (Y4 camp, Y5 PGL, Y6 Dol-y-Moch)
8. Go to a pantomime. KS1 panto in school
9. Experience and take part in live music.
10. Visit religious buildings. RE curriculum
11. Think Tank Museum. Y3 Science
12. Lion King KS2
13. Visit a library. All years
14. Rock Climbing
15. An experience with animals

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LEARNING ENVIRONMENT

The classroom learning environment is organised, tidy and clutter free. Windowsills are clear and used as a display for books including recommended reads and topic books.

Front of class

The following are displayed at the front of the classroom.

Keep the handwriting poster on this side, but move across the handwriting banner that is currently in the middle above your boards as shown below:

This banner once you have moved across to the left will be replaced with a new one that we have ordered. It will read: "Be the best you can be"

On this door please ensure the following is visible:

- Date
- Success Criteria
- Visual Timetable
- Complex Speed Charts here

On the far right please ensure you have a copy of the golden rules. These are shown below:

Our Golden Rules

- Be the best
- Be kind and gentle
- Be honest
- Be tidy
- Be safe
- Be happy
- Be brave
- Be polite
- Be respectful
- Be responsible
- Be a team player

4 Behaviour colours on these 2 doors.

Dojo Points on this door.

Dojo Shopping list on this cupboard door

Working Walls

We use working walls to represent the current learning and learning sequence. The main purpose of a working wall is to support children in their current learning and enable independence. If the wall is built with the children at the point of teaching, time spent displaying things on the wall outside of teaching time is minimised and what is on there is genuinely relevant. The children have seen the context in which it was put up and therefore are more likely to understand its purpose and be able to use it. Working walls include flip charts, vocabulary and definitions (tier 1, 2 and 3), examples of work in progress.

We have a working wall for: Maths, English (Reading and Writing, Science, History or Geography, RSE and RE. There is also a memory board which is the tier 2 words learned in English which are transferred to the memory bucket at the end of each unit so they can be re-visited and applied in future learning.

Washing lines are used at the front of the classroom and across the windows to display flip charts relevant to the current lesson.

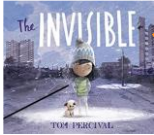
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English Working Wall

ENGLISH WORKING WALL

Our English Text is...



The should be displayed so that children can see which grammar skills are needed for this text.

The cover of the book can then be added to your reading area to show what the texts the children have been reading throughout the year.

MODELS



Your model text will be annotated and this is where your steps to success will be generated. Your modelled writing/shared writing will be placed under this heading too.

We have been learning...

All teacher-led learning on flipcharts to be added to the working wall which can be referred to throughout the learning.

Key vocabulary from your MTP will be displayed here and you may add any words generated by the children. Remember, your Tier 2 words will then be transferred onto your Vocabulary board.

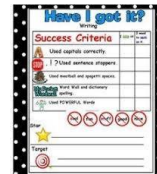
KEY VOCABULARY

TIER 1 WORDS

TIER 2 WORDS

TIER 3 WORDS

STEPS TO SUCCESS



Your steps to success is what you are looking for from your independent write at the end of the unit.

Maths Working Wall

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PLANNING

Planning is an integral part of the teaching and learning process, and is aided by previous and on-going assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

Planning should;

- support **all** pupils in their learning
- ensure gaps in learning are identified and filled to enable all pupils to make at least good progress
- ensure that there is a progression, continuity and subject coverage throughout the school
- ensure effective cross curricular links are met ensure appropriate levels of challenge for all children
- provide opportunities for all pupils to research, investigate and work independently

Our planning is consistent across the school and there is a common format used by all. All planning is done on PowerPoints and always includes: a learning objective (on every page) success criteria (displayed at the front of the class), links to prior learning, key vocabulary, clear learning journey, modelling, scaffolding, differentiated independent challenges, adult support, model and images, and an end of lesson review. Teaching and Learning notes are written on each PowerPoint slide to support the year group team members. Year groups teams meet either prior to or during PPA to discuss the content of lessons for each subject, then one member of staff takes responsibility for planning the lessons for each subject including the lesson notes and key questions. The planning including the lessons notes are then shared and discussed with the team either during PPA or meets before or after school. Handwritten flipcharts are used to support planning. These are usually created during the modelling process, however the content is pre-planned and parts of the flipchart may also be pre-prepared. All planning and resources are shared with teachers and teaching assistants 48 hours in advance. All PowerPoints are Dyslexia friendly (see guidance).

Alongside the most recent National Curriculum requirements we use our English documents, White Rose Maths, and our subject progression documents to support planning. Staff follow an agreed long-term plan for each subject. The units cover all areas of the National Curriculum and where appropriate links are made across subjects to enable teaching to be based on a cohesive approach, provide opportunities for retrieval practice and applying knowledge/skills learnt in other subjects. English lessons are planned around high-quality texts and all subjects where appropriate include opportunities for reading in most lessons. For further details please refer to the subject 'Intent, Implementation and Impact' statements which include long term plans and skills/knowledge progression.

Planning for Additional Adults

We deploy additional adults as effectively as possible and will not hesitate in moving them around to best meet the needs of the pupils. Sometimes they work with individual pupils or small groups both inside and outside of the classroom depending upon the nature of the work involved. Where possible and appropriate, additional adults are also included in the planning and assessing of pupils' work.



PLANNING FOR SEND AND INCLUSION

We value each pupil as a unique individual, and teachers are familiar with the relevant legislation and follow all statutory guidance including:

The Equality Act 2010

The Children and Families Act 2014

The Special Educational Needs and Disability Code of Practice 2015

Supporting Pupils with Medical Conditions at School (2017)

- Our aim is to remove any and all barriers to learning for all children.
- When planning work for pupils, we take into account their holistic needs whilst ensuring that we protect their right to a broad and balanced curriculum.
- Planning reflects that we recognise that teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- We recognise that additional intervention and support cannot compensate for a lack of high-quality teaching.
- We ensure that high expectations are set for every pupil which will take into account the abilities of all pupils, usually be recorded in their individual provision plans e.g. Education Health Care Plan (EHCP), My Support Plan (MSP) or Personal Learning Plan (PLP).
- Teachers make on-going assessments to identify potential areas of difficulty that may impact individual pupil's progress. Where the identification of difficulties has been identified by external agencies such as Social, Emotional, Mental Health & Learning Team (SEMH&L) teachers will use this information to differentiate planning to ensure that all pupils can access learning.
- In all year groups, teachers keep their own on-going records to plan for future teaching and to ensure that each pupil is working at the correct stage in their learning. This supports in the monitoring of their progress throughout the year.
- It may be that an individual pupil requires equipment that is additional too or different from that of their peers to remove their barrier to learning. Where this is identified every effort is made to secure the necessary resource.
- See Adaptive Teaching Guidance

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PRESENTATION

All work in books should follow the same format and be presented in the same way across Key Stage 1 and Key Stage 2.

Maths

- Maths workbooks short date
- In Maths books - at the top of the page on the left hand side write the short date – dd/mm/yy.
- Immediately underneath the date, write the Learning objective. Key Stage 1 or SEND pupils may write a title eg. Column Addition for arithmetic lessons.
- For Fluent in 5 or Flashback 4 lessons write Fluent in 5 and short date or Flashback 4 and short date.
- If stickers are being used in any year group, the date and Learning Objective is written on the page and the worksheet is trimmed to fit underneath. (We keep the use of stickers to a minimum – where ever possible children write in their books)
- Both date and Learning Objective need to be underlined with a pencil from Year 2. A line should be missed after the Learning Objective and then start working
- No margin needs to be put down the side of the page
- Pupils are to write one digit/symbol per square (not letters)

English and all other subjects

- At the top of the page on the left hand side write and underline the long date – Day, Month, Year.
- Immediately underneath the date, write the Learning Objective. Key Stage 1 pupils or SEND pupils may write a title e.g. Adjectives.
- Both date and Learning Objective need to be underlined with a pencil from Year 2. A line should be missed after the Learning Objective and then start working
- If worksheets are being used in any year group, the date and Learning Objective is written on the page and the worksheet is trimmed to fit underneath. (We keep the use of worksheets to a minimum – where ever possible children write in their books)

Pens, Pencils and Rubbers

- Pencils to be used when drawing diagrams and labelling.
- Pen licenses are awarded when children are consistently demonstrating joint, cursive handwriting across the curriculum. Teachers decide and agree with year group leaders when a child has achieved the standard required to ensure consistency.
- Children are awarded a certificate in assembly when they received their 'pen license'. Only children with a 'pen license' may write with a pen. This should be a school black pen and used in all subjects except maths.
- Rubbers are not to be used where possible. If a pupil makes a mistake they need to put a single line through it with a pencil.
- Pens with purple ink will be used for editing by children

Teachers' Modelling

- Staff are the most important role models for presentation and high expectations. Use the resources available to support and promote good practice e.g. the lines and grid options on IWB software.
- All teacher modelling should follow the cursive script, be legible, consistently formed and neat; and follow the school's handwriting expectations. This also applies to marking.

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- When sticking work / labels / headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book.

HANDWRITING

By the end of Key Stage 1 pupils should be able to:

- Form lower-case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters
- Begin to use our Handwriting system of 'Start on the line, sweep up, pause, form the letter, exit' to begin to create a cursive script.

By the end of Key Stage 2 pupils should be able to:

- Use the Handwriting system 'Start on the line, sweep up, pause, form the letter, exit' to join letters and when adjacent to one another, are best left un-joined
- Write legibly, fluently and with increasing speed

WRITING TARGETS

Individual or group set targets are essential in ensuring children are clear with the direction of their learning and what they individually need to improve on.

KEY STAGE 1 and 2

- Each child will have a post-it note, which will have their targets on
- For Key Stage 1 and where appropriate, children in Key Stage 2, these targets will be displayed in the form of a picture.
- Children's targets will be taken from gaps in assessment and current misconceptions
- These will be always displayed in the classroom and accessible for children
- Targets will be used to support writing across the curriculum
- Children's targets will be regularly reviewed; at least after each assessment point
- At the end of the academic year, previous teacher to send up new targets ready for the September
- At the start of each long write, children will select 3 targets that they will focus on in their writing Children will use their 'post-it note' to support them in identifying their targets in their books when writing a length. For Key Stage 1 children, a set template sticker will be used. In Key Stage 2 children will use a template to handwrite their target in
- Teachers will then assess against these targets using a green highlighter. They will completely highlight the target if it has been achieved; underline the target if it is partially achieved; dot them target if it still needs developing

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ASSESSMENT

Assessment for Learning (AFL)

At Whitmore Park, we use assessment for learning strategies to provide effective feedback in every lesson. (see Effective Feedback Policy)

Writing

- Cold write and short burst writing, assess against writing grids, create targets (steps to success for next unit), assess against steps to success at end of unit, provide interventions.
- Individual targets (half termly) and individual mini targets with interventions as required

Maths

- Fluent in 5/Flashback 4
- End of unit review from White Rose
- Gaps identified from arithmetic lessons (White Rose Assessment)

Summative Assessment

We have 3 assessment points per year towards the end of each term.

English

Assessing What?	Using?	When?	Where + What?
Writing	Whitmore Park writing grids	Termly during the week prior to assessment week and moderated in year groups with English Leaders	Data on DC Pro – used for whole school analysis, to plan next steps, targets and interventions.
Reading	Rising Stars NTS tests	Termly during Assessment Week	Data on DC Pro – used for whole school analysis, to plan next steps and interventions and Mark Analysis completed on Rising Stars for GAPS analysis and planning interventions.
Reading	Fluency Tests	Half Termly	Data used to move children's reading levels.
Phonics	RWI Assessments	Half Termly (week after half term)	Used to re-group children and plan interventions.
Spelling and Grammar	Rising Stars GAPS tests	Termly during Assessment Week	Data on DC Pro – used for whole school analysis, to plan next steps and interventions and Mark Analysis completed on Rising Stars for GAPS analysis and planning interventions
Spelling Tests	Spelling test using Spelling Shed rules tested weekly. Common exception words tested termly (writing grids colour coded)	Weekly	Teachers record and send sheets home. Common exception words are highlighted on assessment grids termly and stuck in English books.

Maths

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Assessing What?	Using?	When?	Where + What?
Arithmetic	Rising Stars	Termly during Assessment Week	Data on DC Pro – used for whole school analysis, to plan next steps and interventions
Reasoning	Rising Stars PUMA	Termly during Assessment Week	Data on DC Pro – used for whole school analysis, to plan next steps and interventions and Mark Analysis completed on Rising Stars for analysis and planning interventions
Times Tables	Maths Frame	Weekly	Data on whole school spreadsheet (score out of 25)

Foundation Subjects

Assessing What?	Using?	When?	Where + What?
Key knowledge and skills	School assessment grids	Termly – teachers own records for AFL	Tracked on DCPro end of year and subjects leaders analyse

SEND

Teachers will refer to the ‘School Aged SEND Support at Whitmore Park’ document when considering how best to meet SEND need.

SEND is assessed into four areas of need:

<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Specific areas of learning like reading, writing and number work • Memory difficulties • Learning at a slower pace • The gap between your child and their peers widening 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Difficulties with understanding what others are saying • Difficulties expressing themselves • Speech & Language difficulties • Difficulties with social interaction (particularly for those with ASD)
<p>Social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> • Problems managing emotions and/or behaviour • Difficulty making friends and relating to other people • Mental health such as anxiety and depression 	<p>Sensory and/or physical needs</p> <ul style="list-style-type: none"> • Problems with sight or hearing • Problems moving around • Medical problems that have an impact on learning

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Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

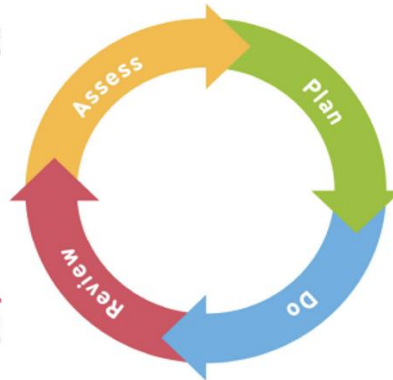
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

When deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, with parental consent, we will arrange for more specialised assessments from external agencies and professionals.

Parents must be involved at every stage of the 'Assess, Plan, Do, Review' cycle (APDR). Parental voice will be sought to ensure that their concerns are addressed and to develop a good understanding of the pupil's areas of strength and difficulty. Parents will be involved in agreeing the direction and content of each step of the cycle.

As the children become older, they will be included more in the process too.

LAC

SEND Code of Practice 10.1 details statutory requirements for Looked After Children. Their 'APDR' of provision is assessed termly at their Personal Education Plan (PEP) meeting. Teachers will contribute to the assessment of the previous PEP and provide recommendations for the next PEP.

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Levels of SEND at Whitmore Park	
Usually children with Cognitive Learning Difficulties, Speech and Language Difficulties	Usually children with SEMH difficulties, ASD, Sensory and / or / physical needs
<p>Monitoring / Concern: The teacher will meet with the parents and share their concerns. The children will be monitored. If the APDR cycle is meeting the pupil's need, then at the review, the decision will be made as to whether to cease monitoring, continue for another cycle or progress to the next level</p>	
<p>Personal Learning Plan (PLP) Pupils who are not making at least expected progress in line with their peers, and are academically at least 1 year behind their peers, may have a PLP written for them. Plan: Identify their strengths, weaknesses and provide learning targets to prevent the gap in attainment getting wider. Do: Sufficient time must be allowed for this. Review / Assess: PLPs must be reviewed by teacher and parent once per term. This must be in addition to the termly parents evening. If the APDR cycle is meeting the pupil's need, then at the review, the decision will be made as to whether to step down to Monitoring, continue for another cycle or progress to the next level</p>	<p>One Page Profile Many of our pupils with physical needs and ASD do not have learning difficulties and do achieve very well. However they do have needs which can be met with providing relevant resources. These are recorded on One Page Profiles which are shared with parents at least termly.</p>
<p>My Support Plan (MSP) – Outside agencies must be involved at this stage Pupils who have had at least two PLPs and are not making at least expected progress in line with their peers, and are academically at least 2 year behind their peers, may have a MSP written for them. Plan: Gather parent views in more detail. Gather pupils views in more detail. Identify pupils strengths, weaknesses and provide learning targets to prevent the gap in attainment getting wider. Do: Sufficient time must be allowed for this. Review / Assess: MSPs must be reviewed by teacher and parent once per term. This must be in addition to the termly parents evening. If the APDR cycle is meeting the pupil's need, then at the review, the decision will be made as to whether to step down to Monitoring, continue for another cycle or progress to the next level. If it is anticipated that the pupil's level of need will progress to the next the SENCo must be present at the review prior to this.</p>	<p>If non-learning difficulties continue, e.g. socialising outside, referrals to outside agencies will be sought. It may be that the child will progress to an MSP and follow the graduated approach detailed on the left.</p>
<p>Education, Health and Care Needs Assessment This is the formal request for statutory assessment. It cannot happen without three cycles of 'APDR'. Outside agencies must be involved. <u>This is a legal 20 week process. While the SENCo co-ordinates the information sharing between the class teacher, outside agencies and local authority, the 'APDR' for the pupil must continue at the MSP level.</u> The Local Authority has 20 weeks to decide whether to issue an EHCP for the pupil. If it is awarded the pupil will progress to the next level. If it isn't, they will remain at the MSP level.</p>	
<p>Education, Health and Care Plan Children with an EHCP often require more frequent assessments within the APDR process and this is made clear on their individual EHCP and must be adhered to. The EHCP must be reviewed annually by the school, parents and Local Authority.</p>	

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HISTORY, GEOGRAPHY AND SCIENCE

- History and Geography are taught in blocks (one per half term) for 2 lessons a week, Science is taught weekly for 1 lesson a week. and the skills are re-visited throughout the key Stages.
- Each History and Geography unit starts with a 'Wow' morning consisting of:
 - Links to prior learning
 - Investigation
 - Research
 - Timeline
- Visits, visitors, and trips are planned to enhance the learning experiences including virtual experiences for these subjects (see Evolve policy for guidance for trips)
- Resources, artefacts, practical work and investigations are used to support first hand learning
- Links to high quality text for English for some unit and all units have related texts with reading taking place in all units.
- Knowledge Organisers which include sticky knowledge, key vocabulary, important people or places, related texts are shared with the children. Knowledge Organisers are stuck in children's book at the beginning of each unit and are referred to throughout the unit. Knowledge Organisers are shared on PowerPoints to refer back to for prior learning and new learning.

Victorians: Year One Knowledge Mat		
Subject Specific Vocabulary		Exciting Books
blackboard A blackboard would be seen in almost every classroom until the 1950s. Before the 1950s screens or an interactive whiteboard.		
chalk Chalk was used to draw on the wall of the blackboard. It was mostly white but there were colours of chalk.		
rich If you have plenty of money to live comfortably.	Slickly Knowledge about history within living memory	Important People
inkwell Many desks had a hole in the top right hand corner for it. This was known as the inkwell.	<ul style="list-style-type: none"> Children had to pay to go to school. 	Queen Victoria
pen and nib In most schools children used pens and ink to write. The pens had a nib at the end which was dipped into ink to write.	<ul style="list-style-type: none"> Poor people who could not afford their house had to live in the work house. 	
Workhouse A place you would go to live and work if you could not afford your house.		
Dunce hat A hat children in school were given to wear if they got the answer wrong.	<ul style="list-style-type: none"> Poor children had to go to work. 	
poor If you do not have enough money to take care of yourself properly.	<ul style="list-style-type: none"> Queen Victoria was the monarch during Victorian times, her reign was 1837 to 1901. 	

- Children are taught how to use scientific, historical, or geographical skills to find out information, understand concepts and make links to prior learning.
- Mid unit reviews take place to enable teachers to check on the learning and progress and adjust planning if necessary. End of unit reviews enable children to demonstrate their learning of the sticky knowledge through mind maps, posters, quizzes. Teachers assess children's historical and geographical skills during the lessons. At the end of the unit, teachers complete record of learning (these are stuck in the back of children's books)
- Optional Home Learning sheets are provided at the beginning of each unit for children to broaden and apply their learning in History and Geography

<p>Develop your Art/D&T skill! Create a scene from the Great Fire of London. Paint a picture or create a collage! You could even use cardboard from an old shoe box to make it 3D! (this could link to what they're learning about in art)</p>	<p>Optional Home Learning, Year 2 The Great Fire of London</p>  <p>Key Vocabulary for this topic: Can you explain what these words mean and use them accurately in a sentence? Tudor, bakery, Pudding Lane, 1666, flames, Samuel Pepys, Lord Mayor, River Thames, water, squirts, firehooks, diary, timeline.</p>	<p>See for yourself You could visit Pudding Lane, London, where it all began and see the monument. The Museum of London is also a great place to visit - you can see actual objects relating to the fire, such as smokes blackened tiles which were unearthed in a cellar in Pudding Lane back in the 1970s. You can try on a fire fighters leather helmet and compare it with our modern day equivalent. http://tdrtrated.com/things-to-do/great-fire-of-london/ Visit 'All Hallowes by the Tower' the oldest church in London where Samuel Pepys climbed the tower to</p>
<p>Develop your writing skills Start to write a diary! Just like Samuel Pepys. You could write down all of your thoughts and feelings about interesting things! You never know, you might be famous for it one day!</p>	<p>Extend your knowledge further by doing these extra activities at home. Show what you have done to your teacher and see how many djsps and rewards you can achieve!</p>	<p>Develop your research and reading skills. Take a trip to the library and see if you can find any children's books about the GfOL. Read them with your family.</p>

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TIMETABLES

Year 2,4 and 6

	9-10:40	10:40-11:00	11-11.15	11:15-12:15	12:15-12:30	12.30-1:20	1:30-2:30	2.30-3.00	3:00-3:15	
M	9-9:30 Whole school assembly	9:30-11:00 ENGLISH Reading and Writing (1hr30mins)		K	MATHS	Spelling 1	L	Science	RHE	Class Story
T	ENGLISH Reading and Writing (1hr40mins)		Spelling 2	A	MATHS	Times tables 1	U	History	Arithmetic	In the news assembly
W	ENGLISH Reading and Writing (1hr40mins)		Spelling 3	E	MATHS	Times tables 2	N	History	PE	Class story
T	ENGLISH Reading and Writing (1hr40mins)		Spelling Test	B R	MATHS	Times table test	C H	RE/MUSIC	Thrive/ Skills academy	Awards assembly
F	9-10 MATHS	10-10:30 Arithmetic	10:30-10:50 R4P	10min short break	PPA (PE, ART/DT, COMPUTING/MFL)					

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Year 1,3, and 5

	9-10:45				10:45-11:00	11:00-12:00	12-1:00	1:00-1:15	1:15-1:30	1:30-2:30	2.30-3.00	3:00-3:15	
M	9-9:30 Whole school assembly	9:30-10:45 ENGLISH Reading and Writing (1hr15mins)				K	MATHS	CH	Spelling 1	Times tables 1	Science	RHE	Class Story
T	ENGLISH Reading and Writing (1hr40mins)				A	MATHS	N	Spelling 2	Times tables 2	History	Arithmetic	In the news assembly	
W	ENGLISH Reading and Writing (1hr40mins)				E	MATHS	U	Spelling 3	Times table test	History	PE	Class story	
T	ENGLISH Reading and Writing (1hr40mins)				B R	MATHS	L	Spelling Test	RE/MUSIC		Thrive/ Skills academy	Awards assembly	
F	9-10 MATHS	10-10:30 Arithmetic	10:30-10:50 R4P	10min short break	PPA (PE, ART/DT, COMPUTING/MFL)								

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PUPIL PREMIUM

Pupil Premium pupils are a focus for us. The following strategy is applied daily across the school and is well embedded.

Our Pupil Premium Focus Strategy is applied throughout the school

- *Know who your Pupil Premium pupils are and ensure other staff working with them also know.*
- *Know your children as individuals. Remembering little details about them and their lives will boost self-confidence.*
- *Ask them about their ambitions in the future. If they don't know then what are their favourite subjects at school or what they like doing at home.*
- *Set high expectations at all times by being firm on behaviour but kind on the child.*
- *Hear their voice in every lesson through targeted questioning, allowing discussion first with talk partners, targeted assessment for learning, targeted praise and live marking as a priority.*
- *Establish a system within your teams so that you are able to identify and ask PP pupils questions during lessons (dots on the back of books)*
- *Generate a love of knowledge and reading by ensuring that there is a daily story time. This may be the only chance that many children will have an adult to read to them.*

Pupil Premium pupils' books are identified discretely by a small dot on the right-hand corner of the back of each book.

Our Pupil Premium Strategy is available on the school website.

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INTERVENTIONS

Lexia

The lowest 20% of readers across the school use the Lexia Learning Programme for reading interventions. To have the most impact, we aim for children to complete 80 minutes per week. Children complete 3 x 15 minute sessions in school during Reading for Pleasure sessions and other lessons (not Reading, Writing or Maths).

The amount of minutes is monitored by the SENDCo who liaises with teachers and parents.

Reading

The lowest 20% of readers read to an adult daily in Key Stage 1 and twice a week in Key Stage 2.

Maths

Same Day Interventions for children who do not achieve the Learning Objective in Maths. These interventions are fluid and taught by Teaching Assistants during the afternoon

Phonics

Children who do not pass the phonics screening test in Year 1 are part of a RWI intervention programme in Year 2 and Year 3.

Any children who are working below the level of the phonics screening test in Year 4,5 and 6 participate in the RWI Fresh start intervention taught by one of our HLTAs.

Writing

Writing interventions are planned by year groups and taught by the year group teaching assistants.

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HOMework

At Whitmore Park, we take home learning very seriously as we believe it provides opportunities for pupils to;

- practise and consolidate their skills and knowledge
- develop and extend their techniques and strategies share their learning with their family
- prepare for their future learning

We recognise the importance of making links between home and school and encourage parental involvement in the learning of our pupils. This is supported through regular homework and is supplemented by access to online homework activities such as 'Times Table Rockstars' and 'Oxford Reading Buddy', which allows pupils extra opportunities to consolidate and extend learning online.

The priority for homework at Whitmore Park is reading as we place reading at the heart of the curriculum. Reading provides access to the whole curriculum. Alongside this, we aim for our children to develop a love of reading for pleasure through providing them with high quality books to read, inspiring them with Author visits, celebrating World Book Day and Author/Book days. We expect our children to read 5 times a week and they are rewarded with 3 Dojo points each time they read and a book prize at the end of the term for those who read 5 times each week. Children are provided with Reading Diaries to record their reading in.

Our weekly expectations for homework are:

- **Year 1** – Writing simple sentences and handwriting practise, maths, spellings (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars).
 - **Year 2** - Phonics and blending sounds to read words, maths, spellings and grammar (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars.)
 - **Year 3** – Reading Comprehension, maths, spelling and grammar (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars.)
 - **Year 4** - Reading Comprehension, maths, spelling and grammar (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars.) In Year 4, children will have extra times table homework in preparation for their statutory Multiplication Tests in the Summer Term.
 - **Year 5** - Reading Comprehension, maths, spelling and grammar (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars).
 - **Year 6** - Reading Comprehension, maths, spelling and grammar (children can also practise their Number Bonds using Numbots and Times Tables on Times Tables Rock Stars.) In Year 6, children will also have additional SATs practise homework including the opportunity to purchase CGP practise books at a discount. More information to follow.
-
- Homework will be sent home on a Thursday and returned on a Thursday.
 - Homework will be on paper as most parents prefer this. (81%)
 - Homework will be marked, Dojos, praise and stickers and returned in the folder so children and parents can see that homework is valued
 - There will be rewards for homework but no consequences for not doing it based on parent responses (many value family time and out of school activities above homework)

All year groups have optional History, Geography and Science homework projects set at the beginning of each unit. These are set to encourage children to learn more about topics that interest and excite them! Children receive 5 Dojo points for completing Optional Homework

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SOCIAL MEDIA

We use many different ways to communicate with parents and the wider community; two of the key ways we do so via our school website and our twitter account www.whitmorepark.org @whitmore_park

Each year group has a separate page on the school website which is to be updated at the beginning of the school year with the key information about the staff, curriculum, trips and organisational information. Current/upcoming learning for the each term is added at the beginning of each term.

Events Page - photo galleries for all whole school events such as: World Book Day, Sports Days, Author Days, Curriculum weeks such as Arts Week, Aspirations Week to be sent to ITSavvy to be added to the website.

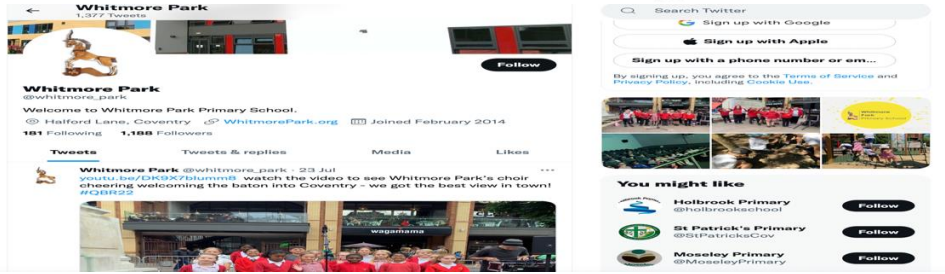


Twitter

We use Twitter to share and celebrate learning and memorable events that are happening in school with the wider world. We aim to promote the positive culture of learning and ambition that is happening throughout the school daily. Tweets should include tags where possible #

- Each class should tweet a learning experience once a week
- All trips, visits, visitors to school, school events, network events, and all sporting events/competitions at school and outside of school are Tweeted
- Every child who receives a Head Teacher's Award is Tweeted
- All clubs Tweet once per half term
- 10 Reading Stars
- Thrive activities

Be the best you can be



The image shows two screenshots from a mobile device. The left screenshot displays the Twitter profile for Whitmore Park Primary School (@whitmore_park). The profile includes a header with the school's name and a 'Follow' button, a bio stating 'Welcome to Whitmore Park Primary School. Halford Lane, Coventry', and a tweet from July 23rd about a choir cheering for a baton. The right screenshot shows the Twitter sign-up process, with options to sign up using Google, Apple, or a phone number/email, and a 'You might like' section featuring other primary schools like Holbrook Primary, St Patrick's Primary, and Moseley Primary.

Question types