



eastbury
primary
school



Partnership Learning



Teaching and Learning Policy

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1. Purpose of the Policy

At Eastbury Primary School, we are committed to high quality teaching and learning to raise the standards for all children. The purpose of this policy is to set out the expectations for teaching and learning at the school.

To ensure consistency and rigour in our approach, all staff should have high expectations of themselves, other adults and the children.

2. School Values

The teaching and learning at Eastbury supports and embeds the school's values of:

- Respect
- Teamwork
- Aiming high
- Creativity
- Enjoyment
- Resilience

It also supports the overall delivery of British values within the curriculum.

3. Our Approach to Teaching and Learning in KS1 and KS2

Mastery

At Eastbury Primary School, we are committed to the mastery approach to teaching and learning. Mastery learning involves breaking subject matter and learning content into units with clearly specified objectives which are pursued until they are delivered. Learners work through each block of content in a series of sequential steps.

Mastery is an inclusive way of teaching that is grounded in the belief that all pupils can achieve. A concept is deemed mastered when learners can represent it in multiple ways, can communicate solutions using appropriate language and can independently apply the concept in different contexts.

Instead of racing ahead to the next block of content, learners who grasp the concept are therefore encouraged to explore it with greater depth and variation, while those who are finding it more challenging are provided with appropriate instructional strategies (such as scaffolding, peer support, small group discussions, homework, interventions and formative feedback).

In mastery learning, there is a shift in responsibilities, so that student's failure is more due to the nature of the instruction and not necessarily lack of ability on his or her part. Therefore,

in a mastery learning environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

The mastery approach is particularly effective in combination with the following elements:

- Collaborative working in groups or teams with pupils taking responsibility for supporting each other's progress
- Effective feedback – specific, accurate and clear with guidance on how to improve and an emphasis on effort and perseverance
- Dialogic teaching – use of effective questioning and encouraging children to explain their thinking
- Promotion of metacognitive skills and strategies – helping children to think about what they are learning (eg through setting goals, and monitoring and evaluating their own development)
- Encouragement of a growth mindset in all pupils – a belief that their basic ability can be improved through hard work and perseverance, encouraging them to be resilient and love learning.

Grouping

The majority of children at Eastbury are taught in mixed-ability groups (with the exception of phonics). However, we recognise that there are some children who require additional support to address significant prior gaps in their learning, and which can be most effectively delivered in a separate group (whether for English or maths or, in the case of year 6, through the use of banded classes).

Decisions on whether grouping is appropriate in a particular year group is taken on a case-by-case basis and consideration is given to avoiding poor practices which research shows make setting/streaming less effective (such as mis-allocation, low expectations, less demanding curricula and fixed positioning in low groups).

The following applies to all groups:

- limits are not set on pupils to succeed. The mastery approach is used in all groups, and high expectations maintained of all children's progress.
- children's progress is monitored and compared on a regular basis in line with the assessment cycle. If the gap is widening, then appropriate action needs to be taken (whether through movement between groups, providing additional or different support or reconsidering the appropriateness of a separate group).
- particular attention is given to the needs of disadvantaged children and children with SEN
- pupils are not assigned to a particular group on the basis of behaviour

Features of teaching

Teaching at Eastbury will consistently demonstrate the following features:

- A clear learning objective (LO) and success criteria (SC) for every lesson. The LO is the skill or the knowledge that you plan for your pupils to acquire during the lesson (it can be in the form of a statement or a question). Success criteria are measurable and specific, and can be used to assess whether an LO has been achieved.
- High quality modelling by the teacher.
- Encouragement of engagement from all children by consistent use of talk partners, the use of lolly sticks (rather than 'hands-up') and open-ended questioning.
- Encouragement of resilience and a growth mind-set, helping children to stay positive and learn from their mistakes.
- Encouragement of independence – through use of the '5 Bs' (brain, book, board, buddy, boss).
- Mini-plenaries throughout learning – to assess progress and provide opportunities to address misconceptions.
- Clear plenary to review and reflect on learning.
- High expectations – always pitching learning high and in line with the year group's National Curriculum requirements, while providing appropriate scaffolding and support as appropriate.
- High expectations of presentation in all books.
- Use of DUMTUMs (Date, Underline, Miss a line, Title, Underline, Miss a line, Start).
- Focus/peer/self-marking opportunities to consolidate learning, address misconceptions and provide clarity on next steps (as set out in the feedback policy).
- Individual targets for maths, reading and writing, set and reviewed at pupil conference meetings and recorded in books so that children understand their next steps.
- High expectations of behaviours for learning – with appropriate rewards and sanctions (set out in the behaviour policy) – so that every child aspires to succeed.

4. Maths

Lesson structure in KS1 and KS2

At Eastbury, we follow the maths mastery approach. The structure of maths lessons should include the following elements:

- 'Speed maths' starter (daily arithmetical/mental questions recorded in books to help the continuous reinforcement of concepts learnt and extend work on targets. They should follow a consistent weekly format so that the calculations can be mastered over the course of the week).
- Sharing LO, success criteria and key vocabulary. These should be displayed and referred to by the teacher to promote accurate maths talk.
- Engaging hook and brief input (with materials from Inspire Maths unit starters and illustrations or other effective resources).

- Teaching sequence based on the progression and activities from Inspire Maths, in line with the agreed medium term plan.
- One lesson per week focused on developing mental strategies and fluency, including rapid recall and use of times tables to derive related facts and in real-life applications; include computer-based practice and open tasks. Mental strategies need to be actively modelled by the teacher and explored by the children during this lesson.
- Use of CPA approach, including manipulatives, multiple representations and bar models, to develop deeper understanding, facilitated by the suggestions in the Inspire Maths units of work.
- Use of higher order questioning to stimulate mathematical thinking, discover patterns and connections, explain reasoning and make generalisations; and at least a weekly question relevant to the topic to be displayed on the working wall.
- Consistent use of partner talk and collaborative work, both during the input and in the IM practice tasks.
- Use of the traffic light cups, stack on top of each other, as diagnostic tool (green at the top to indicate 'We've got it and we are confident'; amber to indicate 'We are finding it very challenging but we are using the 5Bs' and red to indicate 'We struggle and we need help') combined with a no-hands-up rule and with the 5 Bs (brain, book, board, buddy and boss) to tackle pitfalls.
- Immediate feedback given to children's work and opportunities for clarification/ intervention set as quickly as possible (within the lesson and during the day/week).
- Mini-plenaries to address misconceptions and deepen learning.
- Self and peer-evaluation, each set once a week; response to teacher's marking in purple pen.

In addition, there should be provision of maths early morning work at least twice a week and opportunities created for cross-curricular activities.

Maths should be planned using the template at Appendix 2.

Maths Assessment in KS1 and KS2

In addition to the ongoing teacher formative assessment, children from year 1 to 6 will take written tests four times a year for both arithmetic and problem solving/reasoning. The results must then be entered into Pupil Asset and assessment spreadsheets and passed on to the maths lead to be analysed. The data will be discussed at Pupil Progress meetings in accordance with the Assessment and Data Cycle (Appendix 4).

We will assess using the White Rose and Inspire Maths assessment materials, administered in similar test conditions to SATS (for that Key Stage) in terms of time and additional allowance; test marking will be undertaken by a parallel teacher from the same year group.

If a child cannot access the year group expected assessments, then another assessment should be agreed in advance with the SENCo and maths subject leader.

At the end of the year each child - from year 2 to year 5 - will undertake a screening check on times tables and related facts to ensure that they are meeting the end of year times table expectations and identify gaps for their next teacher.

The timetable and expectations for maths assessments are noted below:

Year Groups	September Baseline	End autumn 2	End Spring 1	End Spring 2	End Summer 1	End Summer 2
1, 3, 4 and 5	White Rose (except Year 1 which will use EYFS results)	IM end of unit review	Teacher assessment	IM end of unit review	Teacher assessment	White Rose Times tables screening
2 and 6	2016 SATS practice paper	2016 SATS test	2017 SATS test	2018 SATS test	SATS tests	Year 2: Times table screening

Maths Learning Environment in KS1 and KS2

<u>Maths Zone</u>	<u>Working Wall</u>	<u>Celebration Area</u>	<u>Table Tops</u>
Manipulatives table with resources easily accessible to all children Trays and resources clearly labelled	Weekly overview with daily learning objective and success criteria	Examples of both practice and application Examples of investigation and problem-solving activities, including some cross curricular connections	Manipulative trays on tables
Number line age appropriate. Hundred chart Multiplication tables	Vocabulary related to current topic	What 'good' looks like	Word banks and tables mats if needed

4 operation examples - including written calculation approach Inverse operations where appropriate	Learning questions on display to challenge thinking		Inspire Maths textbook/practice books
Visual images to support long term conceptual understanding	Visual prompts that reflect current learning		Traffic light cups
Scaffolds to support problem solving	Illustration of children's progression in current unit		

Expectations in Maths (squared) books for KS1 and KS2

- Always use a sharp pencil.
- Always use a ruler to draw straight lines and underline in pencil.
- Always present your work neatly.
- Always write one digit in each box.
- Always use a purple pen to peer assess and respond to marking.
- Always write the short date on the left-hand side and from year 4 add the date in Roman numerals.
- Always miss a line after the date and write the learning objective.
- Always underline the date and LO.
- Always miss a line after the LO and between each question.
- Always complete a page before starting a new one.
- Do not write across onto the opposite page.
- Always miss a line and rule off the last piece of work before starting again.
- Worksheets must be trimmed and glued neatly, without overlapping or folding.
- Presentation on worksheets must be as neat as in your book.
- If you make a mistake, use a ruler and a pencil to draw one small line through it.

5. English for KS1 and KS2

Structure of lessons

At Eastbury, we have a cohesive approach to the teaching of reading, comprehension, grammar and writing.

The week should contain a mixture of lessons to develop writing, reading comprehension and grammar, punctuation and spelling (GPS) skills in line with the Read, Write Inc. Literacy and Language unit planning. All this work needs to be recorded in the English books.

- Comprehension - Improve understanding of text, develop vocabulary, imitate writers, enjoy reading.

- Grammar – The technical skills to write.
- Writing – Practise the skills of both and develop skilled writers.

English lessons should be planned, using the template at Appendix 2. Planning should be based on the Get Writing programme (year 1) and the Literacy and Language programme (years 2 to 6).

In addition, guided reading must take 5 times per week (where possible daily) and must be only taught by the class teacher. This is to be recorded in a specific “Guided Reading” lined book (same expectations of presentation and content applies).

Assessment in KS1 and KS2

Writing assessment

One Literacy and Language Unit should be completed every half-term. Extended writing pieces should be completed in line with the end of the fiction and non-fiction parts of the unit. An additional piece of writing to demonstrate the child's independent capabilities should then be completed (which can then be assessed).

On a half-termly basis, this assessment needs to be recorded on the NAHT key performance indicators sheet to establish the child’s level of progress within the year group’s expectations. These assessments must vary between fiction and non-fiction.

All assessment is based solely on the children’s independent work. When a child is entitled to adult support (SEN), it must be made clear what additional support has been provided and discussed with the English lead in advance (for example if additional vocabulary has been provided, then this must be provided as additional evidence). An adult additionally reminding the child of key writing pointers is counterproductive at this stage.

Reading and GPS assessment

In addition to teacher assessment throughout the year, the children will also participate in four written tests during the year. The results must then be entered into Pupil Asset and assessment spreadsheets and passed on to the English lead to be analysed. The data will be discussed at Pupil Progress meetings in accordance with the Assessment and Data Cycle (Appendix 4).

- Year 1 will be assessed through teacher assessment including benchmarking.
- Years 3,4 and 5 will be assessed using the Rising Stars official assessment (with the exception of end autumn 2 where Scholastic assessment will be used).
- Years 2 and 6 will be assessed using previous SATS papers.
- These written assessments must be taken during an agreed timetable and under the exam conditions that match their key stage. For example, KS1 would mimic KS1 SATs

conditions (regarding time and additional allowances) and Y3-6 should match KS2 SATs conditions (regarding time and additional allowances).

- At no point should a child have the reading assessment read to them in any language or form (in-line with government key stage expectations).
- If a child cannot access the year group expected assessments, then another assessment should be agreed in advance with the SenCo and English lead (for gap analysis only).

The timetable and expectations for all English assessments are noted below

Year Group	September Baseline	End Autumn 1	End Autumn 2	End Spring 1	End Spring 2	End Summer 1	End Summer 2
1	EYFS results (reading) Teacher assessment (writing)	Teacher assessment (writing)	Teacher assessment (all)	Teacher assessment (writing)	Teacher assessment (all)	Teacher assessment (writing)	Teacher assessment (all)
3, 4 and 5	Rising Stars A (reading and GPS) Teacher assessment (writing)	Teacher assessment (writing)	Teacher assessment (writing) Scholastic (reading and GPS)	Teacher assessment (all)	Teacher assessment (writing) Rising Stars B (reading and GPS)	Teacher assessment (all)	Teacher assessment (writing) Rising Stars C (reading and GPS)
2 and 6	2016 SATS practice paper (reading and GPS) Teacher assessment (writing)	Teacher assessment (writing)	Teacher assessment (writing) 2016 SATS test (reading and GPS)	Teacher assessment (writing) 2017 SATS test (reading and GPS)	Teacher assessment (writing) 2018 SATS test (reading and GPS)	Teacher assessment (writing) SATS tests (reading and GPS)	

English learning environment

- Vocabulary wall - this needs to be year group specific and based around the needs of your class. Clearly colour-coded (green – nouns, blue – adjectives, yellow – adverbs, red - verbs). Words need to be added in context throughout the course of the year.

- Word bank mats available to the children - either on table top or central table.
- Key vocabulary - this is noted on your planning wall already, but should be clearly evident.
- Working wall has current learning focus - for example of a working wall for everyone to look at, main LO, key vocabulary that would support the learning, images, text type purpose if you are looking at a particular text type, exemplar texts, etc.
- Celebration area includes children's examples – in particular presentation award area which celebrates the children’s work and explains why it was chosen.
- Word of the week – this is taken from the vocabulary build up and is chosen by the children to be the word for them to aspire to use in their writing.
- Handwriting weekly focus clearly visible to the children – example of the focus being taught.
- Grammar vocabulary explained - as with vocabulary, this should be yearly specific.
- Then and now display – this would include the first piece of work from the year and half-termly updated work to show progress.

Guided Reading in KS1 and KS2

As comprehension is not a single process (comprising of a range of processes), all the skills need to be developed during guided reading lessons. Therefore, the guided reading session must develop the following key reading strategies (taken from Guided Reading – Layers of meaning, Wayne Tennent et al, 2016, Pg. 35-41):

Strategy	
Predicting	Making logically plausible “guess” as to what will happen next – this is based on their prior knowledge and the ability to anticipate the upcoming text in the light of this/using this.
Questioning	Asking questions about the text to expose different layers of meaning – Right there (explicit answers from the text), think and search question (the answer can be found in the text but some level of inference making is required) and on my own (the reader is encouraged to bring his/her background knowledge to the text).
Clarifying	Checking how specific words and phrases have been understood – this encourages the children to monitor their understanding to ensure the text is consistent and allows the teacher to check whether there are any gaps in understanding.
Thinking out loud	Reading a few sentences or paragraph and verbalising what has been understood. Then repeating this activity across the text – there are two types (the teacher thinks out loud to model the process for the pupils so that they are know what to so that they know what to do and pupil to participate in the same strategy which should lead to more thoughtful and strategic reading.

Visualising the text	Developing the visual image of the text – encourage the children to visually represent the text to make it more memorable and support the process of comprehension.
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Guided reading follows these principles:

1. The aim of guided reading sessions is to improve comprehension, not merely to decode text.
2. Books are read more carefully, in greater depth and with more enjoyment.
3. Children will learn to differentiate different types of question such as literal, inference and deduction etc., and classroom dialogue.
4. They will also improve the skills of predicting (based on evidence from the text) and summarising.
5. Children become adept at listening to others and responding to their opinions, using full sentences and making good eye contact. These speaking and listening skills transfer well to other areas of the curriculum.
6. Children learn to support one another and not to rely on adults for support.
7. Children produce a range of responses to what they have read in their guided reading books. These responses can be linked to targets which can then be self-assessed by the children, enabling them to take greater ownership of the process.

During guided reading, a class of 30 will be organised into five groups of six. Each group participates in a different activity every day. The five activities are as follows:

1. Pre-reading (written in the guided reading book as a DUMTUM) - Reading a passage from a text, as directed by the class teacher. The children will be given three questions (of a range of types) to consider relating to this passage and at least one answer should be written in the guided reading book as if it were a test question. In addition, children can write down words they do not understand; write down words they would like to use in their own writing; and/or prepare questions they would like to discuss, using a range of question types (all including page numbers to be able to refer back to).
2. Reading with teacher (all additional comments to be added to the “pre-reading” notes in purple pen) - A dialogue group which will discuss what the children prepared in the pre-reading activity, as well as summarising and prediction. There will be a particular focus on their written answer during pre-reading. At times the children will take on different roles in the discussion group: clarifier, question maker, predictor and summariser. It is expected that each child participates in each activity for every session.
3. Follow up activity (written in the guided reading book as a DUMTUM) - Children answer comprehension questions of a similar style to those in the previous two activities. These are marked by the teacher.
4. Spellings or Grammar (written in the guided reading book as a DUMTUM) - Children practise and learn the week’s spellings or grammar activities. These should be written into contextual sentences as well as understanding the word or grammatical meaning.
5. Reading Eggs / Independent reading – Children use this time to read a choice of books and, where appropriate, answer comprehension questions using the Reading Eggs

website.

Expectations in English books for KS1 and KS2

These are the expectations for the children in English books:

Think! Is your pencil sharpened? Is your pen the right one? Is it a black pen? Do you have a ruler ready to make straight lines and underline?

- Always use your best writing.
- Black pen must be used to write - Pencil Year 1 - 3.
- Purple pen must be used to respond to marking.
- Write the full date against the margin on the left-hand side (day, date, month and year).
- Leave a line then stick or write the Learning Objective or title underneath, against the margin, make sure you copy the spelling correctly.
- Underline the date and learning objective using a ruler.
- Ask a friend to check!
- When starting a new paragraph, miss a line and do not indent.
- Complete the line before starting a new one.
- Complete the page before starting a new one.
- Miss a line then rule off under last piece of work to start your next one.
- Worksheets must be trimmed and glued neatly into books on separate pages, not overlapping and no sheets should be folded.
- If you make a mistake use a ruler and a pencil to draw one small line through the mistake.
- Presentation on worksheets must be as neat as in your books.
- Learning objective must be written on worksheets.
- Felt tip pens must not be used in books.
- Do not write across onto the opposite page.

6. Science and International Primary Curriculum (IPC) for KS1 and KS2

At Eastbury Primary School, we provide a broad and balanced curriculum which is designed to meet fully the National Curriculum requirements for Science and all the foundation subjects. Science, PE, RE, PSHCE and Computing are taught discretely, while other foundation subjects are taught through the International Primary Curriculum (IPC).

Science

At Eastbury are using Collins Snap Science Scheme. Each year group will have topics that will cover the national curriculum objectives and scientific enquiry objectives.

Snap science supports our school priorities:

1. Wider curricular coverage via links to other subjects and IPC.
2. Provide challenge and greater depth via differentiated tasks.
3. Develop oracy based skills via more discussions and partner talk (practical activities and presentations in class and assemblies).

LO:
Success criteria:
1. 2. 3.
SCIENCE

Why Snap Science?

Snap Science is a dynamic, comprehensive programme, packed with inspirational resources, designed to help our teachers deliver outstanding science throughout the school.

Website reference: <https://collins.co.uk/pages/primary-science-snap-science>

Short CPD video clips:

<https://www.youtube.com/watch?v=h0hXihErXIE&list=PLIRlh3tVUOuvZAoCC7ELapvF2MRJr652k>

CULTIVATE A SPIRIT OF ENQUIRY in your pupils with practical exploration and investigation activities to inspire the whole class

MAKE CHALLENGING CONCEPTS MEANINGFUL FOR PUPILS with carefully pitched activities and supporting videos and animations

ACCESS CLEAR PROGRESSION within the 'big ideas in science' which are clearly visible within each topic and each module

UTILISE SIMPLE SCIENCE SOLUTIONS which support you in delivering engaging lessons and extend your subject knowledge

REVIEW, TRACK AND RECORD EVERY CHILD'S PROGRESS - with complete coverage of all concepts and skills for the Teacher Assessment Framework, providing a comprehensive assessment solution

HELP EVERY CHILD ACHIEVE with three levels of differentiated challenge in every lesson

The scheme is an online platform and includes:

1. Teach section: Lesson plans, resources and additional material such as: Module overview chart - medium term plans/resources matrix/ progression charts/ working scientifically charts/ Glossary)
2. Assessment section: List of topics covered. Working scientifically and curriculum statements – Tasks for each objective link to lessons completed. Once completed this is recorded as done on the online assessment class record.
3. Class records section: This will hold assessments and modules completed for each child and will be fully functional by end of the first term.

Example of Snap Science Assessment:

SNAPSHOT ASSESSMENT: WHICH STATE IS WHICH?

Year group: 4 | Module 1: In a State. Lessons 1, 5, 6, EL3

Curriculum statement:

Compare and group materials together, according to whether they are solids, liquids or gases.

Resources:

5-7 materials, including a hard and soft solid; a powder; 2 liquids of different viscosity; a gas

Activity instructions

This activity is for individual children or pairs of children.

Arrange the headings 'solid', 'liquid' and 'gas' next to each other (or draw a simple table). Ask the child / children to sort the properties cards under the correct headings to show properties that apply to solids, liquids and gases, which allow us to sort materials. Explain to children that if a property applies to more than one state of matter, they can place it so that it overlaps two columns. There may be some statements that do not fit into any of the columns – leave these on one side.

Note: If two children are working together, they must discuss and agree where to place each one.

Now present the children with the materials and ask them to place each under the correct heading, explaining how they know where to put each property card.

Questions to check understanding

Can you explain why you placed this card here? Does this property apply to all [solids / liquids / gases]? Will it help us to decide what state a material is in? What properties are you looking for to help you to sort the materials? What happens when you pour a powder or grainy solid? How can you tell that the powder is a solid? How can you tell that the [viscous liquid] is a liquid?

Curriculum statement is achieved if the child:

Can place the cards in the correct columns. Can recognise that 'transparent', 'opaque' and 'hard' are not characteristics that are useful for sorting into solid, liquid and gas. Can correctly sort the materials, giving reasons that relate to their properties.

See also power point guidance for Science and IPC on school sharepoint:

https://eastburyprimaryschool.sharepoint.com/:p:/r/_layouts/15/Doc.aspx?sourcedoc=%7BF79C2FD1-455A-4A61-A903-AD8A25553300%7D&file=IPC%20and%20Science%202018%202019%20.pptx&action=edit&mobileredirect=true&PreviousSessionID=1983bbbd-75ac-e045-3196-fa7d157a4d9c

IPC Background information:

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-12 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

Fundamental to the IPC approach to learning is a clear progression in skill development. This even applies to the personal learning goals which emphasise adaptability, resilience, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries.

The International Primary Curriculum (IPC) has been successfully supporting schools to achieve the outcomes of the National Curriculum for England for over a decade. There are over 1,300 schools in England using the IPC. The IPC is used by schools in more than 92 countries around the world.

Reference: <http://www.greatlearning.com/info/how-are-you-getting-on-web/about-ipc>

IPC at Eastbury:

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Who am I?	The Magic Toy Maker	Let's Celebrate
2	Treasure Island	Buildings	Hooray let's go on holiday!
3	Chocolate	Temples, tombs and treasures	What's on the menu?
4	Footprints from the past	They made a difference	Young Entrepreneurs
5	Myths and legends	AD 900	The great, the bold and the brave
6	The time tunnel	China	Mission to mars / Y6 1 week Enterprise

Links with English, maths and science: Wherever possible, links are made between subjects with Literacy and Language, Inspire maths and Collins Snap Science Scheme.

Links to other subjects: Where possible links to other subjects should be made, this will ensure coverage and meeting of objectives via cross curricular links.

Timings

Timings given on the IPC Unit of work are only guidelines, it is up to the year team to discuss and focus on objectives that need to be met each half term for different subjects. Coverage of different curriculum area should provide breadth and depth. One session is dedicated to IPC (1hour – 1hour 30min) and one session for Science (1hour – 1 hour 30min) per week.

Learning objectives and learning goals:

The learning goals and personal learning goals for IPC are found in the IPC Scheme of Work. IPC scheme identifies personal goals per lesson and these need to be written on the IPC plan. The IPC class spider should be evident in class as part of the display expectations. It should have personal goals attached.



Success Criteria:

Each IPC subject has a defined success criteria that needs to be typed and printed for children to stick in their IPC books. This needs to be in colour for Year 1 to Year 6.

The IPC learning Cycle

The learning cycle needs to be evident in IPC weekly planning and should be evident in pupils' books. See example IPC plan in Appendix 1.

LO:
Success criteria:
1.
2.
3.
IPC (Subject)

STEP 1: Entry Point:

Introduction to the topic: This is planned to excite and hook the children to their new learning. This is planned through 'Wow day', visits out, special speakers to school and through presentations of aspects of work done by the children at home as 'Family homework project'.

Topic Front Cover: Children to create a cover page for new topic to separate previous topic with the new.

STEP 2: Knowledge Harvest (Brainstorm – what children already know, what they think the topic will be about):

Explore what children already know about the topic. This can be done in different ways in the class using a variety of different activities. Children can work in pairs or in groups to mind map ideas, create fact cards or put facts in order of what they already know are true, false or unsure about.

STEP 3: The Big Idea and Explaining the theme: Overview

The pupil needs to be completed and uploaded onto the school website. Overviews need to be stuck in IPC books for pupils to use and refer back during the topic and can be used as a self-assessment tool at the end of the topic. It is used as a discussion tool to show pupils what will be covered in each subject.

STEP 4: Lessons: Subject research and recording activities: IPC Lesson tasks:

Lesson plans given as part of the IPC SoW to be used as the backbone. Resources and materials needed including website links are detailed with personal goals and objectives to be met for each lesson (task). The recording activity gives ideas about how evidence of new learning can be shown. For topics where national curriculum objectives do not fully match but need to be completed, for these objectives teachers will need to plan for lessons using resources from other sources. IPC subject leaders will support the planning where required. It will be important to stick to the objectives for each particular year group as taken for the national curriculum. This will ensure the right coverage of different subjects and it is not duplicated across year group.

The Lesson Cycle – 6 part lesson:

The lesson cycle should include; Starter: a 'hook' to engage and excite the learners, share the learning objectives and success criteria, present new information using variety of methods to allow all children can access the curriculum. Main activity: children to complete the tasks in pairs and groups (allow lots of opportunity for partner talk). Apply their understanding: Organise tasks for pupils to apply their new knowledge to real life situations. Plenary: share learning, review lesson and reflect on objectives and success criteria met.

STEP 5: Exit point for the IPC topic:

Children display their work completed throughout the topic as a celebration. This can be done as a performance in assembly or as a visit out to a museum exhibition. Parents can be involved in special projects to show the learning that has been completed. Children work can be displayed in class and around the school with clear captions, labels and pictures.

STEP 6: Evaluation and reflecting on learning:

Children will carry out a self-assessment at the end of each unit. Children will evaluate different aspects of their learning. For KS1 and KS2 the evaluation form shown in appendix 1.1 can

be modified to suit different ability pupils and year groups. For example, KS1 can use pictures and children can write short captions to describe what they did. In some cases, questions will need to be explained further.

Displays

Children's work need to be celebrated in class and across the school. Displays should show work completed during the topic and final pieces of work. Key words and vocabulary and pictures can be used to support the learning of all children in the class, displays should be vibrant, colourful and interactive.

Science Displays:

Needs to show the super heroes that are being explicitly taught during the practical scientific enquiry lessons (see documents from INSET training sessions). There should be an investigation area in the class that allows children to question and explore scientific ideas. This can be linked with IPC topics where possible.

7. Learning Environment in KS1 and KS2

Learning environments from years 1 to 6 should have the following:

General	Maths	English	IPC / Science
5 Bs	Minus to over 100 number line	Working wall + Lettering	Spider net (buy for all staff)
British values Eastbury values	Maths method examples	Colour coded colours for children's words + examples for each by teacher	IPC Questions/from spider on board or near front of class
Reading ambassadors	Times tables	Washing line for children's half termly writing example	Science posters used and displayed during lesson.
Good to be green day	Working wall + Lettering	Marking poster	Science characters
	LO + SC front of class	LO + SC front of class	Key vocabulary relating to current topic
Children's work displayed and celebrated	Key Vocabulary related to current topic	Key Vocabulary added in context throughout the year	

Star with name of child who has had star of the week		Inviting book corner/theme with text posters about reading skills	
Time out area, board, book			
Important information, passports, fire evacuation, playground duty, first aiders,			

Display Areas –

English working wall

Maths working wall

Science

Celebration – stars, work

IPC – what would we like to learn? /work/key words

British values and school values

Rewards – House points, respect

Good to be green cards

8. EYFS

Teaching and learning strategies

In Early Years at Eastbury, we follow these principles in teaching and learning:

- Effective use of partner talk.
- Appropriate use of AfL strategies.
- A balance between adult-led, adult-directed and child-initiated activities and independent learning.
- Active participation.
- Open-ended questioning to develop thinking skills.
- Effective modelling to scaffold learning.
- ECAT strategies to develop communication skills.
- Learning objective shared and explained.
- Effective and differentiated resources to stimulate learning and curiosity.
- Children know their targets.
- Whole class, small group and one to one sessions.
- Learning through structured play opportunities
- Cross curricular approach
- Working in partnership with parents

- Personalised observations based on what the child is able to do are written positively and refer to ages and stages (see Development Matters)
- Personalised observations are based on how the child learns referring to Characteristics of Effective Learning, well being and involvement.

EYFS learning environment

- Continuous provision is inviting, accessible and enabling. (Descriptors to cover: reading, writing, maths, discovery, role-play, EAD Malleable).
- Enhanced provision is stimulating.
- There are opportunities for reading across all areas of learning.
- There are opportunities for writing across all areas of learning.
- There are opportunities for maths across all areas of learning.
- Children are exposed to different languages and text types.
- Time out area encourages reflection on school rules.
- Behaviour management system displayed and used consistently and effectively.
- Print rich environment (across all areas) to include topical vocabulary.
- Display boards up to date and labelled.
- Outdoor area set up to encourage independent and child-initiated learning.
- Children's work and voice are displayed and celebrated.

Homework in EYFS

- Homework should consolidate learning in class and help to build a strong partnership between the parent and the school.
- Reading books, matched to children's attainment, are sent home weekly.
- Letter formation and number formation practise sheets are given to children on alternate weeks.
- Educational online games (using Education City) are given when children are ready.

Topics covered in Early Years

EYFS: Nursery

Term	Topic
N Autumn 1	Settling in
N Autumn 2	Traditional tales
N Spring 1	People who help us
N Spring 2	Planting/Dinosaurs
N Summer 1	Wild animals

N Summer 2	Travel and Journeys/Transition
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EYFS: RECEPTION

Term	Topic
R Autumn 1	Me and my family Similarities and differences Seasons Autumn
R Autumn 2	Bears in the forest Nativity Seasons Winter
R Spring 1	Transport Forces – push pull, slide roll, float sink
R Spring 2	Farm animals Seasons Spring
R Summer 1	Mini-beasts/Lifecycles
R Summer 2	Planting and Growing Seasons -Summer

9. Inclusive Teaching

The goal for inclusive education is to widen access to education and to promote full participation and opportunities for all learners, including those vulnerable to exclusion, to realise their potential. Key to this is viewing learning for all children as a process rather than coverage of content.

Some pupils have barriers to learning for example speech and language, social, emotional and mental health difficulties and/or physical difficulties that mean they have special needs and require particular action by the school. Some pupils are more able than the majority of their peers and equally need action taken to ensure they progress at an appropriate rate.

To ensure all children have access to the curriculum the following should be carefully considered and planned for:

- Teachers should plan suitable learning objectives and success criteria, responding to children's diverse learning needs.
- All staff should ensure all children are able to access planned activities and where required they should be appropriately differentiated.
- Assessments should take into account the type and extent of the additional need for the individual child.
- All teachers should ensure additional support has been appropriately used when available.

- All teachers should ensure additional resources have been used to support learning where required.
- All teachers should provide opportunities for all children (regardless of their ability) to work and become independent learners.
- Provide key vocabulary with a range of visuals displayed for a variety of curriculum areas to support access.
- Record keeping should show what provision is being made for children with additional needs that is additional to and different from that provided for other children.
- In collaboration with the SENCO, teachers should use pupil passports for some learners (with more complex learning needs) for a more focused approach to their learning. These should be developed to maximise learners' independence and involvement in goal setting and also collaboration with parents and families.
- Co-operative teaching where teachers take a team approach involving learners themselves, parents, peers, other school teachers and support staff, as appropriate is also used and encouraged.
- Teachers should support participation for children with additional needs which is meaningful for them and not just provide access. This is encouraged by involving learners in decisions about their own learning and supporting parents to make informed choices for their children.
- The promotion of positive attitudes to diversity and difference is crucial for widening participation.

10. Homework

Homework should consolidate learning in class and help to build a strong partnership between the parent and the school.

For years 1 to 6, weekly homework should alternate between recording in homework books and being completed on-line (using Education City and MyMaths). During on-line homework weeks, additional written homework should be available to parents on request.

In addition, there should be weekly spellings (consolidated by writing in sentences) and weekly times tables appropriate to the year group. These should be recorded in the homework books.

The topic for the next week relating to Votes for Schools should also be provided as part of the homework to act as a basis for discussion at home.

11. Linked Policies

This policy should be read in conjunction with the annual strategic planner, feedback policy, the monitoring of learning policy and the behaviour policy.

APPENDIX 1: IPC Planning Template

APPENDIX: 1.1: END OF IPC TOPIC PUPIL SELF EVALUATION (EDIT AS NEEDED FOR YEAR GROUP)

IPC EVALUATION

Name: _____ Year group: _____ Date: _____

IPC Topic title: _____

1. What I enjoyed best about this topic:	
2. What I have learnt new:	
3. What I did well:	
4. What I can improve next time:	
5. What questions I still have:	

Evaluations may look slightly different based on subject and key stage, generally it needs to show a reflection and review of the children's learning for the topic completed.

APPENDIX 2: PLANNING TEMPLATES FOR ENGLISH AND MATHS

Eastbury Primary School – Weekly Planner

Subject: English

Class: _

Week beginning:

Task and context	Fiction Unit – Non – Fiction Unit
Audience	
Purpose (what do we want the reader to think/feel/do /know/imagine?)	•
Form	
Vocabulary, language and style	
Grammar	
Punctuation	
Spelling	

RWI Unit:			Homework:	
Unit references:				
L.O:	L.O:	L.O:	L.O:	L.O:
SC: I can...				
Day:	Day:	Day:	Day:	Day:
Opps to write:				
Use of adults (including teacher):				
Marking:	Marking:	Marking:	Marking:	Marking:

Eastbury Primary School – Weekly Planner

Subject: Maths

Class:

Week beginning:

Inspire Maths Unit: Unit references: Teacher's Guide 6A – pp Pupil Textbook 6A- pp. Practice Book 6A – pp		Key Vocabulary: Key Questions/AfL: Homework:		
L.O:	L.O:	L.O:	L.O:	L.O:
SC: I can...				
Teaching sequence reference: 'Speed maths' starter: see below Teacher's Guide: Mastery: Going deeper: AEN:	Teaching sequence reference: 'Speed maths' starter: see below Teacher's Guide: Mastery: Going deeper: AEN:	Teaching sequence reference: 'Speed maths' starter: see below Teacher's Guide: Mastery: Going deeper: AEN:	Teaching sequence reference: 'Speed maths' starter: see below Teacher's Guide: Mastery: Going deeper: AEN:	Teaching sequence reference: 'Speed maths' starter: see below Teacher's Guide: Mastery: Going deeper: AEN:
Resources:	Resources:	Resources:	Resources:	Resources:
Use of adults (including teacher):				
Marking:	Marking:	Marking:	Marking:	Marking:

'Speed maths' starter - Monday

	Questions	Jottings	Answers
1			
2			
3			
4			
5			

'Speed maths' starter - Tuesday

	Questions	Jottings	Answers
1			
2			
3			
4			
5			

'Speed maths' starter - Wednesday

	Questions	Jottings	Answers
1			
2			
3			
4			
5			

'Speed maths' starter - Thursday

	Questions	Jottings	Answers
1			
2			
3			
4			
5			

'Speed maths' starter - Friday

	Questions	Jottings	Answers
1			
2			
3			
4			
5			

APPENDIX 3: EARLY YEARS PLANNING TEMPLATES

Example of Short Term Overview of Learning and Development

Core text(s): Topic Date week Term

Long term objectives linked to Development matters	Key vocabulary and Questions
LO	

Introduction to learning	
Focused activity (including differentiation)	
Enhanced Provision	

Reception Weekly Planner

DIRECTED ACTIVITIES					
	Mark making/Writing	Maths	UW	EAD	Outdoor/Carpet
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

CLEVER FINGERS				
Maths	Mark making	Construction	UW	EAD

Nursery Weekly Plan for Adult Led Learning

Week Beginning:

Welcome

Focus:

Key words:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Focused group(s)					
Team Roles					

APPENDIX 4: Assessment and Data Cycle

