



Dixons Allerton Academy Primary

Curriculum Guidance

Non-Negotiables



Child Centred

Happiness Respect Achievement

Purpose

Trust

Hard Work

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Rationale: In our pursuit of happiness, respect and achievement, there are a number of non-negotiable aspects to our classroom practice that must be consistent across the academy. They are:

- Ensuring that indoor classroom environments are calm, focussed, stimulating and nurturing places to learn that support children emotional development as well as their academic development
- Supporting children's learning and progress through kind, honest and specific feedback
- Supporting children in supporting each other through kind, honest and specific peer critique
- Supporting children's behaviour and following of routines in respectful, positive and non-confrontational ways
- Supporting children in recognising the progress that they have made and aspiring to continue to make progress through clear target setting
- Ensuring that children access a range of enrichment opportunities that enable them to comprehend the world around them as well as build a respect for who they are, where they have come from and what they aspire to be
- Supporting children in having positive and wholesome attitudes to their own health and safety through providing a nurturing family dining experience at lunchtimes

Given these points we want our children to acquire and refine all of these skills

Aims: This guidance aims to:

- Ensure that all staff understand which aspects of their classroom practice are non-negotiable in our pursuit of happiness, respect and achievement.
- Ensure that staff recognise their role in the supporting of happy, respectful, respected and successful young people who understand how they can make a positive contribution to society
- Ensure that children acquire the skills to interpret and analyse their own work and learning as well as being able to critique and evaluate others in kind, honest and specific ways.
- Ensure that the academy is nurturing to all stakeholders at all times.

Staff Responsibilities: Staff must consider their role in delivering the non-negotiable aspects of our practice. They must be familiar with the content of each continuum and have high expectations of themselves and their colleagues in the relentless delivery and evaluation of these non-negotiables. As staff we all recognise that there is a 'no-excuses' policy to the implementation and adherence of these non-negotiables in our pursuit of happiness, respect and achievement.

Note: At DAAP, we have clear and consistent expectations with regards to classroom environments and displays. In our pursuit of happiness, we believe that our indoor learning environments must be and feel like safe, peaceful and calm places in which to learn. We have high expectations of tidiness and expect that all items contained within classrooms are for children to access and use. In our pursuit of respect, we expect all of our classrooms to celebrate children's learning, work and achievements. It should be children's work that is central to all displays. Children are also expected to respect their own learning environments by taking responsibility for keeping them tidy. In our pursuit of achievement, classroom environments and displays should support children in continually improving their learning. Resources must be challenging and displays must be relevant and contain a range of scaffolding to support learning.

Learning Environments

All learning environments and classrooms (both indoors and outdoors) must be:

- **Tidy** (children are responsible for tidying up and must be trained to do so in every year group)
- **Clutter free** (if it is not supporting learning on that day, put it away)
- Have **clear paths** in which to walk through
- Have **organised and purposeful resources** that are readily available to children (If it is in the classroom, it must be accessible to children. If it is not accessible to children it should not be in the classroom.)
- All resources are **open ended** to encourage children's enquiry and imaginative thinking.
- All resources are natural to support children in engaging with nature and a range of materials that stimulate a range of senses.
- Clear **labels, numbers of** and **matching photographs** where necessary (including outdoors).
- **Minimalist** in the sense that if a resource is not being currently used, it must be carefully placed back into stock

N.B – All indoor environments must **quiet and calm**. On entering an indoor classroom, the voice of an adult should not be the first thing that you hear. All voices from both adults and children should be quiet. This is to support children in listening carefully to the words that others say as opposed to the sounds that they make.

Quiet and calm indoor learning environments also support all children (with SEND and without) to feel safe and enable them to focus on learning.

Learning Displays

We believe that a neutral and focussed approach to displays ensures clarity of learning for both children and staff. We do not want to over stimulate children and take their focus away from what is important. If it is worth displaying, it should be valuable to learning. As with resources and belongings, there should be no clutter on the walls.

All displays should contain evidence of the following:

- Children's work (most importantly). It is the children's school. It is the children's learning environment. It should be their work and achievements in learning that are deemed worthy of being displayed.
- Clear reasons for the work being displayed. How has this piece of work earned its' place? What is significant about it? What can others learn from it?
- The learning journey as well as the end product should always be displayed and made clear. This will include second and third drafts as well as photographs of the learning experience and quotes from the learner.
- Clear evidence of scaffolding for learning including:
 - a number line on the number display
 - keywords, phonemes and handwriting support on literacy displays
 - key vocabulary relevant to the theme of the display to support language requisition and refinement
 - a book or books on a shelf where needed
 - Also see literacy, calculation and non-negotiable guidance for other forms of scaffolding needed

Our learning displays are consistent throughout school and follow these core principles:

- Display backing is beige (unless in exceptional circumstances)
- All items displayed are backed (at least once, sometimes twice) with a 1cm border with the colour of the backing chosen to complement and enhance the colours contained within the children's work or general theme of the display.
- Borders on displays are carefully chosen to enhance the colours contained within the children's work or relate to the wider theme of the display.
- Splashes of colour in the way of pieces of paper/ card behind the children's work or fabric to the left are also good ways of bringing the display to life while maintaining the focus on the children's work and the importance of neutrality.
- All text is in the school's cursive font (alternative font types are suitable if chosen for a very good reason)
- Children's work is *never* cut around by an adult before backing. Adults must respect the child's use of space when they create a piece of work worthy of displaying. By cutting around the piece of work, an adult is disrespecting the child's choice of the use of space.
- Every display is personalised by the adult and children in that class. Generic display templates (i.e. Twinkle) are never used at DAAP. To do so would contravene our respect agenda as we believe that our children deserve personalised learning resources and displays at all times.



Behaviour (also see our behaviour policy).

At DAA, our behaviour policy mission statement is simple. We want children to do the right thing because it is the right thing to do. We encourage our children to make the right choice because it is the right thing to do. Due to this, we rarely, if ever give extrinsic rewards such as stickers or treats.

All adults aim to create a positive climate of happiness, joy, mutual respect and challenge to support achievement within their classrooms. What a good example. Adults must be positive at all times and must ensure that their body language, facial expressions and tone of voice regularly communicate positivity and openness. They must conduct themselves with an air of positivity and a solution focussed mind set especially when interacting with each other.

Good examples of behaviour and good choice making from children should always be identified and praised. Negative behaviour or behaviour that is less than good should never be pointed out. Adults never say 'no' to children and refrain from pointing out the poor choice/ negative behaviour that they are demonstrating but instead phrase it positively (i.e. rather than 'stop running' or 'no running', adults say 'Please walk' or 'Thank you to ... for walking'.

No adult will ever raise their voice to or shout at any child at DAAP. To do so would be to contravene our happiness and respect agendas. Singing instructions and using repeated rhymes and songs as reminders to children about expectations will always be used in accordance with the songs and rhymes continuum on page 8 of this booklet.

Research shows that such extrinsic rewards do not actually improve behaviour in the long term but actually can make children cynical and narcissistic. We want all of our praise and intrinsic rewards to be meaningful and impactful. We use the following intrinsic rewards as a school:

- Praise (always saying why)
- Extra responsibility (making the child an 'expert' or giving them ownership of a particular job)
- Referring to children as good role models
- Special 'appraisal' style meetings with other staff or parents to discuss what it is that was good about their choice of behaviour.

Conflict Resolution: We always enable children to resolve conflict for themselves. We have expectations of conflict resolution from Nursery. We encourage children to talk to each other and where necessary will give children phrases that they can use to enable them to resolve the conflict that they have. Where we see effective and independent conflict resolution, children are praised. See page 11 of this booklet for the conflict resolution continuum.

Where these positive strategies do not work, we employ the following procedure:

- 1) **Warning** from an adult in the classroom.
- 2) **'Reflection' inside the classroom** (time and place to be decided by class teacher).
- 3) **Yellow letter home** (meeting between class teacher, parent and child).
- 4) **Red letter home** (meeting between Key Stage Leader, class teacher, parent and child).
Behaviour support plan written after the meeting to support the child. Review meetings held half termly.
- 5) **Stage 2 Behaviour Meeting** with Primary Head and parent to discuss how best to support the child.

Note: At DAAP, we give feedback to children through almost every interaction that we hold. Verbal and written feedback must always be **positive, developmental and clear**. The main principle behind powerful feedback is based on 'a star and a wish'. Something that is good (i.e. 'I like the way that... <specific example>'). Inform the child as to their next step (i.e. Now/ Next time think about ... <what will it look like>). Practitioners must always ensure that they return to the learning/ piece of work to evaluate the progress made after the development point. In order for feedback to be truly impactful, resilience must be encouraged, mistakes must be seen as 'learning's friend and progress/ improvements must be celebrated.

Curriculum Guidance

Area of Provision:/ Key Skill/ Teaching Technique:
Marking and Feedback (Verbal and written)

Year Group	Nursery	Reception	Year 1	Year 2	Year 3
What does the learning look like?	<p> Children respond to the smiles and open body language of adults that they trust. They are confident to share their work/ learning with these adults, increasingly knowing that the adult will greet it with warmth and positivity.</p> <p> Children increasingly respond to the positive words (including intonation in voice, facial expression and body language) with smiles and an apparent sense of pride when they share work/ learning. Children become increasingly comfortable with adults sharing their work/ learning with other children knowing that the feedback will be positive and specific.</p> <p> Children begin to respond more effectively and independently to developmental feedback (in line with the marking and feedback continuum). They begin to comprehend the concept of 'mistakes being learning's friend'.</p>	<p> Children are confident to share their work/ learning with a range of friends and adults knowing that it <i>will</i> be appreciated.</p> <p> Children are familiar with and comfortable with their own and others' work/ learning being celebrated regularly in a range of contexts (i.e. whole class, small group). Celebration of work/ learning is always specific. They are increasingly familiar with kind, honest and specific feedback given to them by adults.</p> <p> Children talk about mistakes as learning's friend and respond positively when an adult gives them a next step. They can talk about how they acted upon feedback in a positive way as well as what they have changed (i.e. when repeating, editing and redrafting)</p>	<p> Adults begin marking literacy and mathematics books with 'brilliant blue' and 'green for growth'. A green biro is used to identify spelling mistakes or other secretarial errors. This written feedback is always supplemented by an adult reading the writing and ensuring that children see the link between this feedback and the verbal feedback they have been used to in previous years. Ensure that mistakes are seen as learning's friend at all times.</p> <p> The written and verbal feedback is always done so against a clear success criteria that has been shared. Children are able to verbally respond to a 'brilliant blue' with an opinion and a 'green for growth' with a suggested next step. They will act on this feedback with continuing support and prompting. With support, children will talk about the improvements they have made and listen to an adult comment on the impact of these improvements on their work or learning.</p> <p> The written and verbal feedback is always done so against a clear success criteria sometimes created by and always shared with the children. Children are able to verbally respond to a 'brilliant blue' with an opinion and a 'green for growth' with a suggested next. They will act on this feedback without the need for overt support. They will then share their improvements with a friend or adult talking about what has improved and what they will do differently next time.</p>	<p> Success criteria is usually discussed and decided by the children (quality assured by the adult). Verbal and written feedback is based on this criteria. Children suggest how they will action a next step by planning their actions (verbally or mind mapping). Children begin writing responses to written feedback in the form of a feeling or opinion in their books with support.</p> <p> Children always respond positively and with a plan of action for how they will improve a 'green for growth' point. They will articulate what the improvement will look like and the impact it will have on the quality of the learning. Children will suggest a way of auctioning the point for development (redrafting, editing, repeating, planning).</p> <p> Children write responses to their written feedback with a feeling, opinion or action with adult support.</p> <p> Children naturally and comfortably talk to adults and friends after feedback has been given (verbal or written). They give honest opinions about the feedback and talk about how they will action their 'green for growths'. With some prompting, children independently write a response to written feedback.</p>	<p> Children respond to written feedback with a written comment at least once a week. Response to feedback time in the morning is regular (i.e. almost every day). There is evidence of children responding to feedback in every piece of work by editing their work in the form of such things as spellings and punctuation.</p> <p> Children are able to respond to some feedback and marking that is specific but not as diagnostic (i.e. 'Check your use of speech marks'). This comment may appear in the margin next to where the mistake has been made. Children are able to edit their work in response without the need for an adult to diagnostically point out where these mistakes have occurred.</p> <p> When planning their presentation to parents as part of parents evening, children are able to reflect on the progress that they have made by referring to progress evidenced in their books and the impact that marking and feedback and responding to this feedback has had.</p>

Note: The Peer Critique continuum must work alongside the marking and feedback continuum because the skills that children must practice and refine, as well as the dispositions to learning that children must have are very similar. Children must develop their own resilience first and foremost. Mistakes must be seen as 'learning's friend'. Mistakes and future improvements/ refinements must be celebrated and shared with other children and adults regularly. Once children are able to accept and work on feedback from a familiar adult, they can begin seeking and giving verbal feedback to their peers. The feedback and critique that children offer must be considered and sensitive but also clear, honest and developmental. Verbal feedback given by both adults and children must be based on 'a star and a wish' (see feedback continuum)

Area of Provision:/ Key Skill/ Teaching Technique:
Peer Critique

Year Group	Nursery	Reception	Year 1	Year 2 / 3 (for 2016 17)
What does the learning look like?	<p> Children respond to the smiles and open body language of adults and peers that they are familiar with and trust. They are confident to share their work/ learning with these adults, increasingly expecting that the adult will greet it with warmth, positivity and a specific comment.</p> <p> Children increasingly respond to the positive words (including intonation in voice, facial expression and body language) with smiles and an apparent sense of pride when they share work/ learning. All learning on display is supported by a kind, helpful and specific comment using the word 'because'.</p> <p> Children begin to respond more effectively and independently to developmental feedback (in line with the marking and feedback continuum). They begin to comprehend the concept of 'mistakes being learning's' friend. Children begin to say what they like about other children's work/learning and sometimes say why when prompted by careful questioning.</p>	<p> Children are confident to share their work/ learning with a range of friends and adults knowing that it <i>will</i> be appreciated and that the adult will articulate why it is good in kind and specific ways (both verbally and when the work is displayed). Children will independently pay compliments/say if they like it and with support from adults will increasingly say why.</p> <p> Children are familiar with and comfortable with their own and others' work/ learning being celebrated regularly in a range of contexts (i.e. whole class, small group). Celebration of work/ learning is always specific and against clear success criteria using the word 'because'. All work displayed is supported by comments in line with the above. Children are familiar with a next step being shared and can increasingly follow this up in a range of ways when directed.</p> <p> Children talk about mistakes as learning's friend and respond positively when an adult gives them a next step. They can talk about how they acted upon feedback in a positive way as well as what they have changed (i.e. when repeating, editing and redrafting). Children are used to and comfortable with the concept of 'stop and celebrate' and know that feedback will always be kind, helpful and specific.</p>	<p> During the first few weeks of Year 1, the climate and culture of celebrating each other's work/ learning must be created again.</p> <p> Children are familiar with and comfortable with their work/ learning being appraised by an adult against clear and pre-determined success criteria. Children are familiar with receiving critique from adults via verbal comments during the school day and written comments on their work. They recognise that positives and development points are based on success criteria. With careful scaffolding children are able to act upon this feedback in a range of ways.</p> <p> Children are able to generate clear success criteria as part of a discussion often with an adult. They are able to do this in a range of contexts; a range of areas of provision and in a range of areas of learning. When receiving critique children are aware of the focus of the critique – the focus of the critique must always link directly to success criteria. Children sometimes independently and naturally discuss each other's work/ learning in structured ways (i.e. using key phrases that adults have previously modelled). Following discussions with adults and peers children are able to act upon feedback in increasingly independent ways, often choosing to revisit learning at a later stage.</p> <p> With support from an adult, children participate in 'gallery critique' sessions. They are able to select examples from the gallery that impress them and discuss why. Children also participate in in-depth critique sessions focusing on one individual's work – this will initially be an adults work and where appropriate may begin to focus on the work/learning of one child. When making comments on another's learning children are aware of how to make their critique kind, helpful and specific. When reflecting upon critique shared children are able to improve their own work/learning in relation to the feedback discussed.</p>	<p> With support and guidance from and adult children are able to generate clear success criteria. Children are able to analyse and discuss what excellence consists of – not just the meeting of success criteria but how best to meet them. Children are familiar with receiving either written or verbal feedback on most/all learning/work; children have the expectation that they will have time to apply the improvement to the piece of work in progress.</p> <p> Children independently identify when another child's learning is an example of the very best they give a clear reason as to why it is a good example. Without overt prompting, children use repeated phrases and feedback stems learned in Year 1. Children are able to focus their critique comments around predetermined success criteria – they ensure their comments are helpful by ensuring they link to the success criteria. Children always discuss next steps in one another's learning and how they can carry it out. Children are able to reflect on their strengths, their needs and their goals.</p> <p> Children are able to identify the need for and then independently give kind, specific and honest advice to another child articulating how it will improve the quality of their work/ learning. Children are able to question one another about their work/learning eg. <i>"I'm curious why you chose to begin with this...?"</i> Or <i>"Have you considered including?"</i> Children naturally teach each other giving kind, specific and honest advice in a range of independent contexts. Advice given and received will include children redrafting, rethinking and editing their work/learning. Children will return for further opinions and advice after the editing stage. Children will be familiar with their work/learning being shared with a wider audience. Children are able to articulate their critiquing, editing and improving journey to others.</p>

<p>What can adults do/ provide?</p>	<p> Always praise children's learning and behaviour specifically (i.e. 'Good listening!')</p> <p> Always greet children's sharing with open body language, warm tone of voice, positivity and a specific comment: eg. <i>"I like that wiggly line on your painting."</i></p> <p> Always back up instructions with clear gestures (i.e. 'Pour the milk' – pouring gesture with your hand).</p> <p> Always give children specific praise (using the word 'because') and a clear next step based on their learning. Eg. <i>"I really like how you brought me your picture and told me about it because now I know ..."</i></p> <p> Introduce the concept of the 'expert' display 'photos of experts' in the classroom.</p> <p> Adults create opportunities to positively share children's achievements with peers, other adults (parents/staff).</p> <p> Adults model and rephrase to correct misconceptions.</p> <p> Through interactions, ask children to say what they like about other children's work/ learning. Where appropriate, ask them to say why. <i>"What would you do next?"</i></p> <p> Learning on display includes a supporting comment that is kind and helpful and increasingly specific.</p>	<p> Adults celebrate work/learning of children in small groups and as a whole class.</p> <p> Always take time to positively verbalise what is good about the learning and explain why using the word 'because'.</p> <p> Always model giving compliments, saying if they like the work/learning and explaining why.</p> <p> Always give kind, helpful and specific advice, articulating what steps to success you are basing your critique on. Always give appropriate next steps – editing / adding to / improving upon existing learning/knowledge. Adults always scaffold a child's response to feedback enabling them to follow up the next step.</p> <p> Adults model making mistakes and responding to feedback. Always model acting upon feedback instantly and later revisiting learning.</p> <p> Always support children to act upon feedback in increasingly independent ways. Always celebrate children's final piece, edited work/learning with them after they have acted upon feedback; discussing changes and improvements.</p> <p> Always encourage children to give a reason why when making comments.</p>	<p> Always give kind, helpful and specific comments when giving feedback to children – these comments whether written or verbal must always relate to predetermined success criteria.</p> <p> Adults always support children in following up points for development in a range of ways.</p> <p> During inputs ensure there is a discussion around the generation of success criteria for the learning input is focussing on. Support children in regularly talking about and maybe writing down success criteria in areas of provision and for independent and original ideas. When offering critique always use repeated phrases.</p> <p> Always ensure the focus for critique is articulated (ie – differentiate between critiquing for specific content qualities and critiquing for mechanics).</p> <p> Adults provide opportunities for children to hold gallery critique and in-depth critique sessions.</p> <p> Adults structure the critique sessions based on critique guidelines. Always allow children time to reflect upon critique discussions and making changes/apply new thinking while the work is in progress rather than retrospectively.</p>	<p> Always involve children in the generation of success criteria as well as a discussion on how best to meet these.</p> <p> Always provide opportunities for children to stop and evaluate their learning so changed can be made of new thinking applied while the work is in progress, rather than retrospectively.</p> <p> Provide children with highly contextualised models for how they might improve their own work – eg. showing best examples on a visualiser part way through a lesson.</p> <p> Use house of thoughts and make available for children to use independently.</p> <p> Ensure children are regularly participating in both gallery and in-depth critique sessions in both small and class groups.</p> <p> Archives of student work are carefully studied to provide children with a taste of excellence – always critique and discuss what makes the work powerful.</p> <p> Invite real life experts, professionals and guest speakers to articulate and present what excellence and real life models of the work in focus look like.</p> <p> Provide opportunities for children's work to be made public so children are able to articulate and present their learning processes (multiple drafts etc) to others.</p>
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Area of Provision:/ Key Skill/ Teaching Technique:
Children as experts and researchers

Year Group	Nursery	Reception	Year 1	Year 2 3 (for 2016 17)
<p>What does the learning look like?</p>	<p> Children show an interest in a range of things around them. They may have some obsessions that they insist on acting out, completing, experiencing or talking about.</p> <p> Children increasingly use adults as a tool for getting help and finding out more. They understand that communicating can lead to the solving of a problem, getting the help they need or finding something out. Children begin to appreciate that things they are interested in or obsessed with are found in books and on the computer/ hand held ICT devices.</p> <p> Children ask questions in simple sentence structures sometimes using a question word. They are beginning to understand that a question can help them to get the help that they need or find out more about something that they are interested in. Children sometimes use non-fiction books and internet searches when suggested by an adult to find out more about an obsession. Children are sometimes experts of simple things in classroom (i.e. tidying a certain area, talking about an obsession, playing with a certain resource)</p>	<p> Children continue to ask simple questions to find out more in structured ways. They are proud to be the expert in something they are/ have been obsessed with. Children develop natural areas of genuine interest that with adult support they learn more about through research on their internet and in books.</p> <p> Children talk about and ask questions naturally (using increasingly effective language) about the things that interest them. They call themselves the expert. They may also be given the title of expert by an adult for something they are good at (i.e. tidying up).</p> <p> Children can ask a question using a question word that they have learned. They are confident to talk about an area of interest that they are an expert in. Often when suggested and facilitated by an adult, children use non-fiction books and internet searches on hand held devices to find out more about things they are interested in.</p>	<p> Children continue to ask questions to find out more. They are resourceful in asking for help from a range of people including other children. They continue to research about things that interest them in books and on safe internet searches with close adult support and guidance. They begin to share what they have learned with others by speaking.</p> <p> Children continue to develop genuine areas of interest (that are fast becoming areas of expertise) that they pursue when they have opportunity to initiate their own learning independently. They talk about what they already know and use questions, books and internet searches to find out more and sometimes refine their learning.</p> <p> Children are always able to ask a clear and concise question of another child or adult in order to find out more. They have an emerging area of expertise that they are excited by and proud of. When children encounter an unfamiliar concept; a gap in their knowledge or something new, they suggest to look in a non-fiction book or research on the internet. They research with overt adult support in order to find an answer.</p>	<p> Children continue to suggest research as a resourceful way to find out more about a given subject as well as their own area of expertise. They receive adult support to initiate research but are then able to complete that task independently. They continue to ask clear questions of experts around them in order to find out more.</p> <p> Children initiate research with increasing independence. They access books and devices to find out more about things that interest them. As well as saying what they have found out, they ask further questions and begin to record their findings by writing simple records such as fact sheets and other non-fiction texts about their area of expertise.</p> <p> Children use questions as an integral learning tool. They record and document the answers to questions that they ask and use these answers to improve and add to their learning/ work/ area of expertise. Children confidently and independently use non-fiction books and safe internet searches to find out more about a range of topics as they come across them in their independent learning.</p>

Note: We sing a range of songs and rhymes to support children in following routines in child-centred and developmental ways. Songs and rhymes act as gentle reminders for children to complete tasks and support them through certain transition points. Songs and rhymes can remind children about behavioural expectations in nurturing, supportive, positive and non-confrontational ways. Songs and rhymes also support children in learning to understand the rhythm in spoken word and power of effective communication which both underpin progress in early reading and writing.

Songs and Rhymes in Managing Behaviour- Non-Negotiables (Nursery to Year 2)

Yr	Song/ Rhyme	Why?
N	<p>'Hello how are you?' – 'Very well thank you' 'Can I see 10 wiggly fingers?' 'Are you listening?' – 'Yes we are' (clapping hands and locking fingers). 'Is everybody ready/ listening or nearly everybody?' 'Can you use your ... voice? – Yes we can, yes we can!' 'Feet, feet, feet, walking up and down the street. Big feet, little feet, walk with me' '1,2,3,4 are sitting on the floor/ standing by the wall/..., 5,6,7,8, hurry up or you'll be too late'. 'The witch goes ha ha ha The ghost goes ooooh. etc.'</p>	<p>In order to respond to a greeting with words. In order to support children in stopping when they are busy. In order to refocus children's attention when learning in an adult directed/ led situation (i.e. on the carpet/ in the line) *Children's responses should be at the same volume and speed and ideally at the same pitch and as the adults. In order to positively manage a large group of children where some children are not following the instruction. In order to remind children about which voice is suitable at which point. Particularly important for reminding children and adults to use a quiet voice indoors. In order to remind children in Early Years about using sensible, walking feet whilst indoors. In order to instruct children to be in a specified place by a specified time. In order to build children's responses to adult communication.</p>
R	<p>'Hello how are you?' – 'Very well thank you' 'Can I see 10 wiggly fingers?' 'Are you listening?' – 'Yes we are' (clapping hands and locking fingers). '1,2,3 Look at me!' 'Can you use your ... voice? – Yes we can, yes we can!' 'Look at me look at me look at me, hands free lips together look at me'. 'Feet, feet, feet, walking up and down the street. Big feet, little feet, walk with me' '1,2,3,4 are sitting on the floor, 5,6,7,8, hurry up or you'll be too late'. 'I'm looking... I'm looking... for people who are lining up (x2). Is it you ... Is it you... Is it you...'</p>	<p>In order to respond to a greeting with words. In order to support children in stopping when they are busy. In order to refocus children's attention when learning in an adult directed/ led situation (i.e. on the carpet/ in the line) * Children's responses should be at the same volume and speed and ideally at the same pitch and as the adults. In order to quickly redirect children's attention to the adult after an alternative task in a large group situation (i.e. talking partners) In order to remind children about which voice is suitable at which point. Particularly important for reminding children and adults to use a quiet voice indoors. In order to gain children's attention when learning independently or in small groups. In order to remind children in Early Years about using sensible, walking feet whilst indoors. In order to instruct children to be in a specified place by a specified time. In order to support children in being ready in a large group situation (i.e. on the carpet or lining up time).</p>
Y 1	<p>'Hello how are you?' – 'Very well thank you' 'Are you listening?' – 'Yes we are' (clapping hands and locking fingers). '1,2,3 Eyes at me!' 'Hi' 'Hi' 'Can you hear me?' 'Hear me'. 'Are you near me?' 'Near me' 'Hi' Hi</p>	<p>In order to respond to a greeting with words. In order to refocus children's attention when learning in an adult directed/ led situation (i.e. on the carpet/ in the line) *Children's responses must always be at the same volume, pitch and rhythm as the adults. In order to quickly redirect children's attention to the adult after an alternative task in a large group situation (i.e. talking partners) In order to gain children's attention when learning independently or in small groups.</p>
Y 2	<p>'Hello how are you?' – 'Very well thank you' 'Are you listening?' – 'Yes we are' (clapping hands and locking fingers). '1,2,3 Eyes at me!' 'Hi' 'Hi' 'Can you hear me?' 'Hear me'. 'Are you near me?' 'Near me' 'Hi' Hi Sung commands each with its own melody 'Everybody stand up' 'Everybody sit down' 'Come and seat with me' 'Hold hands into to circle' 'Line up at the door' 'Find a good space. Stand still' 'Say boom chicka boom – Say boom chicka boom' x2</p>	<p>In order to respond to a greeting with words. In order to refocus children's attention when learning in an adult directed/ led situation (i.e. on the carpet/ in the line) * Children's responses should be at the same volume and speed and ideally at the same pitch and as the adults. In order to quickly redirect children's attention to the adult after an alternative task in a large group situation (i.e. talking partners) In order to gain children's attention when learning independently or in small groups.</p>
Y 3	<p>'Are you listening?' – 'Yes we are' (clapping hands and locking fingers). '1, 2, 3, eyes on me' 'Hi' 'Hi' 'Can you hear me?' 'Hear me'. 'Are you near me?' 'Near me' 'Hi' Hi 'Say boom chicka boom – Say boom chicka boom' x2</p>	<p>In order to respond to a greeting with words. In order to refocus children's attention when learning in an adult directed/ led situation (i.e. on the carpet/ in the line) * Children's responses should be at the same volume and speed and ideally at the same pitch and as the adults. In order to quickly redirect children's attention to the adult after an alternative task in a large group situation (i.e. talking partners) In order to gain children's attention when learning independently or in small groups.</p>

Songs, Instruments and Musical Vocabulary - Non-Negotiables (Nursery to Year 3)

Note: These songs have been selected to reflect the progression of how pupils should be using their voices and the level of expectations that we should have depending on their year group. They can be adapted and changed for other songs that are of similar difficulty and setting (e.g. Frere Jacques and London's Burning are both simple rounds) if you find songs that fit with a specific topic or that you feel would be more appropriate for your particular class.

There are five songs for each year group: one song per half term, leaving a half term free for special occasion songs such as Harvest, Christmas, Eid or end of year.

If there are songs or vocabulary that you are unfamiliar with, please do not hesitate to ask me for guidance.

Year Group	What does the learning look like?	Vocabulary	What can adults do/ provide?
Nur	<p>Begin to move rhythmically. Imitate and create movement in response to music. Tap out/make up simple repeated rhythms.</p> <p>Join in with repeated refrains and rhymes. Explore and learn how sounds can be changed. Sing a few familiar songs. Make up simple songs.</p>	<p>Use everyday language to talk about sounds, instruments and songs. E.g.: loud, quiet, fast, slow.</p>	<p>Instruments: (in provision) A variety of tuned and un-tuned percussion instruments e.g. xylophones, glockenspiels, triangles, maracas, shakers, tambourines etc.</p> <p>Songs: Incy wincy spider Baa baa black sheep If you're happy and you know it Sing a rainbow Wind the bobbin up</p>
Rec	<p>Explore the sound of different instruments. Experiment with different ways of creating a rhythm. Experiment with ways of changing songs, music and sounds.</p> <p>Begin to build a repertoire of songs. Sing songs and make music, experimenting with different instruments. Sing songs, make music and experiment with ways of changing them.</p>	<p>Use everyday language to talk about sounds, instruments and songs. E.g.: loud, quiet, fast, slow.</p> <p>Use language to give opinions about sounds, instruments and songs.</p>	<p>Instruments: (in provision) A variety of tuned and un-tuned percussion instruments e.g. xylophones, glockenspiels, triangles, maracas, shakers, tambourines etc.</p> <p>Songs: Hey diddle diddle Sing a song of sixpence One finger one thumb Heads, shoulders, knees and toes One, two, three, four, five</p>
Yr 1	<p>Make a sequence of long and short sounds with help. Make and control long and short sounds. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Start to recognise different instruments. Play un-tuned instruments and simple tuned instruments musically. Hear the pulse and rhythm in music and understand the difference.</p> <p>Sing songs and remember lyrics. Imitate changes in pitch-high and low. Follow instructions on how and when to sing/play an instrument. Begin to take notice of others when performing. (begin to sing simple rounds) Begin to use voice in different ways to create different effects. Begin to understand why we warm our voices up.</p>	<p>rhythm pulse pitch</p> <p>names of un-tuned percussion instruments e.g. maracas, tambourine, wood block, castanets,</p>	<p>Instruments: (in provision – see EYFS) Children begin to use these instruments in discreet music sessions to accompany singing, create their own rhythms and explore how sounds can be changed.</p> <p>Songs: There was a princess long ago Puff the magic dragon Boom chicka boom (chant) When I was one London's burning</p>
Yr 2	<p>Perform in an ensemble with instructions from the teacher. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation. Carefully choose and order sounds to create an effect. Create short musical patterns. Play instruments with control so they sound as they should. Start to compose with two or three sounds. Identify the pulse and rhythm in music and be able to explain the difference. Recognise a variety of instruments. Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Change sounds (voice and instrument) to suit a situation. Understand how and why we warm our voices up. Sing songs in ensemble following the tune well. Show control in voice and pronounce the words in a song clearly. Take notice of others when performing (sing simple rounds)</p>	<p>timbre (sound quality) – smooth, crisp, scratchy, rattling, tinkling etc. dynamics – loud, quiet tempo - fast, slow pitch – high, low</p> <p>names of un-tuned and tuned percussion instruments e.g. glockenspiel, xylophone, hand bell, triangle</p>	<p>Instruments: Learn to play recorder through whole-class teaching.</p> <p>Songs: Frere Jacques Michael Finnigan Do re mi Morningtown Ride Lickety split (chant)</p>
Yr 3	<p>Internalise the pulse in music. (play/sing in time) Play notes on instruments clearly including steps/leaps in pitch. Maintain a simple part within an ensemble. Sing songs from memory with accurate pitch and in tune. Improvise (including call and response) within a group using 1 or 2 notes. Compose and perform melodies using two or three notes. Effectively choose, order, combine and control sounds. Be able to identify and know the difference between rhythm and pulse.</p> <p>Show control in voice and pronounce the words in a song clearly. Create/improvise repeated patterns (ostinato) with a range of instruments. Understand the importance of warming up our voices.</p>	<p>duration – note, quaver, crotchet, minim, semibreve, rest (must also recognise notation)</p> <p>dynamics – piano, forte, crescendo, diminuendo</p> <p>tempo – allegro, andante, largo</p> <p>texture structure</p> <p>names of some 'popular' instruments and their instrument group E.g. guitar (percussion), piano (percussion), recorder (wind), drums (percussion), violin (string), flute (wind), trumpet (brass)</p>	<p>Instruments: Continue to play recorder through whole-class teaching, incorporating more ensemble playing.</p> <p>Songs: Si, si, si Pack up your troubles Long way to Tipperary This little light of mine Way down yonder (chant/rhyme)</p>

Note: Family Dining is a non-negotiable aspect of school life at DAAP. Family dining supports our children in developing independence; positive attitudes to eating and eating routines; collaboration and helping others; a deeper understanding of healthy eating and healthy living and supports our strong sense of community. There are high expectations of children serving themselves: organising their own space: supporting others in organising their space:

Family Dining

Yr Grp	What does the learning look like?	What can adults do/ provide?
Nur	<p>Children usually wash their hands before eating without needing to be reminded by an adult.</p> <p>Children independently access water and milk by pouring from a jug into a cup with an understanding of when the cup is half full.</p> <p>Children sit at a table to eat and drink and with adult support stick to a main theme or intention sometimes listening and responding to others when the conversation interests them.</p> <p>Children independently access fruit snack and clean their eating space after themselves (with support and prompting if needed).</p> <p>Children accurately pour their cereal with increasing understanding of when the bowl is half full.</p>	<p>Provide continuous fruit, milk and cereal ensuring that an adult is nearby to support with the routines and expectations.</p> <p>Adults model pouring water and milk talking about empty, full and half full and modelling how to know when the cup is half full.</p> <p>Reiterate expectations of tidying up and cleaning your place once finished.</p> <p>Always remind children to wash their hands before accessing food or drink. Talk about the concept of germs and how they make us 'poorly'.</p>
R	<p>Children always wash their hands before eating and do not always need reminding. They talk about why they must wash their hands and why this keeps us safe.</p> <p>Children independently access water from a jug and milk from the carton.</p> <p>Children access snack and drink at the snack table; always cleaning their eating space and washing their implements after themselves without any need for adult prompting.</p> <p>Children serve themselves at family dining without the need for overt support.</p> <p>Children complete all family dining tasks including giving out plates, cutlery, sweeping the floor, scraping plates, wiping the table.</p> <p>Children use a quiet voice when talking at the dinner table.</p> <p>Children are able to speak and listen to each other without the need for overt support.</p>	<p>Ensure the highest expectations of children at all times when they are eating.</p> <p>Adults sit at the dining table and allow children to complete all tasks including making mistakes when they occur. Talk about 'mistakes being learning's friend' and support them in reflecting on how to do it even better next time (see making and feedback policy).</p> <p>Support a quiet atmosphere by singing 'Can you use your quiet voice?' (see songs and rhymes continuum) when the room becomes a little noisy.</p> <p>Provide damp cloths, child sized mops, child sized sweeping brushes and dust pans and brushes.</p>
Yr 1	<p>Children consolidate all of the above.</p> <p>Children complete tasks at the dining table without adult prompting or reminding.</p> <p>Children are able to independently organise their eating space including moving things out of the way that are not needed, pulling their chair under their table and sitting up straight.</p> <p>Children are quiet and calm at all times in the dining hall.</p> <p>Conversation between adults and children is always appropriate.</p>	<p>Maintain high expectations of children completing tasks independently. Ensure that lunchtime learning supervisors are consistent in their expectations of independence.</p> <p>Ensure a quiet and calm atmosphere by singing 'Are you near me...' (see songs and rhymes continuum) to bring the volume down.</p>
Yr 2	<p>Children complete all of the above tasks and meet all of the above expectations without the need for an adult to be sitting at their table and offering overt support.</p>	<p>Adults gradually move away leaving children to manage the routines themselves.</p> <p>Allocate a table leader to be in charge.</p>
Yr 3	<p>Children support other children in Years 1 and 2 to complete all of the above. They act as 'table leaders' using all vocabulary above.</p>	<p>Ensure that children take their table leader positions seriously by giving feedback to them as to how well they supported other children.</p>

Learning Mentor/ Key Person Meetings

Year Group	What does the learning look like?	What can adults do/ provide?
Nur	 Children are able to identify one thing that they are proud of in their learning journey. They may gesture or speak to communicate.	<p>Learning mentor meetings in Nursery are conducted three times a school year. They are extremely informal. They are conducted in a warm, comfortable and quiet place (i.e. the Jabadao Area) with the child's keyworker. Provide milk, juice and biscuits.</p> <p>Adults must continually speak to children about what they are proud of and their next steps.</p> <p>Feedback to children at every available point in accordance with the marking and feedback policy.</p> <p>Ask children to talk about their next steps and point out the progress that they make towards them.</p> <p>Display 'I am the expert' signs where appropriate around the classroom, particularly for tidying.</p>
	 Children are able to identify one thing that they are proud of in their learning and listen to an adult suggest a next step.	
	 Children are able to say why they like something that they are proud of and begin to talk about progress towards their last next step.	
Rec	 Children can identify one thing that they are proud of and say why with support. They listen to a next step given by an adult.	<p>Learning Mentor Meetings in Reception are conducted three times a school year. They are informal. They are conducted in a warm, comfortable and quiet place (i.e. the Jabadao Area) with the child's keyworker. Provide milk, juice and biscuits.</p> <p>Share children's next steps as discussed in meetings with parents at stay and learn sessions.</p> <p>Encourage children to bring in artefacts and objects from home to share with their friends. Display these artefacts in special places.</p> <p>Give feedback in accordance with the marking and feedback policy.</p>
	 Children can recall their last next step with support and talk about progress towards achieving it. They can confidently recall something that they are proud of and say why.	
	 Children can say something that they are the expert in; talk about something that has made them proud and identify something that they want to be better at (with support if needed).	
Yr 1	 Children are able to identify something that they feel that they are good at and refer to a specific piece of learning/work in a book. They can identify something that they want to be better at (with increasing independence)	<p>Learning Mentor Meetings in Year 1 are conducted three times a school year. They are informal. They are conducted in a more formal but comfortable and quiet place (i.e. the parent library – to support in sitting down) with the child's learning mentor. Provide milk, juice and biscuits.</p> <p>Always ask children what they like about a piece of work and why they are proud of it.</p> <p>When displaying children's work, ensure that you comment on the learning process (including resilience and perseverance) as well as the finished piece.</p> <p>When reading children's written feedback in books, support them in verbally planning what they will do to action it including talking about 'what it will look like'.</p> <p>See the 'peer-critique' continuum for more of what adults can do/ provide.</p>
	 Children can confidently speak about something that they are proud of and something that they feel they are good at. They confidently identify something that they wish to improve on. With support, they begin to plan how they will improve including which friend will help them and which adult will help them.	
	 Children reflect on their last target and talk about progress towards this target. They talk about their feelings towards this target and the journey that they have been on. Children suggest their next step with confidence based on previous written and verbal feedback. They also suggest two things that they will do to help them to improve.	
Yr 2	 Children reflect on their Year 1 targets and speak with pride about how they achieved these targets. They can identify at least two things that they did that helped them to achieve their targets. Children suggest their next step with confidence based on previous written and verbal feedback.	<p>Learning Mentor Meetings in Year 2 are conducted times a school year. They are informal. They are conducted in an increasingly formal but comfortable and quiet place (i.e. a spare office) with the child's learning mentor. Provide milk, juice and biscuits.</p> <p>Encourage parents to return their child's learning mentor meeting notes with comments about how they will help at home.</p> <p>Continue with the 'children as experts' agenda (see continuum).</p> <p>Support children in sharing their expertise with a wider audience (i.e. at assembly). See Y2 Communication Learning Goal.</p> <p>Encourage children to write responses to written feedback in writing and mathematics books.</p> <p>Encourage children to plan (by mind mapping) how they will achieve their next steps including who will help them, where they will find more information and when.</p>
	 As above but with increasing independence. Children now write their own targets completing the meeting notes themselves. They share these notes with a parent and ask their parent to suggest how they will help at home.	
	 Children identify what they are the expert at and how this expertise has been shared with other people. They identify two things that they want to be better at and plan with increasing confidence and independence as to how they will achieve this next step.	
Yr 3	<p>Children in Year 3 are able to look back over their books and past progress made and identify two things that they have made progress on.</p> <p>They can talk about how they have made this progress by referring to underpinning aspects of learning (see Year 2 and Year 3 Learning Goal Booklet).</p> <p>When talking about their next steps, which adults still set for them, children refer these underpinning aspects of learning when talking about how they will get there.</p>	<p>Learning Mentor Meetings in Year 3 are conducted times a school year. They are informal. They are conducted in an increasingly formal but comfortable and quiet place (i.e. a spare office) with the child's learning mentor. Provide milk, juice and biscuits.</p>

Keyperson/ Learning Mentor Meetings

Note: This continuum must be considered alongside the 'marking and feedback' and 'children as researchers' continuums. The principles around developmental, positive and specific feedback and target setting must be applied to ensure that these meetings are successful and productive. These meetings must support children in being self-evaluative, **resilient** but also encourage them to talk about their strengths and what they are good at. Children are expected to be self-aware and display a positive self-image.

Note: This is an art and design continuum. The world of art and design has always reflected the way we live and cultural influences paralleling the development of mankind. Creativity is at the heart of being human. We feel that our children should be given a voice, an opportunity to create a visual language which says something—no matter how ambiguous—about the way they see and understand a world which is not always as it appears. As in science, artists must develop new ways forward. In its very nature art is about invention. We encourage our students to look at artists' work with new eyes. The receptive and animated nature of our children helps to create richly diverse work. We are proud of what our students create. Much of it is made with honesty and passion. We feel that our students' work is to be celebrated.

Year Group	Nursery Line/shape/colour	Reception Tone/form/colour	Year 1 Texture/pattern/composition	Year 2 Balance/focal point/composition
<p>Skills and processes children must experience and apply.</p> <p>Artists that children must know. (research, analyse and give a personal response to work seen.)</p>	<p> Children make marks naturally using a range of equipment and resources. They use mark making tools to make marks. They will experiment with the lines they draw. “A drawing is simply taking a line for a walk.” – Paul Klee.</p> <p> Children experiment with and understand that lines enclose a space. Children make repeated lines, marks and shapes. CY Twombly</p> <p> Children begin to explore colour. How colours change, how adding colour can change the way a mark, shape or space looks. Children think about and explore large and small, thick and thin marks. Kandinsky</p>	<p> Children often make purposeful and meaningful marks. They enclose space with line to make shapes and position shapes thoughtfully. Children think carefully about the way they manipulate clay/dough and position objects to create sculptures. Children mix colours and explore and talk about what happens. Andy Goldsworthy</p> <p> Children make instinctive responses after looking at and discussing the work of others. They will either talk about the work of others or create their own original pieces in response (these responses won't be copies of the artist's work but instead will be children's original ideas enhanced by applying the skills and ideas the artist uses). They use particular colours for a purpose. Painting and drawing in ways that are careful and considerate. Mark Rothko</p> <p> Children will think carefully and experiment with thick and thin, light and dark, dense and sparse marks. They will be interested in themselves and using their knowledge of mark making and placement they will draw portraits of themselves and those important to them. Frank Auerbach</p>	<p> Children are often able to create pieces of work that require careful placement of marks, considerate and purposeful colour mixing and manipulation of clay. They will be able to use drawing, painting and sculpture in ways that allow their original ideas to be visually communicated. Joan Miro</p> <p> Children are able to give an initial, thoughtful response and idea, responding to a given artist, theme or process. Children combine media for a purpose, experimenting with different media and creating their own processes. (eg. Painting and marking over with charcoal, layering paint to create an effect, painting and glossing clay.) Children explore a wide range of original ideas with exciting and imaginative developments, adapting their work as it develops after discussing it with others (peer critique). Todd Mclellan/Mark Rothko</p> <p> Children show evidence of purposeful ideas, independence, perseverance and enthusiasm. They are able to adapt and refine their work independently or after thoughtful discussion with others. They use pattern, composition and space to create their work. They sometimes show proficiency in a chosen art form. They may show this by carefully producing successful pieces of art that relate back to their original intentions. Basquiat</p>	<p> Children experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops. Children produce skilful pieces of drawing, painting and sculpture thinking carefully about balance, focal point and composition. Peter Lanyon</p> <p> They are able to develop their ideas through sustained and focused investigations informed by the processes of specific artists. Children will reproduce the same piece of work multiple times building on their strengths and weaknesses and improving the work with each trial. They begin to evaluate successes of final piece in relation to original intention. Anish Kapoor</p> <p> Children present a personal, informed and meaningful response demonstrating proficient skill and mastery over drawing, painting, sculpture and other art forms. They show an assured manipulation of media and have a consistent command of techniques enabling them to create a piece of work in line with their original intention. David Hockney</p>

Area of Provision:/ Key Skill/ Teaching Technique

<p>What can adults do/provide?</p>	<p> Always provide a range of mark making tools and equipment. Provide opportunities for spontaneous and independent mark making. In small groups/1:1 adult must support children in looking at the work of Paul Klee and create mark making using the idea of 'taking a line for a walk'.</p> <p> Adults will provide opportunities for large scale mark making whilst listening to music (process similar to that of CY Twombly). With different media, sticks in wet sand outside, large paint brushed on large paper/canvas/floor. Adults will model using line to create shapes, create discussion around own and children's pieces of art – see Peer Critique model.</p> <p> Powder paint and mixing tools must be available. Adults will model and create discussion around different ways of mixing paint. Large palettes to mix paint in and large paintbrushes available. Look at the work of Kandinsky talk about combining different colours on the same piece of paper/area/space.</p>	<p> Adults model creating pieces of work where shape and line is made thoughtfully, they must articulate why they have drawn the shapes where they have. Provide opportunities to look at and discuss the work of Andy Goldsworthy. Encourage walks around outdoor space, local area collecting natural objects to create natural earth sculptures in the style of Andy Goldsworthy.</p> <p> When looking at the work of other artists and children in the class adults must identify (using peer critique model) skills and ideas they have used. Adults must provide a space in the classroom where children's work can be displayed and stored so they can revisit, add to and build upon their work.</p> <p> Look at the work of Frank Auerbach. Adults model and discuss Auerbach's work and the use of pencil, charcoal and other mark making tools to place mark carefully to represent features of their own face, Adults encourage children to close their eyes and feel their face, making marks based on what they feel. Charcoal, pencil and other hard mark making tools must be available in continuous provision.</p>	<p> Adults will provide clay out in continuous provision at all times. After looking at the sculptures created by Miro, adults must model different clay manipulation techniques. Creating a space for children to store their clay models and allow them to dry and painting them later. Using the peer critique model adults must scaffold talk around children's art work.</p> <p> Look at the work of Rothko and Todd Mclellan explore the way they combine media to create an effect. Adults must encourage children to revisit, edit and add to pieces of work using different kinds of media to enhance and layer their work.</p> <p> Adults must observe children's enthusiasm, interest and engage in discussion around children's original intentions. Adults must discuss with children how their final piece compares to what they set out to do/their original idea/what they imagined it would turn out like.</p>	<p> When looking at the work of Peter Lanyon adults must draw attention to and emphasise the key focal points in Lanyon's work. They must look at what a focal point is. When discussing children's art work adults can begin to draw attention to and discuss with children intentional and unintentional focal points.</p> <p> Adults must display examples of children's trial pieces and final piece/s. When discussing the work of Anish Kapoor adults must draw attention to the way he engages in the drafting process, trialling techniques and producing a final piece.</p> <p> Visit David Hockney exhibition at Salts Mill. Allow children to draw on and experience the gallery space and look at the real works of Hockney in a gallery space.</p>
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Note: This is a handwriting continuum. It does not take into consideration the importance of the power of mark making as a tool for communicating or the importance of fine and gross motor skills. We understand that elements around control, confidence, imagination and speaking must be considered when developing young writers.

Year Group	Nursery	Reception	Year 1	Year 2
<p>What does the learning look like?</p>	<p> Children make scribble like marks naturally using a range of equipment and resources. They manage mark making tools to make marks with a preferred hand but no preferred grip.</p> <p> Children develop the pincer grip in a preferred when holding certain tools such as writing implements, clay tools and paintbrushes. Children make finer lines and circles to communicate meaning.</p> <p> Children begin to copy and repeat handwriting patterns using a pincer grip. The lines are written left to right and demonstrate increasing control. The letters that children do start to write (i.e. those in their name) are written with increasing accuracy.</p>	<p> Children copy and repeat handwriting patterns using a pincer grip. The lines are written left to right. Children always ascribe meaning to marks and then learn the letters and sounds of the alphabet. Children learn to write these letters in isolation and in the cursive style (i.e. with a lead in and a flick)</p> <p> Children write simple words and sometimes captions. All letters have a lead in and a flick. Letter size is not controlled.</p> <p> Children write a simple sentence using the cursive font. All letters have a lead in and a flick. The writing can be read by themselves and others.</p>	<p> Children consolidate the cursive way of writing. All letters are formed correctly.</p> <p> When writing two or three sentences, children begin to control 'short' and 'tall' letters. Writing is mostly on the line where appropriate. All capital letters are also formed correctly.</p> <p> Children can write up to five sentences where every letter is formed correctly; every short and tall letter is in proportion with desenders beginning to lead under the line.</p>	<p> Children consolidate the writing of a passage of text (up to five sentences) where every letter is formed cursively and ascenders and descenders are mostly in proportion.</p> <p> Children always write on lines controlling letter size. Desenders are always formed below the line.</p> <p> Children begin to start to join some letters up naturally. Letter size must be controlled and the writing must remain legible and easily read by themselves and any other adult.</p>
<p>What can adults do/ provide? <i>Resources in italics</i> Key Vocabulary in bold></p>	<p> Provide a range of mark making materials in every area of provision (indoors and outdoors). Display stages of emergent writing in mark making area to inform other adults. Ensure that dough, clay and other malleable materials are available continuously. Children to access outdoor provision daily.</p> <p> Display the different pencil grips in mark making area. Put a 2p coin in the palm of a child's hand to support with the pincer grip. Subtly correct the child's pencil grip by moving their fingers.</p> <p> Always ask children to read their emergent marks left to right. 'Always start on the left'. Provide name cards, handwriting patterns and tracing paper.</p>	<p> Provide name cards, handwriting patterns and tracing paper. Provide handwriting patters in small coloured sand. Also provide small spoons and cups for small sand play. Always ask children to read emergent marks left to right. Identify any recognisable letter by saying 'I can see that you have written ...'</p> <p> Always model correct formation of letters. When teaching a new phoneme, introduce the handwriting pattern of the letter. Include correct formation of letters in verbal feedback on mark making.</p> <p> Always ask children to read their writing back to you. Give verbal feedback on the legibility of their writing (link to 'Powerful Writing' non-negotiables). Encourage second and third drafts.</p>	<p> Always give focussed and clear verbal feedback based on handwriting. Ensure that handwriting forms a large part of written feedback. Provide chunky pencils and 2cm lined/ squared paper to write on. Display good examples of handwriting with clear appraisals as to why it is displayed. Encourage second and third drafts.</p> <p> Always comment on 'tall' and 'short' letters. Celebrate those children who can do this. Move towards thinner pencils but stay with 2cm lined paper.</p> <p> Provide 1cm lined paper and encourage children to use a thin pencil. Ensure pencils are always sharp.</p> <p> Display excellent examples of handwriting and comment on ascenders and desenders.</p>	<p> Provide 1cm lined paper and thin pencils. Introduce the concept of a 'pen license'. Children to achieve their license and access to a handwriting pen at the next step.</p> <p> 'Pen License' given at this point. Celebrate this achievement with the children and their parents. Ensure that other children know how to achieve a 'pen license'.</p> <p> Naturally support children's joining up by modelling on the board. Ask children to use their jotters and notebooks to practice. Display the best attempts and encourage second and third drafts.</p>

Year Group	What does the learning look like?	What can adults do/ provide?
Nur	<p>Children naturally choose touch screen devices in purposeful ways (i.e. to turn the device on, choose an app)</p> <p>Children experiment with cameras (both digital cameras and on ipads). They point the camera so that the lens is facing the subject of the photograph.</p> <p>Children naturally and confidently experiment with a range of ICT equipment in the classroom and begin to press and touch to cause effect (i.e. bee-bots, microphones, cd players, interactive whiteboard)</p>	<p>Provide a range of ICT opportunities in the classroom as part of continuous provision (i.e. digital cameras, laptops, ipads, bee bots, microphones, metal detectors).</p> <p>Model to children how to take a good photograph (i.e. pointing the lens at the subject; ensuring that the lens is clear of obstructions like fingers and holding the camera still so that it doesn't blur the image).</p> <p>Ensure that children are supported in being 'the experts' of certain devices, apps or processes. Display signs about these experts in the classroom.</p>
Rec	<p>Children naturally and confidently access a range of ICT in the classroom demonstrating an understanding of cause and effect (i.e. if you press that button, a picture is taken).</p> <p>Children take a photograph of a model or small world creation. With close adult support they print the photograph and use the image further in their learning.</p> <p>Children access an increasing range of apps and talk about what they are using and why. These apps are age appropriate.</p>	<p>Provide a range of ICT opportunities in the classroom as part of continuous provision (i.e. digital cameras, laptops, ipads, bee bots, microphones, metal detectors).</p> <p>Encourage children to take a photograph of their models in small construction, block play and small world. Print these photographs to both display on walls, in books and to support the child in enhancing their learning further (i.e. writing about it, labelling it). Talk children through the process of uploading and printing.</p> <p>Ensure that a range of safe and age appropriate apps are installed on ipads.</p>
Yr 1	<p>Children take a photograph of a creation (i.e. small world or model), use the lead to upload the photograph and then print it. They are supported in retrieving the photograph from the printer. They then use the photograph in a thoughtful way to enhance their learning (i.e. a story book, labelling, etc)</p> <p>Children log onto a laptop or computer with a simple password and username. They have a password reminder in the form of a picture and are expected to destroy this picture when they have memorised it.</p>	<p>Expect children to take a photograph of creations both support children in creating journals of their work and documenting how their projects have been evaluated and improved over time.</p> <p>Discuss how to store images and other documents in organised folders. Demonstrate how to save documents and images.</p> <p>Continually discuss with children the importance of e-safety and password protection.</p> <p>Ensure that children understand the protocol if they see something that is inappropriate on any device.</p>
Yr 2	<p>Children take a photograph of a creation, use the lead to upload the photograph to print it and save the image in a save and organised place (with adult support).</p> <p>Children log onto a laptop or computer with a simple password and username. They have a password reminder in the form of a picture but are expected to memorise their password.</p>	<p>Expect children to save a photograph as an image in a folder that they create. Discuss the importance of organising folders including labels.</p> <p>Continually discuss with children the importance of e-safety and password protection.</p> <p>Ensure that children understand the protocol if they see something that is inappropriate on any device.</p>

Use of ICT and hand held devices across the curriculum

Children that we teach are being raised in the 'digital age'. They enter our schools and nurseries often being able to use a range of hand held devices. Our job as 21st Century practitioners is to ensure that children can use a range of devices safely to enhance their learning. Applying ICT to other parts of our lives is essential in creating productive, safe and happy young people of the future who are ready to **make a positive contribution to society.**