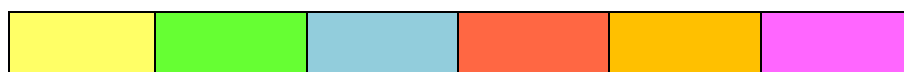




Dixons Allerton Academy Primary

Curriculum Guidance

Non-Negotiables 2017-18



Happiness Respect Achievement

Purpose

Trust

Hard Work

Contents:

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Vision, Ethos and Core Values

Dixons Allerton Primary Academy

Self-Determination	Mastery	Purpose
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Moral Purpose



- 1/10 children has a mental health disorder
 - Nearly 80,000 children and young people suffer from severe depression
 - Over 8,000 children aged under 10 years old suffer from severe depression
 - 1/5 children show signs of having an eating disorder
 - 1/3 children are clinically obese
 - 1/12 children self harm (over the past three years this has increased by 68%)
 - The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s
- (Young Minds Professionals, 2016)

Moral Purpose



- 19.8% of children in Year 6 (aged 10-11) were obese and a further 14.3% were overweight (2015).
- In Reception (aged 4-5), 9.3% were obese and another 12.8% were overweight.
- 1/5 children is registered as having some form of SEN
- 65% of the jobs that our children will do haven't been invented yet.

Self-Determination	Mastery	Purpose	Self-Determination	Mastery	Purpose
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Our Mission



'At DAAP, I am prepared to be successful in the next phase of my education because I have joyful memories of exciting, purposeful and challenging learning experiences where I also learned to respect myself, others around me and my environment.'

Core Values



- Happiness – Purpose
- Respect – Trust
- Achievement – Hard Work

Self-Determination	Mastery	Purpose	Self-Determination	Mastery	Purpose
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Classroom Environments and Displays

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 hessian.
- 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 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.

Expectations of Planning Years 1 to 4

Long Term	Yearly Overview (Core Text, Enrichment, Learning Challenge)
	Specific Areas of Learning Grid
	Maths Mastery Programme of Study
Medium Term	Unit Overview
	RE Plan
Short Term	English Planning (4 days in KS1/ 5 days in KS2)
	Maths Overview for the week (where required)
	Phonics and SPAG Planning – Follow RWI sequence of delivery
	Skills Session → Non-Negotiable → Provision Plan (3 planned from Provision Guidance that build up over the week/ 1 planned for Specific Areas of Learning Goals)

How to Plan a Unit of Work at DAA

Preamble

Other than discrete maths lessons and some discrete phonics and SPAG lessons, all other areas of the English and Foundation Curriculum (Specific Areas of Learning) are taught in a cross curricula way. In order to deliver a purposeful curriculum for children with clear links between all aspects of the curriculum and to ensure that our curriculum gives children real experiences which will support them in being prepared to make a positive contribution to society, we consider the following:

Step	Consider	Why
1	Core Text + Supporting Non Fiction	To promote a love of books and reading To ensure that children are exposed to a range of non-fiction features
2	A Learning Challenge	To support a purposeful and enquiry based approach to learning
3	A Hook for Learning	To support children in being motivated
4	Enrichment (Visit or Visitor in) *These will often be booked well in advance.	To support widening life experiences, developing true aspiration and adding context to the unit
5	Weekly Learning Challenges which build up to support the answering of the main challenge	To give each week purpose and meaning. To support project based/ enquiry based learning over time – build resilience and resourcefulness.
6	Map out possible skills session, non-negotiable, provision and home learning activities	To ensure coverage of all knowledge in the foundation curriculum. To ensure that children are learning a range skills in line with the academy's core values. To ensure that children are accessing challenging and purposeful independent learning.
7	Map out possible English lesson activities including: <ul style="list-style-type: none"> - Whole Class - Guided Task - Independent/ Group Task - Links to phonics/ SPAG - Links to provision 	To ensure that a range of skills for reading and writing are taught. To ensure that a range of fiction, non-fiction and communication skills are covered.

Supporting Documents for planning a unit of work:

- Synopsis of the unit of work
- Curriculum Planning Document including:
 - o Underpinning Aspects of Learning Key Objective Grids
 - o Writing and Reading Key Objective Grids
 - o Specific Areas of Learning Coverage Map
- Provision Guidance with key skills for each area of provision
- Educational Visits Calendar and Educational Visits Guidance

Short Term Planning

This guidance is support teachers' thinking at the planning stage.

	Learn	How	Do	Check
What	Learning Objective	Success Criteria	<ul style="list-style-type: none"> -Activity -Use of additional adults -Key Questions -Differentiation -Resources 	<ul style="list-style-type: none"> -Assessment -Checking against the Success Criteria and Learning Objective
How	Always start with: <i>To be able to ...</i> <i>To understand ...</i> <i>To know ...</i> Ensure the LO is context free.	Always start with an imperative verb <i>i.e. say, show, write</i>	Include as much detail as will help you at the delivery stage. Be mindful that other adults (i.e. support staff and cover staff) will need to be able to understand it as well. Ensure that key questions link to the success criteria and that resources support the achievement of the learning objective.	What assessment for learning strategies will you use? What will you be focussing on in marking
Why	To ensure a clear and key objective driven learning objective. To be shared with children.	To interpret exactly what the achieving of the learning objective will look like; anticipate misconceptions and give clear and concise feedback. For your assessment purposes.	To identify what children will do in the lesson.	To ensure that you are assessing against a clear success criteria.

Expectations of Curriculum Planning and Evidence Collection (For English and Maths Books, see Assessment Guidance)

Class Project Book	
Who	Y1 to Y4
What	To collect evidence of learning completed across the specific areas of learning and against the provision skills grids.
How	<ul style="list-style-type: none"> - Specific Areas of Learning grids will on page 1 - Medium Term overview will be on page 2 - Evidence of weekly non-negotiable task will follow (1 per week) <ul style="list-style-type: none"> o Date and week number o Evidence of non-negotiable task (i.e. photo, piece of art, etc) o Cross reference to the Learning Goal/ Skills Continuum o Context as to the activity (What have they done and how?) o Evidence of any enrichment/ hook for learning as an extra for the given week o Class List in the front of the book to ensure that every child has a piece of work in the Learning Journey over the year <p>Year 1 will set one 'Non-Negotiable task' per week. This evidence will be collected in Learning Journeys.</p> <p>Year 2 will set one 'Non-Negotiable task' per week and maybe one extra to ensure science and maths coverage.</p> <p>Years 3 and 4 (See below)</p>

Project Work Book	
Who	Y3 and Y4
What	To collect writing across the curriculum in line with non-negotiable tasks.
How	<ul style="list-style-type: none"> - Will be an exercise book. Evidence will be collected of whole class science, RE and written work in Geography and History. This will be called 'Project Work' - The rest of the curriculum that is delivered through skills sessions (i.e. DT, Drawing and Sketching, painting, clay work, wood work, small construction) will be collected in Learning Journeys. This will be called 'Provision Work'. <p>Years 3 and 4 will set two 'Non-Negotiable Tasks' per week linked to the skills sessions. One will be a task with a written outcome (i.e. geography/ history). The other will be completed in provision with evidence collected in Learning Journeys.</p>

Celebration Book	
Who	Nursery to Y4
What	This book is to collect the independent work of children in provision.
How	<ul style="list-style-type: none"> o Class List on the inside cover – every child to have an entry at some point over the year o Date and week number o A minimum of one piece of evidence per week

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.

No adult will ever shout at any child at DAAP. The following points are key principles in our approach to behaviour management:

Principle	Strategy
Firm and fair	<ul style="list-style-type: none"> - 100% every day - 'I expect ...'
Specific Praise	<ul style="list-style-type: none"> - 'I like how you ...' - 'Thank you for ...' - Referring to children as good role models - 'Look how --- is doing it'
Clear and consistent	<ul style="list-style-type: none"> - Give time clear time frames. 'I expect you to --- by the time I ---' Use these transition points as learning opportunities (i.e. times tables, counting in multiples of, spelling, etc) - Give a clear consequence: 'If you do not ---- this will happen'. Always follow it through. Use the behaviour policy below (i.e. warning where needed) and other reasonable consequences. *Writing, reading or maths learning must never be used as a punishment/ consequence
Give clear choices	<ul style="list-style-type: none"> - Give the child a real choice. 'Are you doing the right thing here or doing the right thing over there?' - 'If you are choosing to behave like that, you will need to do it outside'
Problem Free Talk	<ul style="list-style-type: none"> - Re-engage a child who has lost focus or who is about to make a poor choice by directing a question at them or distracting the 'What do you think?'
Clear instructions	<ul style="list-style-type: none"> - Ensure that instructions given are clear and concise. Using the Talk for Writing words (i.e. First, Next, After that, Then and Finally' will help children to be clear on your expectations. - After instructions say 'Got it?' – Children reply 'Got it!' - After instructions say 'Check?' – Children reply 'Check!'
Songs and Rhymes	<ul style="list-style-type: none"> - See below

Where these positive and consistent 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 Phase 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.

Expectations – 100%

	Expectation -100%
Indoor Learning	Quiet Voices – ‘Can you use your quiet voice?’ – ‘Yes we can. Yes we can’ Tidy up after you have used something.
Outdoor Learning	Tidy up after you have used something. Pick up anything that has been left on the floor.
Sitting on the Carpet	Legs Crossed Fingers Fastened Eyes on the Teacher – ‘Track...’ and ‘1,2,3, eyes on me’ Back Straight
Sitting at a Table	Chair tucked under Tummy touching the table Back straight
Lining Up	One behind the other Arms by Your side Thin as a pin – Voices in ‘Are you ready/ listening?’ – ‘Yes we are!’ – ‘Ready means ... (repeat expectations)’
No Hands Up to answer questions about learning or understanding (or hands on heads/ fingers on noses)	To avoid passive learning and learned helplessness Direct questions to particular children Choose children at random
Turn Taking/ Saying newly learned words	‘My turn’ (Hand to face or chest) – ‘Your turn’ (open hand to children) ‘I say ... You say ...’
Speaking in full sentences/ explaining	‘Tell me more...’ ‘..full sentence’ (pulling fingers apart to show). Children are taught to say: ‘I know that ...’ ‘I agree/ disagree because...’
Family Dining	Quiet Voices - ‘Can you use your quiet voice?’ – ‘Yes we can. Yes we can’ Chairs under table Wipe up any spillage Wipe mess into hand and put in the bin Sweep/ mop any floor spillages See below for more information

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

Yr	Suggested Songs/ Rhyme	Why?
N	<p>'Hello how are you?' – 'Very well thank you' 'Can I see 10 wiggly fingers?'</p> <p>'Are you listening?' – 'Yes we are' (clapping hands and locking fingers).</p> <p>'Is everybody ready/ listening or nearly everybody? 'Can you use your ... voice? – Yes we can, yes we can!'</p> <p>'Feet, 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.</p> <p>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?'</p> <p>'Are you listening?' – 'Yes we are' (clapping hands and locking fingers).</p> <p>'1,2,3 Look at me!'</p> <p>'Can you use your ... voice? – Yes we can, yes we can!'</p> <p>'Look at me look at me look at me, hands free lips together look at me'. 'Feet, 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...' 'Old King Glory on the Mountain...'</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.</p> <p>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.</p> <p>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).</p> <p>'1,2,3 Eyes at me!'</p> <p>'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).</p> <p>'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>
4		<p>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>













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>
Y 3/ Yr 4	<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>	

Family Dining Micro script

Time (+minutes)	Task (Note)
+2 mins	-All quietly come to the table and sit down.
+2mins	-Pass round the plates, knives and forks (Ensure to say 'There you go!' when passing them on. Send items different ways round the table). Children place their knife on the right and their fork on the left. -One person gives out cups.
+2mins	-All listen to the refectation.
+3mins	-Pass food around. Make sure that the trays go different ways so that it doesn't all go to one person at a time. (Ensure to say 'There you go!' when passing them on). -One person to take the tray lids over to the trolley. -Any rubbish on the table (i.e. cellophane) to go straight into the bin. One child to do this.
+15mins	Eating main meal. (Children stay seated. If they want something, they ask the person closest to it to pass it on). -Any food that spills must be wiped up straight away and placed onto the 'top plate'. -When a child has finished, they can be asked to take the food trays over to the trolley. (Large serving spoons must be into the cutlery box, not left in the tray)
+1min	Scrape plate once the adult is happy that the child has eaten enough. The tray must be passed down the table. Children do not need to stand up. Child scrapes food onto the top plate and puts knife and fork onto the tray.
+2mins	One child takes the top plate to scrape into the food box. One child takes the rest of the plates. One child takes the tray with the cutlery and puts them into the cutlery box. One child gets the pudding.
+2mins	Serve the pudding by passing it around the table (Ensure to say 'There you go!' when passing it on).
+5 - 10mins	Eating pudding. (Water must be kept until the end of the meal). Those that finish can start wiping the table and clearing the water. (Ensure that children wipe the table by wiping into their hand and then putting in the bin).
+5mins	Begin lining up once tables have been cleared and children are ready. Line up one table at a time.
=45mins	

Keyperson/ Learning Mentor 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. 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. 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. 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. 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'. 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. 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. Encourage children to write responses to written feedback in writing and mathematics books. 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 / 4	<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 three 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>

Curriculum Guidance

Daily Timetables

EYF S	Nursery	8.40 – 10.30 – Continuous Provision			10.50 – 11.35 Carpet Input		LUNCH 11.20-12.20	12.15 – 2.50 – Continuous Provision			2.50 – 3.15 Carpet Input		
	Reception (RW)	8.45 – 9.00 Phonics	9.00 – 10.40 Continuous Outdoor Provision			Maths Meeting 10.40- 10.50		English Input 10.50- 11.20	12.30 – 12.50 Maths Input	12.50 – 2.50 Continuous Indoor Provision			2.50 – 3.15 Story / Song Time
	Reception (RR)		9.00 – 10.40 Continuous Indoor Provision			12.50 – 2.50 Continuous Outdoor Provision							

KS1	A 1G 2B	8.40- 8.50 Morning Task	8.50 – 9.50 Maths	9.50 – 10.00 BREAK	10.00 – 11.30 English – Indoor Learning including non-negotiable challenge		LUNCH 11.30 – 12.30	12.30 – 2.15 Phonics/ Spelling – Outdoor Learning including non – negotiable challenge		2.15 – 2.35 Skills Session (Foundation Subjects)	2.35 – 2.50 Maths Meeting	2.50 – 3.15 Reading Time
	B 1B 2W				10.00 – 11.30 Phonics/ Spelling – Outdoor Learning including non – negotiable challenge			12.30 – 2.15 English – Indoor Learning including non-negotiable challenge				

Y3	8.40- 8.50 Mental Maths	8.50- 9.50 Maths	BREAK	10.00- 10.20 Spelling	10.20-10.50 English Input	10.50- 12.00 Literacy Follow Up Task Curriculum Non Negotiable /Adult Direct	Maths Meeting 12.00- 12.15	LUNCH 12.15-1.15	Skills Session 1.15-1.35	1.35- 2.55 Literacy Follow Up Task Curriculum Non Negotiable Independent Learning	2.55 – 3.15 Reading
Y4	8.40- 8.50 Mental Maths	8.50- 9.50 Maths	BREAK	10.00- 10.20 Spelling	10.20-10.50 English Input	10.50- 12.00 Literacy Follow Up Task Curriculum Non Negotiable /Adult Direct	Maths Meeting 12.00- 12.15	LUNCH 12.15-1.15	Skills Session 1.15-1.35	1.35- 2.55 Literacy Follow Up Task Curriculum Non Negotiable Independent Learning	2.55 – 3.15 Reading

School Culture and Ethos/ Professional Responsibility/ Quality First Teaching								2017/18 Improvement Plan Priorities		
Classroom Culture (CC)	Provision and environment (P&E)	Non Negotiables (NN)	Subject Knowledge (SK)	Marking and Feedback / Tracking and Progress over time (A)	Use of Lesson Time and Sequencing (S)	Reading (R)	Mathematics (M)	Writing (W) – Focus on Spelling	ICT and Science (I)	Specific Areas of Learning (SL)
Sense of purpose – children on task working independently where needed	Neutral indoors/ low lighting/ clear pathways through	Evidence of 'Peer Critique' – see continuum	Level of challenge in the lesson – ability to adapt to consolidate or to push forward	Learning Objective referenced throughout the lesson and when assessing	Guidance on lesson sequencing and use of follow time followed	Modelling reading aloud	Children are encouraged to explain and justify thinking using full sentences and specific vocab	Culture of writing evident – cross curricula writing on display/ children choosing to write		
Calm and quiet indoors (adult and child voices)	Provision (indoor and outdoor) in line with continuum	Evidence of Children as researchers and experts – see continuum	Responding to children's questions accurately	Brilliant Blue Green for Growth	Use of songs and rhymes to manage transition points	Expectations in line with reading assessment grid	Scaffolds and support materials appropriate to unit are on display/ available.	Expectations of writing in line with assessment grid		
Children speaking to each other with respect demonstrating trust	Provision stocked and replenished (indoor and outdoors)	Evidence of children's interests being acknowledged and followed	Uses subject specific vocabulary	Progress in lessons signposted in books	Effective Pace throughout the lesson including transition points	Listening to children read & individual records updated	Children show confidence- they use a variety of strategies to reach a solution	Evidence of assessment grid being used in planning and assessment		
Children concentrating and persevering	Children's work on display with justifications as to why	Evidence of children's original ideas being valued through interactions and environment	Misconceptions identified and challenged	Green biro used to identify SPAG errors	Teacher presence (voice, movement)	Facilitating student discussion around books	Use of 'next steps for depth' and interventions are clear in children's books.	Powerful Writing continuum applied		
Mistakes are learning's friend – through interactions and on display	Evidence of scaffolding and working walls being used – focus on maths and spellings	Key Skills sessions taught – evidence of skills continuums being used	Evidence of differentiation (task, resources, adult support)	Written Feedback acted upon in a timely fashion	Tidying up and classifying routines effective and timely	Use of reading data and knowledge of individual next steps	Counting drills and mental maths opportunities during transition and instruction.	Spelling of high frequency words is improving		
Identifying and praising positive behaviour	Organised and labelled – high quality tidying and classifying by children	Key Person/ Learning Mentor Meetings evidenced	Clarity of explanations supporting deeper understanding	Children respond to feedback - in line with m+f continuum	Marking and feedback throughout (verbal and written)	Children accessing library and reading independently.	Opportunities to consolidate Maths concepts within provision. (+4 operations)	Evidence of spelling being prioritised in the environment		
Use of songs and rhymes in line with continuum	Well designed and thought through provision	Family Dining in line with continuum	Resources used match the task and the ability of child	Misconceptions are identified and challenged	Support staff effectively and creatively deployed	Frequent changing of reading books	Maths meetings are timetabled and delivered	Evidence of handwriting continuum being followed		
Adults engaged with children at child level	No evidence of clutter	Use of hand held devices and ICT	Wider links to other subjects/ areas of life	Secure knowledge of current class profile and data – information visible				Handwriting posture – holding paper, sitting up tall		

