

St Thomas of Canterbury

Catholic Primary School

Being the best that we can be



Staff Handbook 2023-24

Part 4 Learning and Teaching

Making **S=P+A+C+E** for learning



What we are all about...



OUR MISSION STATEMENT

*God's love is at the heart of our Catholic School family.
We show this in our respect, kindness and love for others and by
treating other people as we wish to be treated ourselves.
We will encourage everyone to be the best that we can be.*

OUR SCHOOL AIMS

To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.

*

To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.

*

To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.

*

To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

*

To nurture a strong partnership between home and school.

*

To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

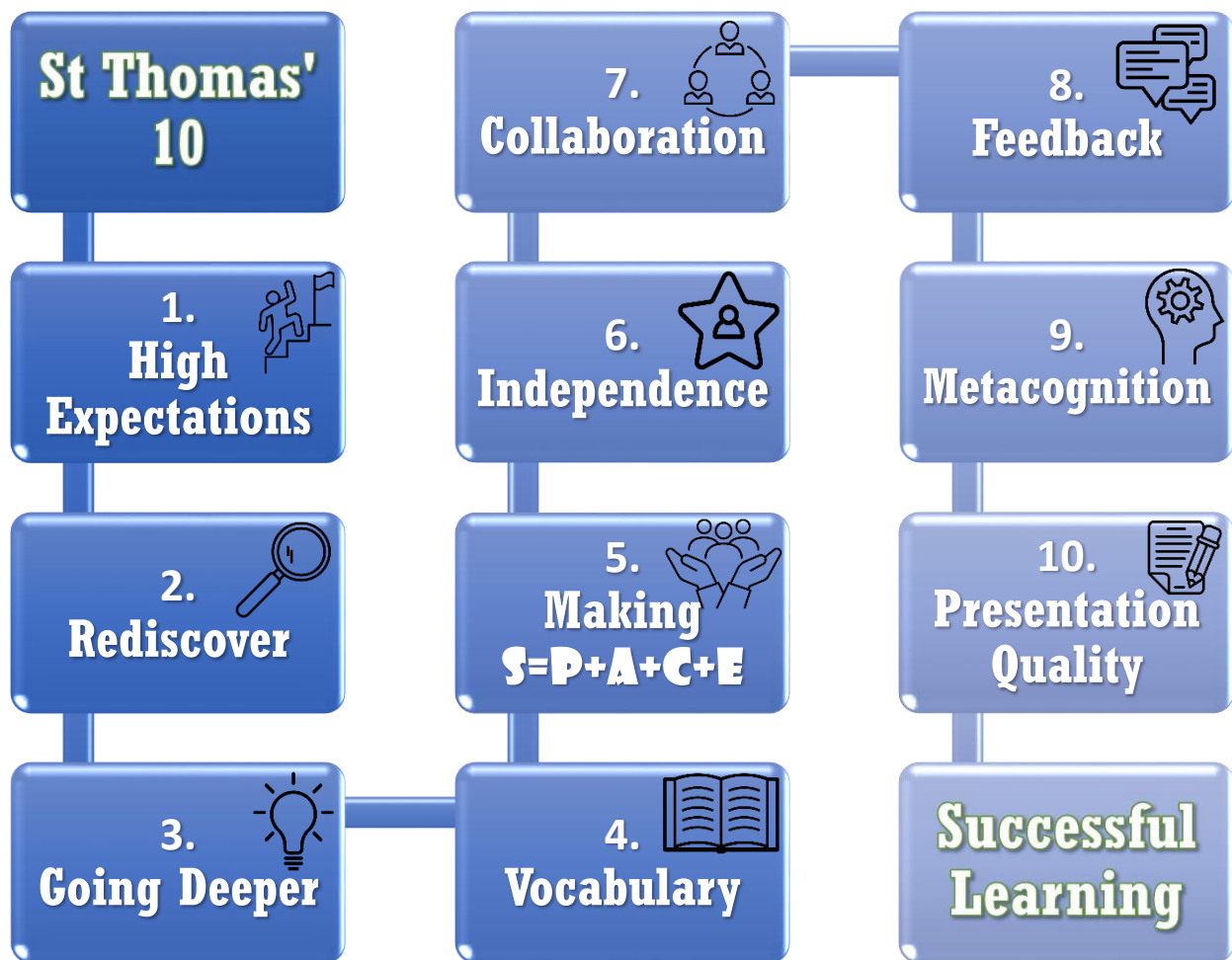
Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.

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1. The St Thomas' Ten...



The St Thomas' 10 are our non-negotiables.

The St Thomas' Ten is what we expect in every lesson and classroom without exception. They are centred around the child and ensuring that each and every one of our children has the highest quality of opportunity for learning at St Thomas', and that they have that in a safe, encouraging, loving but challenging environment.

A key feature of effective teaching is the process of enabling the children to develop their knowledge and understanding of concepts and the ability to apply their learning across subjects and challenges.

(Teaching Walkthrus – Tom Sherrington)

1. High Expectations

'The interesting thing about questions is that they have enormous power. Not only in terms of opening up a curriculum, but in terms of being highly motivating. The answers matter because I have invested in the questions. This is what happens when high expectations for learning mean that we want to get to the meat of the matter and it is going to take some tough work to get there. But the questions asked provide the context for high challenge, low threat.' Mary Myatt

- We share the highest expectations for our children, in their learning as **St Thomas' Learners**, their behaviour, respect and manners and in their relationships
- We need to set the example and we need to ensure there is consistency in our classroom and across the school, especially in classes where there are job shares

- c. Children should be encouraged to answer in full sentences to promote excellent speaking and writing skills as well as developing their use of vocabulary

Engagement

- a. Lessons should include a specific and focused Learning Challenge or Learning Question to engage the children and focus their learning, this may be discovered by the children and does not necessarily need to be shared at the beginning of the lesson (see further guidance in section 3 – planning guidance)
- b. Ensuring that there are effective hooks or ‘fascinators’ – resources including artefacts, art, film, music, questions, outdoor learning, a mystery, hands on activities that draw the children in, arouse their interest and curiosity
- c. Ensuring all learning is in a context – the answer to the “what is the point?” question which will lead to children being engaged by what they are learning
- d. As effective teachers, we ask more questions in greater depth, checking for understanding, involving all children and exploring thinking processes and misconceptions as well as correct answers
- e. Good learning begins with great questioning not answers
- f. Questioning strategies may include:
 - i. Cold calling
 - ii. The use of lolly sticks
 - iii. Think, pair, share
 - iv. Probing questioning
 - v. Ping pong answers
 - vi. Are you sure? How do you know? What do you notice? Can you convince me? Is there another way? Is it always, sometimes or never true?

Challenge

- a. We teach to the top challenge in every lesson
- b. We know where each child’s Challenge Zone is and ensure that that is where they are working
- c. We provide the support and scaffolding as necessary to help every child rise to the challenge (Quality First, Adaptive Teaching and beyond)
- d. Explicit instruction will lead to clear expectations of every challenge
- e. We should strive to value excellence – the use of a growth mindset will motivate children to achieve their best
- f. Steps to success support and challenge the children’s learning and may be written with the children to further develop their engagement and ownership of their learning, these may also be displayed as ‘remember to’ or ‘choose from’
- g. Steps to success will also include elements of ‘Rediscover’ and ‘Going Deeper’
- h. The children challenge themselves as **St Thomas’ Learners** also reflecting on the **S=P+A+C+E** skills

Progress

- a. All children make progress through a lesson/series of lessons. The test is do they know something at the end or can they do something that they didn’t know or couldn’t do at the beginning. This highlights the need for careful and effective assessment for learning
- b. Progress is reported on Arbor termly and discussed at Pupil Progress meetings and reporting requirements are all met

2. Rediscover

***'A major issue in learning is the inevitable, predictable and natural process of forgetting. Unless we review what we've learned, our memory of that information diminishes.'* Tom Sherrington**

- a. All children are given opportunities to 'Rediscover' their prior learning at regular intervals to ensure a good understanding of a concept so that progression can happen; this may be recorded using the Rediscover stamp in books, PowerPoints and resources
- b. Rediscover opportunities should be a result of response teaching and purposeful feedback
- c. Rediscover may be from a prior lesson, a previous unit of work or from a prior year
- d. Retrieval practice development should also inform opportunities to rediscover learning

3. Going Deeper

***'Challenge gives pupils the opportunity to stretch themselves and encourages them to believe that hard work and perseverance will lead to progress.'* Jo Payne and Mel Scott**

- a. All children are given opportunities to 'Go Deeper' with their learning no matter their ability; all children should be challenged
- b. Going deeper opportunities are presented to the children in all subjects to extend their thinking further; this may be recorded using the Going Deeper stamp in books, PowerPoints and resources

Examples may include:

- i. Questions to extend the children's thinking (including thinking keys)
- ii. Use of vocabulary – think about the explicit teaching of Tier 2 vocabulary
- iii. Challenges/activities/tasks
- iv. Input opportunities to extend thinking
- v. Discussion
- vi. Modelling examples and expectations
- vii. Mini plenaries to challenge and extend
- viii. Mid-unit assessments
- ix. Problem solving for all, especially in Maths
- x. Responding to developmental marking
- c. Learning reflections, especially within the foundation subjects, should also offer opportunities to go deeper

4. Vocabulary

***'A rich vocabulary is what brings subjects to life and increases our understanding and needs to be a deliberate part of the curriculum.'* Claire Lotriet**

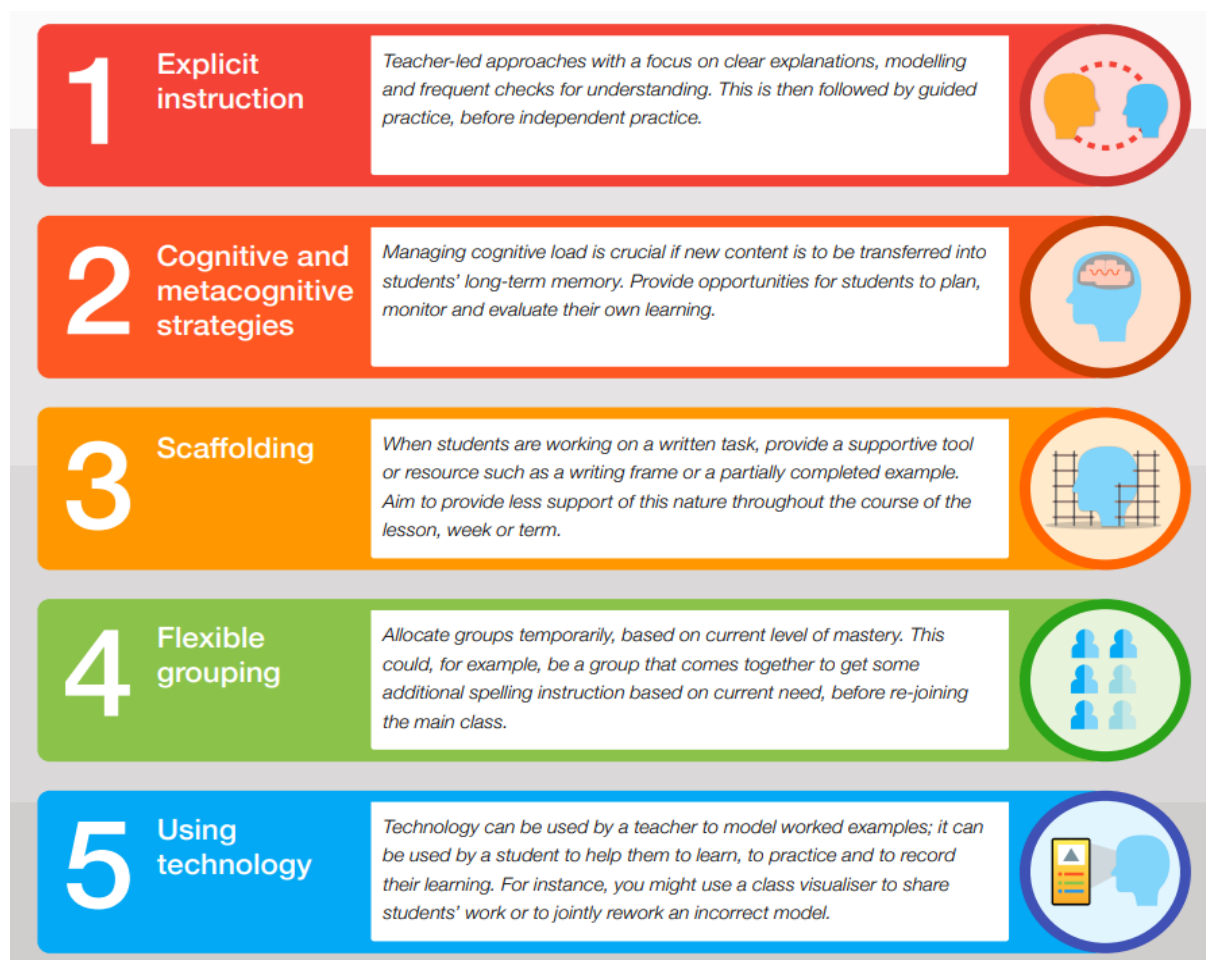
- a. The explicit teaching of vocabulary is key to the children's development in each subject
- b. Key vocabulary should be shared and taught each lesson for all children
- c. Some children may benefit from pre-teaching of vocabulary prior to their learning in class
- d. The use of the vocabulary bookmarks will support progression, rediscover and going deeper opportunities
- e. We should never assume prior knowledge or vocabulary from our children, especially our EAL and SEND children

5. Making S=P+A+C+E

***'Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.'* Rita Pierson**

- a. Every child at St. Thomas' is loved, heard, respected, equal, special, able, important, value and independent

- b. Every child at St. Thomas' is everyone's child
 - i. Every teacher is a teacher of SEND
 - ii. Every child is given an opportunity
 - iii. Every adult in the classroom is there for every child in the classroom
 - iv. Every lesson is planned for every child
 - v. Every child has the chance to be independent
 - vi. Every child has a voice to be heard
 - vii. Every child has access to every learning environment
 - viii. Every child has the resources they need
 - ix. Every member of staff has the resources and support they need
 - x. Every child is included
- c. We make **S-P-A-C-E** for **EVERYONE** in all lessons to ensure that all children feel they are valued, seen and represented including in the resources prepared
- d. Response teaching is effective and identifies the needs of every child
- e. Adaptive Teaching is used to plan for greater support or greater stretch for all pupil groups in every lesson
 - i. Promotes a wider awareness, understanding and employment of ALL the practices we can employ to ensure ALL children make the progress they deserve
 - ii. Builds engagement whilst ensuring access to the learning for all
 - iii. Promotes self-esteem and self-confidence and avoids regular failure
 - iv. A key aspect is knowing your pupils and their barriers to learning – work with all children across the week; every child is entitled to time with their teacher
 - v. Provides opportunities for scaffolding: a temporary support that is removed when it is no longer required, providing enough support so that pupils can successfully complete tasks that they could not yet do independently (EEF)
 - vi. EEF – Five a Day Principle



6. Independence

'Motivation is the most important factor in determining whether you succeed in the long run – not the desire to achieve, but also the love of learning, the love of challenge and the ability to thrive on obstacles'. Carol Dweck

- a. We encourage independence in learning by giving strategies for children to progress without adult help when they can
- b. Children will use **green** pen for every capital letter needed and **red** pen for every full stop or punctuation mark needed
- c. Children will use **purple** pen for any editing and improvements
- d. We demonstrate our love of learning and encourage that connection in every child
- e. We provide quality support for those children that require additional help through quality First and intervention strategies
- f. We demonstrate and the children demonstrate the qualities of a **St Thomas' Learner**

7. Collaboration

'Pupil talk is central to active learning. Establishing talk partners is often the first step teachers take in experimenting with formative assessment, as it is relatively straightforward to embark on and the impact can be seen immediately.' Shirley Clarke

- a. We make best use of Learning Partners, providing quality time for talk about ideas and questions
- b. The children follow the Learning Partner Promise as **St Thomas' Learners** – every class has **Learning Partner Promises** written for their year group by The School Council which should be actively used and children should be reminded of this frequently
- c. All children are included in the same way – random selection of learning partners and moving places each week
- d. Dialogic teaching utilises the power of classroom talk to challenge and stretch children's thinking as well as aid their cognitive, social and language development
 - i. Collective dialogue: Teacher and children participate in constant discussion to promote enquiry through challenge and questioning; allow opportunity for paired and group discussions
 - ii. Reciprocal dialogue: Children listen carefully to each other and react by sharing and challenging ideas and providing different viewpoints to probe and challenge whilst encouraging answers in full sentences
 - iii. Supportive dialogue: Making **S=P+A+C+E** for Respect to ensure that all children feel confident to contribute their ideas
 - iv. Cumulative dialogue: Promotes ongoing discussions to continually build upon the learning and allowing for a deeper exploration of learning
 - v. Purposeful dialogue: Should be well planned and carefully implemented in order to enthuse and enhance the dialogue between children

8. Feedback

'The key question is, does feedback help someone understand what they don't know, what they do know, and where they go? That's when and why feedback is so powerful.' John Hattie

Marking

- a. We follow the marking policy so that our marking is purposeful and meaningful and most importantly moves the children's learning on
- b. Marking follows the School's Marking Guidelines and Principles using subject specific next steps

- c. Developmental marking is identified and agreed with year group partners on Yearly Overviews to ensure consistency
- d. Marking is specific and explicit and supports the children with their next steps
- e. Marking is for our children

Feedback

- a. Supports the children's learning in the moment
- b. Quality Feedback on learning so every child knows what they have done well and what needs to improve and how they can do that and know that they have; feedback should improve the learning not the piece of work
- c. May be shared as a whole class identifying key successes praising excellent, high-quality examples and addressing common misconceptions and next steps
- d. May involve the using the Whole Class Feedback sheet (see section 4) to provide more structured feedback

Assessment for Learning

- a. This involves children in their own learning and achievements and should be used to build a positive ethos and atmosphere in the classroom where children know that it is ok to make mistakes from which they can learn and foster a motivation to improve their learning
- b. It should be planned for in each lesson so response teaching can happen
- c. Recognising the Power of Yet and encouraging children to develop their Growth Mindset so that they know they can achieve
- d. Encouraging answers from all in order for effective response teaching to take place – elicit answers from a range of random children (using lolly sticks) to understand what learning has actually taken place
- e. The following strategies can be incorporated into your teaching in order to respond and adapt your teaching to move learning forward:
 - i. High quality questioning to assess learning of all – using Blooms and thinking keys and strategies such as cold calling, show me boards and say it again better
 - ii. Use of learning checkpoints/progress pit-stops/mini-plenaries/reflections throughout the lesson to share and celebrate achievements as well as addressing misconceptions
 - iii. Modelling of tasks/skills
 - iv. Time for learning partner discussions
 - v. Use of the visualiser for modelling precise methods and strategies as well as editing writing
 - vi. Ask for instant feedback e.g. is this right? Yes or No answers and more detailed feedback – why is this right or wrong? Can you add one correction?
 - vii. Use of mini whiteboards to see all learning taking place instantly
 - viii. Sharing examples of past work to evaluate and comment on to produce high quality work
 - ix. Use of emojis/thumbs up/down/traffic lights – green: I understand, amber: I'm on my way to understanding and red: I don't understand yet
 - x. Children to self-select where to place their work at the end of lesson, e.g. red, yellow or green tray
- f. Developing high quality self and peer evaluation of the learning as **St Thomas' Learners** against clear success criteria or steps to success, which the children may be involved in writing, then these may be ticked off or evaluated against using emojis during/after a lesson

- g. Children will need support with their evaluations which can be modelled or given guidance including sentence openers or something like this one

Kind

- I really like the way you _____
- Excellent _____ throughout
- The most successful thing about this was _____
- I enjoyed reading this because _____
- It was especially good when you _____

Specific

- In the first/second/third analytical paragraph...
- I think your _____ is quite difficult to understand/could be explained better/could include more detail etc.
- Add more detail to your _____
- Your point/analysis about _____ was _____ because _____

Helpful (refer to success criteria)

- Think about adding a _____
- Don't forget you need to _____
- Have you thought about _____?
- To improve your _____ try _____
- Perhaps you could...

9. Metacognition

'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.' Education Endowment Foundation

- a. This is a child's ability to critically analyse the way that they think in order to reflect on their learning which will lead to children being able to choose the most appropriate and helpful strategy to complete a task
- b. All of our children must be given time to reflect on their learning as **St Thomas' Learners**
- c. All written reflections will be in **purple** pen
- d. Teachers model how to develop metacognitive thinking making it explicit: What do I know about problems like these? What ways of solving them have I used before? How is this similar to a previous task? What can I do better next time?
- e. Children understand how they learn in order to make progress
- f. Time is given to activate prior knowledge (rediscover), engage in independent practice before a structured learning reflection such as checking against the steps to success, marking, proof-reading and editing
- g. Use of learning partners and teacher modelling should be used to support the building of knowledge and opportunities to reflect using purposeful dialogue
- h. Time is given for response to marking
- i. Learning Reflections are included in every lesson with a focus on what knowledge or skills the children have learnt rather than what they have done using the steps to success to support or a Going Deeper question. Sentence starters may be given to children in order to scaffold an appropriate reflection

10. Presentation Quality

- a. We have the highest expectations for presentation in everything we and the children do
- b. Children's books show pride and the classroom reflects our pride in what we do
- c. The St Thomas Presentation Promise is met by all
- d. The presentations guidelines for English and Maths are followed. The English expectations should be followed for written work in all other subject areas with the exception of skipping a line.
- e. The quality of the children's writing is high across all curriculum areas and not just in English
- f. There is time given for quality talk for writing and for the writing itself
- g. Our handwriting is an exemplar for the children to follow. All staff should implement the new handwriting scheme to promote and support the children's best handwriting

2. St Thomas Learners: Making **S=P+A+C+E** for Learning

We have a very real focus on how to learn and the attitudes that can help make us all more successful lifelong learners. This is reflected in the concept of the St Thomas Learner who makes **S=P+A+C+E** for their learning. We believe that **S**uccess in learning comes from a combination of **P**erseverance, a really positive growth mind-set or *can do* **A**ttitude, **C**onfidence and **E**ffort.

The aims of our school are all about learning and by that we mean academic learning and also learning in a social, cultural, emotional and spiritual context. Our focus is on preparing our children for the lives they will lead in the world. We want our children to go on a journey with their learning.

At St. Thomas of Canterbury we define learning as...

- Being engaged and working hard to find out new things
- A change from not knowing to knowing, from not understanding to understanding and doing something you couldn't do before
- Building, improving on and acquiring new knowledge, facts and skills and applying this to a range of contexts
- Using and understanding our mistakes to improve and do something with greater skill
- Recognising the resources and support we need to develop and deepen our understanding of something
- Being able to explain a concept to someone else
- Never losing the ability to wonder, question and be curious; knowing where to search for the answer

Delivering those aims

We look to deliver our aims through:

1. The provision of a safe, engaging but challenging learning environment;
2. The provision of rich learning opportunities through a wide, varied, engaging, inclusive and fun curriculum which encourages deeper learning and a mastery approach;
3. A focus on how we learn and the attitudes for effective learning which can produce successful and confident learners.

At St Thomas' we do this through making **S=P+A+C+E** for learning across all areas of learning, where we can achieve **S**uccess through a combination of **P**erseverance together with a really positive **A**ttitude, **C**onfidence and, of course, **E**ffort.

We define success as:

- Without boundaries
- Feeling happy, positive and proud of our learning and achievements
- Demonstrating S=P+A+C+E skills and the Golden Threads
- Doing our best to reach our own personal target
- Achieving something to our own individual potential
- Independently identifying and reaching the next step(s) in our learning
- Using opportunities presented to us to achieve our best
- Finding an answer when we are stuck
- Knowing more now than we did before
- Being confident in our own ability

Success happens everywhere!

Learning at St Thomas of Canterbury is rooted in the establishment of a rich learning culture. This is based on enhanced Assessment for learning (AfL) practice.

**“Autonomy is the ability to
take charge of one's own learning.”**

Henri Holec

In a learning school, children understand and notice their learning, experience success and know how to create progress as a Learner. All of our staff and children are encouraged to be St Thomas' Learners and make **S=P+A+C+E** for their learning:

The promotion of these concepts **is a vital part** of the classroom practice of every teacher at St Thomas'. Learning needs to be planned around the concepts and they are celebrated each week in our Celebration workshops.

<p>Perseverance</p> <p>A St Thomas' Learner...</p> <p>NEVER GIVES UP</p> <p>TRIES AND TRIES AGAIN</p> <p>Isn't afraid to get things wrong</p> <p>Is resilient</p> <p>Always gets involved and has a go</p>	<p>A positive, can-do</p> <p>Attitude</p> <p>A St Thomas' Learner...</p> <p>BELIEVES IN THEMSELVES</p> <p>Has a GROWTH mindset</p> <p>Wants to take part</p> <p>Is always optimistic</p> <p>Encourages others</p> <p>LOVES LEARNING</p>
<p>Confidence</p> <p>A St Thomas' Learner...</p> <p>Is happy</p> <p>Knows they CAN</p> <p>Believes in the power of yet</p> <p>LEARNS FROM THEIR MISTAKES</p> <p>Is happy to share</p> <p>Knows they are valued and loved</p>	<p>Effort</p> <p>A St Thomas' Learner...</p> <p>Is always ready to learn</p> <p>listens</p> <p>Isn't distracted</p> <p>Makes good use of time</p> <p>WORKS IN THEIR CHALLENGE ZONE</p>

We have identified 30 **S=P+A+C+E** Skills, key skills for learning, that need to be integrated into our teaching to help the children make the most of every learning opportunity. These should be used in addition to subject specific skills clearly identified in a learning challenge or in steps to success.

S=P+A+C+E Skills P erseverance + A ttitude + C onfidence + E ffort				Love
BEING THE BEST THAT WE CAN BE				Forgiveness
Tolerance	Being creative	Risk taking	Critical thinking	Honesty
Respect	Reasoning	Evaluating	Reflecting	Thankfulness
Hope	Listening	Communicating	Using key vocabulary	Wonder
Friendship	Being accurate	Applying my knowledge	Predicting	
Kindness	Going deeper	Editing	Contributing	
We treat others as we would like to be treated				

S=P+A+C+E Skills P erseverance + A ttitude + C onfidence + E ffort				Love
BEING THE BEST THAT WE CAN BE				Forgiveness
Tolerance	Taking Pride in my learning	Being independent	Working as a team	Honesty
Respect	Being resilient	Managing my time	Managing resources	Thankfulness
Hope	Taking responsibility	Showing empathy	Questioning	Wonder
Friendship	Information processing	Decision making	Problem solving	
Kindness	Making connections	Planning	Explaining	
We treat others as we would like to be treated				

St Thomas Learners: Making **S=P+A+C+E** for Me – Listening Ladders

“If speaking is silver, listening is gold”
Turkish Proverb

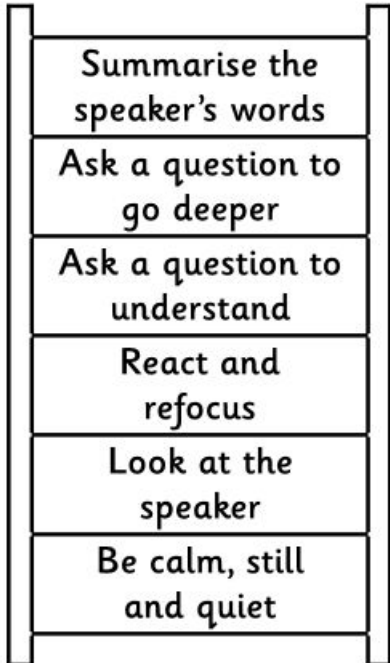
It is important that there are clear routines and expectations across all aspects of school life including a clear and consistent behaviour approach which will endeavour to promote pupils’ motivation and positive attitudes to learning. Fostering a positive and respectful school culture is key to this; one way to address this is through the use of our listening ladders.

Listening is the most important part of speaking and it is the most frequently used communication skill: listening is learning.

All staff should implement and embed the consistent language of listening across the whole school and there should be reinforcement across the school in all aspects of school day; class, interventions, worships etc.

EYFS and KS1:

KS2:



Summarise the speaker's words

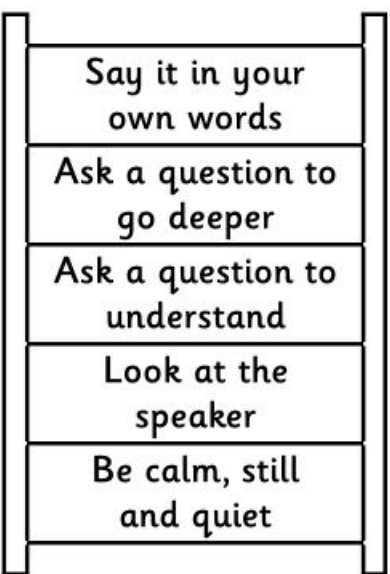
Ask a question to go deeper

Ask a question to understand

React and refocus

Look at the speaker

Be calm, still and quiet




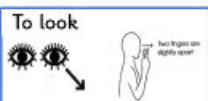

Say it in your own words

Ask a question to go deeper






Ask a question to understand

Look at the speaker

Be calm, still and quiet

Are you making **S=P+A+C+E** to **LISTEN**?

Are you making **S=P+A+C+E** to **LISTEN**?

St Thomas Learners: Making **S=P+A+C+E** for Me – Respect Focus

Purpose:

- To help improve general behaviour for learning across the school by encouraging and rewarding respect
- To ensure a consistent approach by all staff for all children
- To include parents in working towards better behaviour choices
- Ultimately to improve pupil outcomes across the school

In order for our children to be the best they can be we need to remind the children explicitly and patiently what we are looking for when it comes to respect. We must be role models ourselves modelling respect and being respectful to them.

We can promote respect by:

- House points
- Adults to give a golden token when seeing respect and the child records this as a House Point
- Weekly certificate for making S=P+A+C+E for Respect
 - Nominated by ALL staff
 - Nominated by peers

What is disrespectful?

The type of behaviours that show a lack of respect and may warrant a “chance to change tally” *after reminders and teaching* include:

- Calling out in class
- Failing to follow an adult’s request
- Aggressive shouting or unruly behaviour
- Name calling/excluding others/unkindness at play
- Any prejudiced behaviours – *may also need to be dealt with using bullying, racist or safeguarding procedures*
- Running in corridors
- Barging through doorways
- Intentional eye rolling/rude facial expressions or rude body language
- Intentional or indifferent damage to property

In all cases we need to take account of behaviours a child can’t help – e.g. not being able to make prolonged eye contact, smiling when in high anxiety – if you are not sure speak to one of the Inclusion team first.

Children **must** be given the chance to change – three chances before needing to attend a workshop

- The aim of this initiative is to teach, encourage and reward respect being shown by the children – not to punish. So, the emphasis needs to be on teaching (and showing/modelling) what respect looks like.
- When there is an instance of a lack of respect then the child needs to be given the chance to change first – the hope is that they will make better choices because of the reminders we give them.
- Use language such as:
 - Remember to look respectful we need to...

- I know you don't mean to appear disrespectful but the way you... came across in a disrespectful way... let me show you.... let me remind you...
- We want to help you to be the best you can and demonstrating and showing respect is so important...
- ... I need to remind you to show respect... next time please...
- This needs to be your first warning... I need to see you... (speaking kindly/ walking sensibly/ not distracting other)... next time
- I need to give you a final warning which means that tomorrow to help you, you will attend the Respect Workshop... this is to help you
- We all want to help you to be the best you can be...
- A child should only need to attend a workshop if their choices do not improve and they have had plenty of opportunities to change alongside clear teaching and advice.
- **At the point of a third respect workshop please can teachers have a phone call or conversation with parents - to reflect on what the child is finding difficult and discuss ways to help them.**
- It is important to remember that **each new day is a reset.**

If the child does not respond in a positive way to the chances given...

- A tally is kept on the class record sheet which should be left out for SLT to see during drop ins. If a child reaches 3 tallies in a day their name must be logged on the Google Document (accessed via your Google Drive). The child's parent will be sent an email informing of their child's need to attend a workshop that evening, please ensure the Google Document has been completed by 4pm for this to happen. Please indicate the reason code/s from the choices below:

A	Disrespect to adult in classroom
B	Disrespect to adult at playtime
C	Disrespect to adult at lunchtime
D	Disrespect in the lunch hall
E	Disrespect to peers in classroom
F	Disrespect to peers at playtime
G	Disrespect to peers at lunchtime
H	Disrespect in worship

Children with SEN

A behaviour protocol which is in place for a child with SEN or other needs must take precedence over this system. We will consider the pupils' strengths and difficulties. There will be a few children where staff will have to make a judgement about the speed of moving from reminder to a "chance to change tally". Some children will need processing time and so three warnings in quick succession will not allow for that. Staff should continue to use all the language that models expected behaviours and other pupils will see these pupils getting those models. The Inclusion Team will provide advice about the needs of specific children if staff are unsure.

Review

- The process will continue to be reviewed each half term.
- Its success depends on consistency and fairness.
- Attendance will be closely monitored and if necessary further steps taken to support individual children and/or staff.

3. Planning Guidance

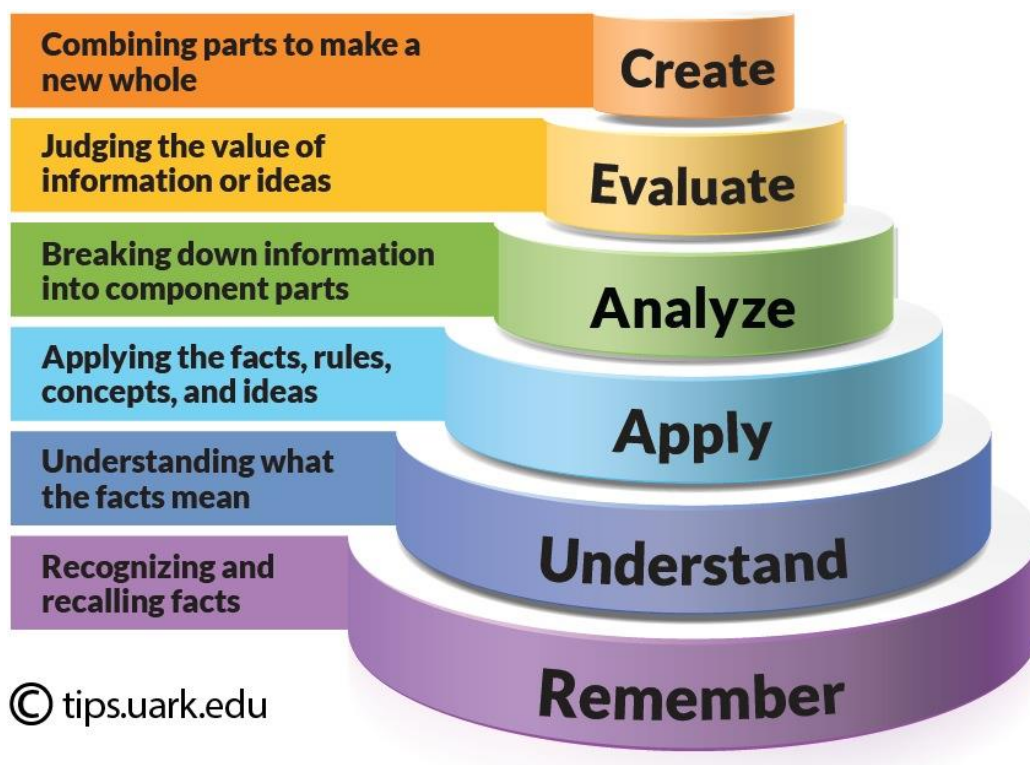
Bloom's Taxonomy

Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers identify key learning; prompt deeper thinking and help our children know what they need to learn in order to be successful each lesson. It is a way of thinking what exactly it is that we want our children to learn which then feeds into our Learning Challenges.

Bloom's Taxonomy is a classification of the different objectives and skills by Benjamin Bloom in 1956, an educational psychologist at the University of Chicago.

Bloom's is hierarchical, so each level is built on a foundation of the previous levels. However, it is important that the children are exposed to a range of these skills through their learning.

- Before you can **understand** a concept, you must **remember** it.
- To **apply** a concept, you must first **understand** it.
- In order to **evaluate** a process, you must have **analysed** it.
- To **create** an accurate conclusion, you must have completed a thorough **evaluation**.



The terminology has been updated (2001) to include the following six levels of learning. These 6 levels can be used to structure the intentions of learning:

1. **Remembering:** Retrieving, recognising, and recalling relevant knowledge from long-term memory. This level is dependent upon learners' ability to memorise and recall key facts and concepts. Retrieval practice activities will support with this.
2. **Understanding:** Constructing meaning from oral, written, and images through interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining. In the next level, learners should demonstrate a deeper understanding of how facts relate. At this level, learners explain ideas and concepts in detail, such as what facts mean and how they can relate. To test understanding, learners could paraphrase information or compare and contrast ideas.
3. **Applying:** Carrying out or using a procedure for executing, or implementing. Learners should use their new understanding of information and apply their comprehension to varied situations, using problem solving or interpretation.
4. **Analysing:** Breaking material into parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising, and attributing. At this stage, critical thinking should be developed. Learners should compare ideas. To measure, ask learners to explain how various subjects or ideas relate.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing. During this level, learners begin to form their own opinions and justify their decisions using interpretation. Learners can exhibit completion of this level by critiquing an idea and illustrating their understanding using facts, analysis, understanding, application, and analysis.
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing. During this level, learners may put various elements together to form a new pattern or structure, or a new idea.

Writing effective learning challenges/questions:

- Concise and succinct
- Meaningful – they help learners know what to expect during the lesson
- Measurable –the learner knows what they have to do to be considered successful

Try to use one measurable verb in each learning challenge/question. Each challenge/question should have one verb. If it has two verbs (*say, define and apply*), what happens if a learner can define, but not apply? Are they demonstrating mastery?

Lessons are much more coherent when the learning challenges/questions are very clear; when there is clarity about the purpose of the tasks and they are meaningful and purposeful for the children.

Bloom's Taxonomy: REMEMBER

Verb	Questions	Skills	Activities
Define	Can you name the person who ...?	Knowledge of:	Arrange scrambled story scenes in sequence
Describe	Can you remember ...?		Create a chart / picture / diagram of the information
Find	Can you select?	○ dates	Identify most important attributes of main characters
Identify	Describe what happened when ...?	○ events	List the attributes of ...
Label	Find the meaning of ...?	○ facts	Make a factual booklet
List	How is ...?	○ main events	Make a graph/chart/table
Locate	How many ...?	○ main themes	Make a list of the main events
Match	What do you know about ...?	○ overall concept	Make a timeline of events Match character names and profiles
Name	What does this mean ...?	○ people	Tell a partner about...
Recall	What happened after ...?	○ places	Write a definition of
Recognise	What is it called?	○ processes	Write a recount
Record	What types of ... are there?		
Relate	When did... happen?		
Retrieve	Where does ... come from?		
Show	Where does it say?		
State	Which is true and which is false ...?		
Tell	Who is ...?		
When	Who said that ...?		
Where	Who was it that ...?		
Who	Who were the main ...?		
	Why did ...?		

Bloom's Taxonomy: UNDERSTAND

Verb	Questions	Skills	Activities
Classify	Can you compare ...?	Ability to translate	Cut out or draw pictures to show
Compare	Can you distinguish between ...?	knowledge into a new	the main events
Contrast	Can you explain ...?	context	Explain what you think the main
Describe	Can you provide a short outline ...?	Ability to understand	idea of the piece was
Discuss	Can you summarise ...?	different perspectives on...	Find items that you can use to
Estimate	Can you write in your own words ...?	Order and group events	show the shape
Explain	Can you write in your own words ...?	into a new context	Make a cartoon strip showing the
Explore	How is ... feeling ...?	Understanding of key	sequence of events
Identify	What are the key features?	points	Predict what could happen next in
Interpret	What do you think ...?		the story
Outline	What do you think will happen next ...?		Retell the story in your own words
Predict	What do you understand by ...?		Re-write events from a different
Review	What is the difference between ...?		point of view
Reword	What motive is there for ...?		Rewrite in a different format
Show	What was the main idea ...?		Storyboard the main events
Summarise	Who do you think ...?		Write a summary
	Who was the main character ...?		Write a summary of the main
	Why did ...?		events
			Write the main principle of...

Bloom's Taxonomy: APPLY

Verb	Questions	Skills	Activities
Apply Change Classify Construct Demonstrate Experiment Illustrate Implement Make Model Relate Represent Show Solve Use	Can you use your knowledge to make ...? Could this have happened in ...? Could this have happened in ...? Do you know another instance where ...? Have you experienced anything like this in your own life ...? How could ... be improved? How could you develop ... further? How could you organise ...? How could you tell others about ...? How could you use this ...? How could you use this who make ...? Knowing ..., how would you deal with ...? What facts would you use to show ...? What questions would you ask ...? What questions would you ask ...? What would happen if ...? What would you change if ...?	Communicate concepts/ideas in a new context Communicate how knowledge can be used to solve problems Demonstrate how something would work Thinking of real-life applications for learnt knowledge and skills	Construct a model to demonstrate how it will work Draw a diagram Make a poster Make a puzzle using the main ideas Produce a game Produce examples from real life based on the central problem in the story Rewrite the scene according to how you would react Transfer the main character to a different setting Write a booklet Write instructions on how to apply your knowledge

Bloom's Taxonomy: ANALYSE

Verb	Questions	Skills	Activities
Analyse Arrange Classify Compare Connect Contrast Devise Distinguish Examine Explain Identify Infer Investigate Order Organise	Can you differentiate between ... and ...? Can you distinguish between ...? Can you explain what must have happened when ...? Can you identify the main idea / character / events ...? How are ... and ... connected? Is there a pattern in ...? What inferences can you make about ...? What is the purpose of ...? What is the relationship between ...? What is the underlying theme ...? What is the underlying theme of ...? What might have the other outcomes have been? What other possible outcomes could work here ...? What was the problem with? Why did ... occur? Why do you think ...?	Identify Justify Organise Recognise patterns and relationships Review Spot patterns	Categorise and list Compare and contrast two important characters Create a Venn diagram Design a questionnaire Differentiate fact from opinion in the text Distinguish between events in the story that are credible and fantastical Identify where the shape can be found in a setting Make a mind map Plan an investigation Review ... in terms of... Select the parts of the story that were the most exciting, happiest, saddest, believable, fantastic etc Write a biography

Bloom's Taxonomy: EVALUATE

Verb	Questions	Skills	Activities
Argue Assess Choose Conclude Debate Decide Determine Discuss Evaluate Judge Prioritise Rank Recommend Verify	Determine the most important points of the text and rank them in order ...? Do you agree with the outcome of ...? Do you believe ...? How effective is/are ...? How effective was ...? How would you prioritise ...? How would you rate ...? Is ... a good or a bad thing? Is it better to ... or ...? Why? Is there a better solution to ...? Is this statement true or false? Is this view justified? What conclusion could you make about? What would you have done ...? Would you recommend ...?	Compare and prioritise Discuss different viewpoints Justify a conclusion Make choices and suggestions Present a conclusion Summarise and present	Assess the value of the story Carry out a debate Compare and contrast this story with another you have read Judge the main character and their actions from a moral or ethical point of view List 5 strengths and 5 weaknesses of the main character or plot Make a diagram to show Put the items/ events/ characters in priority order Write a letter to present your views on Write a review of the text expressing your personal opinion on it

Bloom's Taxonomy: CREATE

Verb	Questions	Skills	Activities
Combine Compose Construct Create Design Develop Devise Imagine Improve Invent Plan Produce Propose Rewrite	Can you add to ...? Can you construct a model that ...? Can you design a ... which ...? Can you find a new use for ...? Can you invent a method of ...? Can you propose a plan to ...? Can you propose a solution to ...? Could you make any changes to ...? How many ways can you ...? What would happen if ...?	Relate knowledge to new methods Solve problems using new knowledge Use new ideas to build upon and improve new ones	Changing the setting and the characters, retell the story in your own words Compose an internal monologue for the main character during a pivotal moment Create a new character and explain how they would fit into the story Create a new product Imagine you are one of the characters and write a diary entry Invent something using your new knowledge Make a model Make a proposal

BLOOM'S TAXONOMY

REMEMBER			UNDERSTAND		
Define	Match	Show	Classify	Explain	Predict
Describe	Name	State	Compare	Explore	Review
Find	Recall	Tell	Contrast	Identify	Reword
Identify	Recognise	When	Describe	Interpret	Show
Label	Record	Where	Discuss	Outline	Summarise
List	Relate	Who	Estimate		
Locate	Retrieve				
APPLY			ANALYSE		
Apply	Illustrate	Represent	Analyse	Contrast	Identify
Change	Implement	Show	Arrange	Devise	Infer
Classify	Make	Solve	Classify	Distinguish	Investigate
Construct	Model	Use	Compare	Examine	Order
Demonstrate	Relate		Connect	Explain	Organise
Experiment					
EVAULATE			CREATE		
Argue	Decide	Prioritise	Combine	Develop	Plan
Assess	Determine	Rank	Compose	Devise	Produce
Choose	Discuss	Recommend	Construct	Imagine	Propose
Conclude	Evaluate	Verify	Create	Improve	Rewrite
Debate	Judge		Design	Invent	

Planning

There is no expectation for formal written plans, however if you wanted to plan new lessons please consider using this 5 minute plan to support you. A soft copy can be found in The Staff Handbook folder in the Shared Area.

Learning Challenge/Question	S=P+A+C+E for learning/skills	Rediscover Engagement Retrieval practice Your hook for the lesson Starter to engage Question to focus on Stimuli – artefacts, video, manipulatives etc.	Key vocabulary
Resources	Learning Opportunities Brief outline of your lesson including activities/tasks for the children to complete		
Key Questions For the children to answer throughout the lesson – link to key vocabulary		Going Deeper Opportunities to extend children's thinking and learning	Quality First Opportunities and resources to support children's thinking and learning



4. Assessment and Feedback Guidelines

Assessment 2023-24

Assessment of the children is continuous in our school, through our thorough marking and verbal feedback as well as the AfL strategies implemented in every lesson; our day in, day out assessments should support all of our children. Knowing what our children have achieved and haven't achieved yet is key to our planning and to identify gaps in learning, so that order every child can reach their full potential.

NFER tests

In line with other Xavier Trust schools, year groups will administer NFER tests in reading and maths at the end of each term. These tests should take place a couple of weeks before the data deadline in order to maximise teaching time prior to the test, whilst ensuring enough time to administer and mark the papers.

- Year 1 will only administer the summer term NFER tests in Reading and Maths.
- Year 6 will not administer summer NFER tests as the children will sit the Key Stage 2 SATs papers.
- EYFS will not administer NFER tests.

Test results should not be the sole point of reference for a child's assessment; they must be used alongside teacher judgement. Any significant discrepancy between teacher judgement and the test results should be raised with Esther Sharpe or Kate Carter.

Writing judgements are supported through internal and external moderations.

Arbor

This Assessment data platform is an essential and vital assessment tool (**a non-negotiable**) in helping teachers, SLT and the Trust to view progress and attainment. Data imputed onto Arbor is used to measure individual levels of progress and attainment, as well as to identify progress and attainment trends across different demographics/ pupil groups, throughout the school. The central team at Xavier Trust have full access to our data via Arbor, and can view this at any time.

Data Entry

It is important to adhere to the deadlines below to ensure that termly data can be scrutinised by the Trust and (in the case of national testing) reported to the LA/DfE in a timely manner. Data entry will also form part of the agenda at Pupil Progress Meetings, discussions will involve Arbor data entered and targets set at the beginning of the year.

Over the course of the year, it is also essential to keep reviewing the lowest 20% document for your class. Please update as required, especially (but not exclusively) following a data drop. The lists of the lowest 20% of pupils can be in Staff Share/Pupil Progress Documents/ Lowest 20% monitoring.

Please ensure you are fully aware of your class data and come to the pupil progress meeting ready to discuss the data held on Arbor and the story around these outcomes. You will also need to be ready to talk about the lowest 20% of children in all subjects, and the provisions made to ensure they are making progress.

There are three data drops a year and Arbor reports will be used as part of the discussion rather than the need for a separate data sheet. The following pupil groups will be monitored:

- Disadvantaged
- SEN
- SEN monitoring
- EAL
- Summer born
- Higher attainers

MFL data will be entered by Henriette (Years 1 - 4) and Louisa (Years 5 and 6).

Music data will be entered by Maureen.

PE data will be entered by Mark.

- Dates for data submission for EYFS (summer term), PSC, and Year 6 Teacher assessments (summer term) will be released by the DfE in Autumn 2023. We do, however, ask that **all** data is collected and reported by 20.06.24 to give SLT a chance to review, and then report it to LA/DfE via Propective Lite/ Government Gateway.
- MTC data is recorded as part of the online testing process and does not need to be submitted.

Standardised tests 2023/24

YEAR GROUP	ACTIVITY	DATE
EYFS	Reception baseline assessment	Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception. The RBA deadline is Tuesday 7 th November.
Year 1	Phonics screening check week	Week commencing Monday 10 June 2024.
Year 2	Key Stage 1 assessments	It is recommended that the Key Stage 1 tests (optional) are administered during May 2024.
Year 4	Multiplication tables check	Schools must administer the multiplication tables check within the 2-week period from Monday 3 June 2024.
Year 6	Key Stage 2 SATs	The Key Stage 2 tests are timetabled from Monday 13 May to Thursday 16 May 2024.

Dates and Deadlines 2023/24

DATA DEADLINE	WHO	DATA TO BE ENTERED	PUPIL PROGRESS MEETINGS (Weeks commencing)
07.10.2023	EYFS	EYFS Baseline Data	09.10.2023
N/A	All	<u>N/A</u>	06.11.2023
15.12.2023	All	<u>Autumn End of Term</u> All Subjects (including RE) EYFS – all areas of learning	15.01.2024
N/A	All	<u>N/A</u>	26.02.2024 (Y6 later after Y6 Mock SATs) Pupil progress meetings for all year groups involved in reporting data to DfE this academic year (Summer Term). <ul style="list-style-type: none"> Years 2* and 6: review of predictions for end of Key Stage teacher assessments/standardised assessments EYFS areas of learning Year 1 PSC Year 4 MTC
25.03.2024	All	<u>Spring End of Term</u> All Subjects (including RE) EYFS – all areas of learning	EYFS, Years 1,3,4,5 only (Years 2 and 6 if needed) 22.04.2024
20.06.2024**	All	<u>Summer End of Term</u> All Subjects (including RE) EYFS – all areas of learning Teacher Assessments (Year 6) PSC results (Year 1)	EYFS, Years 1,2,3,4,5 Discussion of targets for the upcoming year 02.07.2024

- *Year 2 will not be undertaking external assessment this year; however, this is the first year under the 'new' system we will continue to employ previous monitoring practises for 2023/24.
- ** This date is internal, and therefore (potentially, a week) earlier than the date set by LA/ DfE for externally reported date. However, we need all data to be inputted by this date to ensure time for internal reviews and timely submissions.

Marking Guidelines (Thomas 10 non-negotiable)

	Symbol marking	Learning Reflection	Developmental marking *
English (Writing)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a fortnight
English (Reading)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Every Thursday: <ul style="list-style-type: none"> A next step to inform the majority Lowest 20% and Greater Depth children to have a targeted next step
Maths	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	When needed to move the children's learning forward – refer to curriculum guidance for examples
RE	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a Come and See topic using the driver words Years 1 and 6 – Once a half term
Science	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a unit
Art	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term using the Art Codes on transparent post-it notes
DT	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term
Computing	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term
Geography	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Independent challenge to be developmentally marked linked to the unit of work and knowledge organisers once a term
History	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Independent challenge to be developmentally marked linked to the unit of work and knowledge organisers once a term
French	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a unit of work
Learning for Life (PSHE)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term if appropriate

All staff marking to be completed in **black pen**

Non-negotiable Feedback Principles at St. Thomas:

1. You are not expected to use *all* of the marking symbols each time you mark, but you **must** use these symbols exclusively so that there is a consistency of understanding across the school
2. Writing (SPaG) **must** be marked in every subject as part of our St Thomas Ten but developmental marking should always be **subject** based
3. When marking in books, you **must** set the example by following the agreed handwriting script
4. Children **must** respond to your marking – they will need to be given the time – but all marking and responses need to be followed up. This could be at the beginning of the following lesson or during our soft start at 8:30am
5. Light touch marking **must take place each week** so that the children know their work is valued and any misconceptions are identified and addressed. A more detailed response may be necessary on occasions
6. Feedback in lessons **must** support the children's learning and move them forward. Verbal feedback during and immediately after a lesson is meaningful and purposeful, whole class feedback sheets may support you in recording this – they can be found in the Staff Shared Area in 000 2019.20 in the Planning and Feedback folder







Summary:

1. Symbol marking, *by all staff*, as appropriate to the learning when:
 - a. Working with a small group of children
 - b. Children have self/peer evaluated or reflected upon a piece of work
 - c. Children have demonstrated misconceptions within the lesson
 - d. You have a focus group of children e.g. Summer born, SEND etc.
 - e. The piece of work requires further feedbackYou may choose to only symbol mark a sample of work each lesson, although be aware of fair coverage for **all** children
2. Learning Reflection in every lesson or as appropriate in Key Stage 1
3. Developmental marking: As a year group team decide what other subject/piece of work you will developmentally mark each week to ensure consistency across the year group and avoid an overload of marking at the end of a term. When completing the Yearly Overview Grids for each subject, plan and asterisk which piece of work you will mark
4. Feedback should be regular and inform the children's next steps. Books should be looked at every week with light touch feedback as necessary

Use of Symbol marking

Teacher marking in black

✓	Correct
✓✓	Good phrase/you've answered well!
•	A mistake
~	This needs to be checked for sense or meaning
C	This has been corrected
↔	Finger space needs to be added
Sp	Spelling needs correcting
CL	Capital Letters need adding
FS	Full stops need adding
P	Punctuation is missing
Gr	Grammar needs checking
//	Paragraph needs to be added
^	A word is missing or more detail is needed!

A	This work was assisted by an adult	
PF	Peer Feedback: this work was discussed with a Learning Partner	
VF	Verbal Feedback: this work was discussed with an adult	
	Shows how well you have met the steps to Success: 1, 2 or 3 ticks	
*	Add a star on your star chart!	
	Green for growth – this needs to be improved	
	Tickled Pink - this is great!	
	Going deeper	
<i>Power of Yet...</i>	Power of yet...	Ways of introducing what you need to do now to improve...
 Well done! Your next step is:	Next steps...	
	2 stars and a wish	

A **St Thomas' Learner** is always looking to improve and is happy to learn from their mistakes...

You must respond to your teacher's marking and make any suggested edits or improvements – use a purple pen or pencil

AB My initials show that I have read and understood your comments and I HAVE made any changes you suggested

Remember:

1. If you make a mistake, it's fine (but make sure you learn from it for next time!). Don't try to rub out your mistakes, just put a single line through it and carry on. ~~mistake~~
2. If you underline anything, you MUST use a ruler.

WHOLE CLASS FEEDBACK: LC/LQ:

Date:

Successes (including examples to share):	Next Steps in Learning:	Misconceptions/errors:
Rediscover opportunities:	Going Deeper opportunities:	Missing/incomplete work:
Needs further support:		Presentation:

5. Presentation Guidelines

Presentation standards are one of the St Thomas' Ten.

As Classroom practitioners it is up to all of us to set the example for the children. Our handwriting in marking and on boards needs to be in the School's cursive style and we should always underline using a ruler and so on.

The use of the Sassoon Infant font should be used in all lessons and worships for all resources.

What follows is the Presentation Promise that should be shared and discussed with the children and the laminated poster must be on display in classrooms. The children must be challenged to ensure that they are always doing their best whatever the subject.

It is absolutely fine to provide printed versions of Learning Challenges/questions etc or Success criteria where to do so will mean that the child can actually achieve the learning in the class rather than spend their entire time copying out a heading.

There are specific expectations for the presentation of English and Maths – see below.

The English expectations should be followed for written work in all other subject areas with the exception of skipping a line.

The St Thomas' Presentation Promise

As St Thomas' Learners *we aim to be the best that we can be and so I promise:*

To take real pride in everything I do

To always use my best handwriting

To respect my books and keep them free of doodles and scribbles

To put the date and Learning Title on every piece of work at the top left of my page

To always underline using a ruler

To use a sharp pencil or a good handwriting pen for my writing (always a sharp pencil for my maths)

To use a sharp pencil for every drawing or diagram

To make sure I use every page in my book

To put a single, neat line through my mistakes

To write carefully on the lines in my books

To make sure I glue things into my book as neatly and carefully as I can – straight and the right way up!

KS1 English Book Presentation Expectations

I will write the long date in the left hand top corner and underline it with a ruler.

Thursday 7th July 2023

I will miss a line and write the title in the middle of the page.
I will underline it with a ruler.

I will glue any learning in neatly at the top of the page using the lines to help me.

Our trip to Brighton

To write a recount

- I can write facts about the day
- I can write these in the correct order
- I can write in the past tense
- I can use adverbs of time e.g. then, next
- I can organise my writing
- I can use adjectives to add interest

I will present my learning neatly by using joined handwriting and writing on the lines.

I will cross out any mistakes by putting one line through them (using a ruler).

First we arrived in Brighton and went to the Sea Life center. We got to touch a big beautiful orange starfish. Then we went under a tunnel and I saw a big turtle called Lulu and we saw a stingray. The stingray smiled at us when it was on top of us in the tunnel.

On the beach

On the beach there were lots of seagulls above us because they wanted to eat our lunch. Then we ate our lunch, it was yummy. We ate our lunch on Brighton beach and it was a pebbly beach.

On the pier

On the end of the pier there was a gun fair. There were jet shoes and it made the water splash.

KS2 English Book Presentation Expectations

I will write the long date on the left hand side starting at the margin and underline it using a ruler and pen.

20th May 2023

I will write the learning challenge (or question) on the left hand side and underline it using a ruler and pen.

L.O To use persuasive devices.

I will write on one line and then skip a line.

I will present my learning neatly using cursive handwriting and writing on the lines.

Dear Prime Minister,

I am eager to write to you from my cell on ^RRobbin

^IIsland with hope for a better future. I implore you in

this letter to bring an end ~~an end~~ to the disgraceful

I will cross out any mistakes by putting one line through them using a ruler.

Apartheid laws which have ravaged the lives of millions

~~sp/gr~~ millions of South Africans. These laws (created by an

~~gr~~ all white government) need to now be abolished.

gr - parenthesis needed

I will look at where the marking code has been used and make the necessary improvements.

5.5 Good improvements made. What other punctuation marks could you have used for parenthesis? I could have used dashes and commas.

I will carefully read my feedback and respond to my next step.

KS1 Maths Book Presentation Expectations

The image shows a page from a KS1 Maths book with handwritten work. The page is lined and has a grid pattern. The work includes a date, a title, a sequence of numbers, and a question. Callout boxes with arrows point to specific parts of the work, explaining presentation expectations.

Callout Boxes:

- Top Left:** I will write the short date in the left hand top corner and underline it with a ruler.
- Top Center:** I will write all of my maths in pencil and use my best handwriting and number formation.
- Top Right:** I will write the learning objective or title on the same line as the date and underline it using a ruler.
- Middle Left:** I will use a ruler to draw a margin on the page, 2 squares wide.
- Middle Right:** I will write all my digits in the squares.
- Bottom Right:** I will mark correct answers with a tick and incorrect answers with a dot.
- Bottom Left:** I will carefully read my feedback and respond to my next step.
- Bottom Center:** I will use a "c" to show a correction has been made.

Handwritten Work:

- Date:** 9.07.2023
- Title:** Adding in 3's
- Sequence:**

13	6	9	12	15	18	✓
24	7	10	13	16	19	✓
31	10	13	16	19	22	25
40	13	16	19	22	25	28
49	16	19	22	25	28	31
58	19	22	25	28	31	34
67	22	25	28	31	34	37
76	25	28	31	34	37	40
- Question:** Can you now create a Sequence of 3-digit numbers for your partner?
- Answer:**

638	730	939	393	396	✓
390					
- Feedback:** I really understood adding in 3's from my number

KS2 Maths Book Presentation Expectations

I will write the short date in the left hand top corner and underline it with a ruler.

19/06/2023

I will write the learning objective or title on the line below the date and underline it using a ruler.

LO: To recognise when two fractions are equivalent

I will write all of my maths in pencil and use my best handwriting and number formation.

$$1. \frac{1}{2} = \frac{2}{4} \checkmark$$

Fluency

$$2. \frac{2}{3} = \frac{4}{6} \checkmark$$

$$3. \frac{3}{4} = \frac{6}{8} \checkmark$$

$$4. \frac{1}{2} = \frac{4}{8} \checkmark$$

$$5. \frac{3}{5} = \frac{6}{10} \checkmark$$

$$6. \frac{60}{100} = \frac{6}{10} \checkmark$$

$$7. \frac{1}{2} = \frac{5}{10} \checkmark$$

$$8. \frac{1}{2} = \frac{50}{100} \checkmark$$

$$9. \frac{10}{100} = \frac{1}{10} \checkmark$$

$$10. \frac{9}{10} = \frac{90}{100} \checkmark$$

$$11. \frac{1}{4} = \frac{25}{100} \checkmark$$

$$12. \frac{3}{4} = \frac{75}{100} \checkmark$$

$$13. \frac{4}{10} = \frac{40}{100} \checkmark$$

😊 I am very confident with finding equivalent fractions.

I will use a ruler to draw a margin on the page, 2 squares wide and to divide my page if relevant.

I will leave a line between questions to help keep my work as clear as possible.

$$1. \frac{1}{4} = \frac{2}{8} \checkmark$$

$$2. \frac{1}{2} = \frac{2}{4} \checkmark$$

$$3. \frac{4}{8} = \frac{2}{4} \checkmark$$

$$4. \frac{3}{4} = \frac{6}{8} \checkmark$$

$$5. \frac{1}{2} = \frac{4}{8} \checkmark$$

$$6. \frac{1}{3} = \frac{2}{6} \checkmark$$

$$7. \frac{3}{6} = \frac{6}{12} \checkmark$$

$$8. \frac{1}{6} = \frac{2}{12} \checkmark$$

$$9. \frac{2}{3} = \frac{6}{9} \text{ .8c} \checkmark$$

$$10. \frac{4}{6} = \frac{2}{3} \checkmark$$

$$11. \frac{5}{6} = \frac{10}{12} \checkmark$$

I will write all my digits in the squares – fractions will be written over two squares and, in a mixed number, the integer will cross two squares to be clear.

I will mark correct answers with a tick and incorrect answers with a dot.

I will use a "c" to show a correction has been made.

I will carefully read any feedback and respond to my next step.

6. The St Thomas' Classroom

Guidance for Classroom Learning Environment and Display

Every classroom in our School should be unique, reflecting the personality of the teaching team and class.

Whilst this guidance provides our shared expectations which are non-negotiable for every learning environment in the School, individual teachers and classes must feel free and encouraged to go beyond this to create the learning environment that best meets the needs of the class.

Our shared expectations for a St Thomas' Classroom:

- Every classroom must provide a safe environment where every child and adult is treated equally with respect and love, listened to and encouraged – where our Mission Statement is lived out to the full.
- This year, everyone should continue their journey to developing a Communication and Sensory Friendly Classroom. This is an approach that aims to create calm and positive learning spaces for all pupils. A wide range of research studies have looked at human response to colour and the impact on communication, behaviour, emotional behaviour and engagement. Making the environment more accessible, or more 'friendly', for all learners contributes to their overall achievement.
- Main principles:
 - **Clutter free - clear desks and worktops:** *avoid clutter and keep working areas free and decluttered. Think about what your desk looks like too! Think, do you really need it? Is it useful to anyone? **This is our MAIN FOCUS this year.***
 - **Ensure children use 90% of the room:** *the space should belong to the children not the adults. Resources/books should be accessible, usable and clearly labelled. If it's on a high shelf or tucked away and the children don't ever access it, do you really need it in your classroom?*
 - **Have unrestricted views of the outside:** *natural light when working if possible is optimum for the children so remove displays from windows and try to keep the lights off if it's sunny. Keep windows open to create air flow and avoid a hot and stuffy classroom.*
 - **Use of brown backing paper or hessian backing with black border for display boards:** *this consistent approach throughout the school will support all of our children when they are moving classes. **Remember the colour comes from the children's work.***
 - **Limit displays to display boards:** *a focus on working walls where the vocabulary is built up in lessons with the children and then displayed, thinking what is purposeful. Current display resources could be used as resources in lessons in the future, e.g. picture prompts for lessons, key questions in a bag to discuss, conjunctions to use in a basic skills lesson etc. Think, when you are delivering your input, what else is in the children's eyeline - what do you want them to focus on.*
 - **Limit what is on the walls:** *Only the relevant S=P+A+C+E poster to be displayed each week, Safeguarding and What to do in an emergency posters on the walls. Nothing hanging from the ceilings.*
 - **Have handwritten displays:** *model best handwriting for the children. Keep it simple. White pens have been provided for you.*
 - **Have visuals:** *timetables, now and next. Label cupboards with words and pictures.*

- **Have plants and greenery:** *Bringing the outside in and maximising a 'green' view. Think about ideas from our forest school training.*
- Remember you only need the following posters up, considering their placement e.g. avoid around the board:
 - Safeguarding poster
 - The **GOLDEN THREADS**
 - Information on what making **S=P+A+C+E** for learning as a St Thomas' Learner **as appropriate each week**
 - Listening Ladder
 - **S=P+A+C+E** Learning Skills
- Every classroom/year group area should also have the following:
 - A RE table with display and Come and See topic related work and key vocabulary and showing children's input and encouraging their interaction
 - **S=P+A+C+E** for **ME** Time to Talk box
 - KS1 - Learning Ladder – starting point being ready to learn and **upward steps only** – a positive learning reinforcement at all times
 - KS2 - Recognition Board to promote positive behaviour for learning
 - A **S=P+A+C+E** for **EVERYONE** board to celebrate the children's learning
 - A visual timetable
 - The children's birthdays (EYFS and KS1, optional in KS2)
 - Encouragement to read for pleasure (centred around a book corner/library area)
 - Maths, English and Science display showing key vocabulary and exemplar work/teaching points following the principles of a working wall

7. Outdoor Learning

As much as possible we should utilise our outdoor learning spaces.

EYFS and Year 1 use their outdoor learning spaces throughout the day.

All year groups have access to the outdoor areas of the School and are encouraged to make as much use of these spaces as possible for learning.

- The field
- The MUGA
- The Trim Trail
- The activity resources in the KS1 playground area
- The Gazebo (seating for whole class)
- The class gardens
- The Prayer garden (seating for whole class)
- The pond area and wild garden with weather station and space to sit on the grass for a whole class
- The quiet games area (seating for whole class)
- The sensory garden
- The stage areas (seating for the whole class) outside Year 6 and the covered stage area (seating for the whole class) by the corner of the MUGA
- The music area by the corner of the MUGA

We are continually looking to develop the grounds for learning, all ideas and suggestions are welcome but the more we use it the better!

Over the course of this year we will be developing the Forest School. Please talk to Mark for ideas of how you can start to incorporate these principles into everyday teaching now...

8. Curriculum Guidance

We aim to deliver the very best education that will enable each and every one of our children to become successful and life-long learners. Our curriculum is delivered within the context of our Catholic community. We foster a cross-curricular and holistic approach to learning that is exciting, relevant and challenging. 'Curriculum' is defined as all the learning experiences that the children have, both planned and unplanned to promote learning and personal, spiritual and moral development.

Our Curriculum INTENT	At St. Thomas of Canterbury School, everything we do is underpinned by our values. Our curriculum promotes a love of learning and enables our children to be prepared for their future with confidence and resilience. Our curriculum offer is broad and balanced for ALL year groups																	
	Our Vision:	Every child at St Thomas of Canterbury is everyone's child and is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.																
	Our Mission:	God's love is at the heart of our Catholic School Family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone in our school family to do the best they can.																
	Our Aims:	To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society. To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be. To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners. To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe. To nurture a strong partnership between home and school. To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.																
	Our Golden Rule:	We treat others as we would like to be treated. Put into practice through the application of our Golden Threads – Making S-P-A-C-E for Life																
	Our Golden Threads:	Love	Forgiveness	Honesty	Thankfulness	Wonder	Kindness	Friendship	Hope	Respect	Tolerance							
	S-P-A-C-E for Learning Focus on our learning habits			S-P-A-C-E for Me Focus on our mental health and well-being			S-P-A-C-E for Everyone Focus on respect, inclusivity and diversity											
How we IMPLEMENT our Curriculum	Elements	Values and ethos		Community		Classroom learning		Learning beyond the classroom		Enrichment opportunities		Co-curricular offer		Routines				
	St Thomas 10: Our non-negotiables	High Expectations		Rediscover		Going Deeper		Vocabulary		Making S-P-A-C-E		Independence		Collaboration		Feedback	Metacognition	Presentation Quality
	Statutory expectations and beyond	EYFS	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design			
		KS1 and KS2	RE	English	Maths	Science	Art	Computing	Design Technology	French	Geography	History	Learning for Life	Music	PE			
		S-P-A-C-E for Learning Focus on our learning habits				S-P-A-C-E for Me Focus on our mental health and well-being				S-P-A-C-E for Everyone Focus on respect, inclusivity and diversity								
		Tools to evaluate and improve		Values and ethos		Research and evidence based CPD programme focussed on being better			Data collection and analysis			External critical friends to challenge and advise			Listening to stakeholders: Pupil Voice, Parents, Staff, Governors, MAT, wider community			
How we evaluate the IMPACT of our Curriculum	Accountability Measures	The child, the whole child and nothing but the child			High attainment and progress for all			Positive behaviour, attitudes and attendance			Positive presence in the local and Parish communities			Children well prepared for the next steps of life				
	Our school family regularly evaluates the impact of our unique and engaging curriculum and their viewpoint is key to providing the best for our children and their future:																	
	Child EYFS	Our learning is great because I love everything we do!																
	Child KS1	Learning at St. Thomas' is fun and important. We get to learn things we didn't know before. Learning is great because we learn more and more each day.																
	Child KS2	The learning at St. Thomas' is extremely interesting and challenging. We always make S-P-A-C-E for our learning and are encouraged to do our best in every subject.																
	HT	Our approach to learning engages the whole child, our focus on building a love for learning that sustains the child into and through adulthood. We all look to make S-P-A-C-E in all we do.																
	Staff	The curriculum affords us the opportunity to cross reference different subjects which bring it to life and make the learning more meaningful with greater purpose. Each subject leader is supportive and ready to offer advice if need – teamwork is a strength at St. Thomas'.																
	Parent	The learning at St. Thomas' is approached in a variety of ways to keep the children engaged. The S-P-A-C-E days are a particular highlight and a great way to consolidate and celebrate learning. The introduction of forest school to the curriculum is a fantastic way for the children to engage with their learning in a different environment.																
Governor:	Governors are really proud of the way children and staff have responded to the challenges of the pandemic and engage so enthusiastically with such a wide range of subjects – truly making S-P-A-C-E for the whole curriculum. We totally endorse the unashamedly broad curriculum at St Thomas'.																	

a. Art and design (Lead– Kay Gordon)

Art is a way of expressing feelings through creativity. It develops the skill of observation and mark making. It is learning skills and applying different media in 2D and 3D.

Intent

The main intent in Art and Design is to provide purposeful activities which allow children to produce individual and independent artwork within the framework of the learning challenge or question and to learn how to view, discuss and make art in its many forms. Opportunity is given to learn a range of skills using a wide variety of media, and a stimulating environment is provided, both indoor and outdoor with reference to art practitioners working in this field.

Children are encouraged to explore, experiment, practice, rediscover and consolidate skills within a discrete art lesson but also make connections in subsequent art lessons, year groups and in cross curricular learning. Children are exposed to different techniques, methods, styles of making art and to different artists and art movements with a view to building practical, theoretical and disciplinary knowledge. Care is taken that skills are built progressively and opportunities given for iterative work to encourage depth with different approaches explored when subjects overlap e.g. portraiture or still life. Both contemporary and more traditional artists are studied which ensures that children are exposed to a range of styles and skills but also so that they gain cultural capital and an understanding of the timeline and social or political context of artists and art movements. Children acquire an overview of art development through time, place and cultures and address the big ideas, deeper meanings and sometimes conflicts in art, craft and design. The curriculum is sequenced to build in complexity in terms of knowledge, skills and content with the latter including both convergent (more prescribed) and divergent (less prescribed) goals. By way of example, children will all learn colour theory and mix secondary colours (convergent) but will also draw on their body of knowledge to create their own unique and sometimes experimental artwork (divergent) as can be seen in Year 5's work on coastal art. While there is a varied but structured curriculum and children learn specific skills, children recognise that they can also have their own interpretation which works well with the school improvement priority of celebrating children's achievements and individuality through **S=P+A+C+E** for Me.

In line with the school's **S=P+A+C+E** for Everyone focus, artists are drawn from a wide pool of culturally significant (both Western and non-Western) artists and traditions of art, craft and design e.g. Frida Kahlo, Kehinde Wiley and art of the Egyptian and Early Islamic civilisations. Emphasis is given to how earlier art has influenced contemporary art forms. Artists, craft-makers and designers from diverse communities are celebrated in lessons and art club e.g. Jean-Michel Basquiat and Yayoi Kusama so that all children can see themselves reflected.

Progress for all is promoted via SENCO approved strategies to target the lowest 20% in all subjects, including Art and Design.

Expectations are high but Art is accessible to all and the process as well as the product is celebrated and areas where children have had opportunities to 'Go Deeper' can be identified through how they approach a task, their language and ability to articulate their intent. Children may be disappointed with 'final results' but are encouraged to celebrate what went well, to acknowledge that with further practice they can improve and to recognise how to improve next time, making **S=P+A+C+E** for their learning.

Implementation

There is an increasingly wide variety of different media being used in Art and teachers are continually researching artists, techniques and skills to explore and widen their own knowledge to confidently support children in Art and Design. Subsequently, there has been a noticeable range of traditional and contemporary artists informing the artwork.

Links are made to topics and children understand the relevance and purpose of learning in Art and how these relate to potential career opportunities later in life. Where possible, local links are made, for example Year 1 study the work of the 'artist gardener' Gertrude Jekyll. Year 2 illustrate in the style of E.H. Shepard and design and make tiles influenced by Mary Watts. In the past, there have been opportunities for children to see artists in action, for example when questioning our mural artist at work or book illustrator, and looking forward, we hope to welcome more art practitioners to school from diverse fields and for children to visit galleries and museums once more when coach travel becomes more affordable.

Children are encouraged to revisit and discover new artists and art forms via morning slides and daily art calendars in some classes and oracy skills promoted with discussion about similarities or differences between featured art. Such slides allow children to recognise the importance of less recognised art forms such as folk art, photography, architecture and other areas that time constraints in the curriculum would otherwise exclude.

Children have their own central gallery – The Canvas – and art club which are popular features of the school admired by all. Art is assessed through process to final piece through specific criteria and codes, learning reflections, teacher, peer and self-evaluation and whether the artwork has succeeded in meeting the learning challenge. Assessment can be written (on transparent post-it notes) and verbal, with care taken to respect the subjectivity of the subject.

Time needs to be ring-fenced for teaching Art and care should be taken when the subject is taught in carousel that sufficient time is given to it. Other ways of continuing the learning journey include cross-curricular challenges. Teachers are encouraged to develop professional knowledge about the subject via Xavier MAT CPD sessions.

Impact

Art has a high profile in school, evidenced by work produced in class, clubs (art, craft and wellbeing), in sketchbooks, displayed in our school gallery, in the classroom and Year Group shared areas, and in children's comments during Art learning walks and pupil voice. While teachers choose work to display in The Canvas, children are motivated to have their artwork displayed and it is a popular feature and talking point of the school with many citing this as one of their highlights in end of year self-evaluations. Experience organisers have been trialled to give context to a new topic, artist or art movement with the children's involvement and these will now be rolled out across the school. Story and art books and biographies have also been provided to give children a deeper understanding and teachers are encouraged to create a focus in their classroom to display these, alongside appropriate vocabulary.

Children are starting to be more confident and to become more critical when assessing their own and other's art. It is important to learn the art of constructive criticism in order to progress and to recognise why something hasn't worked and how to improve. Children are moving away from a vague response to starting to have the vocabulary to articulate what worked well and what skill they need to improve. One aspect of greater depth is that ability to articulate and act on constructive criticism and advice. Children are also beginning to respond to the marking codes in their sketchbooks and verbal feedback to see where they need to improve and identify their next steps and all children are encouraged to annotate and reflect upon their work and knowledge gained in their sketchbooks.

Children are keen to improve and have asked in pupil voice for further written feedback so that can revisit previous advice on how they may progress or approach a technique at a later date.

Teamwork has been encouraged via collaborative pieces such as the stations of the cross produced by each class for our Passion Play display and pictures of saints created for our reception area. All children enjoy the chance to contribute annually to our seasonal RE displays, which greet visitors to our school. The large-scale collaborative work trialled in art club was a source of pride and engagement for those involved and further larger pieces are planned as a result.

Curriculum *(including aims and purposes)*

- To encourage technical proficiency in the following prioritised areas of making: Drawing, painting, sculpture, printmaking and other areas of practical knowledge in keeping with our structured curriculum.
- To foster understanding of cultural and contextual content about art and artists to build theoretical knowledge. Children should learn about meaning, interpretations, materials, processes, journeys and connections through time, rather than just dates e.g. if studying Van Gogh, tie the post-impressionist movement to the influence of Japanese woodblock printing, explain the tools and techniques he used and the themes and meanings behind his work.
- To discuss or evaluate big ideas in art and understand key concepts by analysing art and intentions (disciplinary knowledge) e.g. thinking about what art is and how we judge it, how design affects human environments, human stories in art, emerging technologies etc.
- To encourage children to ask questions, to comment on similarities and differences, to make comparisons, name and classify.
- To build in opportunities for children to explain their intentions and ensure that they have the appropriate words to do so by providing the key vocabulary.
- To provide time and opportunities to develop spoken language in a range of different contexts on a one-to-one basis and in small and larger groups, using the **S=P+A+C+E** skills of constructive critical thinking and evaluation.
- To introduce and model technical vocabulary specific to art, art materials, techniques and processes.

Planning *(key subject specific details)*

Provide purposeful activities which build children's confidence

- Let children explore and experiment, supporting the process but not dominating it.
- Demonstrate the use of new or unfamiliar materials and help children to gain skills, consolidate these and develop their own ideas.
- Model part of the expectation but not the complete composition – patches not pictures.
- Use language at every opportunity to describe activities undertaken.
- Help children to critically evaluate their work, say what they like and how they could make it better.
- Learning Challenges should reflect the skills being taught or the artist or art movement.

Sequence practical knowledge (e.g. components of drawing)

Fine motor skills

- Pencil grip
- Range of marks
- Series of lines (cross-hatching)
- Applying pressure to affect tone
- Shading to suggest form

Repertoire of lines and shapes, which become symbolic systems or codes

- Simple marks
- Dots
- Vertical lines
- Horizontal lines
- Lines that enclose spaces
- Circles

Knowledge of elements of art

- How light and dark can be represented by pencil control
- Orientation of drawing

Knowledge of art language, such as spatial language

- Accurate use of art-specific words, such as shape, line and colour

Techniques or methods

- Hatching
- Cross-hatching
- Stippling
- Finger blend

Children progress from learning the components to further knowledge and exploration e.g. traditional (drawing as skilful copying), modern (experimentation combining formal elements and individual, expressive style) and drawing (as performance or social activity)

Value children's ideas and their representations

- At planned points in the learning journey, allow children to produce individual, unique pieces of work as directed by the Learning Challenge or Question – not adult-determined.
- If there is an end product, it should be determined by the child.
- Model and pass on the skills and knowledge but let them do the making.
- Provide a stimulating environment: visual and auditory.
- Be aware of cognitive load, breaking down tasks and modelling and giving enough opportunities to practise crucial components.
- Pupils with greater expertise may be asked to resolve unfinished work or demonstrate a personal response by mixing materials, media or techniques. Their activities will become increasingly open-ended and varied.

Allow children to explore and play without undue restraints

- Consider an attractive, well-organised and exciting environment but one where curiosity, creativity (and sometimes mess) is allowed and encouraged.
- Provide opportunities for outdoor learning and explore and investigate artists who practise this e.g. Anthony Gormley, Richard Long, Andy Goldsworthy
- Create opportunities for them to reflect on other cultures as well as their own.
- Talk about colours and composition but give children ownership by letting them arrange materials and select resources of their own choosing by themselves.

Provide time

- Allow time to explore, experiment, practise, repeat, rediscover and consolidate skills.
- Establish a balance between child-initiated and adult-led activities.
- Consider when to intervene and when not to.
- Allow children to work alone, in a small group and with adults.
- Help children to choose and to become independent choosers.
- Provide time to reflect on the work that has been done, to critically evaluate their work and that of their peers.

Resources

- Less is more – provide a limited range of quality materials with which children can become really familiar.
- Find opportunities for children to engage with artists, crafts people, architects and designers. Consider the context of their lives and their relevance to our curriculum.
- Take opportunities to visit galleries and museums or invite artists to school.
- Use work of artists to explain skills and concepts as inspiration for their own ideas and interpretation, not as a pastiche.
- Provide quality stimulus material/artefacts and a good range of images to share with children – on the whiteboards or in their hands for them to hold, feel and explore.

- Consider the use of high-quality videos from experts to demonstrate different techniques if not modelling under the visualiser or on the board.
- Use drawing boards and encourage children to step back from their work to enable them to critically evaluate their progress and that of their peers.
- Where appropriate children should stand when painting, using a desk top easel if available and appropriate to easily look from a distance, assess, evaluate and revisit their work.
- Pupils with SEND require inclusive language and positive role models. Consideration should be given to whether pupils will struggle to make sense of abstract ideas so for contemporary artists, start with identifiable subject matter rather than less concrete imagery.
- Consider providing an alternative, quieter space for some pupils with specific sensory needs to complete expressive tasks such as a complex painting.
- Pupils with wheelchairs or other modified seating may require a vertical easel to access artwork easily.
- Ensure children have access to a range of books to support further learning and interest.

Sketchbooks

- Allow children free access to their sketchbooks for class and independent experimentation from Year 1 to Year Six.
- In EYFS, children have access to paper and work is retained and recorded in individual folders.
- Rediscover and Going Deeper stampers should be used and evident in sketchbooks.
- Sketchbooks should be a visual diary of their observations, ideas and experimentation of different media.
- Encourage children to review their sketchbooks and identify their progress as an ongoing record of their learning and achievement.
- Work should all be dated and given a title underlined with a ruler in pencil. This (and evaluation) can be difficult when children are producing work over the course of more than one week or where a work needs fixative applied, paint or glue to dry or work is to be featured in a gallery. In such cases a photograph can be included in the sketch book to allow a chronological portfolio of work to be created and progression reviewed.
- Children should sketch and make notes about artists and works that interest them at home, school or on visits to museums and galleries wherever possible.
- Children should own their sketchbooks and friends and teachers should comment and make suggestions on transparent post-it notes to respect children's ownership of their sketchbooks.
- A class sketchbook should be sent home with a different child each week for children to experiment in and demonstrate things that interest them artistically.

Assessment (Subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

Assessment occurs in different forms and at different times through the course of a unit of work, therefore assessment will be spread out over time. It is not necessary to assess everything at the same time, or leave it until the end of the unit. Developmental marking should occur once a half term using the art codes on transparent post-it notes.

Creative subjects feedback codes:	
Cr: Creativity Im: Imagination Des: Design Line: Line Col: Colour Tex: Texture Comp: Composition Ann: Annotation Lay: Layout	EQ: Expressive qualities Pres: Presentation quality Dr: Drawing Tone: Tone Sh: Shape Form: Form Inn: Innovative development Per: Perspective A/D: Artists/Designers

When assessing consider how children have shown:

- **Generating ideas:** showing complexity, research, observation, originality, perception, aspiration, creativity.
- **Making:** technique, skill, control, complexity, mastery, quality, judgement, creativity.
- **Evaluating:** judgement, autonomy, independence, perception, subtlety
- **Knowledge:** breadth, contextual understanding, explanation, judgement.

Good assessment practice

- Ensure systems of recording and reporting preserve the achievement profile across the progress objectives.
- Note the date of achievement alongside feedback codes.
- Assessment should be valid and reliable. Formative assessment revolves around dialogue between teacher and pupil and is timely, frequent and bitesize.
- Assessment should identify if pupils have acquired the components (learning challenge and steps to success) via annotated sketchbooks, portfolios, observation of pupils and explanations from them.
- Summative assessment should gauge how well pupils have remembered and put into practice knowledge they should be expected to retain. This can be done via multiple-choice questions to isolate specific aspects of knowledge and might include vocabulary, particular processes or techniques or particular pieces of work.
- Teachers must be aware of subjectivity in art.
- Provide an opportunity for sample assessments to be moderated to ensure consistency of assessment across the school.
- Ensure a standards portfolio containing samples of assessed work from each year group is created to ensure consistency of assessment over time.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. Art can be explored within these three areas as well as the specific area of expressive arts and design.
- Encourage children to access materials independently.
- Children should use primary colours and understand how to mix these to make secondary colours.
- They should know which tools to use to create the effect they want e.g. small brushes for detailed features when painting.

Key Stage One further guidance

- Children should prepare their space independently and know where to access the materials they need.
- They should be able to choose the primary colours they need to create secondary colours, tints and shades.

Key Stage Two further guidance

- Children in Key Stage Two will have a separate sketchbook to show the process of their art and to display their finished product as a portfolio.
- They should be encouraged to use their sketchbook to make notes and observations relating to school projects and also extra-curricular visits to galleries and other art spaces.

Whole School further guidance

- Ensure that adequate time is given to Art in the curriculum and children have a chance to respond to verbal feedback or marking codes.
- Please update 'The Canvas' regularly, as timetabled on the school calendar, and ensure children's names are typed in **Sassoon Infant Md, size 36**. There is no need to laminate.

- Experience – not knowledge – organisers should be clear and visual; include elements of rediscover; display and explain the relevant key vocabulary; provide opportunities to go deeper by recording their own thoughts and feelings and research.

Health and Safety

- Children must not be exposed to toxic materials that can be ingested, inhaled or absorbed through the skin. Only use materials which are safe for children to use.
- Children must wash their hands after working with materials.
- The sink areas must be kept clean and any water spills cleared up immediately to avoid slipping or accidents.
- Rooms must be kept well ventilated to ensure adequate fresh air.
- Make sure that children follow the usual rules of safety in the classroom, e.g. no running, ensuring chairs are tucked in etc.

b. Computing (Lead – Amy Grove)

Computing is using applications to enter a digital world to solve problems, manipulate resources to perform tasks, communicate information safely and express creativity as responsible and critical users.

Intent

Our engaging Computing Curriculum prepares our children for the digitally literate future they face. We want the children to recognise how to be responsible and safe online; building the important foundations of Online Safety is a key focus throughout the children's lives at St. Thomas of Canterbury. Therefore, we recognise that the children should fully understand the online world by doing our very best to promote confident and safe use. This is key to our children making positive choices online, reflecting our Golden Rule: 'Treat Others as You Wish to be Treated'.

The challenging and ambitious curriculum focuses on the combination of knowledge (I know that) and skills (I know how) to support the children's understanding of key computing concepts and life skills. We recognise that you need the knowledge to develop skills. We offer a broad curriculum encompassing the three strands of the National Curriculum: Computer Science, Information Technology and Digital Literacy using a range of age-appropriate programs, software and physical resources.

Our cross-curricular Computing Curriculum demonstrates progression in each of the strands with children 'Rediscovering' their prior knowledge and skills before 'Going Deeper' with their learning. We also encourage and challenge our children to make their own learning choices, applying their knowledge and skills creatively and effectively for a specific purpose. Our children progress with their ability to use the Computing Suite efficiently and develop the necessary skills throughout their time at St. Thomas' through well-planned and sequenced learning which results in computer literate, confident and competent children.

Implementation

We ensure that every strand of the Computing Curriculum is embedded fully in each year group in our weekly lessons in the Computing Suite, from EYFS to Year 6. Cross-curricular links are clearly evident in many lessons, however opportunities for Computing in other curriculum subjects are also explored where possible. Each strand is taught each half-term to ensure the children continually receive a balanced curriculum developing their skills.

Computer Science is taught through both online and 'offline' lessons to provide the children with a thorough understanding of this aspect of Computing. Children need to recognise how a computer works and their computational thinking will develop their problem solving skills and encourage deep and critical thinkers.

Information Technology has become even more of an essential element of the children's learning in recent times. With the implementation of Google Classroom to support the children's teaching and learning, key skills including word processing and typing have come to the forefront of our curriculum. Children now have more opportunities to be creative with their learning and challenge their ability.

Digital Literacy is a key priority for our school; the children's well-being as a result of online activity is paramount. We have active Digital Leaders in Year 6 who promote Online Safety in Worship and meet regularly with the Online Safety lead. They will be monitoring the Online Safety issues shared by our children and will work closely with staff to find the best solutions. This also further promotes our **S=P+A+C+E** for Me ethos.

Significant people of interest are also studied in each year group linked to other curriculum subjects, providing further cross-curricular links and meaningful learning.

Opportunities to 'Rediscover' prior learning are key before the next challenge is presented to the children, through the exploration of key, subject-specific vocabulary and new knowledge and skills. 'Going Deeper' challenges are presented to all children, there are no limits for our children – we have high expectations of them

all. By making **S=P+A+C+E** for their learning, our children recognise they can achieve greatness in Computing. Support from their peers and staff is given as well as scaffolding and Quality First resources where applicable. Both independent and collaborative challenges are presented to the children to develop their Computing journey.

The skills diary completed by children ensures they have a record of their learning and enables the children to have an opportunity to journal their understanding and learning from a unit of work. Feedback is essential to progression with verbal, in-the-moment feedback, from teachers and the children's peers, being the most relevant and purposeful. Learning Reflections provide the children with opportunities to explore their independent learning further using key, specific-specific vocabulary. Animation Club provides our children with a further opportunity to share their talents after school.

Impact

By the end of their time at St. Thomas of Canterbury, our children will have enjoyed their Computing experiences – both in and out of class – and make good progress throughout the school. They leave with the everyday skills they need to navigate computers and the online world as well as having a good understanding of coding and the impact and benefits it has in our modern lives. Our children are ambassadors for Online Safety and promote the important messages shared during their time at school. The combination of continual assessment and feedback enables our children to recognise their success as well as identifying next steps. Children show pride in their learning and are keen to share their work with others in our school community.

Ultimately, we want to prepare our children for the fast-paced and ever-changing technological world we now live in. We want our children to recognise the contributions they will have to offer whilst always maintaining and promoting our Golden Rule at all times in the online world. We want our children to be pioneers of the future.

Curriculum (including aims and purposes)

- **Purpose of Study and aims:** To equip pupils to use computational thinking and creativity to understand and change the world using the three main areas: Computer Science (which is seen as the core of the curriculum), Digital Literacy (where pupils should become digitally literate and become responsible online users) and Information Technology (including learning about Computer networks).
- An **Online Safety** lesson must be taught during **each half term**; in the Spring first half term this can coincide with **Safer Internet Day** which will be on **Tuesday 6th February 2024**.
- Please continue to **update the yearly overview** to ensure you are covering all areas of the curriculum. Remember the idea is to teach each concept little and often; please ask the Computing Lead for further advice if needed.

Planning (key subject specific details)

- Key vocabulary, knowledge and skills should also be re-enforced in the clear **Learning Challenge or Question and Steps to Success**.
- **Steps to success** should begin with **I know that, I can explain, I can show that and I know how**.
- Differentiation should be through the children's outcome, process and organised activity. Please remember to include Adaptive Teaching strategies.
- **Cross-curricular links** should be made where appropriate and should give Computing a real purpose.
- **Teach Computing** have planned and resourced lessons that can be adapted as discussed with the Computing Lead: <https://teachcomputing.org/curriculum>
- **EYFS** should ensure that the Barefoot Teaching resources are regularly used to develop the foundations of early computational thinking: <https://www.barefootcomputing.org/earlyyears>
- An approach to planning **programming** lessons and activities including the following stages:
 - **Predict:** Present children with a program to read and try to predict what it might do. Children should verbalise and discuss their predictions before writing things down to support vocabulary

development. The programming examples should include some familiarity and only introduce one or two new concepts.

- **Run:** Children test their predictions previously made. Teachers should provide a clear structure at this stage to help the children verbalise the function of the code and compare with their predictions. Again, the reinforcement of key vocabulary is important.
- **Investigate:** The focus of this is code comprehension and should be addressed through questioning. Code comprehension includes individual lines of code; groups of lines of code that link; lines of code that are related but not next to each other and the entire program. Debugging is also an important part of this element.
- **Modify:** Children complete a variety of modifications to the code they have been investigating with an increasing level of challenge. As children become more confident with new concepts, scaffolding can be removed.
- **Make:** Children are given a new problem to solve that applies all the structures and concepts that have been learnt during the previous stages. It is an opportunity to apply new learning in a familiar program. Algorithm design, using the children's computational thinking, should be developed in this stage.
- **Each year group should also teach computing offline each term:** refer to the Curriculum Coverage Review and Overview documents for suggested ideas to implement.
 - **EYFS** and **KS1** should use ideas from the following website:
<http://www.code-it.co.uk/csplanning.html>
 - **KS2** should use the Computer Science Unplugged planning as agreed with the Computing Lead:
<https://www.csunplugged.org/en/>
 - Further suggestions can also be found at: <https://www.barefootcomputing.org/barefootbytes>
- Links to **significant people of interest** in Computing should also be taught; please use the story/non-fiction books purchased to support your teaching of these suggested people in the most relevant term for your Learning Journey:
 - Year 1 – Ada Lovelace
 - Year 2 – Tim Berners Lee
 - Year 3 – Bill Gates and Steve Jobs
 - Year 4 – Grace Hopper
 - Year 5 – Hidden Figures (Katherine Johnson, Dorothy Vaughan, Mary Jackson and Christine Darden); Ismail Al-Jazari and Banu Musa Brothers
 - Year 6 – Alan Turing and Charles Babbage
- **Online Safety** – We will be including and implementing the Google and Parent Zone 'Be Internet Legends' and 'Digital Wellbeing' Online Safety Scheme of Work into our half-termly online safety lessons. The scheme (which includes planning for Key Stage 2) is designed to teach the children the skills needed to be safe and confident online.
- There are five pillars that the learning should centre around and we have added a sixth pillar to incorporate Safer Internet Day which we will all be following throughout the school. Each year group from **EYFS** to **Year 6** should follow these pillars each half term.
 - Be Internet **Sharp** – Think Before You Share (Autumn 1)
 - Be Internet **Alert** – Check It's For Real (Autumn 2)
 - Be Internet **Safe** – Together For A Better Internet (Spring 1)
 - Be Internet **Secure** – Protect Your Stuff (Spring 2)
 - Be Internet **Kind** – Respect Each Other (Summer 1)
 - Be Internet **Brave** – When In Doubt, Discuss (Summer 2)
- In Spring 1 the Safer Internet Day (Tuesday 6th February 2024) planning should be used; this will be made available to you, by the Computing Lead, once released in January.

- **Project Evolve** also have planning for Online Safety which may further support each of these pillars.

Be Internet Legends Planning Guidance		
<i>Refer to Planning Book which can also found in Staff Shared Area – Computing – Be Internet Legends</i>		
Autumn 1: Be Internet Sharp	Year 3	Activity 1 – Is it ok to share?
	Year 4	Activity 4 – Keeping it Private
	Year 5	Activity 2 – Whose profile is this anyway?
	Year 6	Activity 3 – How do others see us?
Autumn 2: Be Internet Alert	Year 3	Existing fake website planning
	Year 4	Existing fake website planning
	Year 5	Activity 2 – Who are you, really?
	Year 6	Activity 1 – Don't bite that phishing hook?
Spring 1: Be Internet Safe	All year groups	Safer Internet Day Planning
Spring 2: Be Internet Secure	Year 3	Activity 1 – How to build a strong password
	Year 4	Activity 3 – Taking care of yourself and others (<i>links to Be internet Sharp activity from Autumn 1</i>)
	Year 5	Activity 2 – Shh... Keep it to yourself!
	Year 6	Existing planning
Summer 1: Be Internet Kind	Year 3	Activity 1 – How can I stand up to others online?
	Year 4	Activity 3 – Mixed messages
	Year 5	Activity 2 – Turning negative into positive
	Year 6	Activity 4 – Reacting to role models
Summer 2: Be Internet Brave	Year 3	Review of their online safety learning and Digital Wellbeing Lesson 1 (Age 7-9)
	Year 4	Review of their online safety learning and Digital Wellbeing Lesson 2 (Age 7-9)
	Year 5	Review of their online safety learning and Digital Wellbeing Lesson 1 (Age 9-11)
	Year 6	Review of their online safety learning and Digital Wellbeing Lesson 2 (Age 9-11)

Resources

- **Be prepared!**
- When using physical resources such as Beebots and Probots please check the week before that they are fully charged and working.
- All resources should be stored and kept tidy in the Computing Suite Cupboard.
- Batteries are kept in the office should you need to replace any.
- **If there are any problems with any of the resources please come and see the Computing Lead; this will give us a chance to solve any issues. If the problem is in the Computing Suite, please let the Computing Lead know.**

Assessment (subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

- Reflections and evaluations will be ongoing and **should be verbal as well as written** in order for the children's learning to progress at that moment in time. Children should be given plenty of opportunities to assess their own as well as each other's work during the course of lessons or projects that they are working on. Children should be encouraged to use key vocabulary to support their learning.
- Learning reflections should be written in purple pen and include key vocabulary from the lesson.
- Traffic lights and smiley faces are appropriate for EYFS and the beginning of Year 1 with the children working towards writing their own evaluations and reflections.
- Developmental marking should occur once a term as appropriate.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.
- **Effective Assessment in Computing may include the following:**
 - Skill based steps to success with key subject based vocabulary
 - Teacher feedback that is relevant using key vocabulary
 - Photos/printouts of work which could be annotated
 - Links to real life opportunities in comments in reflections
 - Children clear about the program they are using, structured opportunities for children to reflect on what they have learnt
 - Encourage children's reflections to include the use of key vocabulary from steps to success
 - Through teacher questioning challenge children to think what would happen if...? (making predictions)
- AfL is a powerful tool to check pupils knowledge, skills and attitudes can be evidenced within Learning Reflections:
 - Knowledge:
 - do they understand ...?
 - can they explain ... ?
 - can they predict ...?
 - Skills:
 - do they know how to ...?
 - can they do ...?
 - Attitudes:
 - can they solve ...?

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. Although 'Technology' is no longer explicitly mentioned in the new framework, opportunities for exploring technological devices as well as the use of the Computing Suite should continue to occur in order to build the children's computational thinking skills that are key to future learning.

Key Stage One further guidance

- Within the Computing book, Learning Reflections should be recorded to reflect knowledge and skills learnt and/or developed. Children should either self-evaluate or peer evaluate against the steps to

success for that lesson. These steps to success can be printed out and stuck in or written in by the children, whichever the teacher deems most appropriate and suitable.

- Any work printed out should be stuck into the child's computing book.
- The cyber contract for the children should be stuck in at the front of the Computing book in Year 2 or when the child starts in Key Stage 1.
- At the end of Year 2, children will take their Computing books home.

Key Stage Two further guidance

- Every child will have a Computing Book.
- In Key Stage 2, children should record what knowledge and skills they have learnt each lesson in their Learning Reflection and this should be dated. As in KS1, the Learning Challenge/Questions and Steps to Success should be recorded in some format. For example: *Today I have used Excel to use a formula in a spreadsheet. I can add columns. I can change the width of my columns and rows. I can write a formula to add up my results. I can edit my formula. My next step is to use my spreadsheet to create a graph.*
- In Key Stage 2 any work printed out should be stuck into the child's computing book or the appropriate subject book.
- The cyber contract for the children should be stuck in at the front of the Computing book in Year 3 or when the child starts in Key Stage 2.
- At the end of Year 6, children will take their Computing books home.

Whole School further guidance

- Rediscover and Going Deeper opportunities should be explored in every lesson.
- Modelling should be used as an effective method to explain new skills and concepts. This could be done altogether or step by step.
- Basic skills are just as important as lesson content – time is still needed for these – being able to log on is important as is knowing what the space bar or return key does.
- Extra sessions are available in order to extend cross curricular links; staff should sign up each week using the timetable in the Computing Suite.
- All children should be assigned Computing places for monitoring purposes.
- Any Online Safety issues (in or out of school) should be reported using CPOMs and Amy Grove should be included in the alerted members of staff.

Health and Safety

- If there are any technical issues or faults, these should always be reported to the Computing Lead immediately.
- Please speak to the Computing Lead about the safe disposal of batteries and any computing equipment.

c. Design and Technology (Lead – Laura Terry)

DT is exploring mechanisms and making objects that have a purpose. It is designing innovative products that have a user in mind.

Intent

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Our children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

High-quality design and technology education at St Thomas' should support every aspect of the St Thomas' ethos as reflected in the **S=P+A+C+E** for Learning approach. It should contribute to the children's creativity and resourcefulness. Experience of successful problem solving and the process of development through trial and error should build resilience and self-confidence and the approach of providing next steps encourages perseverance. The skills acquired through DT should support the children as they tackle further challenges in their education and the cross-curricular nature of DT at St Thomas' should enable the children to apply and embed learning from other areas.

In addition, the assessment model using learning reflections, peer feedback and verbal feedback combined with the iterative process of design should support every St Thomas' child in exploring and gaining confidence in their **S=P+A+C+E** for Me skills. The opportunity for self-expression in a variety of media which the subject allows should contribute to the children's sense of well-being.

Implementation

In the implementation of DT learning at St Thomas' lessons aim to allow for Rediscover elements to consolidate learning and Going Deeper opportunities to stretch all children and provide challenge.

The implementation of DT at St Thomas' has two main aspects. Firstly, as a school we increasingly cover all 5 strands of the technical skills that form the foundation of Design and Technology with some overlap with the area of ICT. These strands include: Structures and Mechanisms, Electrical Systems, Computing Programming, Monitoring and Control and Cooking and Nutrition.

In parallel, the children develop their skills and confidence in the areas of Design, the 'Make' phase of their products and in the Evaluate stages of their work. There is a clear development of the children's work in all these areas. In Design, they move from following design criteria to developing their own based on the brief they have been provided with. As they move through the years they generate, model and communicate their ideas with increasingly sophisticated diagrams and models. As regards the Making stage of the design and build, as they progress they select and use a broader range of tools and equipment and consider a wider range of factors when choosing materials such as functionality and aesthetics.

The Evaluate phase is critical to ensure that the subject is assessed accurately and the children's work is effectively reviewed. Teachers carry out a developmental mark once every half term and during each project, self-evaluation and peer evaluation are used to support the iterative process. There are many opportunities for both independent and collaborative challenges. This informs the teachers' planning. Membership of the DT Association and access to the Xavier Trust planning resources further support the planning process.

A skills booklet will go with the children from year group to year group in order for them to see their own progression of skills and to ensure they have received sufficient Health and Safety training for the use of a variety of tools.

At St Thomas' the children's work is celebrated in each year group. Examples of this include the gallery for Art and DT, the Viking Museum in Year 4 and the Arabian Nights in Year 5 which the children cater for.

Children will be encouraged to research significant people linked to various areas of D&T in order to inform their planning and evaluation of a project.

Impact

The impact of the DT curriculum is evaluated in several ways. A record of the technical skills is kept and reviewed for each project the children undertake. Evidence of the iterative process and the self-evaluation and peer evaluation that supports this is evidenced in the DT book of each child. The teacher's developmental marking takes account of this assessment and makes suggestions as to how the child can progress in the subject. Book looks and learning walks, as well as curriculum mapping, enable a school-wide overview of the subject at St Thomas'. The pride that the children take in this subject and the impact that it has can be seen from the high quality presentation and work in books and celebrations.

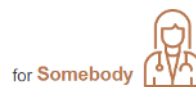
The successful implementation of the subject of DT allows for the children to not only acquire technical skills and subject knowledge, but also to develop transferable skills such as problem solving, analysis, **group work** and a reflective approach that will support them in any academic or professional undertaking. This directly supports St Thomas' strategic aims of focusing on learning and teaching and the development of the whole child. Though DT is not one of the core subjects in the curriculum, because of the nature of the subject and its cross-curricular links, it is clear that its effective implementation can have a disproportionate impact on our School Improvement Priority 4 – Raising the bar with all the benefits that this brings for our children.

Curriculum *(including aims and purposes)*

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- To critique, evaluate and test their ideas and products and the work of others.
- To understand and apply the principles of nutrition and learn how to cook and prepare food safely.
- To acquire a wide range of purposeful skills covering the **five curriculum strands of DT (Structures, Mechanisms, Electrical Systems, Computing – program, monitor and control, Cooking and Nutrition)**.
- To have access to a wide range of materials, tools and equipment and use of the Food Technology Area.

Planning *(key subject specific details)*

- Design is about the head (problem-solving), the heart (humanity centered) and the hand (practical skills) - Design Council.
- Learning Questions provided should enable children to apply their knowledge and solve problems.
- Some lessons should include an invention or inventor/person of interest to discuss linking to the purpose of the lesson.
- Children need to have a **user** and **purpose** in mind.
- DT is **something** to **somebody** for **some purpose**.
- The planned task needs to be **authentic** and provide an opportunity for innovation.
- As part of the planning, time should be allowed for children to explore their own solutions to fulfil this purpose. This may be carried out through a homework task at the beginning of the project.
- The planned task should allow for design decisions to be made.
- As far as possible, time should be given in the planning for the different stages of the iterative design process to be shown in the books.
- The planned task should have a **function**.



- Teachers will refer to and follow the 'Subject Content' from the National Curriculum for Design and Technology.
- Each unit should include Investigative and Evaluative Activities (IEAs) and a Focused Tasks (FT) that feeds into Design, Make & Evaluate Activities (DMEA).
- Every year group will include a minimum of one 'Cooking and Nutrition' project.



Assessment *(subject specific additional expectations including marking, evaluations, AfL and models of next step marking)*

- As well as developmental marking and self or peer evaluation, much feedback will be verbal, as work progresses, either through peer or teacher discussion/ questioning.
- As in all other subjects, the St Thomas 10 should be evident in every D&T lesson.
- Developmental marking for D&T should be recorded once a topic/term and after the design lesson.
- Developmental marking suggestions are as follows:
 - Why did you choose that material for your design? Would something else have worked better?
 - Would the result have been different if you had chosen xyz (could be a different ingredient; material). Explain the differences.
 - Explain the impact of using other ingredients in your recipe (these could be cultural, environmental or health)
 - List the most effective tools to use for your project and explain why you made those choices.
 - If Robert Dyson/ Jamie Oliver/ Leonardo Da Vinci saw your design, what do you think they would say?
 - If someone else tried/ used your product, what do you think they would say and why?
 - What made you decide on that design? What informed your design decision?
 - What do you think will be the hardest part of your design? Could you adapt your design to make it easier or more complicated?
 - Look at your original design, were you able to follow your plan?
 - Could you have improved your design/ product? What changes would you make?
- Teacher marking will be in black or pencil as this is less 'intrusive' on the children's work.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. DT can be explored within these three areas as well as the specific area of expressive arts and design.
- In EYFS children use a range of media and collage to present their work.

Key Stage One further guidance

- Every child in KS1 has a D&T Workbook (A4, black laminated cover with white cartridge paper pages) to be named with a sticky label. New books to have 1 lined and 1 plain page from September 2022
- Work is done in pencil, mixed media and collage.

Key Stage Two further guidance

- Every child in KS2 has a D&T Workbook (A4, black laminated cover with white cartridge paper pages) to be named with a sticky label. New books to have 1 lined and 1 plain page from September 2022
- In KS2 work is done in pencil and colouring pencil with samples of fabrics and other materials if and when appropriate.

Whole School further guidance

- Every piece of work is to be dated (long or short, according to preference) with the Learning Challenge/Question written clearly and underlined with a ruler.
- Workbooks should include examples of:
 - Research
 - Design ideas: drawings (EYFS and KS1), labelled/ annotated sketches, cross-sectional and exploded diagrams (KS2)
 - Technical vocabulary
 - Prototypes
 - Photos
 - Mock-ups
 - CAD designs
 - Samples of focussed practical tasks (e.g. sewing stitches)
 - Step-by-step plans
 - 'Record of Skills' tables at the end of *every* topic
- Skills booklets:
 - These should go with the children from year group to year group in order for them to see their own progression of skills and to ensure they have received sufficient Health and Safety training for the use of a variety of tools.

Health and Safety

Teachers will consider any possible hazards in each activity and take '**all reasonable care**' to minimise risks. Refer to **data.org.uk** for the latest health and safety advice.

- Establish a 'code of conduct' and discuss health and safety with the children.
- Use age appropriate resources and decide which tools/ equipment:
 - are safe once instructed and under normal supervision.
 - should be used under close supervision.
 - are 'teacher only' tools to be kept separate.
- Ensure any sharp tools such as knives and saws are counted back in at the end of a lesson.
- Ensure children prepare themselves for the task in hand by wearing protective clothes, tying long hair back, rolling sleeves up and wearing eye protection where appropriate.
- Additional food precautions include adequate hand washing, clean surfaces, clean aprons and checking allergies prior to preparing food.
- Ensure there is adequate adult help and provide guidance for helpers.
- Where appropriate for some activities, ensure permission is granted from parents prior to certain D&T activities, including for visits and when checking for food allergies.

d. English (Leads – Esther Sharpe with Vikki Royce and Lucy Morgan)

English is understanding, enjoying and applying the spoken and written word. It allows us to communicate effectively and make sense of the world.

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society.” Kofi Annan

At St Thomas of Canterbury Catholic Primary School, we know that strong literacy skills set pupils up for life, and as such, seek to ensure Literacy is the invisible thread that runs through all areas of learning. We encourage children to focus on how to learn and foster literacy skills that can help make us all successful lifelong learners. This comes through our overarching promotion of the St Thomas Learner who makes **S=P+A+C+E** for their learning. We believe a quality English curriculum should develop children’s confidence and (positive) attitude by gaining a love of reading, writing and discussion. Once this is place they will want to put in the effort and persevere in order to succeed, and therefore gain pleasure and personal fulfilment as a result.

We appreciate that our St Thomas Learners will come to this subject with different starting points and experiences. We will seek to bridge this spectrum by providing regular opportunities to ‘rediscover learning’ by going over past teaching and concepts. This will be done both within lessons and as exclusive time at regular time slots during the day. We will also provide opportunities for stretch and challenge which will be accessible for all pupils through ‘Going Deeper’ challenges which are dropped in throughout the teaching of all areas of the English curriculum.

We understand the importance of parents and carers working in collaboration with school to support their children in all areas of literacy, we therefore encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Writing

Intent

Using the principles of **S=P+A+C+E** for Learning, all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. All children will be taught how to consider the impact of their learning by completing Learning Reflections, both individually, through paired discussions and as a class. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing by setting next steps. They will do this by editing their work effectively during and after the writing process.

Implementation

In order to help us to develop confident, enthusiastic writers we teach writing for a variety of purposes and within different contexts. Teachers plan for these writing opportunities across the different areas of the curriculum. This provides our children with regular opportunities to write both short and extended pieces and ensures they are mindful of their intended audience. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. Children are introduced to the concept of editing from early Key Stage One and become adept at refining and improving their work as a matter of course. From this, they are also able to identify their next steps.

Children receive a ‘presentation promise’ at the start of the academic year which sets out high expectations in terms of handwriting and layout.

Children receive a weekly 'spelling challenge' which they complete at home each week, and these are then tested in school. Additionally, spelling is incorporated into daily literacy lessons, and in Key Stage One daily phonics lessons take place. Children who need additional support with writing receive a variety of interventions that are tailored to address their gaps and support their progress.

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education and later life.

Phonics

Intent

At St. Thomas' we aim to create a love of speaking, listening, reading and writing; the consistent approach of phonics teaching is one of the ways that we ensure this. The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage and Key Stage 1, and it is our intention that by the end of Year 2 the children will have progressed through the phonics phases and have developed strong blending and decoding skills. These skills, in combination with a range of word recognition, comprehension and grammatical knowledge that they continue to build on throughout Key Stage 2, will assist them with speaking, reading and writing throughout their life. We aim for every child to leave the school with the skills of an accomplished public speaker, reader and writer.

Implementation

Children at St. Thomas' are taught to read by breaking down words into separate sounds or '**phonemes**'. You may have heard this referred to as **Synthetic Phonics**. They are then taught how to **blend** these sounds together to read the whole word. Children are taught to spell by hearing a word and splitting it up into the sounds that make it. This is called '**segmenting**'. Children then use their phonic knowledge to record the letters that represent those sounds in the correct order. The children are encouraged to use these strategies to read and write in all lessons. Phonics and Tricky Words are taught according to the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme:

Phase 1 - Nursery into Reception

- Looks at sound discrimination, rhyme, oral blending and oral segmenting.

Phase 2 – Reception

- Introduces the first set of phonemes and teaches children to blend the sounds together to read whole words.

Phase 3 – Reception

- Teaches another 25 phonemes, most of which are digraphs (two letters making one sound e.g. ow in cow) and some trigraphs (three letters make one sound e.g. igh in high).

Phase 4 - Reception / Year 1

- Teaches children to read and spell words with adjacent consonants e.g. jump or stamp and polysyllabic words (more than one syllable e.g. sandwich).

Phase 5 - Year 1/ Year 2

- Teaches children alternative ways of representing sounds they already know e.g. in Phase 3 they learnt ow (cow) and in Phase 5 they learn ou (loud).

Consolidation and Rediscover - Year 2

- Focuses on becoming fluent readers and accurate spellers by teaching rules for suffixes such as -ing, -ed and -est;
- It consolidates the learning of previous phases;
- Develops strategies for learning spellings;
- Focuses on comprehension and reading for pleasure;

- Is a transition from learning to read to reading to learn.

In Reception, phonics is taught as a whole class approach to ensure that quality first teaching is accessible to all children. This enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. The children start by building on their Phase 1 knowledge from nursery before moving onto Phase 2 and up to Phase 4 by the end of the academic year. The teaching approach is visual, auditory and kinaesthetic to appeal to all learning styles and therefore, increasing the likelihood of success. Phonics is taught daily in Reception and Year 1. The children will be heard read in small groups 3 times a week, focusing on decoding, prosody (rhythm, stress, and intonation) and comprehension.

Children in Year 1 continue to follow the Little Wandle programme in their daily phonics sessions and group reading. In June they sit the Phonics Screening Check. In Year 2, children have regular whole class phonics sessions to rediscover the sounds taught so far, whilst also learning the National Curriculum spelling rules through the use of Spelling Shed. Children in Year 2 receive small group phonics interventions if they have not reached the required level in their Phonics Screening Check or if it is felt that they will benefit further from these.

In Key Stage 2, for those children who need further embedding of phonic knowledge, they will follow the Little Wandle Rapid Catch-Up programme.

As well as the sounds taught at each phase there are also 'High Frequency Words'. Some of these words are decodable but some cannot be broken down into separate phonemes and are considered 'Tricky Words'. We teach the children to be able to spell and read the whole word by sight, for example, 'said' or 'what'. We have clear and comprehensive lists of these words which are taken from the requirements of the National Curriculum word lists for each 'stage'.

Each Phonic session follows the same structure:

- Introduce lesson focus
- Revisit and Review (Rediscover)
- Teach and Practise
- Practise and Apply

The children have reading books, which match their current phonics level, which they are encouraged to read at home. The books are phonetically decodable apart from pre-taught 'Tricky Words', thus setting the children up to succeed with reading from the outset. Phonics sound cards and Tricky Word flashcards are also sent home as a revision tool once they have been taught in class. As part of our Home School Link we run parent workshops on Early Literacy Skills, including Phonics.

All classes in the school display the Grow the Code Little Wandle phonics poster and all children use appropriate Little Wandle resources to support reading and spelling.

Impact

The impact of our phonics teaching is monitored by our English and Phonics Leaders through an online assessment tool, work scrutiny, reviews of assessment and lesson observations. Class Teachers regularly assess the children's phonics knowledge. These assessments allow teachers to identify any gaps in learning, which is used to inform future planning. Our thorough tracking system, which is updated termly, enables teachers to check children's progress in relation to the curriculum. Regular Pupil Progress Meetings with Year Group Teams and Senior Leaders ensure that any child that is not making expected progress can be supported with timely and appropriate interventions and targeted phonics teaching.

By the end of Reception, most children are able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Our results from the Phonics Screening Check show the majority of pupils have met the expected standard required for the end of year 1, and are proficient early readers. Parents report increased confidence and knowledge of phonics after attending our Early Literacy Skills and Phonics Workshops, therefore better equipped to support their children's reading at home. Phonics teaching at St. Thomas' supports every aspect of our **S=P+A+C+E** (Success = Perseverance + Attitude + Confidence + Effort) for Learning approach. From the start of their journey in phonics learning at St. Thomas', the children's Success is ensured by our inclusive and nurturing approach of praising their Perseverance, positive Attitude and Effort, thus increasing their Confidence.

The whole team approach of quality teaching of phonics ensures that the children have the skills to decode words, moving on to be able to read texts with fluency and comprehension. We expect that all St. Thomas learners become confident, able readers.

Reading

Intent

At St Thomas', we want to inspire a love of reading for all children, whatever their age or ability. Children are supported to make **S=P+A+C+E** for their learning, which encourages a growth mind-set. Our aim is to ensure our children are confident to have a go, choose books that excite them and most importantly, reach their potential. We recognise that each child is unique and will have different starting points so we track progress carefully and provide support and opportunities to 'Rediscover' their learning when needed before providing opportunities for 'Going Deeper'.

Reading is at the heart of our curriculum, not just our English curriculum. As well as explicitly teaching the skills of reading and comprehension, our creative curriculum means that there are many discreet opportunities to share texts and appeal to different children's interests. Children are exposed to a wide variety of high-quality texts and reading is a part of the school day, each day.

Implementation

Reading is a part of daily teaching and learning from the moment children start at St Thomas' in the Early Years Foundation Stage. Story time is special and exciting where discussion is encouraged and every opinion is valued: children are read to (in all year groups) on a daily basis. This time is so important as children have the opportunity to sit back, listen and 'get lost' in a book. Every child can access and enjoy the content and rich vocabulary. They can listen to a book that they might not choose themselves or have the opportunity to otherwise read. This dedicated time is so important to inspire children to have the confidence to 'Go Deeper' and choose more challenging books to read for pleasure. Reception and Year 1 take home a reading for pleasure 'story sack' each week to enjoy with their family. Children from Year 2 upwards are given designated library time in order to choose a book that they can 'read for pleasure' over the course of the week. Any story sacks or library books that are damaged or mislaid are to be replaced and charged to relevant families.

Children follow the Little Wandle Programme in EYFS, Year 1 and in Year 2 for Autumn 1. Children take home their Little Wandle reading book on a Friday (as a 'celebration book') and return it on a Monday. Any families who lose or damage the book are asked to replace it at their own cost. From Autumn 2 in Year 2 to the end of Year 6 children will follow the Master Readers programme. Planning and resources for this are available via the portal (available from September 2023) and from Whiteknights school. Children will study a text every half term. This will equate to six texts per year, three of which will be retained by school, and three of which will be kept by the child in order to build up their library of books at home. Master Reader lessons take place every day, for 35 minutes. These lessons are teacher led, and in most cases LSAs will use this time to support reading and phonic teaching in EYFS, Year 1 and in Year 2 for Autumn 1.

Individual and Small Group Reading

Children are heard read at least three times a week in Reception and KS1 as these early years are so formative for reading. Children learn to read at their own pace, starting with wordless books that allow for meaningful talk before moving onto books with words.

All children in EYFS, Year 1 and in the Autumn 1 of year 2, will be heard three times a week in the 'Little Wandle' reading group. These groups will follow the pattern:

Session 1: decoding

Session 2: prosody

Session 3: Comprehension

These sessions will be taught as per the Little Wandle programme. It is crucial to make sure that children are adequately challenged but also that if reading is more challenging for them that they receive extra support. If this is the case, then specific provision is put in place so children can 'Rediscover' their learning. Children read decodable books in which they can achieve at least 90% accuracy. Any children who are not making expected progress will access Little Wandle daily or rapid catch up depending on the year they are in. Class teachers monitor progress continuously and the English team look at progress half termly to make sure the correct provision is in place and that adequate challenge is also provided.

Our reading books are systematically ordered to ensure that children are set up to succeed, only reading phonically decodable books which reflect their learning and match the curriculum. Every child has a reading record book that documents their reading journey and parents and children are asked to sign a reading promise which recognises the importance of the home-school partnership. Parents and staff can use the reading record books to comment on children's progress in reading and give regular feedback. When staff hear children read, they share the child's next step with them. This in-the-moment feedback makes reading purposeful and the next step meaningful for the child.

School Environment

Our school environment celebrates reading and in each classroom there is a clear, designated space for a book corner/area with further titles to explore. Our vibrant and well stocked library offers another opportunity to find books and extend children's choice of texts. Each year, we take part in activities during Book Week and use this opportunity to further ignite children's passion for reading and also to share our staff's passion as well.

Impact

Children at St Thomas of Canterbury make excellent progress in reading. Our use of the Little Wandle and Master Readers programmes, alongside structured and progressive reading books throughout the school allows us to track the progress of each child and provide timely support ensuring that each child can reach their potential. Interviews with children from each year group provide proof that they all enjoy reading if exposed to the right texts. This is why we provide so many different opportunities to read and ensure a variety of texts and genres is available. We are confident that all children leaving our school at the end of Year 6 enjoy reading and have the skills needed to tackle new and challenging texts.

Curriculum *(including aims and purposes)*

- 'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject' (NC).
- Teachers need to ensure basic SPaG is always used by all children in their written work across all areas of the curriculum
- Vocabulary should be developed across the curriculum: accurate language for subject specific words. The correct spelling of these words should be taught and the children expected to use them correctly.

Spoken Language:

- '*Children should be taught to speak clearly and convey ideas using Standard English*' (NC) as integral aspects of the teaching of every subject.
- Discussions, debates, recitals, role play, drama and presentations should all be included in lessons. Staff should refer to 'The Structure of Language' document for suggested statements the children should be using in their speaking and listening.
- Any evidence of work focussing on spoken language (e.g. drama activities) can be evidenced in books through photographs and a brief explanation or learning reflection.
- Resources:
 - 'Jumpstart! Talk for Learning' (every year group has a copy).

- Language stems (from Going Deeper leaflet)

Reading:

'So it is with children who learn to read fluently and well: they begin to take flight into whole new worlds as effortlessly as young birds take to the sky.' William James

- Reading is to be a major part of the teaching and learning at STOC: *'Schools should do everything to promote wider reading'*. Every year group and or class should have an inviting book area for the children to access. Daily reading to the class should take place throughout the school. Whole class texts should be shared with the children as part of the English lessons. Reading should also be part of cross-curricular lessons.
- Phonics is taught on a daily basis throughout EYFS, Year 1, and autumn for Year 2. From autumn 2 onwards this is regular revisiting learning.
- Every child has an individual reading record book with guidelines and example questions for parents to use. These books must be monitored and signed by a staff member weekly to ensure they are being updated on a regular basis.

Writing:

- Improving outcomes in writing continues to be a focus throughout the school.
- Handwriting is to be taught through a blend of Little Wandle and the 'Write Well' Scheme). We use the Little Wandle Formation Phrase (patter) and the Write Well letter formation. In the Write Well Scheme, in book 7, the only break letters we will teach will be x and z. Please refer to Appendix I for the Formation Phrasing and the Write Well Teacher Guide for the letter formation.
- Handwriting practice should take place regularly in all year groups.
- Children can choose to write in blue handwriting pen from Year 4 onwards.
- Each piece of work should be dated in full on the left-hand side, underlined, miss a line and the learning challenge should be written on the next line down, and underlined. Younger children and those with SEND should aim to work towards this target. Please refer to the presentation guidelines for each KS.
- Children from Year 1 upwards will demarcate capital letters with a green pen, and other punctuation marks with a red pen.
- English books are working documents. Children can edit and self/peer assess in these books. Children should write on every other line for extended writing tasks to enable children to make improvements on the lines missed out. Purple biro is used for this purpose from Year 1. Teachers' marking must be developmental and set out the next step for the child. Children must be given time to respond to the marking. Children from Year 3 onwards need to initial teacher comments to show they have read them.
- Challenge cards can be used for extending the children (see Going Deeper leaflet).

Spelling:

- Spelling groups take place outside the English lessons across the year group, in which differentiated spellings are set. There are statutory requirements for every year group from Year 1: see appendix 1 in the National Curriculum. Focus must be the spelling pattern/rule.
- Year 1 children take home between 4 and 6 spellings per week based on the phonic sound/ grapheme they are learning as part of the Little Wandle programme. They will also learn to spell two tricky words taught that week.
- From Year 2, teachers should use Spelling books to set new sounds, spelling patterns and statutory words, following the order outlined in the Spelling Shed overview. This will ensure National Curriculum coverage.
- Children are given weekly spelling lists to learn through homework from Year 2 and daily SaCaWaC (Say and Cover and Write and Check) in school from Year 3. SaCaWaC must be closely monitored by staff to ensure children are successfully and accurately carrying out the task.
- Children are expected to practise the words at least three times for homework and write sentences using the words set. Each sentence should contain at least one of the spelling words. In Year 2, children are expected to write at least 3 sentences, in Years 3 and 4 they should be writing at least 5 sentences and by Years 5 and 6, children should write a paragraph containing at least 5 sentences. Opportunities to 'Go Deeper' should be made clear in the guidance sent home to parents.
- Children are then tested on these words in their weekly spelling groups so progress can be monitored. From year 4 upwards words are tested within a dictated sentence.

- It is important that teachers comment on children's spelling as well as punctuation and grammar in marking so homework is meaningful and parents are aware of next steps.

Planning *(key subject specific details)*

- Planning is set out to cover a series of related lessons which are usually linked to a shared text as a stimulus.
- Discreet phonic lessons are timetabled in EYFS and Year 1. Teachers to follow Little Wandle planning.
- Teachers should seek to incorporate 'Outdoor Literacy' into their planning as often as possible.
- Handwriting lessons are to be planned for and taught using the Little Wandle and Write Well schemes.

Resources

- Staff English Portfolio:
 - Little Wandle Letters and Sounds Revised SSP
 - Espresso;
 - Pie Corbett Books;
 - Jumpstart Literacy, Badger Sentence Starters, Jumpstart Grammar;
 - Grammar for Writing;
 - Alan Peat Sentences,
 - CLPE website
 - Pobble website
 - The Literacy Shed website,
 - Securing Greater Depth – Chris Quigley Booklet
 - English Resources folder in the shared area.
 - Write Well manuals
 - Master Readers Portal (September 2023)
- Spelling resources:
 - Spelling Shed
 - National Curriculum Spelling lists
- Grammar resources:
 - Spelling Shed
 - Schofield and Sims Grammar books – pupil and teacher;
 - The Study book (CGP);
 - Jumpstart Grammar;
 - Grammar for Writing;
 - National Curriculum Grammar Appendix (and Spelling)
- Phonic Resources
 - Little Wandle Letters and Sounds Revised SSP
 - Online resources via website
 - Teacher made resources of staff shared
 - Online assessment tool (via Little Wandle)
 - Spelling Shed

Assessment *(subject specific additional expectations including marking, evaluations, AFL and models of next step marking)*

- Please refer to the assessment and marking guidelines and presentation guidelines.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Little Wandle assessments should take place on a half termly basis via the online assessment tool.
- Rapid Catch Up assessments should take place as directed.
- All year groups to undertake termly NFER tests in reading. Year 1 to undertake NFER testing in reading in summer 2.
- Writing moderation to take place on a termly basis via Xavier Trust networks.
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS Further Guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. English can be explored within these three areas as well as the specific area of literacy.
- Phonics is taught daily in Reception.
- See below for guidance on teaching phonics following the 'Revisit and Review, Teach and Practise, Practise and Apply' model.

Key Stage One Further Guidance

Phonics is taught daily in Year One and during Autumn 1 in Year Two. From Autumn 2 onwards Year 2 will teach phonics as rediscover elements to a lesson.

Example Outline of a Phonics Session:

1. Introduce Lesson Focus

2. Revisit and Review (Rediscover)

Grapheme-Phoneme Correspondence (GPCs):

- Ask the children to read speedy sounds.
- Look at the children (not the cards) and assess.
- Shuffle and repeat.

Words:

- Ask the children to read speedy words and identify the digraphs.
- Point and sweep to indicate blending. Chunk longer words.
- Shuffle and repeat, this time reading without blending.

Tricky Words:

- Tell the children you want them to read the words quickly. Show each card.
- Shuffle and repeat.

3. Teach and Practise

Oral Blending:

- Use the **copy me method** to sound talk each word. Ensure the children understand the meaning of each new word.

Read new words:

- Show each word. Tell the children to soundtalk each grapheme and blend the word. Point to each grapheme and then sweep.
- Read the word together.
- Use the example definitions and sentences on the weekly grid, if needed. Shuffle. Ask the children to read without blending

New Tricky Words:

- Show the tricky word on the card.
- Read the graphemes the children know.
- Identify the tricky grapheme (in bold on the weekly grid).
- Read the tricky word.
- Ask the children to read the tricky word with you.
- Ask the children to read the word independently.

4. Practise and Apply

Read the Sentence:

- Display the sentence.
- Ask the children to identify any digraphs they can see.
- Ask the children to identify any tricky words they can see.
- Point to the tricky words and read them together.
- Ask the children to read aloud as you point to the words.
- Read the sentence together.

- Tell the children to read the sentence one more time.

Spelling:

- Use the **copy me method** to:
 - > Say the word
 - > Segment it
 - > Segment and count the sounds.
- Model spelling the word:
 - > Say the word and how many sounds you need to spell it.
 - > Write each grapheme.
 - > Hide the word.
 - > Ask the children to spell the word.
 - > Check the word together.
 - > Ask the children to check and correct their spelling.
 - > Repeat for the second word.
- Spell the tricky word:
 - > Use the same method as above, identifying the 'tricky bit' as you spell the word.

Then Reception and Year 1 will follow up by reading a decodable book three times a week in a small group, before taking it home. The first session focuses on decoding, the second on prosody and the third on comprehension.

Foundation Stage and Key Stage One Reading Progression

Book Band Phase/Colour	On Track Expectation	Curriculum Standard End of Year	
Foundation Level	Reception, Autumn 1		
Phase 2, set 1	Reception, Autumn week 3/ 4 & Autumn 2		
Phase 2, set 2	Reception, Autumn 2		
Phase 2, set 3	Reception, Autumn 2		
Phase 2, set 4	Reception, Spring 1		
Phase 2, set 5	Reception, Spring 1		
Phase 3, set 1	Reception, Spring 2	EYFS ELG	
Phase 3, set 2	Reception, Summer 1	1BWT	
Phase 4, set 1	Reception, Summer 2	1BWT	
Phase 4, set 2	Year 1, Autumn 1	1WT	
Phase 5, set 1	Year 1, Autumn 2	1WT	
Phase 5, set 2	Year 1, Spring 1	1WT	
Phase 5, set 3	Year 1, Spring 2	1WT	
Phase 5, set 4	Year 1, Summer 1 & 2	1WA	2WT
Phase 5, set 5	Year 2, Autumn 1	1WA	2WT
Turquoise (7)	Year 2, Autumn 2	1WA+	2WT
Purple (8)	Year 2, Spring 1	1GD	2WT
Gold (9)	Year 2, Spring 2		2WA
White (10)	Year 2, Summer		2WA
Lime (11)			2GD
 Lime Plus (stars) (11+/12)			

Key Stage Two further guidance

Reading:

The following levels are to be used as a guide only as the children's comprehension will play a large part in determining the standard they meet at the end of the year. Children should follow the colour bands in this order. Teachers should document progress through the book bands on the sheet provided in the shared area on network. This needs to be dated when the child moves to a new reading level. At the end of each year, teachers will need to pass on the reading levels for their class to the next class teacher at transfer of information. Reading bookmarks can be found in the English folder in the shared area. The correct bookmark should be stuck into each child's reading record book. These bookmarks provide guidance for staff and parents on the skills being developed within each band.

Key Stage Two Reading Progression

Equivalent KS1 Book Band Colour	Book Band Colour	Year Group	Curriculum Standard at end of Year	
Purple (8)	● Brown circles (8)	Year 3	3BWT	
Gold (9)	▲ Brown triangles (9)		3BWT	
White (10)	■ Brown squares (10)		3WT	
Lime (11)	★ Brown stars (11)		3WT	
	○ Grey circles (12)	Year 3	3WA	
	△ Grey triangles (13)	Year 3	3WA+	
	□ Grey squares (14)	Year 3/4	3GD/4WT	
	● Blue circles (15)	Year 4	4WA	
	▲ Blue triangles (16)	Year 4/5	4GD/5WT	
	● Red circles (17)	Year 5	5WA	6WT
	▲ Red triangles (18)	Year 5/6	5GD	6WA
	■ Red squares (19)	Year 6		6WA+
	★ Red stars (20)	Year 6		6GD

Whole School further guidance






















Marking:















- Marking is against the learning challenge and developmental. Children are taught to self-correct and improve their work. Teachers should use a range of strategies as shown in the Developmental Marking Guidance Booklets. Children are taught to evaluate their own work and work done by others/ a partner.
- Refer to the Marking Guidance to understand symbols to be used and frequency of developmental marking expectations. Writing is deep marked on a bi weekly basis.
- Remember children must have time to respond to all marking (peer and teacher). Children should use a purple pen to make editing changes and improvements.













Literacy Rich Environment in a Low Sensory Classroom:



















- Accessible books for all abilities, including a range of genres and in good condition which could be stored in natural or wicker baskets
- Sign on door to share what we are reading
- Spelling station
- Working wall













Letter Formation Phrase from Little Wandle

Phase 2 grapheme information sheet			Autumn 1
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 	 mouse	Put your lips together and make the mmmm sound mmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll	All the way down the lollipop.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 <p>wave</p>	Pucker your lips and keep them small as you say w w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 <p>box</p>	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 	 <p>yo-yo</p>	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 	 <p>zebra</p>	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

e. Geography (Lead – Jane Della Maestra)

Geography is understanding and describing the Earth, the study of its landscape, peoples, features and processes. It is appreciating the beauty of these and developing a sense of wonder and awe at the ever-changing nature of our planet. The study of Geography encourages us to think about our responsibilities towards each other and our shared home.

Intent

At St Thomas of Canterbury School, Geography offers an opportunity for all children to be introduced to the wonders of our world. Geography is taught through discovery and investigation, both of which appeal greatly to children! Geography at St Thomas' offers children an opportunity to build on their interests and develop their knowledge of both human and natural processes and features as well as how the two are connected. Our curriculum ensures that, as children progress through the school, they are taught the skills and knowledge they need in order to deepen their understanding of people, places, natural resources, features and processes as well as how the natural and human world interact. Children develop lifelong learning skills with the use of our **S=P+A+C+E** philosophy. Geography provides fantastic opportunities for learning transferable skills as well as making links with other areas the curriculum. Increasingly, we are becoming aware of the importance of the natural world to our mental health and the future of our planet is something which is of grave importance. Enthusing our children and developing in them and delight in all that makes up our planet, its peoples and places, is therefore a high priority.

Implementation

Here at St Thomas', children enjoy their geography lessons as they are provided with engaging opportunities to explore both their local and wider world. They are given the knowledge, skills and vocabulary to explore and make sense of their environment through field trips and case studies as well as being allowed time to "sink deeper into the subject and do different things". In order to ensure that knowledge and skills are taught progressively, children rediscover and revise key understanding at the beginning of each module of lessons as well as throughout the year. This allows the teacher to identify next steps and be certain that the children are strengthening and building on their existing knowledge instead of merely repeating it.

Lessons are carefully planned and designed to engage, include, enthuse and challenge all learners, taking account of their existing knowledge and interests. Children are also encouraged to identify their achievements and next steps through learning reflections. This careful planning also involves making purposeful links to other subject areas, which allows children to identify the relevance and importance of their learning. Going Deeper challenges encourage children to deepen their knowledge and skills as well as approach problems confidently with a positive attitude.

Collaborative challenges further enable children to discuss their ideas and produce work using subject-specific vocabulary. Teachers are explicit about the geographical skills being taught and learnt in each lesson. Geography lessons are well resourced in order to best support learning through a wide range of methods. Children have access to a variety of maps, globes, physical and virtual resources to support and strengthen their learning. Our local area provides our learners with an excellent opportunity to observe first-hand the features and processes they discover during their lessons as well as develop key field study skills. Through participation in the Eco-Schools Award scheme, children become aware of positive steps they can take to protect the places they learn about in their lessons.

Impact

Our broad and balanced geography curriculum teaches children not only the knowledge and skills relevant to their geography lessons but also gives them the confidence and ability to apply this learning in other subject areas. Progress in geography is carefully monitored and assessed by the class teacher and subject leader which

ensures that most children make expected or greater than expected progress across the year. Teachers make use of developmental marking to provide timely and relevant feedback to children and children are given the opportunity to reflect on the skills they have learnt.

Through detailed, often cross curricula study, children become aware of links between places and their relevance in a wider geographical context. The children's understanding of geography as well as their spiritual, moral, social and cultural awareness is greatly aided by our strong links with Busenya School in Uganda through the Guildford Mukono Link. Thus the children not only develop a strong connection with their local area but with areas which may be less familiar to them.

Children are aware of the importance of their geography learning to their future. They are conscious of global issues and the part they can play in taking care of our shared home as well as being equipped with a multitude of skills which will be invaluable to them as they continue with their education.

Curriculum *(including aims and purposes)*

- To develop the children's knowledge of the wider world and where their country is in relation to others.
- To develop the children's place knowledge, including local geographical features and how they came to be there.
- To understand the physical features of the land around them and how humans have used the land for a variety of purposes.
- To broaden the children's geographical and fieldwork skills, whilst also giving them the opportunities to explore new surroundings and make comparisons with those that they are already familiar with.

Planning *(key subject specific details)*

The distinctive nature of this subject must be maintained through the resources used and activities planned. All year groups must have experience of geographical information such as maps (of different scales), diagrams, plans, photographs, globes and outdoor learning experiences. These should be an integral part of the children's learning during the year.

- The skill-based driver words should be used in Learning Challenges/Questions and Learning Reflections.
 - Name, Locate, Identify, Observe and record, Describe, Explain, Recognise, Compare and contrast, Ask questions, Express own views, Give reasons
- Children must undertake field work to support their geographical skills and learning.
- Talk must be valued in geography lessons and the children's geographical vocabulary developed through oral work.
- As with history (see below) local resources should be drawn upon to develop learning.
- Make links with other subjects such as Maths, English and Science throughout the topic. You can also link map work to any trips that have been planned.
- Geography is an excellent opportunity for outdoor learning. Please refer to the guidance for Outdoor Learning for more information.

Resources

- Every classroom should have access to a globe to help the children understand where in the world their focus is for a particular topic and try to feature a map at some point during the lesson just to remind children of which location is being investigated. This should also be included in other subjects where relevant.
- When introducing a new country or region, start by taking a broader look at the country's location on a world map, before 'zooming in' to take a closer look.
- Explore the use of pictures to engage which can promote great oracy with low threat.
- Storytelling further draws out language and can be used to develop inference and map skills.
- Make sure the children have opportunities to explore digital mapping. Digimaps is a great resource for this, allowing children to edit and print their own OS maps of any location in the UK.

- Every year group must have a supply of atlases that the children can access at any time to support their learning.
- Consider using resources on our doorstep including the city of Guildford, the River Wey and The Downs.
- EYFS and Key Stage One to embed the use of the Banjo Robinson resources.

Assessment (Subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

- For effective teaching and learning to take place within the classroom, there is continuous teacher assessment and self-assessment by the children. Assessment for learning is encouraged throughout the school.
- In the Foundation Stage, Geography is assessed under the Understanding the World strand of the Foundation Stage Profile.
- An independent challenge should be set and developmentally marked linked to the unit of work and knowledge organisers once a term.
- To track children's progress at termly intervals, Arbor is used in line with the assessment policy. Judgement should be based on the skills achieved for Geography which incorporates the National Curriculum requirements.
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. Geography can be explored within these three areas as well as the specific area of understanding the world.
- Children should have access to role play areas and resources to ignite their curiosity of the world around them. Strong cross curricular links with Literacy Communication and Language (C&L) and Expressive Arts and Design (EA&D) should be evident through photographs and children's work and comments in their Learning Journeys.
- They should also be introduced to basic geographical terms and simple maps.
- Where applicable Learning Questions/Challenges and Steps to Success should be used and made clear to children. Assessment should correlate with these objectives.

Key Stage One further guidance

- Every child in Years One and Two should have a book in which to place their Geography work.
- Work should be assessed using AfL strategies against the steps for success criteria. There should be evidence of peer, self and teacher reflections.
- An independent challenge will be set, once a term, to be developmentally marked linked to the unit of work and knowledge organisers.

Key Stage Two further guidance

- KS2 children should have a book for their Geography work. Children need to record the date, learning challenge/question, skills, steps to success and a learning reflection
- An independent challenge will be set, once a term, to be developmentally marked linked to the unit of work and knowledge organisers.

Whole School further guidance

- Geography tracking should be completed termly on Arbor.
- Geographical vocabulary and world maps (if possible) should be displayed in the classroom to encourage children to recognise where we are in the world.
- Wall displays – these need to be 'working walls' which means that the children's questions are put up on the wall and as the topic progresses pieces of work that reflect or answer the questions are put up.

- All classes are expected to provide evidence for the whole school display and keep this updated across the year.
- Every year group should look for further opportunities to incorporate more fieldwork activities throughout the year.
- Going deeper opportunities should include linking human and physical geography, expressing opinions and making links with prior learning.
- All staff should be aware of stereotypes when teaching geography.

Health and Safety

- When undertaking fieldtrips or outdoor learning, the appropriate safeguarding routines and checks should be carried out, as outlined in this handbook. These include the likes of vetting parent volunteers, carrying out risk assessments and checking for allergies and disabilities.
- Consult the guidance on outdoor learning for further health and safety information about this area.
- Make sure the children follow the usual rules for safety in the classroom, e.g. no running, ensuring chairs are tucked in and making sure equipment is returned safely and respectfully.

f. History (Leads – Mary Petley and Laura Lewis)

History inspires our curiosity of the past. The study of history helps us to make sense of humankind. It also helps us understand the things that happen today and that may happen in the future as well as our own identity and the challenges of our time.

Intent

Teaching History at St. Thomas' is not simply about learning facts about interesting dead people and old objects but a way of making sense of the world we live in today. It will help the children understand why things are the way they are and how they became to be. Through our teaching of History at St. Thomas', we aim to develop the children's understanding of how the past has shaped our world. The intention is for the children to develop curiosity about the past, and an understanding of how and why things have changed and developed over time. Through studying the history of Britain and the wider world, the children will develop a better understanding of the things that happen today and may happen in the future. It will help build a child's feeling of identity and deepens their understanding of the concepts of citizenship.

During History lessons and challenges, children will develop the skills to ask perceptive questions, think critically, weigh evidence, link facts, and develop perspective and judgement. History teaches children that we can learn through the mistakes and successes of the past and the lives of key Historical figures can inspire children to take risks, be confident and persevere to support the children in their **S=P+A+C+E** for Me skills.

There are strong links between a study of History and other subjects such as Art, Literature, Citizenship and Technology. In many year groups, learning journeys are based around Historic themes and reflect our **S=P+A+C+E** for Learning ethos. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time, which supports the school's **S=P+A+C+E** for **EVERYONE** ethos.

Implementation

The teaching of History throughout the school is based around historic figures, events and specific periods of time. Although some of the teaching will be based around the developing their knowledge of these particular historical period, the children will also be developing subject specific vocabulary, research and thinking skills. (See appendix – Progression of History Skills.)

Through the use of timelines, children develop a growing understanding of how different periods of History relate to each other (chronology.) Common themes will be taught across the year groups, such as the rights of citizens, technical advances, which will challenge the children to make comparison between key features of different periods of time.

When starting a new module, children will be asked to share their prior knowledge to ensure that there is good progression in both knowledge and skills. By using rediscover activities, teachers are able to ensure that knowledge and skills are taught progressively and that all children will be given a suitable level of challenge. Studying the legacy left behind by different civilizations will enable children make better sense of the present and inspire them to see that History is an important and relevant subject in the modern world. Where possible, the children are engaged in their learning about History through field trip and by handling real and replica artefacts. They learn that these are important clues to how people lived in the past and help them to make direct comparison with life today.

A variety of learning opportunities are used in the teaching of History, including Art and Drama, to engage the children and help them become immersed in a different era. There will be opportunities for going deeper in their learning through independent research, by making links between key events and asking questions about the past. Through the use of whole school historical themed weeks or months, we can adapt our teaching of History to reflect current affairs such as significant anniversaries and Black History month.

Impact

Our aim in teaching History at St. Thomas is to develop a curiosity and love for the subject. It should encourage them to ask questions about the past and also to develop the skills that will enable them to find those answers for themselves. In teaching the children about the past, we aim to give them a better understanding of the present. Through learning about History, children should not just develop their knowledge of the past but the skills and confidence to make links between History and other areas of the curriculum.

The progression of knowledge and understanding of History will be carefully monitored by class teachers and the subject leader to make sure that most children are making expected and or above expected progress across the year and throughout the school. Most lesson will be driven by a learning question, look not only what people did in the past but also why and how. These questions should be revisited in the child's learning reflection and be key to the teachers assess of their understanding.

Through developmental marking or oral feedback teacher will be able to address any misconceptions and challenge children to go deeper in the learning by setting a next step. Whenever possible developmental marking should be based on developing Historical skills rather than subject knowledge. Through studying History, children will understand that things were different in the past, why and how they changed, which will give the children the confidence to make and accept future changes.

Curriculum (including aims and purposes)

Purpose of Study and aims:

- To develop the children's understanding of how the past has shaped our world.
- To inspire pupils' curiosity about the past, and develop their understanding of how and why things have changed and developed over time and reflecting on how it has influenced their own lives.
- To help pupils gain a coherent knowledge and understanding of the History of Britain, from ancient times to the present day and how Britain has been influenced by and has influenced the wider world.
- To help pupils gain an understanding of significant aspects of the history of the wider world, through the study of ancient civilisations and the expansion and dissolution of empires.
- Children should be encouraged to think critically, make comparisons and develop perspective and judgement.

Planning (key subject specific details)

- Should be relevant and diverse – children need to be able to make sense of the present to appreciate the complexity of the past.
- Use a range of historical sources, including artefacts and written evidence, when possible includes some with contrasting opinions.
- Include work based on artefacts including use of loan boxes, workshops run by local museums and visits to museums and sites of Historic interest, as a first-hand source of evidence. Children should also be given opportunities to consider innovations still used today.
- Develop a sense of chronology through the use of timelines and seeing where the period of history they are studying relates to other periods they know about, as well as ordering key events within a time period.
- Develop the children's knowledge and use of Historical language through sharing key vocabulary, reinforcement in clear Learning challenge or questions and steps to success, group work, debating and reporting skills.
- Should encourage children to make links and question – think where does this era fit? What is the impact today?
- As well as chronology, children should be taught about key people and events from a time period and the legacy left behind.

- Rediscover activities will make links and draw comparisons between different time periods studied in previous topics.
- Ensure that written tasks focus on securing the children Historical Skills and knowledge rather than developing writing skills.
- Children should be given opportunities to produce work that reflects their understanding. This includes adaptive teaching strategies, 'Rediscover' opportunities and 'Going Deeper' challenges.
- Cross Curricular links should be made where possible, especially through the use of stories set or written in the time period and art from the period being studied.
- To represent the diversity of people who were in the past and respect their dignity.

Resources

- The school are affiliated to The History Association, which is an excellent source of planning ideas and practical resources for the classroom: <https://www.history.org.uk/>
- Children should have access to a range of Historical reference books from both the classroom libraries and the main school library.
- School laptops should be used to allow children to carry out independent research.
- For each History topic children should have at least one lesson based on looking at artefacts using artefacts held in each year group supplemented by loan boxes from Chertsey, Haslemere, Godalming or Guildford Museum.
- Consider using local resources including Historical Guildford and local museums.

Assessment (subject specific additional expectations including marking, evaluations, AFL and models of next step marking)

- For effective teaching and learning to take place within the classroom, there is continuous teacher assessment and self-assessment by the children including the use of key assessment tasks.
- An independent challenge should be set and developmentally marked linked to the unit of work and knowledge organisers once a term. For each unit of study children will be presented with one or two enquiry questions such as, 'How has school changed since Grandma was at school?' which will be marked and assessed by the teacher.
- In the Early Years Foundation Stage, History is assessed under the Understanding the World strand.
- To track children's progress at termly intervals, Arbor is used in line with the assessment policy. Judgement should be based on the skills achieved for History which incorporates the National Curriculum requirements.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. History can be explored within these three areas as well as the specific area of understanding the world.
- Children should talk about past and present events in their own lives and in the lives of family members.
- Children should begin to develop basic vocabulary relating to time: then, before, now, next, soon.

Key Stage One further guidance

- Work to be presented in their History Books, this can include writing, picture and photographs.
- The use of Steps to Success must be Historical skills based.
- An independent challenge will be set, once a term, to be developmentally marked linked to the unit of work and knowledge organisers.

- Initially, simple timelines without dates are used, based the child's life time, their parents' lifetime, their grandparents' and great grandparents' lifetime and beyond living memory.

Key Stage Two further guidance

- Work, including photographic evidence, to be presented in their History book and mounted onto coloured paper.
- Develop the children's knowledge of substantive concepts, such as empire, tax, trade and invasion through making links between different periods of time.
- Children need to record the date, learning question/challenges, skills, steps to success and a learning reflection for the work completed.
- An independent challenge will be set, once a term, to be developmentally marked linked to the unit of work and knowledge organisers.

Whole School further guidance

- Timelines should be included on Knowledge Organisers to show chronology in History.
- Rediscover and Going Deeper opportunities should make links with prior year groups including the use of vocabulary such as Empire.
- If possible, wall displays – these need to be 'working walls' which means that the children's questions are put up on the wall and as the topic progresses pieces of work that reflect or answer the questions are put up.
- All classes are expected to provide good examples of learning for the whole school display and keep this updated across the year.
- All work should follow the presentation guidelines outlined in this handbook.

Health and Safety

- Ensure children handle artefacts in a safe manner e.g. are seated when handling heavy objects and give additional instructions if there are sharp edges. Hands should be washed before and after handling artefacts (with gloves being used where necessary).
- When undertaking local visits or trips to museums, the appropriate safeguarding routines and checks should be carried out, as outlined in this handbook. These include the likes of vetting parent volunteers, carrying out risk assessments and checking for allergies and disabilities.
- Make sure that children follow the usual rules of safety in the classroom, e.g. no running, ensuring chairs are tucked in etc.

Appendix I
Progression of Skills in History

	Year 1	Year 2	Year 3
Chronological understanding	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.
Range and depth of historical knowledge	Recognise the difference between past and present in their own and other's lives. They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify similarities and differences between ways of life at different times.	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify different ways in which the past is represented. Look at representations of the period – museum, cartoons etc.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study Begin to use the library and internet for research
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play., Making models..... Writing.. Using ICT...		

	Year 4	Year 5	Year 6
Chronological understanding	Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	Use evidence to reconstruct life in time studied. Identify key features and events of time studied Look for links and effects in time studied. Offer a reasonable explanation for some events. Gather more detail from sources such as maps to build up a clearer picture of the past; Begin to undertake their own research.	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Regularly address and sometimes devise own questions to find answers about the past.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of History	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	Recall, select and organise historical information. Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.

g. Learning for Life (Personal, Social, Health and Economic Education and EPR) (Lead – Sandra Pedlingham)

LEARNING FOR LIFE is all about living in our world today in a safe, healthy and happy way.

Intent

Learning for Life (PSHE and EPR) is taught across the school using the Coram Life and Ten:Ten resources online. By using these resources and planning, all lessons are taught in line with the curriculum.

Learning for Life is important to enable children to discuss their feelings and share thoughts about current affairs which affect them and their future.

Learning for Life is linked with our Religious Education curriculum, some areas of learning need careful consideration before teaching to link with the Catholic ethos, and this requires a review to ensure all areas covered are taught in line with the school's RSE policy, particularly in Years 5 and 6.

All Learning for Life lessons are linked with the Golden Threads, they are adapted to incorporate the current thread; reinforcing the importance of each concept within the learning challenges of the lessons. The school's Golden Rule, 'We Treat Others As We Would Like To Be Treated Ourselves' is also linked into the planning and teaching of Learning for Life. One of the expectations of a Learning for Life lesson is to listen to each other and respect each other's views and thoughts.

Our locality can be referenced in the planning and teaching of Learning for Life, making links to our community and modern day living. Learning for Life links to St Thomas' 'Time to talk' 1:1 sessions; giving the children the confidence to identify how they are feeling and discuss with their teacher.

Learning for Life covers areas including diversity, moral, spiritual and cultural issues, the children will be encouraged to reflect on their learning through collaborative discussion and activities further promoting our **S=P+A+C+E** for Me and **S=P+A+C+E** for **EVERYONE** ethos.

Implementation

We refer to PSHE as Learning for Life, as decided by School Council, which helps the children to understand the learning challenges and how they relate to their lives and the lives of others.

Using Coram life ensures there is no cross over in year groups, although some areas of learning do reoccur with changes adapted to that year group. The Ten:Ten resources have been allocated by the Learning for Life Lead to ensure a thorough coverage.

Work is recorded in their Learning for Life books in both KS1 and KS2, these are marked against the learning challenge and steps to success. Once marked and assessed next steps can be identified to ensure all children have a full understanding of the learning challenge/question. Floor books will be used in year groups to record any class work which has been planned and developed as a whole team.

Learning for Life is not always recorded as some lessons are based on reflective discussion, this is an important part of teaching Learning for Life, the children are encouraged to identify ranges of emotions and work together in groups to share thoughts which are then discussed as a class. There are opportunities for challenges and to go deeper, especially within the class-based discussions. The use of A, B, C (add, build and challenge) is used in lessons which can be used as an assessment for learning in line with the St. Thomas 10.

Children have the opportunity to live out what they have learned from their Learning for Life lessons every day; the priorities of Learning for Life are for children to recognise the world around them and how to take these tools and adopt

them according to their own relationships. In every lesson there are opportunities to rediscover the learning challenge from a series of lessons, as the lesson planning on Coram life is designed alongside the curriculum, this ensure a thorough coverage and meaningful opportunities to rediscover prior learning.

All staff are there to support children who may find it difficult to be vocal about their feelings and to share how they are feeling or any views they have with a trusted adult.

Impact

The impact of Learning for Life can be monitored not only by the children's behaviour but also pupil voice. If we feel children have not fully understood the learning challenge, we can address this as a short session in class or through another rediscover challenge. This can present itself as a group discussion on friendships or a reminder of the importance of online safety. The learning challenge can always be revisited next lesson as the class rediscover the previous lesson's objective and then assess their understanding.

Both KS1 and KS2 have recognised how children adopt their Learning for Life lessons through how they behave and award them with a '**S=P+A+C+E** for Me' certificate. '**S=P+A+C+E** for Me' allows the children to identify areas in their own personal wellbeing in order to progress in their learning and social skills. Teachers and staff should be encouraged to highlight a child's Learning for Life work, there is more opportunities for work to be praised by awarding the writing certificate if deemed appropriate. A Learning for Life board of recognition would be a good way forward for children to share their work from around the school.

In all lessons, the **S=P+A+C+E** for learning vocabulary should be encouraged: evaluating, communicating, questioning, working as a team, being resilient and showing empathy. This use of vocabulary used throughout the school in Learning for Life lessons will help to embed key skills for life and ensure all our children at St Thomas thrive in the modern world.

Curriculum (including aims and purposes)

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR GOLDEN RULE

We treat others as we would like to be treated

LEARNING FOR LIFE AIMS

In our School, Learning for Life is a part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. Much of the Learning for Life content is taught through our RE and worship.

We want to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Purposes

The Learning for Life /Citizenship programme will support the development of the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Planning (*key subject specific details*)

Learning for Life takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing.

Learning for Life as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles. All planning can be found on the Coram Life Education Website and the Ten:Ten website.

Learning for Life is timetabled and discretely taught on a weekly basis in each class and is taught by the class teacher. It should also reflect the diversity within our school and represent our whole school family.

It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, Online Safety within Computing, Healthy Living within Science and PE and Healthy Eating within Science and Design Technology.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need.

Correct vocabulary for terms will generally be used during Learning for Life lessons, in line with all other curriculum subjects. Opportunities to rediscover previous topics are revisited each lesson. Children are also challenged to go deeper and think about the subject matter from a different point of view.

Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy.

On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught Learning for Life curriculum we provide enrichment activities to support the curriculum such as a Healthy Schools Week, careers talks involving parents and local companies, and a mock Parliamentary debates during Parliament Week, we elect our School Council Chairs and follow major public elections and events with our own in-school events. The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development.

Worship is used to support the delivery of Learning for Life and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example, respect, care, compassion, inclusion and equality.

Resources

- Ten:Ten
- Coram Life Education – SCARF
- My Money Primary Toolkit
- Treasure Champs
- Drugs Freeze: Guildford Flames (Year 6)
- Fire service (EYFS)
- External Contributors, e.g. school nurses, community police, fire officers, local experts, parents, local and/or national charities, and Learning for Life based production groups can make a valuable contribution to the Learning for Life /Citizenship programme.
- Blank slides for lessons can be found in the PSHE folder in the shared area.

All staff have access to the following websites:

- Surrey Healthy Schools www.surreyhealthyschools.co.uk
- PSHE Association www.pshe-association.org.uk
- Sex Education Forum www.sexeducationforum.org.uk
- Mentor ADEPIS (alcohol and drug education and prevention information service) <http://mentor-adepis.org/>
- PfEG (personal finance education group) <http://www.pfeg.org/>
- RoSPA (royal society for the prevention of accidents) <http://www.rospa.com/>
- Young Minds <http://www.youngminds.org.uk/>
- Active Surrey <http://www.activesurrey.com/>
- Children's Food Trust <http://www.childrensfoodtrust.org.uk/>
- Healthy Surrey <http://www.healthysurrey.org.uk/>

Assessment (Subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

Monitoring and Evaluation

Learning for Life folders and books and examples of children's work and learning in lessons are monitored by the subject leader and Headteacher. As necessary, staff meetings and agreement trialling sessions are arranged to discuss the Learning for Life curriculum and evaluate children's level of work.

Assessment and reporting

Assessment is used to identify each child's strengths and weaknesses and to adapt our teaching of Learning for Life accordingly.

A Learning for Life folder/book is provided and this is passed on with the child as they move through the School.

Arbor should be up dated on a termly basis (see assessment requirements).

Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

Assessment for learning

- For effective teaching and learning to take place within the classroom, there is continuous teacher assessment, peer and self-assessment
- In the Foundation Stage Learning for Life is assessed under the Personal, Social and Emotional strand of the Foundation Stage Profile
- **Feedback to pupils** about their own progress in Learning for Life is achieved through dialogue and the marking of work if appropriate.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development.

- Health and Wellbeing > Healthy Lifestyles
- Relationships > Feelings and Emotions

Key Stage One further guidance

- Health and Wellbeing > Healthy Lifestyles
- Health and Wellbeing > Keeping Safe
- Health and Wellbeing > Growing and Changing
- Relationships > Healthy Relationships
- Relationships > Feelings and Emotions
- Relationships > Valuing Difference
- Living in the Wider World > Rules, Rights and Responsibilities
- Living in the Wider World > Caring for the Environment
- Living in the Wider World > Money

Key Stage Two further guidance

- Health and Wellbeing > Healthy Lifestyles
- Health and Wellbeing > Keeping Safe
- Health and Wellbeing > Growing and Changing
- Relationships > Healthy Relationships
- Relationships > Feelings and Emotions
- Relationships > Valuing Difference
- Living in the Wider World > Rules, Rights and Responsibilities
- Living in the Wider World > Caring for the Environment
- Living in the Wider World > Money
-

Whole School further guidance

Every class should use Ten:Ten to help teach the SRE elements of their Learning for Life curriculum.

Health and Safety

- Make sure the children follow the usual rules for safety in the classroom, e.g. no running, no standing on chairs or tables, sitting safely with all 4 legs of the chair on the ground, ensuring chairs are tucked in and making sure equipment is returned safely and respectfully.

h. Maths (Lead – Alison Williams)

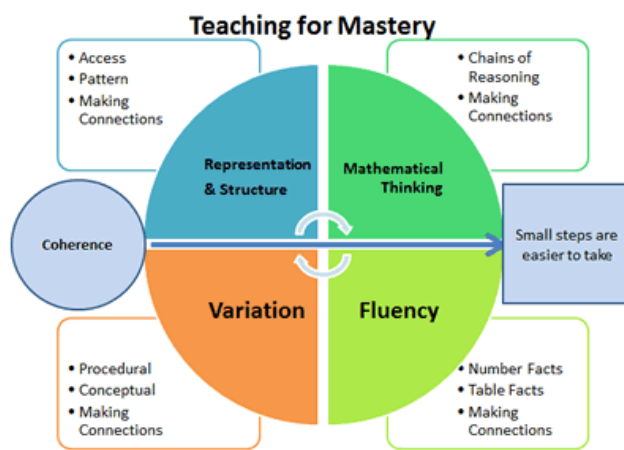
Maths gives us the ability to reason. It allows us to see order in the world. It is a language that uses symbols to bring meaning to the universe – knowledge, study, learning.

Mathematics is not about numbers, equations, computations, or algorithms: it is about **understanding**.

-William Paul Thurston, Mathematician.

Intent

At St. Thomas's, we teach for mastery of mathematics, following the principles of the five big ideas in teaching for mastery.



Embedded in children's mathematical learning, we aim to create deep and meaningful understanding of mathematical concepts that children are able to use and apply throughout all phases of their learning journey, both at St. Thomas' and beyond.

Utilising the Five Big Ideas in teaching for mastery, children are given opportunities to develop their **fluency** of a concept, **reason** mathematically using relevant language and apply their mathematical thinking to **problem solving** opportunities that challenge the thinking of all learners.

The teaching for mastery approach in mathematics encourages children to develop a deep, conceptual understanding of taught concepts through a carefully planned and sequenced series of lessons that journey through a concept, one small step at a time.

Each lesson will include elements of relevant mathematical **representation and structure**, **fluency**, **variation** and **mathematical thinking**. This **cohesion** enables our learners to go deeper in their understanding of the taught mathematical concept within the parameters of their Curriculum, rather than accelerating learning at a superficial level.

Teaching for mastery in mathematics ensures there is challenge for all learners. In every lesson at St. Thomas' there are opportunities to **Rediscover** and **Go Deeper** offered to all learners. We encourage children to **reflect** on their learning each lesson: identifying their own successes and next steps.

Our marking policy encourages children to self-mark their learning in maths, allowing them to **engage** with their learning and for any misconceptions to be identified, discussed and dealt with almost immediately. The children at St. Thomas' understand the value of mistake making in mathematics and view it as a learning opportunity.

High quality teaching for Mastery resources are used by teachers in the planning and development of their lessons including Power Maths and resources from the White Rose. There are weekly CPD opportunities for staff centred on teaching for mastery in mathematics lead by a Mastery Specialist Teacher.

At St. Thomas of Canterbury School, maths is a subject that is enjoyed by pupils and teachers alike. We encourage our **S=P+A+C+E** principles of **positive attitudes, confidence, perseverance and effort** in the learning of all mathematical learners and view our carefully designed curriculum in maths as building blocks of a child's conceptual understanding.

Implementation

Following a teaching for mastery approach in both our curriculum design and lesson structure enables teachers to take small, achievable steps through a mathematical concept, teaching whole class and allowing for all learners to access challenge and depth in their understanding.

The structure and lesson design allow teachers to develop the necessary small, conceptual steps in mastery. Teachers select their examples carefully to highlight the important conceptual ideas and tasks are chosen to provide pupils with intelligent practice. Elements of **fluency, reasoning and problem solving** are present in every maths lesson and all learners are exposed to all three strands of thinking and challenge.

The **representations and structures** used to demonstrate and promote understanding of a concept are selected by the teachers. The **representations** used to develop understanding of a concept may be concrete (manipulatives), pictorial or even abstract (the use of numerals etc.). It is expected that manipulatives, where a relevant representation of the taught mathematics, will be used by all learners to not only support understanding but also to promote depth of thinking and independence.

At St. Thomas of Canterbury, teachers will plan their maths lessons to include elements of **Rediscover, collaborative challenge, independent** practice and opportunities for **Going Deeper**. There might be **rediscovery** of a particular strategy or concept covered in the previous lesson to ensure every learner feels **ready to progress**, or it could be **rediscovery** of mathematics taught in a previous year to encourage and enable learners to make mathematical connections and hence deepen their understanding.

This **rediscover** element of the teaching of mathematics at St. Thomas' also informs the interventions and support provided; use of the **ready to progress** materials ensure that children are fully ready to progress in terms of their mathematical thinking and understanding.

Collaborative challenge refers to discussion and opportunities for children to work with their learning partner. We encourage all children to discuss their mathematical thinking using relevant and vocabulary and have **high expectations** of the mathematical language they use. This is modelled by the teacher and children have the opportunities to develop this when working with their peers.

Impact

Throughout our school, the impact of our mastery curriculum should be evident in the attitudes, learning and application of mathematics by our children.

Rediscovery of concepts and facts will enable children to develop their **fluency** and **reasoning** skills, enabling them to tackle problem solving in the context of their maths lessons and beyond. The development of mathematical **journaling** as a skill will not only reinforce taught concepts and encourage 'life-long learning' but will also be beneficial as a skill and a strategy as the children move through their education.

The rich and varied **representations** and **structures** used by teachers to draw out the conceptual learning of the mathematics should be reflected in the children's learning and be evident in their classroom, books and school environment. These taught and learnt **structures** will encourage children to make broad **mathematical connections** and begin to make generalisations that may contribute to calculations strategies in their adult lives.

Teacher's subject knowledge of mathematical concepts will provide opportunities for all children to access depth in their mathematical exploration and learning.

The analogy of 'building a wall' is often used to discuss the teaching and learning of mathematics in the context of mastery. Each year group's curriculum represents a layer of bricks, the mathematical connections the cement between them. EYFS is that first layer, year one the next and so on and so forth. Each year, the bricks of knowledge and conceptual understanding are laid atop the last. The aim of a mastery curriculum is not to build the tallest wall imaginable, but to build a solid wall, with firm foundations laid ready for the next layer of bricks to be built upon. Occasionally, there may be some cement missing, or damage to a brick which we must address by rediscovering concepts and deepening understanding of the learning that will enable children to progress, for their wall of learning to be broad and sturdy.

Throughout children's further education (and for the rest of their lives) they will continue to build their wall of mathematical learning, on the first seven layers that will be a firm foundation, held together by those rich mathematical connections and concepts they first learnt at St. Thomas of Canterbury Catholic Primary School.

Curriculum *(including aims and purposes)*

At St. Thomas', we teach for mastery in mathematics. Aiming to provide a purposeful, lasting mathematical understanding for all pupils and ensuring that that our children are fully equipped with a variety of strategies and the ability to apply their learning to different **contexts**.

Our aim at St. Thomas' is to ensure that all pupils have a positive attitude towards maths and:

- become **fluent** in the fundamentals of mathematics, through frequent and varied practice of mathematical skills,
- can **reason mathematically** by following a line of enquiry, making generalisations, and justifying their answers using mathematical language,
- can apply their mathematical knowledge and understanding to **solve problems** of increasing complexity,
- use a variety of mathematical representations to solve problems and demonstrate their understanding of concepts,
- are able to recognise and use the most efficient strategies in their problem solving,
- have the ability to think for themselves and develop confidence in using **accurate** mathematical vocabulary.

Planning *(key subject specific details)*

- **Best practice questions to ask when planning:**
 - What will children need to know in order to approach this learning challenge?
 - What language will we equip them with?
 - What key representations or strategies will enable them to calculate?
 - What mathematical rule (generalisation) can they draw using these examples?
 - What connections will the children need to make?
 - How will you scaffold this challenge?
 - What will the going deeper be?
- Planning should be set out to cover the 'small steps' for each new topic, in line with our mastery approach. **This is in line with the White Rose and Power Maths Guidance and should be supported by referring to teaching sequences as referred to within the NCETM Professional Development Materials (Spine materials).**
- Each block of lessons should encompass and develop children's fluency of a concept, **whilst introducing elements of reasoning and problem solving to strengthen, support and provide opportunities to apply their knowledge to a range of different contexts. Teachers' knowledge of prior learning is paramount to the succinct planning and development of a mastery curriculum in maths. Please refer to the DfE Guidance to familiarise yourself with the Ready to Progress Criteria for your Year Group. Hard Copies of this document can be found in all classes and a soft copy is saved in the Teaching for Mastery Folder on the Shared Area.**

- All children should have the opportunity to undertake reasoning and problem solving activities; challenge for all is key. **This can be achieved by using variation of representation in lesson design, ensuring that we are using meaningful mathematical representations for all children. Children should be encouraged to use the thinking deeper posters displayed in each classroom.**
- When introduced to a key new concept, children should have the opportunity to build competency in this area by being exposed to the structure of the mathematics following this approach*:
Concrete – students should have the opportunity to use concrete objects and manipulatives to help them understand what they are learning.
Pictorial – students should then build on this concrete approach by using pictorial representations. These representations can then be used to develop fluency, reason and solve problems.
Abstract – with the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence, whilst having the confidence to use manipulatives and representations to strengthen their understanding.
*Please note that the CPA approach can be flexible and often the concrete stage can be used to challenge our learners to think deeply about the structure of the mathematics.
- Planning should ensure all children have opportunity to undertake reasoning and problem solving activities. Ideally, all maths lessons will include elements of *fluency, reasoning and problem solving*.
- **Power Maths and White Rose resources should be used as the main teaching resources, in line with the ‘Small Steps’.** The NCETM Professional Development Materials are also recommended to strengthen and support children’s understanding of the four operations and fractions.
- **Maths lessons should start with practise of fluency skills, a review of work covered in the previous lesson (Rediscover), response to marking or an activity to engage the children’s interest providing a ‘real life’ context to the maths being taught as well as providing opportunities for all to go deeper.**
- Mathematical concepts should be presented in a ‘real life’ relatable context, wherever possible, so children can recognise the lasting impact of their mathematical education.
- Planning will be stored in the shared area so all members of a year group team and members of the maths team have access.
- **End of Block Assessments should be provided as a learning opportunity for all children. Having completed the assessment, all children should be given the opportunity to self-mark. These should be used as a tool for learning – rather than a summative assessment. It is the teacher responsibility to select an appropriate assessment for each block – either the Power Maths End of Topic Check or the White Rose End of Block Assessments.**

Resources

- **On-Line Power Maths and White Rose Resources are available for all Staff via the Pearson Active Learn and White Rose Platform.**
- General maths resources are stored centrally, in the maths cupboard and should be returned, and stored neatly, after use.
- Each class is responsible for ensuring the class-based maths resources, specific to their year group, are kept organised and the resources in good condition.
- Resources, including the White Rose Mastery Scheme of work, are available on the Teacher Shared -> Maths Mastery.
- Each Year group is responsible for keeping the Power Maths resources (Textbooks and Practice Books) in excellent condition.
- The maths lead is responsible for uploading class details to Times Tables Rockstars, it is then the responsibility of class teachers to ensure this online resource is utilised.
- If additional resources are needed to deliver the curriculum well then teachers should contact the Maths Lead.
- End of Block assessments can be found for each year group on the Staff Shared Area in the Maths Mastery Folder.

Assessment (subject specific additional expectations including marking, evaluations, AFL and models of next step marking)

- Teachers should use assessment for learning strategies through-out the lesson.
- Every lesson, children should self-assess their work according to success criteria and their understanding of the concept(s) covered **ideally by way of a learning reflection**. (This may differ in KS1 and reflections may include: traffic light symbol, my next step, what I have learnt, responding to the learning question etc.).
- **In line with our marking policy, teachers should developmentally mark children's learning once per week.** Using questions to strengthen or extend children's knowledge, understand and or efficiency of a concept. The developmental questions should aim to ready the children for the next 'step' in the planned series of lessons. Teachers should aim to deepen children's knowledge and understanding within the taught concept rather than extending them beyond the scope of their year groups curriculum. Examples of effective developmental marking within maths include:
 - Comparison – e.g. comparing 3 different images of $\frac{1}{4}$ of a square – drawing out the essence of the concept – what makes them all $\frac{1}{4}$? Can children explain using what they have learnt.
 - Connecting through small steps – just changing one thing each time – this could be through a lesson or activity or exercise to build a secure understanding of a concept – can children explain the process or apply it to a non-routine example?
 - Non examples – close to the concept but not quite there. What the concept is and what the concept isn't - True/false activities are a useful vehicle. Can children correct or identify the misconception?
 - Stem sentences – keeping the same sentence structure throughout to connect all the examples – can children complete/apply the stem sentence for a further example – this could lead way to the next step.
 - Ask children to make a generalising about what they have learnt. Generalising from given examples or from examples within the lesson.
- Children should be given time at the start of a lesson to read through the teacher's comment, respond where necessary and correct mistakes.
- **Assessment tests may be used for summative assessment at the end of each teaching block (examples of which can be found in the Maths Mastery folder on the Teacher Shared).**
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. Maths can be explored within these three areas as well as the specific area of mathematics.
- Mastering Number will form the basis of the EYFS maths curriculum and planning for all sessions can be found on the shared area.
- Continuous provision should include opportunities for children to explore mathematical concepts and use mathematical skills in line with Early Learning Goals.
- Resources from the White Rose and NCETM (Number blocks) should be used to form planning.

Key Stage One further guidance

- White Rose and Power Maths resources should be used to inform the small steps and the planning of objectives in maths.
- Teachers to consider whether it is appropriate to stick in the date and learning objective for some/all children.
- Children should respond to teacher marking using purple pen.
- Mastering Number will form the daily fluency for Key Stage One classes. Planning for all sessions can be found on the shared area.

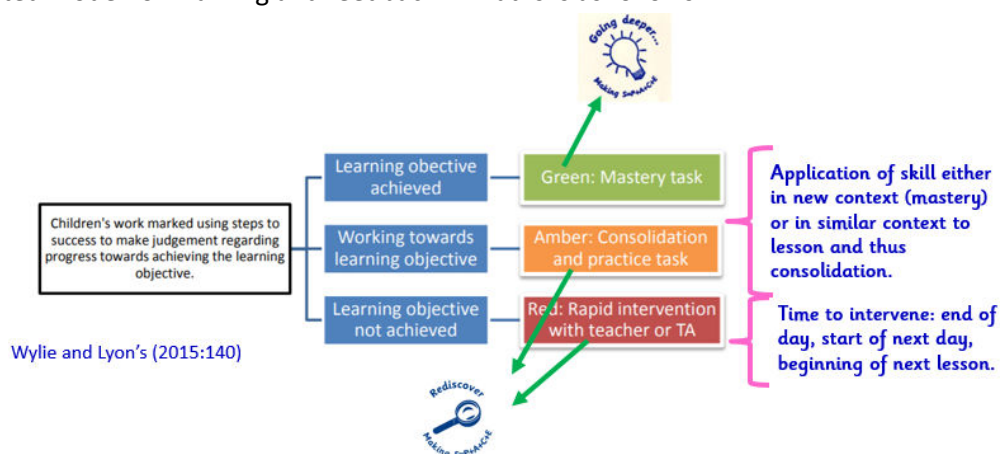
- Elements of Fluency, reasoning and problem solving should be evident in all children's books. Children in year 2 should be encouraged to write relevant sub-headings in their work and any sheets used should be titled accordingly.
- Spelling mistakes of key vocabulary taught in the lesson should be identified when marking.
- Maths should be taught every day (where possible).

Key Stage Two further guidance

- White Rose and Power Maths resources should be used to inform the small steps and the planning of objectives in maths.
- Teachers should encourage and expect the highest standard of presentation, in line with the presentation promise.
- Children should be given opportunities to self-mark and correct learning using purple pen.
- Marking should be responded to in purple pen.
- Spelling mistakes of key vocabulary taught in the lesson should be identified when marking and children should be given time to correct these.
- Maths should be taught every day (where possible).

Whole School further guidance

- The Headteacher's challenge resources are stored centrally on the Teacher Shared -> 00Times Tables Challenge.
- Most maths resources are stored in classrooms and are the responsibility of class teachers.
- There should be a continued focus on language, encouraging the children to speak like a mathematician – it's not just knowing the key vocabulary.
- The suggested model for marking and feedback in maths is as follows:



- All children should be encouraged to **journal** their thoughts and responses where appropriate. Journaling will look different in all year groups. By exposing children to **mathematical language, representations and structures** we can encourage a **rich conceptual understanding**. This knowledge can then be applied to enable children to journal their ideas. Journaling allows for **misconceptions to be challenged** and enables children to demonstrate **depth** without moving 'beyond' scope of their curriculum.
- The '**Reflect**' element in a **Power Maths** lesson encourages children to *journal* their understanding by applying their newly acquired understanding to **explain, prove or solve a problem**.
- There are 5 different types of journaling:
 - **Descriptive** – explain a concept,
 - **Evaluative** – which strategy is most effective to solve a problem? Why?
 - **Creative** – the answer is 25, what is the question?
 - **Investigative** – exploration of a problem,
 - **Formative** – asking children to reflect on the lesson and challenges they faced.

Health and Safety

- Teachers are aware of their responsibility for ensuring the children in their care are safe. They are aware that 'risks' should not mean something isn't worth doing but appreciate that due care is vital when teaching maths.
- When using resources, teachers and staff are responsible for storing these in a safe and accessible manner.

i. (Modern) Foreign Languages – French (Leads –Amy Grove, Henriette Eckhardt and Louisa Pereira)

French is about communicating in another language and learning about another culture. In doing this we deepen our knowledge and understanding of our own language and culture.

Learning a foreign language is a liberation from insularity and an opening to other cultures. It gives children the opportunity to communicate for practical purposes and, also to express their ideas and opinions in another language. Learning a foreign language in primary school provides the foundation for learning further languages.

Intent

Our intention at St. Thomas' is to give all of our children an opportunity to confidently speak, read and write in French so that they can communicate for practical and other purposes. We aim to inspire them to be curious about French culture, to compare that culture to their own and, in so doing, develop a deeper understanding of both. We aim for the children to understand the importance of language by challenging them to find links between French and the other languages they speak including English. This skill helps their comprehension and learning in all subjects. We further aim to develop their understanding of how languages develop and relate this to the history they learn. Learning a new language also promotes our S=P+A+C+E for learning ethos fully with our children able to fully reflect on their new language acquisition.

Implementation

Throughout the school, our children learn collaboratively and are engaged in their lessons with a focus on always trying their very best with new content. Occasions to demonstrate their new skills independently are also welcomed in lessons.

In Key Stage One French is taught through games and songs to develop both the children's familiarity with the sounds and intonation of French and their confidence when speaking. The vocabulary they learn in KS1 such as colours, numbers, animals, food, days of the week, etc., gives them an excellent base on which to rediscover and build in Key Stage 2.

In Key Stage Two French is taught more formally in that reading and writing are introduced, but the emphasis is on building strategies and techniques for language learning. Lessons are carefully planned and are designed to engage, include, enthuse, challenge and provide opportunities to go deeper. Songs, stories, games and role playing are all used to provide a variety of learning opportunities and to suit different learning styles. Lessons make purposeful links to other subjects, allowing children to identify the relevance and importance of their learning. The planning also ensures continuity and development throughout KS2 so that the children make progress. For example, simple grammar, such as gender, is introduced in Year 3 but not taught discretely until Year 4 and then rediscovered in Year 5 and 6. Opportunities to rediscover are included to consolidate previous learning, but also when it is clear from teacher assessment and pupil self-evaluation that pupils are not yet secure in their learning.

In addition to the weekly 40-minute French lesson, which is taught by a specialist, class teachers are encouraged to use French in the classroom on a daily basis. For example, in KS2 the lunchtime prayer is said in French and groups, such as spelling groups, are named using French colours or animals.

Impact

Children's progression is monitored by the specialist French teachers. Feedback is given orally and through developmental marking. Lessons are introduced with a Learning Challenge and steps to success for meeting the different challenges presented. Children are encouraged to reflect on their learning, in relation to both the challenge and the steps to success at the end of a lesson or more formally, usually at the end of a unit, by writing a sentence in their books and or using 'traffic lights' or other self-assessment ideas.

Outcomes for children learning French at St. Thomas are excellent due to the introduction of the language to the children in KS1, (although language learning is only statutory from Year 3), the fact that only French is taught rather than a mixture of different foreign languages and the regular weekly delivery of French by specialist teachers as opposed to ad hoc delivery by non-specialists.

By Year 6 children at St. Thomas' are well prepared with language learning skills to develop their language learning, be it in English or a foreign language at secondary school.

Curriculum *(including aims and purposes)*

- The purpose of language study is to provide an opening to other cultures by fostering pupils' curiosity and deepening their understanding of the world. Primary language study provides the foundation for learning further languages thus equipping pupils to study and work in other countries.
- Teaching aims to ensure that pupils understand and respond to spoken and written language.
- Teaching should aim to encourage pupils to speak with increasing confidence and fluency, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.
- Pupils should be able to write at varying length and for different purposes and have an opportunity to communicate in the language for practical purposes.

Planning *(key subject specific details)*

- Each class in KS1 has a 30-minute French lesson per week. Each class in KS2 has a 40-minute lesson per week. Planning is done by the French teachers.
- French topics should be shared with the children at the beginning of each term as part of the 'Big Picture'
- All planning should include the St. Thomas 10 elements
- Planning is cross-curricular when appropriate but structured language learning to ensure progress in the language has priority.
- Planning at St. Thomas' is done to reflect a focus on learning language skills that are transferable to learning other languages including English.
- Planning should include opportunities for outdoor learning.
- Planning is done to ensure that pupils are taught to do the following as stipulated in the National Curriculum:
 - Listen attentively to spoken language and show understanding by joining in and responding.
 - Appreciate stories, songs, poems and rhymes in the language.
 - Speak in sentences.
 - Present information orally.
 - Develop accurate pronunciation and intonation.
 - Describe people, places and things orally and in writing.
 - Write phrases from memory.
 - Write at length.
 - Conjugate common verbs.
 - Understand basic grammar, including feminine and masculine forms.
 - Read carefully.
 - Use a foreign language dictionary.

Resources

- National Curriculum
- Espresso
- Twinkl

- BBC Active – Primary French is Fun. Part 1 for years 3&4. Part 2 for years 5&6
- You Tube – Songs by Alain le Lait .
- Stories by Bookbox are useful too.
- Learn French with Luc & Sophie - Part 1 – Teacher’s book, CD rom and 14 reading books (15 sets of each for use with Year 3 and 4)
- Learn French with Luc and Sophie – Part 2 – Teacher’s book, CD Rom and 1 set only of 14 reading books.
- Physical French Phonics – Teacher’s book, CD Rom and posters
- J’aime Chanter – Song book and CD useful for KS1 and Year 3
- Chanter Plus Fort – Song book and CD useful for KS2
- Class set of French/English dictionaries – in French storage unit in prayer room
- Flash Cards/games/story books – in French storage unit in prayer room

Assessment (subject specific additional expectations including marking, evaluations, AFL and models of next step marking)

- Assessment for learning strategies are used in lessons
- Teacher marking will be developmental once a unit and other work will either be symbol marked as appropriate.
- French phrases such as Très bien or Bon travail can be used but their meaning should be shared with the children.
- The teacher should mark incorrect English as well as French.
- Children should be given time to reflect and respond to teacher marking in purple pen.
- Children should self-assess their work against the Learning Challenge/Question and Success Criteria using for example, a smiley face, traffic lights or 2 stars and a wish. A purple pen should be used.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents’ evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. French can be explored within these three areas as well as the specific area of understanding the world.
- Class teachers to support language learning by providing an additional 15 minutes of age appropriate language learning each week. For example, singing a song in French, saying a rhyme in French.

Key Stage One further guidance

- Class teachers to support language learning by providing an additional 15 mins of age appropriate language learning each week. For example, singing Happy Birthday in French, counting in French, giving groups in the class French names (colours, animals), doing the register in French.
- Children in Year 1 and 2 will primarily learn by singing, repeating, acting, playing, colouring and outdoor games.
- Children will have a yellow folder in which to keep written activities.

Key Stage Two further guidance

- Class teachers to support language learning by providing an additional 15 mins of age appropriate language learning each week. For example, doing the register or lunch/menu choices in French, singing Happy Birthday in French, doing the sign of the cross and lunch time prayer in French, using French names for group work, writing the date on the board in French.

- Children in Year 3 will have an A4 yellow work book. Pages are blank at the top and lined at the bottom. They will take this book up to Year 4.
- Children in Year 5 will have an A4 yellow work book. Pages are lined. They will take this book up to Year 6.
- Once the months have been learnt in Year 4 the date should be written in French with the number written in words e.g. le cinq novembre 2022. Until that point a short date is acceptable due to French lessons only being 40 minutes long.
- High standards of presentation for KS2 apply to French too.

Whole School further guidance

- French should be promoted throughout the school in worships and other opportunities e.g. recognising Bastille Day.

Health and Safety

- Make sure the children follow the usual rules for safety in the classroom, e.g. no running, no standing on chairs or tables, sitting safely with all 4 legs of the chair on the ground, ensuring chairs are tucked in and making sure equipment is returned safely and respectfully.

j. (Music (Lead – Maureen Mather)

Music is the creative art of sound. It is a universal language which can be used to express our feelings, shape identities and describe and respond to the world around us. Everyone is musical and when given the opportunity and encouragement, everyone has the capacity to perform, compose, listen, respond to and appreciate music in its many different forms.

Curriculum (including aims and purposes)

Purpose of Study and Aims:

- Music is a statutory subject in the National Curriculum:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music Programmes of Study: Key Stages 1 and 2. National Curriculum in England (2013).

- All children in our school are considered innately musical and given every opportunity for their musical interests to be discovered, nurtured, developed and extended.
- Music uses the whole brain function and its wider benefits for cognitive, emotional and social development are becoming better understood and gaining recognition in education and community settings across the lifespan. For this reason, music is also used overtly to support wider learning as a specific intervention and across the curriculum.
- Teaching is based on the requirements of the National Curriculum for Music (2013) which aims to ensure that all pupils:
 - *Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.*
 - *Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.*
 - *Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*
- We aim to fulfil the aims of the National Curriculum and the more recent Model Music Curriculum, and to go further wherever possible to provide children with outstanding opportunities to develop key musical skills in a structured and sequenced manner alongside an excellent musical understanding and first-hand appreciation of a wide variety of different types of musical genres and practices through a practical and positive experience of music.
- Our weekly music provision is led by the Music Lead, a highly qualified primary music specialist, with the support of the Head Teacher, the Senior Leadership team, class teachers and teaching assistants. All class teachers and teaching assistants are expected to include five minutes of daily singing in their classes using simple songs learnt in music lessons or from various online resources such as Sing Up. Teaching staff are supported in this by class Singing Leaders who help to lead the daily singing session. Staff are given training by the Music Lead. Year 4 and 5 music lessons are led by an instrumental tutor from Surrey Arts, providing whole class ensemble teaching in woodwind instruments.
- Specialist-led weekly class teaching is based on the Kodaly pedagogical approach in which singing forms the bedrock of class-based music teaching and the musical life in school.

- Children learn to express themselves through singing games and multi-sensory activities which help to internalise their musical learning and understanding through their own personal experience.
- A key outcome of Kodaly-based teaching is the development of strong auditory discrimination skills and memory which have been shown to have transferable benefits to a child's cognitive, social and emotional development, in particular with regard to phonological awareness and discrimination which have been shown to improve through pulse and rhythm training - crucial skills for literacy and speech and language development and comprehension.
- For this reason, the music specialist has led weekly targeted learning interventions to support the individual speech and language and emotional and social needs of five Year 2 children and to support friendship and social skills in a small group of Year 1 children, supported by an Inclusion Assistant who works with these children on a daily basis.
- Across the school, we work hard to provide a vibrant school musical life which nurtures every child's innate musical ability through a wide range of musical learning opportunities, across different musical genres and activities that go beyond class music lessons.

These include:

- daily singing in class led by class teachers and class singing leaders using First Thing Music singing materials in EYFS and KS1, and a Song of the Week in KS2
- weekly collective praise worship led by the music specialist with reference to, School Masses, key feasts and celebrations in the Church's calendar and the school's Golden Threads
- weekly individual and class instrumental lessons led by visiting instrumental teachers and the music specialist (piano/violin/cello/woodwind/recorders/ukulele/djembe)
- weekly after-school activities e.g. M-Tech; two non-auditioned choirs; and concert band
- termly class worships/prayer services
- termly and end of year school music concerts led by the music specialist
- termly and end of year class or key stage productions
- workshops and concerts across a range of musical genres led by professional musicians as part of the STOC Programme of Visiting Musicians providing children with the opportunity to meet, perform with and learn from musicians working at the highest level.
- participation in Surrey Arts regional events
- participation in annual national events
- Use of the outreach programmes and resources of national music organisations such as the Royal Opera House, NYCGB and others.
- In these different ways all our children have the opportunity to discover and develop their individual musicality, with the aim that they naturally think of themselves as musical and aspire for excellence.
- Above all we strive to instil a love of music and develop strong musical identities in our children so that they leave school equipped with the musical skills, knowledge and understanding for a lifelong engagement with music and it's identified benefits across the lifespan.

Planning (*key subject specific details*)

Overview

- **Planning is centred on the concept of a spiral of musical development** where key learning is constantly revisited over time with increasing complexity, depth and challenge as children progress through the school. This is achieved through a mix of fun, experiential informal and formal musical learning.
- Children in **EYFS and KS1 have two 30 minute music lessons each week**: one in the classroom with the Music Lead and their teacher and teaching assistants, and one with the Music Lead and the class TA.
 - The in-class session follows the First Thing Music Programme, which is designed to encourage teachers and assistants to use these songs and games in the classroom on a daily basis before the start of each day.
 - The second session follows a similar Kodaly based programme which develops children's singing and musicianship skills in line with the National and Model Music Curriculums.
- In **KS2, children have a weekly music lesson of 40 minutes**. These lessons build on the musicianship skills developed in KS1 and introduce children to instrumental learning in a structured manner that builds sequentially on previous learning. They also continue to develop children's musicianship skills using more advanced and age appropriate singing games. Children also start to move from hand signs to the floor and hand staves and stick notation to staff notation as part of their instrumental and musicianship learning.

These lessons are led by the Music Lead. Lessons in Years 4 and 5 are led by specialist woodwind teachers from Surrey Arts for two terms and then by the Music Lead in the summer term.

- In Year 3 children learn the recorder using a Kodaly/ Solfa approach building on their learning about pitch in Year 2. In Year 4 children move on to woodwind instruments using plastic instruments designed to facilitate a seamless transition from the recorder. For 2023, Year 5 will also learn woodwind instruments building on their recorder learning in Year 4. This is because they missed out on learning the recorder in Year 3 due to the pandemic. From these whole class instrumental lessons children are encouraged to have small group or individual instrumental lessons provided by Surrey Arts.
- In Year 5 and 6 children also learn the ukulele, learning 4 chords, different finger and strumming styles and reading chord, staff and tab notation. Children use these skills in Year 6 to write their own songs using a 4 chord structure.
- Year 6 also learn to play the djembe and learn about the culture of West African drumming.
- Where appropriate (mainly in KS2), lessons may have three identified challenges – Gold, Silver and Bronze – identified with a corresponding trophy on the whiteboard. This is used by the children and the teacher to assess progress. Every lesson should include the Thomas Ten.
- Children in EYFS and Key Stage 1 follow the First thing Music Programme (Modules 1-3- Beat/Rhythm/ Pitch) and Jolly Music Programmes: Beginner Book and Book 1.
- Children in Years 3 and 4 follow the Jolly Music Programme: Book 1 and 2 in addition to their instrumental learning as appropriate.
- Children in Years 5 and 6 follow the National Youth Choirs of Scotland (NYCoS) Going for Bronze Programme: Book 1
- This teaching is supplemented with cross-curricular songs and related listening and composing activities which tie in with topics for each year group. These activities are designed to broaden children's topical learning to include a musical and cultural context and support their understanding of the history and development of music, instruments, use of music, composers and performers over time, from ancient times to the present day.
- The specialist's oversight across every year group provides the opportunity for planning across the whole of a child's musical development, to ensure a balanced and sequential programme in the short, medium and long term which builds on prior learning at every step.

Musical Beginnings in Early Years and Key Stage 1

- The first planning focus is centred on helping every child explore and develop their Singing Voice, which is their first instrument.
- Learning is wholly experiential and music is the primary language. Children learn intuitively through multi-sensory activities and singing about key musical concepts which are only formally presented when the majority of children demonstrate a clear embodied understanding of that concept (see overleaf for further details)
- Children learn two note songs based on their sing-song style of speech (so-mi) progressing to three notes (so-mi- la) when they demonstrate a good understanding of high and low and can sing these pitches in tune.
- They quickly build a mental Song Bank of simple but effective songs, which they draw upon as their central resource for their musical learning throughout their school life.
- Being able to sing in tune is a fundamental musical skill that supports later instrumental learning and performance. Critically, it is often the measure by which people consider themselves to be musical and affects individual musical identity. It is important then that planning and teaching supports the development of this crucial skill during this early window of a child's individual and musical development.
- In EYFS, children are encouraged to respond to sound intuitively through play. They learn to find the heartbeat of the music (pulse) through gross motor activities using the whole body, so that this key skill is a felt experience and internalised understanding.
- Children in EYFS start to learn the difference between pulse and rhythm, discriminate high and low sounds (pitch), and understand the difference between a rhyme and a song, exploring a range of different voices, tempi and dynamics.
- They are encouraged to lead the class, improvising their own pulse actions and manipulating sounds from an early age.
- It can take time for children to find their Singing Voice (up to the age of 7). It is therefore a key aim that all children should have found their singing voice by the end of Year 2.

A Mix of Informal and Formal Musical Learning

- The musical learning of children in EYFS and Key Stage 1 is predominately informal, learning through play through multi-sensory singing games and improvisatory activities.
- The Kodaly based First Thing Music and Jolly Music programmes provides the structure for these activities, scaffolding learning in small steps through repetition which builds confidence and aids memory.
- Each concept is based on the 3 Ps Kodaly strategy – **Prepare, Present and Practice**.
- Concepts are taught in this order: Beat, rhythm and then pitch.
- Progress through these stages is assessed by the teacher based on evidence from the children's responses and their readiness to move on to the next stage.
- As children move into Key Stage 2 their learning becomes more formalised as they start to externalise their musical understanding both orally and in writing, using increasingly complex musical vocabulary and notation.
- This is known as the **Sound before Symbol** approach put forward by George Odam, where children develop their musical understanding through an experience of sound first, rather than as used to be the fashion of first learning to interpret a set of abstract musical symbols.
- By putting sound first, children develop a strong sound-based embodied understanding of music to which musical symbols are then later introduced in music lessons, choirs or instrumental learning. This is important as it enables all children to understand symbolic musical language based on their own multi-sensory learning experience.
- Over time, through singing, games and instrumental learning, children learn to identify and manipulate key musical skills and develop their understanding of the interrelated dimensions of music (*pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations*) through performance, improvisation, composition, notation, critical listening and appraisal.

Pitch Discrimination and Notation

- Children learn to identify different sounds and 'read' music from their first day at school. Simple gross motor body movements (*e.g. hands on head and shoulders to show high and low*) develop into more defined hand movements to show the pitch of a note in relation to another. Gradually these hand movements become associated with Solfa singing names and hand signs which children use when singing. This development is led by the progress of the child and scaffolded by the music specialist.
- Children develop their auditory discrimination skills and auditory memory through the development of a bank of simple memorised songs and games, which are taught aurally using Solfa singing names and hand signs. For example. aural development and intonation are supported through games such as *Pass the Pitch* where children have to sing Hello at the same pitch as their partner, with the class acting as the judge as to whether their singing matched or was higher or lower.
- Children are encouraged to listen to one another with respect and give positive feedback. Such leadership opportunities within the lesson gives the music specialist the opportunity to assess individual singing voices without the child being aware and support those who may need additional help in finding their Singing Voice.
- Initially, songs comprise of just 2 pitches (so and mi) which correspond to children's natural sing-song style of speech in their early years.
- As children develop their aural understanding and singing, more pitches are added in a specific order (la-so-mi, la-so-mi-do etc) based around the pentatonic scale, which underpins much folk music and is thus universally understood across many countries and cultures.
- Children of all ages can quickly sight-read new melodies and compose instantly through gross body movements and later, using Solfa singing names and hand signs.
- Children start to create and read graphic scores in KS1, moving on to reading stave notation in Key Stage 2: first as a one-line stave reflecting their understanding of higher and lower pitch; then increasing by adding additional stave lines one by one until everyone is reading the full five lined stave as soon as they are able. These five lines are explored as a floor stave, jumping in the spaces and onto the lines, composing simple three note melodies using a human note, and then as hand staves using our five fingers as the five lines. Children use their hand stave as a quick and accessible reference when learning simple melodies.

Discriminating Pulse from Rhythm

- Children learn about pulse and rhythm visually, aurally and kinaesthetically through critical listening and through songs and games.
- Children start by experiencing the beat through multisensory explorations of a steady beat – e.g. moving a sheet of lycra together in time with the music/ swaying with a partner/copying a leader. The word beat is not mentioned initially until the majority of the children can walk in time with a steady beat and can respond to a change in tempo. When ready, the concept of beat is *presented*, with children encouraged to find their own heartbeat and tapping/walking/moving in time with *the steady beat*, internalising the pulse.
- Children are encouraged to count the number of heartbeats in a known song on their fingers and then drawn on the board. In this way they use their internalised sense of pulse to start to learn about musical structure and understand how the beat can be divided.
- Children learn rhythm names for the subdivision of the beat (ta (crotchet or one beat) and ti-ti (quavers)) and explore them through games such as walking on the beat spots and discovering that some beats have more than one sound. They can play games such as *The Rhythm People* where children are ta beats (standing tall with hands by side) or te-te beats (with hands on their partner's shoulders to form a human beamed te-te).
- The beat is further subdivided into tikka tikka (semi-quavers) or augmented into ta-a (minim – 2 beat) or ta-a-a (three beat or dotted minim) or ta-a-a-a (four beat or semibreve) and the equivalent rests.
- In this way children learn about simple time, and later compound time, exploring metre through multi-sensory, active, inclusive singing games.

Notating Pulse and Rhythm

- Children learn to notate tapped rhythms from known songs in their mental Song Bank using rhythm names and stick notation.
- Children identify similar and different rhythmic patterns within songs both aurally and through notation and explore musical structure and simple musical forms such as Binary (AB) and Ternary (ABA) forms, among others. Children learn to identify songs by the notated rhythm patterns on the board.
- They eventually combine their knowledge of solfa with stick notation to form *rhythmic solfa* where children can read and notate pitch and rhythm simultaneously and create and notate their own compositions easily.
- Through their instrumental learning and choral singing, children learn to read other forms of notation such as tabular notation, chord symbols, lead sheets and SATB scores.
- By Year 6 they should be able to identify different clefs, time signatures, key signatures, bar lines etc. based on personal musical experience and understanding developed through a multi-sensory, sound before symbol, embodied approach.

Musical Progression

- Musical progress in the Kodaly approach is not defined by age but by the frequency of input. This is exemplified by the advanced musical skills of young children in Hungary who have daily music lessons using the Kodaly approach.
- Musical progression is scaffolded by the music specialist in every lesson and across the term in a clear structured way but which also gives children plenty of opportunities to lead and experiment with sounds.
- New songs or concepts are introduced gradually using the three Ps approach:
 - Prepare – through games and demonstration by the teacher and children working together
 - Present – when children demonstrate a clear understanding the concept is presented by name
 - Practise, where this learning is practised, reinforced and consolidated through fun musical games of increasing complexity.
- Rhythmic and melodic patterns in songs are identified and compared and key concepts introduced, identified, developed and consolidated.
- Children of all ages are given opportunities in every lesson to improvise, compose and manipulate sounds to help develop their creativity and musical confidence.

Instrumental Learning

- As children move through school, they apply the foundation skills, knowledge and understanding gained in EYFS and KS1 to tackle more complex musical learning through the opportunity to learn a range of different instruments:
 - untuned and tuned instruments are used where appropriate in class music lessons from EYFS upwards.
 - Children learn the recorder in Year 3 using a Kodaly based recorder programme, using songs learnt in Key Stage 1, solfa and a gradual introduction to the stave as outlined above.
 - Children in Year 4 and 5 learn woodwind instruments (clarinet/flute/saxophone) using plastic instruments initially, which are designed to facilitate a seamless progression from the recorder. These lessons are led by specialist woodwind teachers from Surrey Arts over two terms. At the end of this time children are given the opportunity to continue with small group or individual lessons with visiting Surrey Arts peripatetic teachers.
 - in the summer term of Year 5, children learn to play the ukulele and read chord symbols and tab notation.
 - In Year 6 children develop their ukulele skills further, learning more chords and extended strumming and finger picking styles and writing their own song using a 4 chord structure.
 - In Year 6 children also play West African djembes and learn about the culture associated with drum circles.
 - Children learn instruments of their choice in individual peripatetic lessons provided during the school day by visiting Surrey Arts teachers.

Vocal Development

- Singing is at the heart of our school life.
- Every class starts the school day with 5 minutes of singing at 8.45 using either First Thing Music songs, learnt in our in-class lessons, or using the Song of the Week with Sing Up resources.
- Children sing every day in Collective Worship and in our Praise Worship services where new hymns are learnt in preparation for singing in our School Masses. Children also sing as part of their Class Prayer Services and Year group Assemblies to parents.
- Children have the chance to sing collectively and later as soloists as part of our annual musical services and productions during Advent, before Easter (Passion – Year 5) and end of year (Year 6 Musical).
- EYFS and KS1 musical learning is centred on singing as our first instrument, through which the foundations of the children's musical learning are developed.
- Children's vocal development is assessed annually throughout EYFS and KS1 so that every child has the opportunity to find their Singing Voice by the end of Year 2.
- In Year 3 this singing-led approach helps children to make the shift successfully into instrumental learning, using their voice and internalised knowledge of songs in their mental song bank, and understanding and use of solfa as the resources for the songs they learn to play on the recorder. This continues into Year 5 and 6 as outlined above.
- In Year 4 children are introduced to opera through a joint drama and music project using the Create and Sing resource produced by the Royal Opera House.
- In Year 5 children use their singing skills to perform the Passion at the end of the spring term. It is an important milestone in their vocal development and performance skills.
- The Year 6 Musical gives children the opportunity to showcase their singing abilities as part of the chorus or as soloists.

Extended Learning Opportunities

- Extended learning opportunities are open to all children through our Choirs and Concert Band, and through special whole school or year group workshops led by visiting professional musicians.
- The STOC Visiting Musician Programme of workshops and concerts extend children's musical learning across a variety of genres. Recent visits include:
 - Samba and tango workshops with Olly Tunmer and the Santiago Quartet and tango dancers respectively.
 - Spoons workshops for all children with Jo May and Linda Game, exploring pulse and rhythm in folk music.
 - Body percussion linked to literacy with Olly Tunmer

- A singing and dance project with Icosa and the Santiago Quartet exploring the music of Latin America and Piazzola
- Two joint PE and Music folk dancing workshops with folk musicians and the EFDSS folk dance educator – Concert Band became the folk band and accompanied the children dancing.
- Singing workshops with Mat Wright MBE, Artistic Director of Barnsley Youth Choir and GB Judge for the World Choir Games.
- Hosted the visit of the world renowned Aurin Choir from the Kodaly School, Hungary – workshops with all children and joint concerts with our Junior and Senior Singing Squads.

Gifted and Talented

- Children demonstrating a particular aptitude for music are identified on the class Gifted and Talented List. The Music Lead is always looking to signpost all children to wider musical learning opportunities but particularly for this group.
- E.g. our most advanced string players attended a workshop with virtuoso violinist and music educator Nicola Benedetti at a local prep school; our Senior Singing Squad and able string players performed in a special cantata Perfect Pitch, with the Yehudi Menuhin School Orchestra, which was written to coincide with the World Football Cup and performed at Charterhouse School.

Singing

- Children can extend their singing by joining either Junior Singing Squad (Key Stage 1) or Senior Singing Squad (Key Stage 2). These are both un-auditioned choirs, open to all children. Those children who continue to sing with the choirs for a whole year receive a special choir badge for each year of commitment.
- Children who demonstrate a strong interest and ability in singing are encouraged to audition for the National Youth Choirs of Great Britain Girls' and Boys' Choirs from Year 5 onwards. The Music Lead supports children who wish to apply with a series of free lessons after school to prepare for the audition. E.g. One boy who joined Junior Singing Squad in Year 1, successfully auditioned for NYCGB Boys' Choir and is continuing to sing with them each year. We hope others will follow.

Instrumental performance

- Children have opportunities to develop their instrumental learning in Concert Band and are directed to external local and county wide ensembles run by Surrey Arts and national organisations such as the National Children's Orchestra.

Composing

- Children can develop their composing skills with MTech – a digital composition and recording club where children create their own compositions to accompany a short video film. Gold discs are awarded to the best compositions each term and showcased at our termly school music concerts.

Concerts and Performing with Others

- Both Choirs and Concert Band perform at termly school concerts.
- Children from Year 1 upwards are encouraged to perform instrumental or solo performances at termly school music concerts. Gold Disc winning compositions from MTech Club are showcased at these termly concerts.
- Our Choirs and Concert Band also perform with other schools in events such as the Perfect Pitch cantata (see above), Surrey Arts School Singing Festivals or the Guildford Schools network concert for choirs and orchestra.
- Both Concert Band and our Choirs have participated in the Godalming Music Festival but this has been curtailed by the pandemic and has yet to be restored for schools. Similarly, our Senior Singing Squad always performed in the Scratch Youth Messiah at the Royal Albert Hall but this has not resumed post-pandemic.
- All children have the chance to perform alongside our visiting musicians as outlined above in the many workshops we hold each year to extend and inspire the children's musical learning.

Musical Leadership

- Each class has two Singing Leaders who help their class teacher or TA lead the daily singing.
- Year 6 children can volunteer to become Music Leaders and help support singing before school, at Praise Worship and collective worship, and in the playground and with younger children, in Junior Singing Squad and at other musical events, such as concerts.
- More able and experienced instrumentalists are encouraged to help complete beginners in Concert Band.

Resources

- EYFS to Year 4: First Thing Music programme and Jolly Music Programme: Books Beginner Book to Book 2
- Years 5 and 6 NYCoS Going for Bronze: Books 1
- Kodaly Recorder Programme
- Create and Sing Programme – Royal Opera House, London
- Sing Up – singing across the curriculum, in class, topic based learning, worship, choirs and clubs
- Out of the Ark Song Library – purchased and free songs
- Musical Futures - Shlomo's Beatboxing masterclasses
- Musical Futures Just Play Primary Programme – ukulele, chair drumming, guitar and piano
- Music with Mr Gray/ Ukualiens – YouTube ukulele resources for schools.
- Drumming for Schools – Djembe programme
- BBC Ten Pieces – listening and appraising activities, music history appreciation, instrumental music
- YouTube Channels – NYCGB, NYCoS, The Benedetti Foundation, Voices Foundation
- Kaleidoscope orchestral music
- Music by Arrangement free beginner ensemble scores
- Extensive library of song books – Voiceworks, How Can I Keep from Singing and other Kodaly song books
- Junior Hall – Grand piano, half class set of African djembes and percussion, glockenspiels and xylophones, keyboard and stand, acoustic guitar, music trolley of percussion instruments (tuned and untuned), drum kit, set of boomwhackers, class set of ukuleles, various puppets, rug, cushions and soft toys. Room dividers and display boards. AV system, laptop and pull down screen.
- Infant Hall – upright piano
- Ipad for recording classes and Garage Band for class composing and recording.

Assessment *(subject specific additional expectations including marking, evaluations, AfL and models of next step marking)*

National Curriculum expectations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should be taught to:

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes*
- *play tuned and untuned instruments musically*
- *listen with concentration and understanding to a range of high-quality live and recorded music*
- *experiment with, create, select and combine sounds using the inter-related dimensions of music.*

Key Stage 2

- *Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*
- *Pupils should be taught to:*
 - *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
 - *improvise and compose music for a range of purposes using the inter-related dimensions of music*
 - *listen with attention to detail and recall sounds with increasing aural memory*
 - *use and understand staff and other musical notations*

- *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- *develop an understanding of the history of music.*

A review of musical assessment was undertaken in 2019 and it was agreed by the Music Lead and the Head Teacher that assessment should be in a format that was useful to the children's musical learning. This is in line with current thinking as recently outlined by HMI for Music, Christopher Stevens at the Surrey Arts Music Conference in 2023, who believes that best assessment practice is based on the needs of the child and helping to identify and facilitate the next step in their musical development. Music should be the first language of a music lesson and thus overt discussion of learning objectives and assessment can be barriers to learning, in that too much time is spent talking about them in detriment to the musical learning.

Children's musical learning is assessed in the following ways at our school:

Formative assessment

- Relevant Assessment for Learning strategies are used in lessons and recorded on lesson plans to inform the next lesson. Individual children may be identified by the Music Lead as having achieved certain goals such as singing in tune/ walking to the beat/ leading the class/ or needing additional musical or behavioural support.
- Where appropriate, lessons may have three identified challenges – Gold, Silver and Bronze – identified with a corresponding trophy on the whiteboard. The challenges are used at the end of each lesson for children and the teacher to assess progress. This is useful in class instrumental lessons where the children are being asked to listen critically to their performance and identify how they might improve their sound.
- Each child's singing and instrumental development is quietly assessed by the music specialist listening to children singing in singing games and opportunities to lead the class. Children are given leading opportunities, for example, where they can sing alone or with the music specialist and build their aural skills and musical confidence without being aware of the underlying purpose.

Summative Assessment:

- A colour coded singing progress sheet is produced at the end of the year by the music specialist for children in EYFS and KS1, which identifies children as having '*found their singing voice*' or '*continuing to develop their singing voice*'.
- The latter group are identified as needing extra support in the following year. This support would be in the form of additional leadership opportunities where the Music Lead can sing with that child and enable them to experience singing at the same pitch which will help them find their singing voice.
- All children are assessed by the music specialist at the end of the year against standard measures of *Greater Depth*, *Working At*, *Working Towards* based on their performance in class against termly goals as well as any extracurricular participation in choirs, ensembles, performances etc.
- These grades form part of the children's end of year School Report and are logged on Arbor. This provides the opportunity to track children's development year by year which also informs curriculum provision for each year group in the following year.
- All children have a music book which travels with them through their primary school life. It is used for written responses to listening activities, and later composition and notation-based tasks. The book leaves school with the child and acts as a portfolio for their next music teacher to see some of their musical learning and knowledge. This is to help bridge the transition between primary and secondary education when children often are asked to start their music learning all over again as secondary teachers try to manage the different primary musical experiences of their new pupils. Equally, if children move to different schools throughout their time in primary schools, they can take their book with them to show their teacher. It also serves as a valuable opportunity for the music specialist to give written feedback on listening and composition activities.
- At the end of **Key Stage 2** children's formal musical knowledge can be assessed using the **NYCoS assessment at the end of Book 1**.
- **Videos** are taken at the start and end of a half term to track individual and class progress where possible.

Peer and Self-Assessment

- At all ages, children are encouraged to self and peer-assess in lessons through critical listening of their own performance and each other's performances in an informal and supportive approach of positive feedback.
- The MAT have produced useful self-assessment lists for various key musical skills for more formal self-assessment.
- Children in Key Stage 1 and 2 complete a self-assessment sheet which asks them to reflect on their learning during the year (what they enjoyed, what they were good at, what they found challenging) and identify what they would like to do more of or learn next year, e.g. an instrument, songs, genres, music clubs. This sheet is stuck into their Music Books as a record which children enjoy looking back on and seeing how they have progressed.
- Their ideas are reviewed by the Music Lead and children are encouraged to join relevant music clubs and their ideas considered in planning for future provision in the medium and long term.

Subject Assessment

- Arbor is updated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis and annually through a written report.

Class/Year Group/Whole School review:

- At the end of each half term, termly plans and the year plan are reviewed by the Music Lead and teaching adapted depending on each class or year group's progress.

External Assessment

- By entering competitions our choirs and Concert Band are assessed formally for e.g. Pre-pandemic as part of the Godalming Music Festival, or the Virgin Radio Twelve Schools of Christmas – 2019 finalist.
- Public concerts and services provide opportunities for members of the school community and parish to assess school musical performances.
- The school applies to the Surrey Music Hub to be considered for membership of the Music Mark scheme which recognises schools who are striving to provide excellent music education and provision.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:
 - communication and language,
 - physical development
 - personal, social and emotional development.

Music can be explored within these three areas as well as the specific area of expressive arts and design.

- Class teachers are encouraged to use songs throughout the day to support class routines and develop language.
- Staff training in the First Thing Music Programme will be given (see overleaf).
- All teachers and teaching assistants have access to the school's membership of Sing Up and are encouraged to use this resource for songs linked to topic based learning and daily routines.
- Staff are asked to keep a weekly log of any hymns or songs projected on the whiteboard or online and pass them on to the Music Lead so they can be logged for copyright purposes as a condition of our CCLI licence.

Key Stage One further guidance

- Class teachers are encouraged to use songs throughout the day to support class routines and develop language, starting the day with 5 minutes of singing using songs and games from the First Thing Music programme on Mondays.
- Staff training in the First Thing Music Programme will be given on a weekly basis (see below)
- All teachers and teaching assistants have access to the school's membership of Sing Up and are encouraged to use this resource for songs linked to topic based learning and daily routines.
- Teachers are asked to encourage children to become Class Singing Leaders and join Junior Singing Squad and perform at termly concerts.

- Staff are asked to keep a weekly log of any hymns or songs projected on the whiteboard or online and pass them on to the Music Lead so they can be logged for copyright purposes as a condition of our CCLI licence.

Key Stage Two further guidance

- Class teachers are encouraged to use songs throughout the day to support class routines, topic based learning, social and emotional development etc., starting the day 5 minutes of singing.
- The Music Lead will provide KS2 classes with a Song of the Week.
- All teachers and teaching assistants have access to the school's membership of Sing Up and are encouraged to use this resource for songs linked to topic based learning and daily routines.
- Teachers are asked to encourage children to become Class Singing Leaders and or Music Leaders (Year 6) join Senior Singing Squad, Concert Band and MTech and perform at termly concerts.
- Staff are asked to keep a weekly log of any hymns or songs projected on the whiteboard or online and pass them on to the Music Lead so they can be logged for copyright purposes as a condition of our CCLI licence.

Whole School further guidance

- The Music Leader works closely with all staff, linking with topic-based learning where possible, and in practising for Class Worships and Prayer Services, the Year 5 Tudor Feast and Passion Play, the Year 5 and 6 Advent Services and Year 6 end of year production, and key stage and whole school Advent productions.
- The Music Leader leads three weekly collective praise worships for all children.

Staff Training

- The Music Lead runs an annual practical Music CPD session for all teachers, highlighting the important role they can play as facilitators of music and giving them practical skills to achieve this with their class. They are signposted to key music resources in school such as Sing Up and how these songs and games can be integrated into their class routines, topic learning, literacy and numeracy and social and emotional well-being.
- The Music Lead works with teachers to help plan the musical aspect of their Class and Year Group Worships and Prayer Services and end of term productions, and how they can best prepare the children.
- This year, we are encouraging teachers to start their day with 5 minutes of singing. Staff CPD will focus on how to best support children's singing and identify the benefits it can bring to the children, general learning attitudes, punctuality at the start of the day, and to their own wellbeing by starting the day with a song. The Music Lead will look to support teachers and support staff in this through termly Learning Walks and adhoc drop in times when staff can ask for help and ideas.
- In addition staff in EYFS and KS1 will receive weekly training from the Music Lead to support their daily use of songs and singing games in the classroom.
- In these ways we hope to further embed singing into the daily life and rhythm of our school, recognising the many benefits singing can bring to us all; and address the lack of musical confidence, knowledge and skills that exist in primary schools due to limited musical ITT training and dependency on a single music specialist, by upskilling our staff in key music leading skills which they can use in their current and future teaching and support roles.

First Thing Music Staff Training for EYFS and KS1

- All teachers and teaching assistants in EYFS and KS1 will be trained in the First Thing Music programme and the Kodaly pedagogy on a weekly basis by the Music Lead who is a First Thing Music trainer.
- The aim is to give all staff understanding of the important pedagogy which underpins singing, key practical skills and most importantly, develop confidence to be able to lead singing in the classroom on a daily basis whatever their own perceived musical ability.
- The training aims to address the lack of music training for teachers in ITT which affects their confidence and ability to lead and use music in the classroom.

- The training also aims to address the danger of over-reliance on a single music specialist, instead widening children's access to the wider benefits of music on a daily basis, provided by the year group team rather than a just a weekly music lesson by the Music Lead.
- In this way children will have an active, multi-sensory, singing-based start to their day which is fun, gets them active and focused, but also crucially prepares and supports the children to be ready to learn the key skills taught during the reading and phonics sessions that follow immediately after the singing session.
- Staff will be released from class for a weekly 30 minute practical training session where staff will learn about the following:
 - The Kodaly based pedagogical principles underlying the First Thing Music programme including the 3 Ps and why they are important.
 - The order in which key concepts are taught and why.
 - How these musical concepts and learning are linked to children's cognitive, emotional and social development, especially how music can directly support children's phonological development and literacy skills of reading, spelling, creative writing and hand writing through an embodied experiential musical approach.
 - Equip them with practical musical leading skills: how to introduce a song to children, pitching their singing voice appropriately, understanding the concept of beat and how to teach it and assess children's progress.
 - Develop their musical confidence and strengthen their own musical identity and support their personal wellbeing and mental health.
- The aim is to provide safe spaces for staff to develop key skills and confidence in singing and key musical concepts that will help to develop transferable skills to key areas of education and the foundations of learning.
- The training aims to develop class-based communities of practice where staff feel supported by one another and the Music Lead in their personal musical development.
- Staff will try out key skills in the training session and then take them straight into the classroom to try out immediately. They will be asked to video themselves practising this skill. This provides valuable feedback in a friendly and supportive way to reflect on their new skills, observe how the children are responding and consider how they might develop or refine that skill going forward.
- This training is approved by the First Thing Music programme and delivered by the Music Lead who is a First Thing Music trainer, who has been trained and assessed by the British Kodaly Academy Training Lead, Lucinda Geoghogan.

Future Aims

- The Music Lead has already trained the Year 1 teachers and EYFS teachers in a neighbouring school in the First Thing Music programme.
- The Music Lead has led a CPD session on First Thing Music with music coordinators in the Xavier Trust and online with music coordinators in the Surrey Arts Primary Music Network.
- We are keen to develop and sharing our musical practice as a school and help us to achieve our aim of becoming a Lead School for Music as envisioned by the new National Plan for Music Education to support schools within our Hub develop best practice in music training and education provision.

Health and Safety

Music Trips

- When undertaking fieldtrips or outdoor learning, the appropriate safeguarding routines and checks should be carried out, as outlined in this handbook. These include the likes of vetting parent volunteers, carrying out risk assessments and checking for allergies and disabilities.

Handling Instruments And Electric Cables

- Children should only take instruments from the wall shelves in the music cupboard in the Junior Hall with permission and under supervision to avoid anything falling and injuring anyone.
- Children should take care when moving stands not to hit anyone while walking. They should look out for instruments that may be placed on the floor.

- Care needs to be taken with cables for electric instruments to avoid a tripping risk.

Moving Around Performance Areas

- Children should be reminded to climb up and down the stage stairs with care. Young children should be assisted. No one is allowed on the stage unless under supervision by a member of staff.

k. Physical Education (Lead – Mark Jones)

Physical Education is "education through the physical". It aims to develop physical competence and knowledge of movement and safety, and the ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

Intent

We intend that every child, irrelevant of their needs, develops a passion for Physical Education (PE). We aspire for them to seek out and embrace the wide range of sporting opportunities provided at St Thomas' and take up clubs further afield.

We aim for every pupil to become technically proficient using our **S=P+A+C+E** for learning, to lead a healthy lifestyle including **S=P+A+C+E** for Me and to wholeheartedly experience both competitive and non-competitive sporting opportunities.

Through real PE we aim to support this philosophy by fostering the enjoyment that taking part in physical activity and sport can bring, enabling children to develop and explore physical skills with increasing control and coordination. We encourage children to work independently and collaboratively (pairs/groups), developing the way they perform 'fundamental' skills and apply rules and conventions for different activities.

We also focus on showing our children how to improve the quality and control of their performance by giving opportunities to Rediscover their prior learning and explore a range of Going Deeper Challenges. Learning Reflections are important throughout each PE lesson and aim to provide children with their next steps to develop their skills. Our **S=P+A+C+E** for Learning approach develops the children's enjoyment of physical activity through creativity and imagination whilst our SPACE for ME approach supports an understanding of how to succeed in a range of physical activities, and how to deal with success and loss.

Implementation

All classes take part in at least 2 hours of National Curriculum PE/Physical activity per week. There are many other ways our physical activity time is enhanced including the class '10 min walk', break and lunch time play equipment/ Play Leader sessions, residential/non-residential educational visits, gardening and a wide range of extra-curricular opportunities.

As required in the National Curriculum, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games, gymnastics, water safety, Outdoor and Adventurous activities and athletics.

At St Thomas' we use a variety of teaching and learning opportunities (through real PE) in our PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole class teaching and individual, pair or group activities. Teachers draw attention to good examples of individual performance as models for the other children. We encourage children to evaluate their own work as well as the work of other children. Within lessons we give children the opportunity both to collaborate and to compete, and they use a wide range of resources.

In all year groups, children have a wide range of physical ability. We provide suitable learning opportunities for all children by personalising the curriculum intentions to meet their needs. We may set common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint); set tasks of increasing difficulty, where not all children complete all tasks; group children by ability, and setting different tasks for each group (e.g. masterclass provision); provide challenge through the provision of different resources (e.g. different gymnastics equipment).

The curriculum planning in real PE is devised from the previous year's breadth of coverage in conjunction with the 'competition calendar'. The subject lead ties the curriculum delivery to our Golden Threads. Assessment opportunities, subject specific vocabulary and cross curricular links are also identified through the real PE resources in conjunction with the PE coach/ teacher.

The planning of PE activities builds upon the prior learning of the children. Children of all abilities develop their skills, knowledge and understanding in each activity area. Rediscover opportunities and progression is planned for, so that children are increasingly challenged as they move up through the school.

EYFS Physical Development is a prime area of learning. We plan opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity. They also learn to make healthy choices in relation to exercise and food.

The school offers a broad range of extracurricular provision: boys and girls football, running, circuits, hip hop dance, netball, basketball, rugby, athletics, tennis, cricket and multi sports to name a few! Curriculum time 'taster sessions' promote interest in out of hours provision. Intra School Competitions introduce the children to 'competing' against those they know. Inter School Competitions see pupils compete against other schools, at local, regional and national level. Teams represent the majority of the 'clubs' mentioned above. Additional entries are made into 'friendly' tournaments. Pupils compete and represent St Thomas' with the correct sporting attitude. Since we have been utilising the Sports Funding to subsidise the clubs, we have seen a significant rise in the number of pupils engaging with our extended learning opportunities.

Impact

There are lots of ways we can demonstrate the excellent impact our curriculum design has on our pupils. A significant use of the Sports funding allocated to the school has been used to establish a program at three tiers of ability: the talented, those meeting expectations and those who are vulnerable at not keeping up. This involves initial talent identification. Collaborative PE work with other schools further enables us to raise levels of challenge.

It is widely recognised that Obesity is a serious health concern for children living in the UK. Government findings suggest the problem begins early. Excess weight is gained before a child starts school. 22% of Reception aged children are overweight or obese across England. 34% of Y6 children are overweight or obese across England according to 2020 PHE measures. Once established, obesity tracks through childhood and adolescence. This is a major concern as being overweight or obese is associated with adverse health outcomes both in the short and long term. It can have adverse effects on educational attainment and lifetime achievement. Improving dietary choices and increasing activity levels are key to this agenda.

Physical Activity is an inherent part of our school ethos. Children are encouraged and supported to make healthy lifestyle choices. Pupil voice initiatives further encourage every child to seek out more ways to lead a healthy lifestyle including, child designed mental and physical health posters and our 'get active' video and workout plans.

Curriculum (including aims and purposes)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims: The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Dance

- All children must be barefoot when practising and performing dances (when walking to and from the halls children must be wearing shoes).
- Water zone set up for bottles.

Gymnastics

- All children must be barefoot when practising and performing gymnastic routines (when walking to and from the halls children must be wearing shoes).
- Mats must be used under all high apparatus.
- Gymnastics includes 50% floor work and 50% apparatus.
- Water zone set up for bottles.

Athletics

- Children should be encouraged to wear trainers and not plimsolls if possible.
- When performing throwing events teachers must set up a safe zone for students to watch and evaluate behind throwers.
- Water zone set up for bottles.

Team Games

- Children should be encouraged to wear trainers and not plimsolls if possible.
- Encourage children to pick fair and even teams by themselves.
- Water zone set up for bottles.

Planning (*real PE*)

- Planning is done in medium term plans for each unit of work.
- Teachers should use a range of teaching methods to cater for children's different learning styles and children should be given appropriate support.
- PE lessons should challenge all pupils, including the most able. Problem solving lessons are good practice as they allow the pupils to work in open ended. Indoor learning opportunities should be planned in case of inclement weather.
- A minimum of one lesson per topic should be a problem solving lesson.
- New planning scheme for 2023: Real PE helps support every child to develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.

Resources

- All resources will be found in PE sheds.
- Real PE Planning can be found in the shared area in the PE folder.

Assessment (*subject specific additional expectations including marking, evaluations, AFL and models of next step marking*)

- Assessment occurs in different forms and at different times through the course of a unit of work, therefore assessment will be spread out over time. It is not necessary to assess everything at the same time, or leave it until the end of the unit. When assessing consider how children work throughout the unit.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development.

Key Stage One further guidance

- During PE lessons LSAs should be in attendance.

Key Stage Two further guidance

- During PE lessons LSAs should be in attendance.

Whole School further guidance

-

Health and Safety

- All children should wear school PE kit to participate in PE.
- If children do not have kit on that day spare kit may be provided and a note to parents (a sticker) will be placed in their reading record or homework diary. Children are not to participate in PE in their underwear. Children should be informed at all ages that it is hygienic to change for PE and this is best demonstrated by the teachers changing for PE themselves if appropriate.
- *No jewellery to be worn in any lesson. Earrings are not to be taped. Staff should not be taking earrings out.*

1. Religious Education (Lead – Nikki Davis)

RE is a journey of following the Golden Threads given to us by Christ and always trying to be the best we can be. Our ultimate goal is to treat ourselves and others how we would like to be treated as Jesus taught us. RE is a development of understanding and appreciating other people's differences.

Intent

At St Thomas of Canterbury School, we guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society. We have developed an exciting, challenging and creative R.E. curriculum that produces confident and successful learners who are the best that they can be. Rediscover challenges and opportunities for Going Deeper with their learning enables every child to develop their own talents and be lifelong learners. Our teaching and learning environment encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

We embed a strong partnership between home and school, helping our children to become responsible citizens and good role models. Above all, our Golden Rule of 'treating others as we would like to be treated' is paramount further embedded by our Golden Threads of Love, Forgiveness, Honesty, Thankfulness, Wonder, Kindness, Friendship, Hope, Respect and Tolerance. Our **S=P+A+C+E** for Me and **S=P+A+C+E** for **EVERYONE** ethos is especially important within RE further exploring our Golden Rule and Threads.

We encourage all children to appreciate, through their own experience of life, a love and sense of wonder and awe of the Gospels. We provide daily opportunities for prayer and worship so children can understand and appreciate the value of the Sacraments on their journey through life. We teach our children to show respect and tolerance for the views, beliefs and traditions of other faiths.

Implementation

At St. Thomas of Canterbury **Years 2,3,4 and 5** follow the Religious Education 'Come and See' programme which is developed through three themes based on documents from the Second Vatican Council. These themes are: Church, Sacrament and Christian Living. The whole school explores each religious theme at the same time through different topics following a yearly teaching cycle.

Each topic is opened up through: **EXPLORE, REVEAL AND RESPOND.**

Each RE topic is taught through the process of:

Search - Explore: This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Revelation - Reveal: This is the heart of the programme where knowledge and understanding of the Catholic Faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. The Golden Threads are encouraged and explained with links made to the Gospels in RE lessons.

Response - Respond: This is where the learning is celebrated and responded to in daily life. Children are given quality time to evaluate their work using learning reflections both independently and collaboratively. Next steps are also encouraged to enhance a deeper knowledge and understanding of RE and the importance of exploring people's beliefs and cultures.

From September 2022 EYFS has been following a new updated RE Curriculum from the diocese of Arundel and Brighton. From this September 2023, Years 1 and 6 will now be following the new RED Curriculum too.

Impact

At St. Thomas of Canterbury we know that every child is unique and at a different stage of their faith journey. We know that this may not always take place in an R.E. lesson, but will occur in other aspects of school life. We want all of our children to experience, understand, celebrate and live their faith in ways suited to their age and development. Above all, we want to promote to everyone the Gospel values of care, commitment, acceptance and respect and for all to recognise that God loves us unconditionally.

Curriculum (including aims and purposes)

The aims of Religious Education are to cultivate in every child:

- knowledge and understanding of the Christian faith (from a Catholic perspective) and the exploration of other faiths
- the skills required to engage in religious thinking and questioning
- formation of faith
- and the ability to live out in their daily lives, the gospel values as taught by Jesus.

Planning (key subject specific details)

Planning Guidelines for R.E in Years 2,3,4 and 5

For each Come and See topic there must be:

1. The St. Thomas' 10
2. Golden Threads with links made to the Gospels in RE lessons.
3. Learning for Life links
4. The Big Question to explore
5. Driver words in success criteria and on RE display board
6. Booklets will be used at the start of each topic in Years 5 & 6 to encourage children to make links to scripture and hymns
7. Key vocabulary being used in the topic
8. A home/school link activity

The Process

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the program and informs the process of each topic, opened up through: **EXPLORE REVEAL AND RESPOND.**

Each RE topic is taught through the process of:

Search - Explore: This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Revelation - Reveal: This is the heart of the program where knowledge and understanding of the Catholic Faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Response - Respond: This is where the learning is assimilated, celebrated and responded to in daily life.

Topic Cover Pages:

Each new topic will have a cover page. These may include:

- the topic title,
- key vocabulary for the topic,
- a "Big Picture" summary outline of the topic,
- the prayers and/or scripture being covered,
- illustrations,
- the learning challenges,
- what the pupils are looking forward to or question they'd like to find the answer to.
- A pre- assessment question that could then be re-visited as part of the end of topic evaluation

This is not a list of requirements, rather suggestions. Teachers can use these ideas according to the topic/ age group being taught. As much as possible, covers should be child generated and the language used should be

child friendly. A5 is a good size for topic pages for KS1 as it is only meant to be a short introductory task (not a whole lesson) and the focus needs to remain on the R.E. content and developing pupil understanding of their new topic rather than the artistic skills used.

Pupil Evaluation:

Pupils will evaluate their learning at the end of every topic. Again, the way this is done will vary for the age of the child and the topic.

Questions to help with pupil self-evaluation:

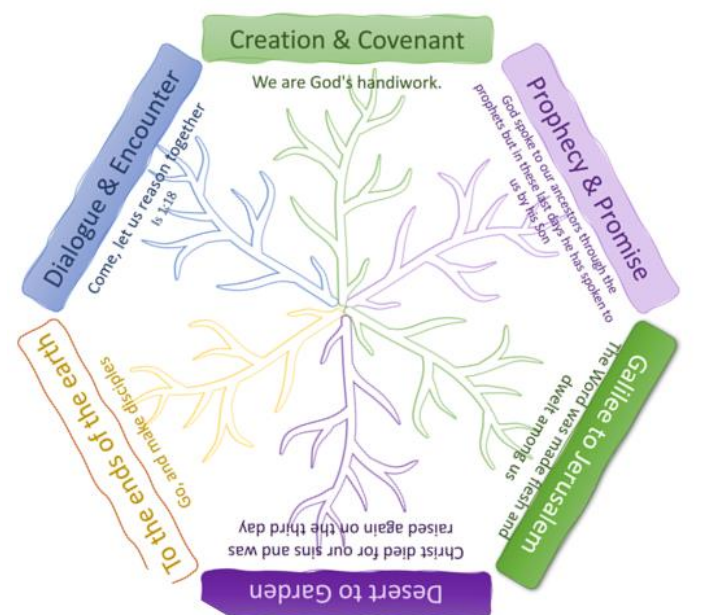
KS1: What I know now.... I know... I enjoyed... I will try to...	KS2: Pupil Self Evaluation and Renew What I learned that I didn't know before... What I enjoyed... From now on, I will try to...
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Updated Religious Education Curriculum Directory for EYFS, Years 1 and 6

Children from EYFS, Year 1 and Year 6 will be following the new updated Religious Education Curriculum directory.

There are 7 Branches to teach across the year; these same branches are explored in all year groups but at a deeper level each time, with a repetition of stories.

1. Creation and Covenant
2. Prophecy and Promise (Advent – Jesus' birth)
3. Galilee to Jerusalem (Jesus's life)
4. Desert to Garden (Lent – Jesus' death and resurrection)
5. To the ends of the earth (Ascension and Early Church)
6. Dialogue and Encounter (Other Christian faiths and other faiths)



There are 4 Knowledge Lenses to unpick each objective taught within each Branch.

HEAR/WORD - The texts of our tradition: The Bible and the teachings documents of the Church.

BELIEVE/CREED - Catholic beliefs

CELEBRATE/ LITURGY - Catholic prayer and liturgy, time to respond to what has been taught.

LIVE/LIFE - The impact of faith on life: ethics, philosophy, art and culture

There are expected outcomes at the end of each objective that will form the steps to success and AfL opportunities.

Understand: An understanding of the scripture and its meaning.

Discern: By the end of each unit pupils should be able to talk and think critically and creatively about what they have learnt.

Respond: Pupils are invited to respond to their learning including a spiritual reflection.

All the resources for the new curriculum will be shared at termly meetings with Anna Flood from The Arundel and Brighton Diocese and can be found in the RE folder in the Staff Shared Area.

Teaching and Learning Help List:

This list is intended as a self-evaluation for you when you are embarking on planning an R.E. topic. Its aims are to help you improve the quality of planning and delivery of R.E. The list is purely for your own use and intended to be a helpful check list. These ideas can also be attributed to other subjects.

Planning for R.E.	
Will my lesson extend the most able pupils? Have I set challenging tasks to ensure a high level of attainment?	
Have I carried out clear accurate assessment of pupils' prior learning to ensure good learning takes place?	
Have I written key questions in my planning? HOTS (Higher order thinking skills – challenging all) USE BLOOMS TAXONOMY TO HELP	
Have I ensured that there is progression and continuity between my year group and others?	
Have I planned for I.C.T.? Made links with Learning for Life - RSE ? Curriculum Document	
Have I prepared a Liturgy/reflection as part of the lesson?	
Have I included cross-curricular links?(English/ICT /Science)	
Have I success criteria that incorporates driver words?	

Before the Lesson	
Have I planned how to use additional adults and given them a copy of my plan in advance?	
Do I have reflective music ready for use? Candles? Opportunities for prayer & reflection?	
Have I read and reflected on the 'Come and see for yourself' teacher's page at the beginning of each topic to help me understand the topic?	

The Lesson	
Have I shared and explained the Learning Challenge or Question clearly? Remember what are the children LEARNING ?	
Have I shared with the children how they can be successful?	
Am I keeping track of pace and timings?	
Am I discussing children's ideas and using them to extend understanding?	
Have I made use of key questions?	
Have I used children's errors/misunderstandings to help develop their thinking?	
Have children had the opportunity for spontaneous prayer and/or personal prayer?	
Are children stimulated/enthused by what I am teaching and therefore show a passion and commitment to their learning?	
Are all abilities extended and on task? Have I provided for HA/G&T children? D&SEN?	
Are pupils making good/ rapid progress and rarely off task?	

Pupils' Work	
Are the pupils' work books covered and made "special"?	
Does the learning objective/ question appear on the pupils' written work in the Reveal section?	
Is there evidence of well-planned differentiation?	
Is there evidence of a variety of methods used throughout the topic? E.g. ICT, discussion notes, poetry, psalms, prayers, scripture evaluation, art etc.....	
Is all the work marked with developmental marking for the "Reveal/Scripture" work? Look at school Marking Policy	
Have I given pupils the chance to read my questions and previous comments and reflect/answer them? THIS IS ESSENTIAL	
Is work well presented and finished?	

Going Deeper in RE – Anna Flood

- Invite the children to think about the questions – encourage them to ask deep questions, to become philosophers – you don't have to know the answers.
- Going Deeper opportunities should lead to awe and wonder.
- Consider – do the children already know what you're about to teach them? Will they need to do the set task or can they begin with the Going Deeper challenge?
- Pre-assessment activities are essential for effective learning, could be through artwork – can lead to deep conversation.
- Allow their voice to be heard – may not always be written or recorded.
- Be prepared to adjust groupings.
- Give them time to work on a separate/further question.
- Invite them to share the whole class input to ensure they have the knowledge and then ask them to 'stay with you' and introduce a different task for them.
- Look to the Standards of Attainment descriptors – especially 'Engagement and Response' and 'Analysis and Evaluation'; this is where you will find the Greater Depth Skills – it is not necessarily about 'more' knowledge – but applying what they know in a different way to deepen their understanding.
- Our **questioning** will encourage greater depth thinking:
 - What are the challenges that a Catholic might face in living out this scripture/teaching?
 - What might a Catholic do to find help and support with living out this scripture/teaching?
 - How will living out this scripture/teaching deepen a Catholic's relationship with Jesus?
 - Can you find out about a Saint who lived out this scripture/teaching?
 - Can you find another story in the Bible that has a similar message to this scripture/teaching?
 - Which Sacrament would help a Catholic to live out this scripture/teaching?
 - What are the reasons to support this opinion? What are the reasons to oppose this opinion?
 - What does the church say about this? What is your opinion?

Going deeper features in a child in RE

- Making links to Sacraments
- Can make links between Bible stories and knowledge of the teaching and practises of the Church
- Religiously literate – using and applying the correct vocabulary accurately and appropriately
- They are often seeking answers to deepen their knowledge of God – often asking 'big questions' about the meaning of life! Why are we here? What is the purpose of my life? How did we get here? What am I meant to do with my life?

Going deeper suggested activities in RE

- Sorting hoops
- What is the question to the answer?
- Use of the I wonder questioning in Come and See
- Include the teachings of the Church from the Youth Catechism
- Provide a variety of sources (websites, videos, books) to make links

Resources

- Come and See website
- To know you more clearly – The Religious Education Directory
- RED resources on staff shared area
- Arundel and Brighton diocese website
- Cafod resources
- Mission together resources
- The Children's Bible and Good News Bibles
- YouCat: <https://www.youcat.org/>
- Saints: <https://www.youtube.com/c/ChristianKidsTV>
- Saint Stories: <https://www.themark10mission.co.uk/saint-stories>
- Catholic teaching: <https://www.catholiccentral.com/>
- God Who Speaks: <https://www.godwhospeaks.uk/primary-schools/>

- The Bible Project: <https://bibleproject.com/explore/>
- Together at One Altar: <https://www.togetheratonealtar.catholic.edu.au/>
- Supporting answering tough questions: <https://www.youtube.com/c/AscensionPresents/videos>
- Artwork:
 - Radiant Light, Elizabeth Wang <https://radiantlight.org.uk/images/>
 - Mike Moyers <https://mike-moyers.pixels.com/art>
- Music:
 - The Rend Collective <https://www.youtube.com/user/rendcollective>

Assessment (subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

Teacher Assessment:

Teachers assess their children in RE termly. This is achieved through a process of ongoing teacher assessment, based on pupil performance across all work done during the topic, written and oral responses. Teachers use end of year statements to inform their judgments as to whether a child is working towards (WT), Working at (WA) or working at greater depth (GD) in RE. These judgments are recorded onto Arbor our online assessment system.

It is important to use AFL when marking children's work. It is important to have a balance of marking strategies over time; open ended questions, deeper learning questions, indicate next steps and questions that help students to apply what they have learnt to their own lives. Look to the **driver words** when marking work and reflecting on pupils' answers. When marking it is appropriate to highlight spelling errors - the focus would be on Topic Words/religious vocabulary and then on the spellings expected for that year group.

Developmental marking should occur once during a Come and See Topic/ **updated new Religious Education Curriculum directory** using the **driver words** as a focus.

Allowing children time to respond to marking is extremely important.

Arbor should be up dated on a termly basis (see assessment requirements). Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

Years 2,3,4 and 5 will be using the Arundel and Brighton Standards of Attainment to assess children's knowledge and understanding, engagement and response and analysis and evaluation.

EYFS, Year 1 and 6 will take guidance from Anna Flood for assessment of RE this year with the new RED curriculum.

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS & EVALUATION				
Yr 2	Age 6-7	Developing knowledge & Understanding	Making Links and Connections	Historical Development	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	RETELL with some accuracy	<ul style="list-style-type: none">• Retell a religious story in any form, identifying people, place and begin to sequence.• Retell, in any form, a narrative that corresponds to the scripture source used.• Retell what they know about people in the local, national and universal church.• Retell what they know about key figures in the history of the people of God.• Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.• Use some given religious words and phrases, in context.				<ul style="list-style-type: none">• Say what they wonder about.• Ask wondering questions about all areas of study.• Recognise that some questions are difficult to answer.• Talk about their own feelings, experiences and the things that matter to them.• Ask questions about their own and others’ feelings, experiences and things that matter to them.						
Age Related =	DESCRIBE with some accuracy	<ul style="list-style-type: none">• Describe, with some accuracy, how people act in a particular way because of their beliefs.• Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs.• Describe, with some accuracy, the life and work of some key figures in the history of the People of God.• Describe, with some accuracy, different roles of some people in the local, national and universal Church.• Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.• Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified.• Use religious words and phrases, in context, with some accuracy.				<ul style="list-style-type: none">• Say what they wonder about.• Ask wondering questions about all areas of study.• Recognise that some questions are difficult to answer.• Talk about their own feelings, experiences and the things that matter to them.• Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them.						
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none">• Describe key characters and places in a religious story beginning to give reasons for their actions.• Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions.• Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, beginning to give reasons for these.• Use religious words and phrases, in context, with accuracy.				<ul style="list-style-type: none">• Say what they wonder about.• Ask wondering questions about all areas of study.• Recognise that some questions are difficult to answer.• Talk about their own feelings, experiences and the things that matter to them.• Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them.		<ul style="list-style-type: none">• Begin to express a point of view or a preference.				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 3	Age 7-8	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none">• Retell and describe a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.• Describe key characters and places in a religious story beginning to give reasons for their actions.• Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions.• Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and begin to give reasons for these.• Use religious words and phrases, in context, with accuracy.				<ul style="list-style-type: none">• Say what they wonder about.• Ask wondering questions about all areas of study.• Recognise that some questions are difficult to answer.• Talk about their own feelings, experiences and the things that matter to them.• Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them.		<ul style="list-style-type: none">• Begin to express a point of view or a preference.				
Age Related =	DESCRIBE and GIVE REASONS	<ul style="list-style-type: none">• Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.• Describe with some detail and accuracy<ul style="list-style-type: none">○ a range of religious beliefs and give reasons for these○ the life and work of key figures in the history of the people of God giving reasons for their actions.○ the different roles of people in the local, national and universal Church giving reasons for their actions.○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.○ those actions of believers which arise as a consequence of their beliefs, giving reasons for these.• Use a wider range of religious vocabulary with some accuracy				<ul style="list-style-type: none">• Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.		<ul style="list-style-type: none">• Begin to express a point of view or a preference.• Begin to use sources provided (artefacts, religious books, symbols) as evidence.				
Working above Age related +	MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none">• Make links between<ul style="list-style-type: none">○ Beliefs & sources, giving reasons for beliefs○ Beliefs & worship, giving reasons for actions and symbols○ Beliefs & life, giving reasons for actions and choices				<ul style="list-style-type: none">• Make links to show how feelings and beliefs affect their behaviour and that of others.		<ul style="list-style-type: none">• Express a point of view or preference• Begin to make links to sources to support a point of view.				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 4	Age 8-9	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working towards Age Related -	DESCRIBE and GIVE REASONS	<ul style="list-style-type: none"> Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. Describe with some detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and give reasons for these the life and work of key figures in the history of the people of God giving reasons for their actions. the different roles of people in the local, national and universal Church giving reasons for their actions. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these. those actions of believers which arise as a consequence of their beliefs, giving reasons for these. Use a range of religious vocabulary with some accuracy 				<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. 		<ul style="list-style-type: none"> Begin to express a point of view or a preference. Begin to use sources provided (artefacts, religious books, symbols) as evidence. 				
Age Related =	DESCRIBE and MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none"> Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and where possible make links and connections. the life and work of key figures in the history of the people of God making links and connections between them where possible. the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: <ul style="list-style-type: none"> beliefs & sources, giving reasons for beliefs beliefs & worship, giving reasons for actions and symbols beliefs & life, giving reasons for actions and choices Use a range of religious vocabulary with accuracy 				<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose Make links to show how feelings and beliefs affect their behaviour and that of others 		<ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference 				
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between: <ul style="list-style-type: none"> beliefs & sources beliefs & worship beliefs & life Use a range of religious vocabulary more widely and accurately 				<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose 		<ul style="list-style-type: none"> Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view. 				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 5	Age 9-10	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none"> Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and where possible make links and connections. the life and work of key figures in the history of the people of God making links and connections between them where possible. the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: <ul style="list-style-type: none"> beliefs & sources, giving reasons for beliefs beliefs & worship, giving reasons for actions and symbols beliefs & life, giving reasons for actions and choices Use a range of religious vocabulary with accuracy 				<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose Make links to show how feelings and beliefs affect their behaviour and that of others 		<ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference 				
Age Related =	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between: <ul style="list-style-type: none"> beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary more widely and accurately 				<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose 		<ul style="list-style-type: none"> Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view. 				
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs a range of scripture the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship those actions of believers which arise as a consequence of their beliefs Show knowledge and understanding, providing detail and links between: <ul style="list-style-type: none"> beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary widely, accurately and appropriately 				<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose Show an understanding of how own and other's decisions are informed by beliefs and moral values 		<ul style="list-style-type: none"> Use sources to support a point of view Express a point of view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view. 				

SUGGESTED 'BIG QUESTIONS'

THEMES & TOPICS	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Domestic church family	Beginnings Who made the world and everything in it?	Homes What makes a house a home?	People Where do I come from?	Ourselves Who am I?
Baptism/ confirmation belonging	Signs & symbols Are signs & symbols important?	Promises Why make promises?	Called What does it mean to be called and chosen?	Life choices Is commitment important?
Advent/ Christmas loving	Preparations Do we need to prepare?	Visitors Are visitors always welcome?	Gift What's so special about gifts?	Hope What does it mean to live in hope?
Local church community	Books Why do we need books?	Journeys Is life a journey?	Community What makes 'community'?	Mission Do we all have a mission in life?
Eucharist relating	Thanksgiving Why should we be grateful people?	Listening & sharing What's so important about listening and sharing?	Giving & receiving What's more important - giving or receiving?	Memorial sacrifice Why do we need memories?
Lent/Easter giving	Opportunities How does each day offer opportunities for good?	Giving all What makes some people give everything for other people?	Self discipline Is self-discipline important in life?	Sacrifice Why do we need to make sacrifices?
Pentecost serving	Spread the word Why should we spread Good News?	Energy What's the use of energy?!	New life What's so important about new life?	Transformation How can energy transform?
Reconciliation Inter-relating	Rules Do we need rules?	Choices What helps me to choose well?	Building bridges Why are bridge-builders important in life?	Freedom & responsibility How do rules bring freedom?
Universal Church world	Treasures Is the world a treasure?	Special places What makes a place special?	God's people Why do some people do extraordinary things?	Stewardship Can I be a steward of creation?

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. RE can be explored within these three areas as well as the specific area of understanding the world.
- In the EYFS an important aspect of RE learning is carried out through continuous provision **and recording in a floor book**.

Key Stage One further guidance

- Children will have a plain pagged RE book that they stick their work into. These books are seen as special and are treated with utmost care. In the inside cover will be our Mission Statement and Golden Threads.
- Children should respond to teacher marking using purple pen or pencil.

Key Stage Two further guidance

- Children have a special red, RE Book that displays the school logo that differs from those used for other curriculum areas to make the uniqueness of the subject immediately obvious to the children. In the inside cover will be our Mission Statement and Golden Threads.
- Children should respond to teacher marking using purple pen.

Whole School further guidance

Teaching Other Faiths:

Across the school children will spend two weeks a year learning about other faiths. In the Autumn term children learn about Judaism and Islam in the Summer term.

Provision for More Able Pupils and Challenge for all:

Provision should be shown on planning for Gifted children or More Able children but every child should be challenged in their learning and understanding of RE.

To enable more able learners, we must get the environment right in the classroom. Have Big Question books or opportunities for children to write down questions that can be answered for them. Ensure that on your challenge wall there is something related to RE or have Key questions on your RE display that the children can answer. Aim to have a challenge or some higher-level thinking questions on display for discussion.

Encourage Awe and Wonder driven by the children – for example use of a big question book, use a box or tree or artwork to inspire discussion.

It is important to use AFL when marking children's work. Try to mark with children as much as possible. If you can't (which is very possible) give open ended questions that can be discussed and answered by the children so that you can extend their learning. Look to the driver words when marking work and reflecting on pupils' answers.

The Driver words should be on display and referred to throughout the lesson as well as informing the challenge and steps to success.

Make use of the prayer garden for teaching RE lessons, prayer services, class worships, wellbeing activities and celebrating birthdays and other special occasions.

In every classroom there will be a Class Worship book on the prayer table. Every Thursday each class will be responsible for planning their own worship. This should be planned for and delivered by the children.

Monitoring in R.E. 2023-24:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Learning Walk and Pupil Voice (21.09.2023) Prayer focus and RE display (ongoing) Book Look Data analysis	Prayer focus and RE display (ongoing) Data analysis	Prayer focus and RE display (ongoing) Book Look Data analysis

Monitoring Guidance from the Diocese:

Monitoring of Class Displays	Monitoring of Prayer corner/ focus
<p>Is the RE display prominent and clearly visible? Is the RE display well cared for? Does the RE display show the current topic? Are the Key words for the current topic displayed? Is the RE display interactive? Is there pupils' work on display? Is there a variety of media displayed? Is the RE display linked to the liturgical year? e.g use of colours, symbols, images etc...</p>	<p>The prayer corner/area is prominent in the classroom It reflects the current religious education topic It looks clean, fresh and well presented The focus is changed regularly to reflect the liturgical time of the year Do pupils help to assemble and care for the area? The Bible is prominently displayed? (turned to the Scripture reading of the day/theme) A selection of religious objects, items for reflection and cloths are available and brought out at different times The prayer area is used interactively e.g. by using prayer intention cards Interesting stimuli are used e.g. incense, music, wind chimes, running water The prayer area is used regularly by teachers and pupils</p>

Monitoring of Planning	Scrutiny of Books
<p>Learning Objectives</p> <ul style="list-style-type: none"> Is planning informed by the ELG / "Driver Words"? Are learning objectives clearly identified? Do learning objectives relate to the learning focus of the RE programme? <p>Come and See</p> <ul style="list-style-type: none"> Are lessons planned to meet the requirements of the 'Reveal' section? Is there evidence of how children can be successful? <p>Differentiation</p> <ul style="list-style-type: none"> Does the planning indicate fine-tuned differentiation is taking place to ensure 	<p>Writing</p> <ul style="list-style-type: none"> Is there a range of opportunity for writing which include evidence of note taking, drafting and redrafting, narrative etc? Is there any record of class discussion? <p>Differentiation</p> <ul style="list-style-type: none"> Is there evidence of activities being fine-tuned to match the ability and understanding of all pupils? Does the work indicate an appropriate range of resources and teaching strategies have been used to promote learning?

<ul style="list-style-type: none"> The needs of almost every pupil or groups of pupils are addressed? <p>Key Words/Questions</p> <ul style="list-style-type: none"> Are key words identified on plans? Are questions identified to challenge more able pupils? <p>Assessment</p> <ul style="list-style-type: none"> Are opportunities for assessment highlighted? Are there planned opportunities for pupil self-evaluation? <p>ICT</p> <ul style="list-style-type: none"> Is ICT used to support teaching and learning? <p>Links to other areas of learning</p> <ul style="list-style-type: none"> Are opportunities identified for links with other areas of the curriculum? <p>Resources</p> <ul style="list-style-type: none"> Are appropriate resources clearly identified? 	<p>Learning about and learning from RE</p> <ul style="list-style-type: none"> Does the work indicate that pupils acquire knowledge quickly and are developing their understanding? Does the work indicate imagination, independence and originality? Does the work indicate 10% of teaching time is given to RE? Presentation Is there consistency in the standard of presentation of each pupil's work? <p>Marking</p> <ul style="list-style-type: none"> Is work marked regularly? Is marking developmental with specific comments to challenge pupils? Is work marked to show pupils what they need to do next time to improve? Are pupils given time to respond to marking?
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Collective Worship
<p>Setting the Atmosphere and Preparing for Worship:</p> <p>Is there a plan available with content to meet the needs of all present?</p> <p>Is there an appropriate focus?</p> <p>Are the resources used suitable?</p> <p>Are ICT / Music etc. prepared and ready?</p> <p>Do all the readers / leaders have all they need? Have all support staff been briefed?</p> <p>Have invitations been sent to members of the community (if appropriate)?</p> <p>Is the environment suitable and ready?</p>
<p>Gathering:</p> <p>How do participants gather – is there a sense of order and respect?</p> <p>Is there a procession / movement to another area?</p> <p>How is a prayerful atmosphere created?</p> <p>Is there an invitation to participate?</p> <p>Does everyone feel welcome?</p> <p>Is the purpose of the act of worship clear and the focus explained?</p>
<p>Listening to the Word:</p> <p>Is the Scripture they are listening to suitable?</p> <p>Is the Word treated with reverence?</p> <p>Has / have the reader(s) been well-prepared so as to engage the listener?</p> <p>How is the 'reading' shared – role play, music, power-point etc.?</p> <p>Is it suitable for the participants?</p> <p>Do participants listen attentively?</p> <p>Do they show good listening skills?</p>
<p>Responding:</p> <p>Is there maximum participation?</p> <p>Is time given for individual silent reflection?</p> <p>Do children pray / respond wholeheartedly? Are adults good role models?</p>

Do all adults participate? Are participants invited to respond in an appropriate manner? (in a variety of ways?)
Going Forth: Does Worship conclude appropriately? Do participants leave Collective Worship in a suitable, orderly manner? How are they enabled to take the message away with them?
Overall: Was it a positive, enriching religious experience for all present? Has this worship enhanced the spiritual and / or moral development of those present? Was the time and content appropriate for the age, ability and background of the children? Did all parts of worship help to develop the Liturgical formation of participants? Was it well-organised, led and presented? Was there a sense of community, common ethos and shared values?

Worship Planner:

Date:	Class/ Leaders : Names of the children who have planned and led the session:
Gather: Set the scene – consider layout of the space and the seating arrangements. Lighting? Fragrance? Can everyone see the focal point? Lectern? What symbols will you use? Bible – for the Word Candle for Jesus as light of the world – may have a smaller table with candles for each class Cross or Crucifix – depending on the time of the year Liturgical colours – help to focus on the mood for the season	
Word: Every liturgy must include a biblical text – it is through the Word that God speaks to us and calls us to respond Ensure the word can be read – choose readers carefully allow them time to rehearse Allow for times of silence	
Response to the Word: – Prayer/Symbolic Action Sing – children enjoy singing – chose music relevant to the time of the year Actions, dance and drama – allows us to reflect on scripture and turn towards God in a prayerful response Bidding prayers – Lord in your mercy, We pray to the Lord Ritual action – usually using the senses	
Mission and Dismissal: How? What? Why? What will you do to help those present take the message away with them prayer card, picture, symbol, action/deed etc. Music or hymn to leave	
What the children thought.....	



Prayers Children should be familiar with:

Traditional prayers are introduced to children as follows:

Many can be found in our School Prayer Book.

Aged 3 to 5-EY

Sign of the cross
Our Father
Hail Mary
Morning and Evening prayers
Prayers before and after meals
Simple responses at Mass
And with your spirit.
Peace be with you
Thanks be to God.
Greeting the Gospel (acclamation)
Simple litanies of thanks and praise.
Prayerful reflection on the day
Prayers for the blessing of the Advent wreath
Prayers for the lighting of the Advent candles

KS1-aged 5 to 7 – all those listed in aged 3 to 5 and:

Glory be to the Father
Morning Offering
Grace at Meals
Act of Sorrow
Mass responses
Prayers at Mass
Lord have mercy,
Prayers of Intercession,
Children's Eucharistic Prayer
Prayers used at Baptism
Prayer for Lent (This is the wood of the cross)
Simple examination of conscience/ review of the day

aged 7-11 – All those listed for younger age groups, and:

I confess
Angelus
Benedictus (Luke; 1:67-79)
Magnificent (Luke; 1:46-55)
Eternal rest
Act of Contrition
The Mysteries of the Rosary
Stations of the Cross
Prayers at Mass: Penitential rite
Glory to God (Gloria)
Offertory prayers
Eucharistic prayers for Masses with children
Holy holy, holy
Lamb of God
Rite of dismissal
Litany of the Saints
Prayers used for sacramental rites
Prayers from the liturgy for special feasts
Funeral Mass prayers
Blessing and giving of ashes
Saints' prayers, for example, St Teresa of Avila, St Francis of Assisi
Some simple phrases from the psalms

Front Entrance Hall R.E. Display Board Rota 2023-24:

Date for change, week beginning	Topic	Year group
4 th September 2023	Creation and Covenant	Year 1
9 th October 2023	Called	Year 4
13 th November 2023	Advent/Christmas	EYFS
8 th January 2024	Books	Year 2
19 th February 2024	Lent/Reconciliation	Year 3
11 th March 2024	Easter	KS2 together
15 th April 2024	Transformation	Year 5
13 th May 2024	Pentecost	Year 6
10 th June 2024	Treasures	EYFS/KS1 together

Guidelines:

- Our displays should reflect our low sensory environment guidelines.
- Use black card and a white POSCA pen for writing key words, questions and sentences.
- The display can be on going: it can be developed over a couple of weeks to enable work from all the topic to be evident.
- When a key stage is responsible, please can each class teacher provide 2 pieces of work and can each year group devise questions/ text to support their year group's contributions.
- (Please see checklist from diocese on RE display.)

Collective Worship Planner 2023-24:

As Collective Worship is at the centre of what we do as a Catholic School community, all staff are encouraged to take part in whole school and Key Stage Collective Worship together with the children and to share in its leadership.

	Monday	Tuesday	Wednesday	Thursday	Friday
Key Stage 1 (including Foundation Stage)	09.00-09.20 Collective Worship based on Sunday Gospel	3.00-3.20 Child led class Worship	2.50-3.10 Phase Worship	10.10-10.25 Year 1 Praise Worship 11.00 – 11.15 UKS2 Praise Worship 11.45-12.00 Year 2, LKS2 Praise Worship	9.00-9.20 Celebration or Class Worship for parents
Lower Key Stage 2	09.00-09.20 Collective Worship based on Sunday Gospel	3.00-3.20 Child led class Worship	10.45-11.00 Phase Worship		9.00-9.20 Celebration or Class Worship for parents
Upper Key Stage 2	09.00-09.20 Collective Worship based on Sunday Gospel	12.05-12.20 Phase Worship	3.00-3.20 Child led class Worship		9.00-9.20 Celebration or Class Worship for parents

m. Science (Lead – Dan Kitcatt)

Science is about questioning the world around us (and beyond!) through exploration, experimentation and learning from our mistakes.

Intent

Our intention for Science is for it to be a source of wonder and inspiration for the children at St Thomas'. We encourage children to explore the world around them by using different methods of enquiry, whilst realising that making mistakes and errors is all part of the discovery process. In Science lessons at St Thomas' we have the opportunity to explore and reinforce our school values that everyone is unique and special and also explore the wonder of the natural world around us. Our Science lessons go hand in hand with our school philosophy of SPACE for learning whereby children use Perseverance, A positive attitude, Confidence and Effort in every lesson to achieve both success and learning.

Implementation

At St Thomas' we believe that Science should be practical and relevant to our children. The discoveries that the children make in Science lessons carry so much more meaning when they find out for themselves how the world works around them. To allow for this, children have the opportunity to experiment with a range of scientific equipment and models which progress in their challenge and complexity through the age groups. We also ensure there are plenty of opportunities to explore the outdoors and record natural events like the changing of the seasons and the living things in our local habitats. Furthermore, we encourage the children to think like Scientists and take the time to discuss the skills, as well as the knowledge, that will be required to carry out certain tasks.

In EYFS Science takes place through regular practical tasks in the indoor and outdoor learning environments under the learning 'Understanding the World'. In Key Stage 1 and 2 children take part in Science lessons weekly. We aim for the lessons to be largely investigative in nature and ensure a broad range of enquiry approaches. At every stage, the children are encouraged to make use of our nature and sensory gardens, and use our raised beds to grow their own flowers and vegetables. This allows them to connect with nature and Biology in a practical way, and to help them understand where their food comes from.

Across the school, teachers have high expectations over children's use of accurate scientific language. Children are given chances to extend their Science learning through trips including visits to local horticultural gardens, Wisley, and a visit to the coast and a Science centre in Year 5. Links are made to topics and children understand the relevance and purpose of learning in Science and how these relate to potential career opportunities later in life. There has recently been more emphasis placed on each year group looking at the role of Scientists both historical and contemporary such as Mary Anning, John MacAdam and Nikola Tesla.

The engagement of Science is high throughout the school with opportunities to Rediscover prior learning and explore Going Deeper challenges woven into each lesson. There are also opportunities for further exploration in our extra-curricular activities. Children can make direct contact with nature through our gardening and wildlife clubs, and they learn about the importance of protecting the environment by putting themselves forward as Eco-Warriors. The Eco-Warriors advise their classes over how we can manage our waste, reduce air-pollution and encourage more wildlife into our school grounds.

It is also important that, as a school, we celebrate the importance of Science. We do this through our Science weeks which include teachers sharing engaging experiments using everyday resources that can be found at home, visitors who work in scientific environments (including parents) and special Science theatre shows. All these help to inspire and motivate pupils by tapping into their sense of Wonder at the world around them.

Impact

Our main aim is for children to love Science and feel passionately about exploring the world around them. They should pose questions and be confident in suggesting ways of answering them. Above all, it is important for them to understand that many great scientific discoveries have been achieved through plenty of effort and a willingness to accept mistakes as form of learning. We can see both through observations, learning walks and data that children progress well though the school with their Science knowledge and skills and that they have a love for the subject. Knowledge organisers are starting to be used for introducing and then consolidating key knowledge and vocabulary. Children are becoming more adept at self-evaluation in Science and in Key Stage 2, peer evaluation. Lesson time is also given to learning reflections and the identification of next steps.

Curriculum (including aims and purposes)

- The aim of teaching Science is to harness children's enquiring minds and natural curiosity about the world they live in.
- Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.
- At St Thomas', science is taught in an engaging and practical way so that children can develop a love of learning in this curriculum area.
- Science should be taught weekly, following the recommended 2 hours per week for KS1 and 2½ hours KS2.
- Scientific enquiry should be covered in all units through the use of fair testing, observations, pattern seeking, classifying and research-based tasks.
- Children's learning should be recorded using writing, diagrams, tables and graphs, photos and records of oral responses.
- The Presentation guidelines should be used for all work. Drawings and diagrams should always be in pencil and not pen.
- Where possible Science will be taught with cross-curricular links with other subjects (e.g. data handling in Computing, Geography, Maths).
- Children's learning should be supported by the use of displays including vocabulary lists where possible and related non-fiction books.
- Laptops and computers can be used to support research-based tasks and simulations.
- Vocabulary should be displayed in lessons and children encouraged to spell key words correctly.
- Science lessons should challenge all pupils, including the most able. Problem solving lessons are good practice as they allow the pupils to work scientifically and can be open ended.
- As much use should be made of the garden areas and outside learning areas as possible, including the pond and wildlife area and the new weather station.

Planning (key subject specific details)

- Planning should include scientific enquiry objectives as well as knowledge-based objectives.
- Teachers should use a range of teaching methods to cater for children's different learning styles and children should be given appropriate support.
- LSAs can support teachers by taking note of observations or comments made by the children.
- Science lessons should challenge all pupils, including the most able. Science lessons should include **two learning challenges**, one knowledge-based, the other enquiry-based, **though only one needs to be recorded by the children.**
- Outdoor learning opportunities should be planned for at least once a topic.

Resources

- Resources for Science are stored in the central Science cupboard and should be put away neatly.
- Each year group also has a box with resources to support their curriculum and are responsible for ensuring this remains organised and the resources in good condition.
- Dataloggers are stored in the Science cupboard.
- If additional resources are needed to deliver the curriculum then teachers should contact the Science leaders.
- The Science folder in the shared area includes assessment grids, planning ideas and resources.

Assessment (Subject specific additional expectations including marking, evaluations, AfL and models of next step marking)

- Teachers should use assessment for learning strategies throughout the lessons.
- Success criteria and learning challenges or questions should directly reference 'working scientifically skills' as well as the key scientific knowledge required for the lesson.
- Teacher marking should be developmental once a topic and all other work should be symbol marked. Developmental marking in science is best as a question to deepen thought and challenge thinking for all children, differentiated where necessary.
- Children should be given time at the start of a lesson to read through the teacher's comment, respond where necessary and correct mistakes.
- Children should self-assess their work using purple pen, in light of success criteria, using for example; smiley face, traffic light symbol, two stars and a wish. This should begin from the summer term in EYFS.
- Knowledge organisers are to be stuck in Science books at the start of each topic, so the children can refer to these and assess their knowledge throughout the topic.
- Each topic should start with the children 'mind-mapping' what they already know about the topic and what they want to find out. These should be returned to and reflected upon at the end of the topic.
- A minimum of one lesson per topic should be an assessment lesson focused on the Working Scientifically objectives, ideally using one of the TAPs assessment lessons on the shared area.
- Scientific knowledge grids are also to be stuck in to books at the end of each topic and used by the children and class teacher. This will help the teacher with assessment each term for Arbor.
- The Xavier Assessment Grids should be stuck in the front of the Science books for staff to date when they consider children have acquired the knowledge and scientific enquiry skills for each topic.
- Arbor should be up dated on a termly basis (see assessment requirements).
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

EYFS further guidance

The EYFS framework builds a foundation for igniting children's curiosity and enthusiasm for learning. Our continuous provision includes opportunities for children to explore scientific ideas and use scientific skills in line with following Early Learning Goals.

Communication and Language Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.

Personal, Social and Emotional Development Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Understanding the World - The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them.

Key Stage One further guidance

- 'Interest tables' where the children can investigate scientific objects such as seashells are good practice.
- Teachers to consider whether it is appropriate to stick in the date and learning challenge/question for some/all children.
- The high standards of presentation for KS1 apply to science.
- Children should respond to teacher marking using purple pen or pencil.
- If sheets are used they should be differentiated appropriately whilst allowing opportunity for challenge without limiting success through small boxes etc.
- Spelling mistakes of key vocabulary taught in the lesson should be identified when marking and children should start responding. The words identified will be different for different children.
- Lessons are weekly and last two hours.

Key Stage Two further guidance

- Teachers should not ask children to write out the whole investigation at all times. The focus of their response should be based on the working scientifically objective for that lesson.
- The high standards of presentation for KS2 apply to science.
- Children should respond to teacher marking using purple pen.
- Lessons are weekly and last two and a half hours.

Whole School further guidance

- The Science Leader is available to answer any questions about resources and lesson planning.
- Use of gardening areas should be used to enhance teaching of key topics, e.g. Plants, life-cycles, healthy diets.

Health and Safety

- Teachers are aware of their responsibility for ensuring the children in their care are safe. They are aware that 'risks' should not mean something isn't worth doing but appreciate that due care is vital when teaching science.
- Children know how to be safe and are taught this accordingly in each lesson.
- Hands should be washed before and after handling scientific equipment and natural materials, with gloves being used if thought necessary.
- Information for teachers/leaders can be found via CLEAPS.
- The science leader will help with any queries and advise accordingly.

Teaching and Learning CPD and Xavier Inset Notes

