



# Leatherhead Trinity School and Children's Centre

## Teaching, Learning and Assessment Policy

<b>Status:</b> Non-Statutory	<b>Responsible Manager:</b> Teaching and learning lead
<b>Review Period:</b> Annually	<b>Responsible Governor:</b> FGB
<b>GB Ratification:</b>	<b>Next Review Date:</b> Termly to reflect updates in CPD and best practice in teaching and learning

### Purpose

The policy for teaching, learning and assessment is the core policy of the school. It informs classroom practice and underpins the drive to ensure consistently good or outstanding practice across the school. It will enable all children to make progress in every lesson taught and will ultimately secure high standards. It is continually reviewed as a result of developments in school practice, and is driven by statutory expectations and guidance outlined by the Department of Education (DfE) and Ofsted. It is for use by the teaching teams across the school. Members of all teaching teams are expected to follow this policy at all times to ensure the very best provision for our pupils and a consistent approach to teaching, learning and assessment across the school.

### Aims

- Provide clear guidance of outstanding practice in teaching, learning and assessment across the school
- Raise pupil achievement so that outcomes are securely good or better for all learners
- Set out our expectations of best practice in order to enable teaching teams to work as a professional learning community.
- Use the successful practice evident within our school, and neighbouring schools, to support our commitment to continual improvement
- For the policy to be a tool to focus monitoring, provide evidence for robust evaluation, determine and drive school improvement and secure accountability
- For the policy to outline our commitment to equal opportunities
- Ensure high quality teaching that enables pupils to acquire skills, knowledge and understanding, which will be of use to all future learning
- Promote, facilitate and enable the inclusion of children with special educational needs and disabilities (SEND)
- Provide a broad and balanced curriculum that provides opportunity for all pupils to learn through variation and differentiation
- Ensure consistency across the school

The school vision and aims are at the heart of all our teaching and learning activities. This policy reflects our mission and aims. It should be read in conjunction with the 'Behaviour' and 'Appraisal and Capability' and 'Annotated Learning' policies.

### Principles

The principles that we have agreed are fundamental to children's learning and underpin the work that we do. We aim to help our pupils become flexible thinkers, confident, resilient learners who recognise mistakes as opportunities for learning and understand that learning is a

continuum. We encourage our pupils to be reflective learners and recognise that they are most likely to learn effectively when they are actively engaged in their learning. Teachers therefore aim to ensure pupils are at the heart of all teaching, to build positive relationships with them and strive to be as creative as possible in seeking ways of making learning interesting, accessible and successful. Our aim is to maximise every learning opportunity to enable pupils to learn the best they can at any moment in time.

### **School Tagline**

## **‘Inspiring Learning, Unlocking the Future’**

At Leatherhead Trinity, we believe that learning should be engaging and inspiring. We also follow growth mindset principles, and encourage every child to have aspirations.

### **We believe that children learn best when learning is:**

- Challenging but achievable
- Engaging and inspiring
- Empowering
- Child led and co-constructed where possible
- Active, practical and hands on
- Children have opportunities to work collaboratively
- Personalised
- Exciting and fun
- Contextual
- Structured
- Purposeful and meaningful
- When it captures their imagination
- When they understand how learning links into a journey and the connections that can be made
- Outside and creative learning opportunities are maximised
- They have a safe and secure learning environment built on mutual trust and respect with adults

### **Effective teaching**

#### **In lessons, teachers should...**

- Make learning journeys clear to the children and share end goals. Display these learning journeys clearly on the working wall
- Model how to achieve the learning intention (LI) with the children
- Provide access strategies and resources to support all children with accessing the learning
- Embed challenge into the lesson to ensure all children have the opportunity to challenge themselves
- Generate the steps to success with the children after modelling the task
- Provide opportunities for children to talk to their talk partners to articulate their learning
- Use assessment for learning (AFL) strategies (such as individual whiteboards) to determine children's understanding during the lesson and adapt learning accordingly
- Use active learning strategies, and engaging resources and topics to enthuse children about learning and to make the learning clear.
- Mark to identify any misconceptions during and after the lesson and ensure these misconceptions are addressed as quickly as possible
- Share next steps with children clearly and plan in opportunities for children to address these in following lessons
- Effectively deploy learning support assistants (LSAs) to maximise learning in lessons
- Provide regular opportunities for self and/or peer assessment
- Make meaningful links across the curriculum

- Set high expectations for all children
- Share clearly non negotiables for every time we write... every time we do maths

## **Effective Learning**

### **Children should...**

- Be encouraged to ask questions and discuss their thinking
- Be active participants in the learning
- Know the LI for the lesson and be part of generating the steps to success so they know how to be successful
- Know how the lesson fits into their overall learning journey
- Have opportunities to challenge themselves in all lessons

## **Roles and responsibilities**

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

**Parents** - Parents play a vital role in supporting children's learning, and all staff will work to develop positive relationships with parents and share key information about children's progress as part of formal parents' evenings as well as informal discussions. Information about curriculum coverage and topics will be regularly shared with parents through the newsletter and the school website. We also use Marvellous Me as a way of communicating with parents. We send them two messages a week, which tells them about the learning taking place in the classroom. In EY + KS1 teachers also give each child a 'behaviour badge' each week. In KS2, each child should receive a badge every fortnight. This is a fantastic way to communicate with parents about the learning and their child's individual successes.

**LSAs and Class Teachers** – Teaching staff are responsible for effective learning in their classrooms and ensuring that all children make good progress against their starting points. There will be regular opportunities for staff to have continued professional development (CPD) opportunities to develop their practice.

**Phase Leaders** - Each phase will have a phase leader whose main role is to support staff with teaching and learning in their phase. The phase leader will model good practice to staff, have regular coaching sessions with staff, support staff with planning effective lessons and regularly team-teach to share good practice. They will use the data as a starting point to determine where additional support is needed.

**Subject Leaders** – Subject leaders are responsible for ensuring that their subject is taught well across the school. They will work alongside teachers supporting them with planning suitable units of learning.

**SLT** – The Senior Leadership Team (SLT) will work alongside the phase leader team to support them with developing teaching in their phases. One member of SLT will be appointed to lead on teaching and learning, curriculum and assessment.

All leaders will monitor and evaluate teaching and learning alongside the data. There will be a robust monitoring schedule including data analysis, work and planning scrutiny, discussions with pupils and parents, learning walks and lesson observations. The appraisal process will be used to assess the effectiveness of teaching teams and use these evaluations to determine school improvement priorities and secure accountability.

**Governors** – The fundamental role of governors is to hold the school's leaders to account for overall effectiveness. Governors co-determine, support, monitor and review all school policies. In particular they:

- Facilitate the effectiveness of provision through monitoring the allocation of resources
- Ensure that the school buildings, premises and resources are best used to support successful teaching, learning and assessment

- Monitor provision in the light of health and safety regulations
- Monitor how effective teaching is in terms of raising pupils' achievement
- Ensure that staff development, appraisal and capability policies promote and secure high quality teaching;
- Monitor the effectiveness of this 'Teaching, Learning and Assessment' policy through the school self-review processes. These include the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

### **Building Learning Powers**

We encourage our learners to embrace mistakes and understand that this is an important part of the learning process. As a school, we have developed our 'building learning power' characters. These are introduced to children lower down the school as animal characters. In KS2 the learning power is named.

<b>Early Years and KS1</b>	<b>KS2</b>
Teamwork Toucans	Reciprocity
Resilient Rhinos	Resilience
Have a go Hippos	Resourcefulness
Curious Cats	Curiosity
Proud Peacocks	Reflectiveness
Persistent Penguin	Perseverance

### **Assessment and Data**

#### **Formative Assessment**

As a school, we use assessment for learning (AFL) in every lesson to ensure that we are able to pitch the learning appropriately, to meet all children's needs. We use talk partners to encourage children to be active in lessons and for the adults in the classroom to hear children's understanding and identify misconceptions. As a school, we rarely use 'hands up' as we recognise that this allows some children to be passive in their learning while others are involved. We use strategies such as lolly sticks (with each child's name on and children know that once they have spoken to a partner, one will be randomly selected to respond), mini whiteboards, thumbs up / down, thought wave etc. We also regularly use mini whiteboards in inputs and other strategies to ensure that all children are participating. Teachers will adapt the lesson according to children's responses to tasks throughout the lesson.

#### **Summative Assessment**

We are a data rich school. We understand the crucial role of robust, accurate data, which informs teaching and ensures progression in learning. We use target tracker to give children a level judgement for the curriculum. From Nursery to Year 6 (N– Y6) children are judged at beginning, beginning +, within, within +, secure or secure +. Children cannot work at a higher year group's curriculum, however some children with identified needs may be working on a lower year group's curriculum. We update target tracker for Y1 –Y6 towards the end of every full term. In the early years, we also do an internal baseline assessment alongside the statutory one at the beginning of the Autumn term. The data that is entered onto target tracker is based on both on-going formative assessment and summative outcomes from formal assessments, during which teachers use a range of assessment tasks and tests to assess the achievement of all pupils. We use tests at the end of each full term (autumn 2, spring 2, summer 2) as an indication of children's progress. In autumn 1, spring 1

and summer 1 we will not formally input data on target tracker but the maths and literacy leads will meet with year groups and moderate a selection of children to see how well they are progressing. The literacy and maths leaders will collect lists of children who are at expected attainment or not and use this to inform pupil progress meetings. Pupil progress meetings will also take place several weeks before the data is due so there is an opportunity to be proactive about putting actions in place to accelerate progress.

At the end of a full term, we also assess the wider curriculum subjects as well as the core ones to track progress effectively in these areas. Wider curriculum subject leaders will moderate a range of abilities across each year group to ensure the data is accurate.

Assessment data is used to evaluate school performance, shape provision, target resources, determine interventions, drive the school improvement agenda, strengthen the appraisal of teaching staff and school leaders, measure impact through evaluating pupil achievement and determine the school's effectiveness in closing the gap for any underperforming pupils or groups of pupils.

Teachers make use of assessment data to determine the pitch and expectation when planning their teaching and provide appropriate levels of challenge for all learners within all lessons. This information is used to inform planning and determine guided groups and interventions. The outcomes from lessons are evaluated and used to inform next day/future planning. Parents are informed about children's levels at parents' evening meetings in the autumn and spring term and in their end of year report. These reports will also set clear next steps so that there is a shared understanding of what children need to do next.

Governors are informed of the current achievement across the school. Data is regularly discussed at FGB meetings, and discussed and unpicked in more detail during governor visits and meetings with link governors.

### **Statutory Reporting and Assessment**

Pupils are more formally assessed at different stages in their primary school career.

#### **Early Years**

Early Years best practice decrees that children should be assessed at the beginning of both Nursery and Reception classes through a Baseline assessment. This is a statutory requirement for reception. As a school, we will carry out our own informal baseline to ensure we are clear on the children's starting points alongside the statutory one. During the year, children are continually assessed using the Early Years Outcomes. At the end of Nursery children have a final assessment against the Early Years outcomes. At the end of Reception, they have a statutory assessment using the Foundation Stage Profile. This creates a baseline for entry into Key Stage 1. Children who are at age expected in all areas of the curriculum (Personal Social and Emotional Development (PSED), Physical Development, Communication and Language, Literacy and Maths) get a judgement of 'Good Level of Development' (GLD). These final judgements are moderated widely to ensure an accurate judgement.

#### **Key Stage 1**

Children are formally assessed using the statutory Phonics Screening Check at the end of Year 1. In the event they do not pass this, they are reassessed at the end of Year 2. Children who do not meet the pass mark receive additional support and regular interventions.

At the end of Key Stage 1 (Year 2) the children have a statutory assessment, which is a Teacher Assessment supported by standard assessment tasks (SATs). The areas assessed are reading, writing, grammar/punctuation/spelling and mathematics. These level judgements are widely moderated for accuracy.

## **Key Stage 2**

In Year 4 the children complete the Multiplication Times Table Check. These results go to parents and the teachers use the results for targeted interventions.

At the end of Key Stage 2 (Year 6) the children have a final statutory assessment, which is a set of standard assessment tasks (SATs). The areas assessed are reading, grammar/punctuation/spelling and mathematics. These assessments are externally marked and bench marked. Writing is teacher assessed and widely moderated for accuracy. All statutory assessments are published by the DfE as part of a report known as ASP (Analyse School Performance) and by Ofsted as part of their Dashboard.

## **Planning**

Quality planning is key to ensuring quality teaching, learning and assessment. Teachers plan across the year group and have joint PPA to support with collaborative working. Teachers plan using

- National Curriculum documents to ensure skill coverage
- Assessment grids
- Previous assessments to identify gaps in children's knowledge
- Clear understanding of the end goal for a unit of work
- Clear progression of skills through a unit
- Long term planning across the school to ensure coverage of different topics in different year groups
- Exemplifications of expected standards in their year group
- Differentiation strategies and access and challenge strategies to support the inclusion of all pupils

## **EYFS**

At Leatherhead Trinity School & Nursery, we will follow the revised *Development Matters Non-statutory curriculum guidance for the Early Years Foundation Stage September 2021*. The framework sets out the three prime areas of learning that underpin everything in the early years:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas help children to strengthen and apply the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All of those areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. This is because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to

do new things, acquire new skills, develop socially and emotionally, and become better communicators (DfE 2020).

None of these areas can be delivered in isolation. They are all important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Adults plan for the inside learning environment and the outside learning environment to ensure there are appropriate activities set up to move children's learning on during the child initiated activities. In EY, we use tapestry to capture the children's independent learning during free flow. This will be shared with parents in the year 2023-2024.

**Phonics** – At Leatherhead Trinity, we use the Read Write Inc (RWI) scheme. In Nursery, children will spend time listening to sounds and discriminating between different sounds and will cover phase 1 phonics aspects. In the summer term of Nursery and in Reception children will start to learn the RWI letter sounds. RWI is also continued into Y1 and most children will complete this programme during Y1. Children who do not complete this programme, will continue with additional support in Y2. Children in KS2 who need additional support with their phonics continue to receive appropriate interventions. Phonics in reception will follow the RWI guidance 'making a strong start' and will begin right at the very beginning of the reception year.

**Maths** – We plan using Whiterose maths. We plan for free flow activities that reinforce taught whole class sessions and small focus group activities. We also use the maths mastery programme alongside this.

EYFS planning documents include

- Areas plan (for child initiated learning and enhanced provision for the learning environment inside & outside)
- Adult focus tasks for guided groups
- Phonics planning
- Group time plans for whole class sessions e.g. mental maths, story time

### **Y1 continuous provision**

We operate a model of continuous provision in Y1. Like in reception, children have high quality learning opportunities accessible through play that cover the whole curriculum. There are some short whole class inputs (maths and topic), and small focus groups.

This has supported the transition of children from reception to KS1. As the year progresses in Y1, we move to a slightly more formal timetable. This is dependent on the needs of the children as the year goes on. From the start of Y1, children have an hour of RWI or literacy. The rest of the day is planned using a model similar to reception with a

- Room plan (for child initiated learning inside)
- Outside plan (for child initiated learning)
- Whole class session plans (e.g. for maths or other whole class inputs)
- Adult focus tasks for guided groups
- Phonics planning

We started using tapestry in Y1 in 2023-2024 to capture the children's independent learning during free flow. This has been used in reception already. In the year 2024-2025, this will be rolled out to parents.

## KS1 + KS2

Our policy for all subjects is to limit the amount of worksheets used, as these can restrict children's learning. If schemes are being used, these must be adapted to meet the needs of the children. If activities from worksheets are suitable, these must be adapted to ensure children have space to write responses or do calculations around this.

### Literacy

In Y1, children will continue through the RWI phonics programme until they have completed this. Children will be streamed into groups that appropriately meet their needs. In addition to this they will also have opportunities to read and write in many other contexts.

**Literacy learning journeys** - Our long-term planning documents show the genre of writing we will cover so that there is a spread of different types of writing across the school. Children may cover genres in greater depth in later key stages to deepen their understanding.

Before planning the unit, teachers will look at the assessment criteria for their year group and this is a key basis for their planning. They will also find examples of end goal pieces of writing that they want children to aspire to. The unit will be linked to a high quality text, or to a topic that the children have sufficient knowledge about. Throughout the process, teachers will regularly model writing. We as a school recognise the value of modelling as it makes expectations very clear to children and provides them with a structure to support their own writing.

**Throughout each phase, teachers should start each lesson with a short reading activity which will support children to practice their reading skills, alongside giving them ideas for their writing.**

**Phase 1** – Children should read lots of excellent examples of the genre they are learning about. The end goal will always be shared with the children; if the teacher has examples from previous year groups who have covered the unit, they will share this to demonstrate the end goal. During this phase, children should have the opportunity to magpie ideas and phrases from the text examples. They should identify the key features of the text type and compare and contrast different examples of the text type to determine when the text type features have been used effectively. Pupils are encouraged to refer to a success criteria/steps to success that outlines genres of writing/texts.

**Phase 2** – During this phase, children will be taught the explicit skills they need to include in their text type. For example, in instruction writing, children might need to use time adverbs (first, then, next), imperative verbs (put, cut, wash) and adverbs (carefully, quickly). One skill will be taught per lesson, so that children have the opportunity to practise and rehearse this skill. Where possible, this rehearsal should be in the same context as their final piece will be. Throughout this phase, the teacher will model how to use these skills and constantly refer to the success criteria that accompanies that genre of writing. Pupils are encouraged to co-construct the success criteria/ steps to success. Teachers should ensure there are also some opportunities to write at length during this phase, rather than just building up to only one longer piece of writing at the end.

**Phase 3** – Children will have the opportunity to plan and draft their text. Children then write their final piece; implementing all of the success criteria they have covered during the unit. This final piece of writing may take place over a few days. The teacher will carefully model each part of the text in separate lessons. Children will then write their piece referring back to the working wall, feedback and previous learning to ensure they use all of the key features of the text type. It is important for this piece of writing that children have some element of choice over their writing. This may be a controlled choice (for example – to write a non-chronological report about a monkey, tiger or crocodile) and some children will be strongly encouraged to 'hug the text' to give them a scaffold for their writing.



**Feedback Friday** – This can actually be taught on any day of the week as progress of pupils may differ across cohorts and timing of lessons and learning checks. At the end of their phase 3 writing, children will self and peer assess against the success criteria and use this to edit and improve their writing. They will also proof read and check against their year group 'non-negotiables' e.g. punctuation, spelling etc. Throughout the learning journey, resources developed in the lessons and modelled writing should be displayed on the working wall for children to refer to when they are learning.

**Editing** – Y4/5/6 use draft books so at the end of a unit they will draft and publish their final piece.

**Independent writing** – to ensure we have enough independent writing for moderation; there must be opportunities to write some longer pieces throughout the learning journey, not just at the end. As an example, this might be a character description in phase 2. In addition to this, when the child has finished their final piece, you may wish to ask them to write something else in the same genre following the *independent writing criteria from the STA*.

## **Guided reading**

### **KS1 +KS2**

Our guided reading is linked to a whole class text. This text links to the year group's topic. In Y1 and early Y2, children will focus on a different picture book each week. As the year progresses in Y2, they will move to more challenging texts, studying them for longer blocks of time. In KS2, each text is read for a whole term to give children the opportunity to really unpick the text in detail. These texts are at a higher level than the children could access independently. This means that the teachers will guide the children's learning linked to the text. The teacher will choose passages of the text to analyse each week, and read other parts of the text that won't be analysed so children hear the whole text. Short, powerful passages of text should be chosen to unpick.

Day 1 – Children read the text with a partner using the lolly stick approach. This is a strategy from RWI (our phonics scheme) which involves one child being a pointer, and one a reader to ensure both are actively involved. If children are finished before others, they should be set a challenge e.g. re-reading with expression. Following this, the teacher then models reading the passage for the week. Children discuss the text and explore the key themes through drama/ drawing/ ordering pictures/ a short writing task etc. At the end, children all re-read. This could be in the form of choral reading, jump in when the teacher hesitates, taking turns reading etc.

Day 2 –With their partners, children re-read the text to build fluency. Then key vocabulary that contributes to children's understanding of this section of text (maximum 5 words) is unpicked at this stage and word meanings are explored in a range of engaging ways. Each sentence/ line/ idea is unpicked and analysed. If sentences don't contribute to the overall purpose of the text, they can be missed out. Activities linked to vocabulary can be carried out here. Teachers should pick tier 2 vocabulary and avoid too many tier 3 subject specific words.

Day 3 – With their partners, children should once again read the text. By this reading, the focus should be on fluency and expression. The teacher will pose 3 different levelled questions about the text based on their reading for the week. Children will answer these questions. Not all of this has to be a written response. Sometimes it may be discussion/ drama or drawing. The focus is on children's reading, not on their writing. Some children will have adult support to answer questions.

Day 4 –Final reading with partners – the vast majority of children should be able to read this fluently with appropriate intonation and expression now. This may require some teacher modelling e.g. reading some parts in a character's voice. Some key questions from the previous day might be revisited. The teacher will read the text to the children up until the next extract for the following week. Teachers must ensure they have read this bit beforehand to know what still might need discussion/ unpicking.

Day 5 – will be linked to a nonfiction text that directly links to the passage read and may provide children with more background knowledge to support more challenging inference

questions. This text should be a high quality book, not a twinkl sheet. It could relate to the passage of text from the week, or could relate to the following week.

Children in KS2 who require additional support with reading fluently should be differentiated for in this session and should receive extra intervention outside of this time to continue to work further on developing their decoding. They should not be removed from this session due to their decoding skills as we still want to develop their comprehension skills.

### **Additional reading opportunities**

As well as daily guided reading, children will also have a daily 'story time' where an adult reads a book to the class. Books read in this slot should link to our school created reading spine that has texts each year group must read. There will also be regular slots for children to read for pleasure. During reading for pleasure slots, teachers should use this as an opportunity to guide children's reading choices through their own recommendations or their peer recommendations and keep a record of what children are choosing to read.

Children will also have a library slot where they will be supported by the class teacher to choose suitable books to read independently. They will take home a book every day closely matched to their reading level. A class story will be read at the end of every day, and many of the literacy learning journeys will be linked to texts. As a school, we regularly promote reading by events such as author visits, sponsored reads, visits to local libraries, volunteer readers etc.

Reading across the curriculum is given a high focus, and every wider curriculum lesson (except PE) should start with some linked reading for the children to do with a partner. The text chosen should be appropriately pitched for the cohort. The same text may be repeated in more than one session to build fluency.

Every class should start the day with reading quietly when they first arrive.

### **Home reading**

Reading is the key to accessing learning and therefore we ensure that children read as much as possible. Our role is to inspire children and motivate them to read. We have dedicated time on the timetable for reading for pleasure to ensure that staff are able to suggest appropriate texts to the children and monitor what they are taking home. It is the expectation that children change their own book at the start of the school day. Children are expected to read at home every night. Teachers must speak to parents if children are not reading at home. Teachers should explain to parents why this is important for children's learning. If it continues to be a concern, teachers should escalate this to their phase leader. We also have access to Oxford Owl ebooks. Each child has an account in reception and KS1 and they are encouraged to access their books at home. School adults are expected to comment in the reading record when they have read with a child at school during reading for pleasure slots and write a brief learning focused comment.

### **Spelling**

We recognise that early phonics is the building blocks to spelling and place a high emphasis on using RWI in early years and Y1 to support children to apply early spelling skills. Once they have finished the program in Y2, in addition to literacy and guided reading, we have a separate session for spelling across the school. This is an opportunity for the children to be explicitly taught and practise spelling rules. We follow the twinkl sequence of spelling and activities. We then also use spelling shed to give children a chance to practice these once they've been taught them.

In Year 1 children are expected to learn up to 6 spellings a week. In year 2 children are expected to learn up to 8 spellings a week. Children in KS2 are expected to learn up to 10 spellings a week.

Teachers will then ensure these words are clearly displayed and children are encouraged to link this into any writing that they do across the curriculum. These sessions have a teach, practice, apply sequence to give children the opportunity to embed this knowledge. Spellings should regularly be modelled and revisited in other contexts to support children to remember these.

### **Handwriting**

As a school, we have high expectations of presentation. Our presentation expectations are stuck in the front of all children's books at the beginning of the academic year, and each term we ensure that adults place a high focus on this and model the expectations to the children. We also have 10 minutes a day where children will be taught the relevant handwriting skills explicitly. We follow the RWI handwriting plans to teach handwriting. In early years and Y1 we use the RWI letter formation and do not join. We place a high emphasis on correct letter formation from the start, and ensure the children have lots of opportunities to develop their fine motor skills. Children are taught to join when they are ready in Y1 and Y2 using the RWI handwriting approach. In KS2, we continue to use the RWI resources where relevant, and refer to the sun, boat and water letters alongside introducing new terminology for ascenders and descenders at this stage. Children who need additional support for their handwriting receive this through interventions.

### **Grammar**

Grammar is embedded into the literacy learning journey and is not taught separately. Often grammar or spelling starters will be used at the start of literacy lessons to remind children of key skills and ensure they use these in their writing. We use [spag.com](http://spag.com) as a resource to track progress and address misconceptions.

### **Speaking and Listening**

Opportunities to develop children's speaking and listening skills should be embedded into the literacy learning journey wherever possible through role play, debate, collaborative group work etc. High quality speaking and listening should always be modelled and success criteria should be shared.

### **Vocabulary development**

As a school, we are aware that vocabulary development is a key focus for us. We are targeting this in a number of ways.

- Decide as a year group/ phase on your own 2 words of the week linked to topics. Regularly revisit this word across the week in different contexts. We have a set way to display this vocabulary in our classroom.
- We share weekly vocabulary with parents in our school's newsletter.
- High priority for discussing and unpicking vocabulary as part of guided reading sessions.
- Opportunities in all subjects to learn about new vocabulary.
- Story time/ reading a book at the end of the school day should be an opportunity to discuss an author's choice of language.
- Adults in their day-to-day interactions encourage use of a wider range of vocabulary e.g. at lunchtime, are you famished? Peckish?

New vocabulary will be regularly revisited and taught explicitly in a range of ways, which could include:

- Using the word in different contexts

- Finding synonyms and antonyms
- Discuss 'shades of meaning' e.g. content, happy, thrilled, jubilant.
- Acting out the word
- Drawing pictures of the word
- Unpicking the 'root' word and exploring other words in this family
- Breaking down into syllables/ sound buttons and discussing how to spell the word

### **Access and Challenge**

We are an inclusive school. In a literacy lesson, there should be a range of access strategies to support children with meeting the LI. These might include high quality word banks, sentence scaffolds or picture prompts. These should be available to all pupils. Challenge should be a part of every lesson. This may be an additional success criteria children are encouraged to use in their learning, or they may be asked to apply their learning a slightly different context.

### **Interventions**

A combination of class teachers and the literacy lead will direct LSAs if they want them to carry out literacy interventions. These interventions should be carefully targeted with specific skills depending on the children's needs and may be linked to spelling or handwriting. We have 'sneaky peeks' that take place during collective worship and are led by teachers. Teachers across a year group will decide which teacher takes a maths focused pre-teach and which teacher takes a literacy focused pre-teach.

We have an LSA who is timetabled every afternoon to carry out phonics interventions in KS1. The children who receive this support will be identified by the class teacher, phase leaders, phonics and/ or literacy lead. Class teachers will be responsible for ensuring children have the opportunities to apply their learning from any intervention sessions back in the classroom. Children who did not meet the standard of the phonics check at the end of KS1 have a personalised plan put in place. This could include joining the KS1 phonics groups in the morning, receiving Fresh start or receiving additional phonics intervention in the afternoon.

We use the NTS tests at the end of each term and these generate an intervention for children who would benefit from it. This is called SHINE.

### Literacy interventions

\*EY use colourful semantics for C+L

\*Reception use NELI for C+L and phonics interventions

\*KS1 use phonics interventions (specific member of staff) and SHINE

\*KS2 use Fresh start (Y4-Y6), phonics interventions, SHINE and reciprocal reading (new trial 2023-2024)

### **Maths**

We follow a mastery approach using White Rose and NCETM resources to support the planning of maths across the school.

Our long term planning blocks units of work in longer chunks to allow opportunities for children to deepen their understanding of a mathematical concept before moving on.

The aims for the mathematical curriculum are

- **Fluency** – this involves varied and frequent practice over time and the ability to recall and apply mathematical knowledge.
- **Reasoning** – this involves following a line of enquiry, developing an argument and a justification.

- **Problem solving** – this involves routine and non-routine problems, breaking problems down into smaller steps and persevering to find a solution.

A concrete, pictorial, abstract (CPA) approach is used to enable the children to develop a deeper understanding of maths. Concrete apparatus such as Numicon, dienes, bead strings, place value counters are used in all classes to support and develop children's understanding before moving onto the pictorial and then abstract concepts. As a school, we have a calculation policy which builds on children's formal methods as they move through the school. This can be accessed on our school website.

Teachers will plan for access strategies to support all children with accessing their year group's learning where possible. Some children working below this will have differentiated tasks. Challenge will be embedded into the lesson so that there are opportunities for all children to be challenged.

We encourage children to develop their number sense and look for patterns when solving number problems.

### **Arithmetic**

As well as the hour maths lesson, 15 minutes a day of the timetable will be dedicated to arithmetic and supporting children to develop mental methods and quick recall of number facts. In reception and KS1, we also do an additional maths mastery session for 10 minutes each day.

### **The Platinum Club**

From Y2 upwards, children are tested on their times tables and number bonds facts to move up through the challenge levels. Children try to beat their own personal score and move up through the bands. They begin on the 11 club, move to the 22, 33, 44 etc. and at the end reach the platinum club. This supports the children with developing their quick recall.

### **Times Table Rockstars and Numbots**

The school subscribes to Times Table Rockstars and Numbots. Children in Year 1 and Year 2 use Numbots and as children become ready in Year 2 they move to using Times Table Rockstars. Children have an individual login and are expected to logon regularly both at home and at school. We encourage its use using certificates and successes are celebrated in celebration assembly.

### **Interventions**

We offer a range of interventions to children who need extra support to enable them to meet end of year expectations. Identified children are withdrawn during the afternoon for pre teaching and keep up interventions. Children who are working below their Year Group will be targeted with catch up interventions using a variety of resources including the NCETM ready to progress resources. These interventions should be carefully targeted with specific skills to focus on and should be reviewed regularly to monitor impact.

### **Topic Learning**

- As mentioned above, we start every wider curriculum lesson (except PE) with a short reading session linked to the learning in the lesson. Most of our wider curriculum subjects link into our topic. We teach a range of **geography-based** themed and **history-based** themes across the year. Our history and geography curriculum is all taught through this topic. In the wider curriculum, we recognise as a school that it is extremely important for children to have practical hands-on experiences to consolidate their learning. The sequence for a new topic is as follows.
  - 1) Generate a mindmap to see what children already know about the topic. Give children key prompt questions/ pictures etc. to stimulate their thinking.

- 2) Immersion – this may be in the form of a themed day, a trip or an in class linked learning experience to excite children about the topic and expose them to a range of different learning opportunities.
- 3) Planning – the teacher will share the key skills that need to be covered through the topic and discuss these with the class. The teacher will work with the children to generate ideas for lessons linked to the key skills.
- 4) The children will learn about their new topic and develop key skills across a range of wider curriculum subject areas.
- 5) During the topic, quality links to maths and literacy will be made wherever possible.
- 6) At the end of the topic, add what the children have learnt to the mindmap to compare.

## **Other wider curriculum subjects**

### **Science**

We teach an hour and a half of science a week using the Plymouth Science Scheme as a basis for planning and learning intentions. Resources and teaching structure may be adapted to suit the needs of the class and build on/address misconceptions. Where possible, this will link to the whole class topic. At Leatherhead Trinity, we want all children to develop enquiring minds about the world around them and develop the skills to work scientifically. Science is a body of knowledge built up through experimental testing of ideas. We aim to teach the programmes of study from The National Curriculum in ways that directly involve our learners and are imaginative, purposeful, well managed and enjoyable. We believe that to fully understand the scientific knowledge, children must develop skills to work scientifically including practical 'hands on' use of scientific equipment, learning to investigate, observe, measure, predict, experiment, communicate using scientific vocabulary interpret and evaluate. All children will be encouraged to take an interest in scientific topics through practical workshops and visits and we will endeavour to inspire children by studying the work of scientists from varied backgrounds and genders and the impact that their work has had on the world as they know it.

### **Religious Education (RE)**

Religious education is taught every week for 1 hour. We are a voluntary controlled school and therefore follow the Surrey agreed syllabus for our teaching of RE. As a church school, 60% of our units focus on Christianity whilst the other 40% focus on both the other world religions and non-religious views such as Humanism. In their RE learning, children should have equal opportunities to learn about and understand different religions but also learn from religion by being given opportunities to express ideas, beliefs and insights into these.

### **Personal, Social and Health Education (PSHE)**

At Leatherhead Trinity we aim 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.

We have revised our curriculum to include the statutory requirements and our RSHE (Relationships, Sex & Health Education) policy outlines the changes.

## Computing

Children at our school receive an imaginative and creative computing curriculum in which they are challenged, inspired and prepared for the digital world. Our teaching provides pupils with the skills, knowledge and confidence to use technology anywhere in the safest possible way. Our curriculum enables each individual to fulfil their potential to the highest possible standard and develop their understanding of technology in everyday life. Computing is taught across three predominant areas: **computer science, information technology and digital literacy**. Purple Mash (a cloud-based platform) is used to support the teaching of the computing curriculum. Through this platform, the children explore a wide range of age-appropriate creative software tools for coding, blogging and more.

### Division of IT equipment across the school

Reception	iPads	6
Year 1	iPads	4
Year 2	Red trolley - chromebooks	16
Year 3	White trolley - chromebooks	16
Year 4	Tablets	15
Year 5	Orange trolley - chromebooks	18
Year 6	Blue trolley - chromebooks	20

When teaching computing, equipment is shared across the school.

Teaching children about **e-safety** is a crucial part of the computing curriculum and although it is covered within digital literacy the themes of e-safety are taught in every computing lesson. Each year all the children across the school take part in Safer Internet Day.

In the early years, children have regular access to computing equipment in their continuous provision as well as some direct teaching through focus activities.

## Physical Education (PE)

Real PE is a scheme of work that focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach to teaching and learning in PE. We aim to give every child the physical literacy, emotional and thinking skills to achieve in PE, sport and life. These key skills are incorporated into each lesson through developing a wide range of skills, which are then put into practise in fun games.

## Art

Art is taught half termly, every other week. We use 'Access Art' as our provider. This scheme ensures all the relevant skills are covered and that year on year progression is evident and clear. Through 'Access Art' the children learn about different artists, the history of art and key artistic movements as well as developing their own artistic skills through the mediums of drawing, painting, printing and sculpture. As a school we also take part in the National

Gallery's 'Take One Picture' initiative. Each year the gallery chooses a painting from its collection to inspire school communities to develop their own art as a response to it. Schools are then invited to submit their work for possible submission in a special exhibition at the gallery.

### **Design and Technology**

Our school uses the Design and Technology Association's 'Projects on a Page' scheme. This scheme makes clear links between past, present and future learning so that pupils can see their new learning in a clear context. It ensures that all the relevant skills are taught and that children have continuous exposure to the design, make and evaluate cycle. It gives them the opportunity to learn about key innovators in the Design and Technology world and ensures that the children have the opportunity to explore computer aided design, food technology, electrical systems, structures, and mechanisms. Where possible, we have made cross curricular links with other topics. DT is taught half termly and every other week.

### **Music**

We are using Music Express as a scheme to support teachers with delivering the music curriculum. This is adapted by teachers to meet the needs of their individual classes. In addition to this, our staff team offer extra-curricular music opportunities and Rocksteady and a piano teacher offer private music tuition.

### **French**

We are using Language Angels as a scheme to support teachers with delivering the French curriculum. This is adapted by teachers to meet the needs of their individual classes. In KS1 the focus is learning vocabulary, sing songs and play games once a fortnight to expose children to French, once the children are ready, they begin the curriculum before moving into KS2. The curriculum is designed to make links with topic areas across the school to reinforce learning.

### **Guided teaching groups**

Guided teaching groups should remain flexible in their composition. They should be influenced by outcomes from previous lessons and are best when used to pre teach, re-visit an aspect of learning, address gaps in learning or misconceptions, provide a greater level of access or challenge to targeted pupils or be a vehicle for informing teacher assessment. LSAs are a valued resource for supporting teaching, learning and assessment. They are managed by class teachers who ensure copies of Individual Support Plans (ISPs) and daily/weekly planning are provided. Teaching Assistants need to be involved in discussions about pupil's targets and understand their role in facilitating pupil achievement. Planning should be shared in a timely way enabling LSAs to have time to think through their role in guiding and facilitating learners.

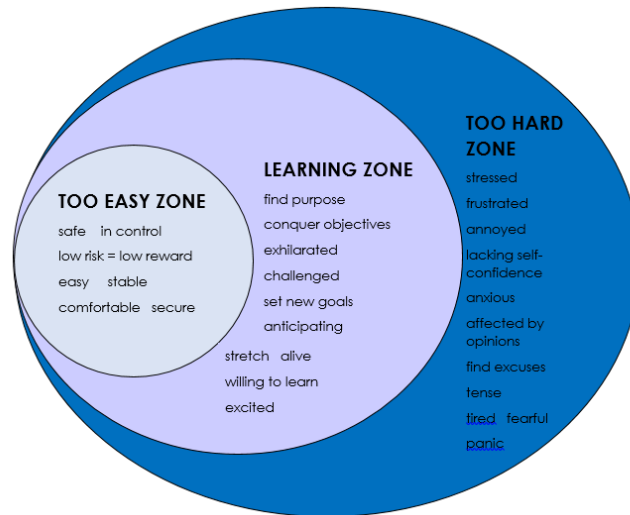
### **Independent learning**

All pupils need to have very regular opportunities to work independently. This may be individually, in pairs or groups. It is vital therefore that work is pitched appropriately, scaffolds and supports are in place, choice and challenge is evident, resources are readily available and pupils have opportunities to self and peer assess. All pupils should have opportunities to use and apply their basic skills in their learning across the curriculum. Pupils are encouraged to select resources to support them in their learning as required.

### **Expectations regarding presentation in books In KS1 + KS2 Format for literacy, maths and science.**



Date.	LI: To	
<b>Intervention:</b> LSAs write in blue, teachers write in purple. Only write here if support has been given, and briefly list the kind of support a child has had. If this is blank, we assume the learning is independent.		Too hard Learning Too easy



In KS1 and KS2 any learning in the children's books will have this format stuck in. This will clearly say the date and the learning intention. Some UPKS2 will write the LI rather than sticking it in. Children will circle which 'learning zone' they are in. For maths, at the end of the lesson, children will place their book in one of two trays. One tray will say 'I got this' and the other will say 'I need some help'. LSAs who then do catch up in the afternoons, can take the books from the second tray.

We have separate science, history/geography and RE books. All other wider curriculum subjects are recorded in one ring binder folder called "My Learning Journey." The subject being covered will be specified on the learning intention and the teachers will discuss the difference between the subjects so that children are still able to identify the necessary learning skills. Sometimes these sessions may involve more than one curriculum area.

Teachers will following the annotated learning policy when they are marking children's books. They will model neat handwriting at all times using our school handwriting policy.

Colour coding on books Children's books will be colour coded to support identification of vulnerable groups. A small coloured dot will be put on the book label.	
PP	Pink
EAL	Orange
SEN	Green
COIN	Blue

### The Learning Environment

Classrooms are well organised, valued and purposeful learning environments. They reflect current learning, are literacy and mathematics rich and are of high quality. All children have

the opportunity to celebrate and display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning and promotes independent use of resources securing high quality outcomes by pupils. All areas and resources in the school are clearly labelled and children are aware of resource areas within each classroom. We have an impact driven classroom checklist (see appendices) which focuses on all teachers promoting independence and learning from the environment. Each classroom has a maths and literacy working wall that supports children with their learning in these subjects. These displays are added to daily during the lesson and include resources children can refer to e.g. calculation methods, word banks etc.

Book corners are an integral part of our classroom. They are well organised with a small but well selected collection of books that are age appropriate, cover a range of genres and inspire children to read. They should be one of the first areas you notice when you come into a classroom in our school. We have separate guidance on our expectations for book corners.

We have two types of displays in the corridors. The first is a display that captures learning for the class. This display should reflect a learning journey and display high quality children's work. The second display is a 'proud patch' display where children select learning they are proud of across the curriculum to display.

### **Weekly home learning**

Weekly home learning for KS2 is set on a Friday and returned on a Wednesday. A booklet of learning for the half term will be created and shared. In KS2 it is the expectation that they complete this. If it is not completed, some time during the school day should be dedicated to children completing this at school.

There should be maths tasks set linked to children's learning in class and literacy tasks set. A maximum of 5 spellings a week can be set which they will practise on spelling shed. Children will also be expected to practise their times tables or number facts using Times table Rockstars (KS2) or Numbots (KS1)

In reception and KS1, tasks will be open-ended or games based where possible and will be given in a home learning book. If differentiation is needed it should be provided on the same sheet for all parents to access. Again, teachers will talk to parents if they are not completing the home learning but they will not keep children in at lunch/break to complete this.

It is the expectation that children should regularly read at home. A book bingo will be included each half term.

### **Communication and Interaction Needs Centre (COIN)**

The school has a fully integrated COIN centre with 21 places for pupils from Reception to Y6. We have high expectations for all COIN pupils regardless of their barriers to learning.

In line with the SEND code of Practice, teachers must plan, assess, review and adapt learning for COIN pupils and provide high quality teaching, tailored to meet their individual needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Strategies that used to support COIN pupils can be used to support other pupils within the class.

To support COIN pupils all teachers:

- Use visual supports in every lesson and within the classroom environment. All classrooms should have a visual timetable on display, which is changed to reflect the structure of

the day and referred to. Some pupils may require individual timetables, which should be in a fully accessible place for the child.

- Provide a supportive language environment by differentiating the language and communication. This may include: reducing the amount of spoken language, using symbols and visuals to support vocabulary, tasks broken down into small steps, use of story maps for narrative writing, bespoke word banks and word mats
- Provide structural supports such as now and next boards, task boards, task planners and choice boards
- Pitch questions at the appropriate level using Blanks Level questions and give appropriate thinking and response time
- Promote vocabulary development through multisensory activities, visuals, word maps, Word games, vocabulary books and other vocabulary investigations
- Use ELKLAN (speech and language training) principles in every curriculum subject including making Mind Maps with the children at the start of a topic
- Model high quality language
- Provide opportunities to talk as part of quality first teaching, through activities that promotes small group and whole class discussion
- Work with COIN pupils on a regular basis within the classroom
- Ensure all COIN pupils have the same access to a broad and balanced curriculum and wider curriculum opportunities as their mainstream peers
- Are aware of the strengths, needs and outcomes within a child's EHCP
- Contribute to reports for and, where possible, attend Annual Review and other professional meetings with support from the Head of COIN
- Liaise with Head of COIN regarding concerns about a child's learning, strategies to support in class, strengths and difficulties, ECHP outcomes and differentiating learning
- Work with the Speech and Language therapist embedding targets into the classroom environment and contributing to reviewing progress

Some COIN pupils may also require:

- Makaton supporting spoken language
- Shape coding/ colourful semantics to support written sentence structure
- Withdrawal for specific intervention, tailored to their specific communication needs
- Vocabulary pre-teaching. This may be 1:1 or within a small group
- Aided Language Display boards
- Small group work
- Support with attention and listening difficulties
- Social skills groups
- Sensory strategies embedded into their daily timetable such as sensory circuits, access to ear defenders and wobble cushions, movement breaks and fidget toys or a calm/quiet spot in the classroom
- Fine and gross motor support and intervention supported through OT referrals and targets

## **Glossary**

AfL – Assessment for Learning

ASP – Analyse School Performance (online published school results)

CL – Communication and Language Development

CPA – Concrete, Pictorial, Abstract (Maths approach)

DfE – Department for Education

DT – Design Technology

EYFS – Early Years Foundation Stage (Nursery + Reception)

GLD – Good Level of Development (measure of attainment at the end of reception)

ISP – Individual Support Plan

KS1 – Key Stage One (Years 1 + 2)

KS2 – Key Stage Two (Years 3 – 6)

LI – Learning Intention

LSA – Learning Support Assistant

PD – Physical Development (Early Years)

PE – Physical Education (Y1 – 6)

PSE – Personal, Social and Emotional Development (Early Years)

PSHE – Personal, Social and Health Education (Y1 – 6)

RE – Religious Education

RWI – Read Write Inc (Phonics program)

SATS – Standard Assessment Test

SEND – Special Educational Needs

SLT – Senior Leadership Team