



**Meadowbrook Primary  
Learning Policy**  
Status: Statutory  
Date: April 2009  
Review April 2012  
(Incorporates Curriculum Policy)



***In January 2009 our teachers reviewed:***

***Our preferred future for our pupils***

**Meadowbrook Primary School enables high achievement for life by enabling children to:**

- **Become successful and motivated learners**
- **Develop their personal initiative and independence**
- **Achieve high levels of self esteem and confidence**
- **Continuously strive for personal high standards of excellence**
- **Develop the skills, knowledge and creativity needed to integrate into and contribute to our changing world**

***Our preferred future for our school***

**At Meadowbrook Primary School we believe that each child will succeed through experiencing a quality of:**

- **Supportive climate of respect and understanding**
- **Stimulating learning environment and diet of learning opportunities**
- **Learning partnerships between school, home and the community**
- **Consistent expectation of good behaviour and discipline**
- **A broad and challenging set of curricula opportunities including themed weeks, extra curricular opportunities and visits.**

## **Our values: Established in October 2007**

### **Aspiration-Belonging-Commitment-Communication-Honesty Learning Community-Resilience-Respect-Responsibility-Trust**

Our values are not just words on a piece of paper. They are the actions taken and the words spoken by every member of the school community whether in the playground, dining hall or classroom. They are how we 'walk the talk'. Our values underpin the school; they are the foundation upon which all policy and practice is based.

Our Learning Policy is the tool we use to consistently translate these fundamental values into practice that is compatible with them. It makes the link between our values and our practice explicit. It is based on evidence from research and our own evaluations of the needs of our specific school community.

#### **Rationale**

This Learning Policy tries to capture some of our most strongly held beliefs about the way children learn and what those beliefs mean for the way we teach. It is not a policy to be shelved and to gather dust. Staff are expected to refer to it frequently and use it to help evaluate our provision and children's learning experiences.

We shall revisit the policy together regularly to re-affirm our commitment to its principles.

This policy is based on what research tells us about effective learning, professional discussion undertaken with colleagues in local schools and strategies trialled and found to be effective for our particular pupils.

#### **Aims**

Through this policy we aim to:

- establish an agreed range of practice in respect of learning and teaching
- improve the quality of learning experiences offered to students
- raise standards of attainment and gain consistency across the school
- provide an agreed focus for monitoring learning in action
- enable staff to identify aspects of practice which they wish to develop and in which they would welcome support

#### **Definition of Learning**

**In November 2008 our Meadowbrook Primary teachers said learning is...**

- Necessary because it provides children with opportunities
- Discovery and engaging with the world
- A life long enquiry

- A social relationship
- Developing enquiring minds
- Being inspired
- About the children
- Acquiring knowledge and applying it
- Full of light bulb moments
- An emotional journey
- All around us and inevitable
- Fitting the pieces together

### Key Principles

#### **Children learn effectively when they...**

- Have their basic needs met so they are warm, comfortable, well fed and warm
- Are healthy, happy, confident, safe and secure
- They are given hope, motivation and belief in their abilities
- Feel that what they are doing is worthwhile
- Are engaged, challenged and their learning is matched to their next steps.
- Have appropriate resources and hands on experiences
- Have their individual learning preferences catered for
- Have ownership, control and choice in what and how they learn
- See the purpose and relevance of what they are taking part in
- Can assess and reflect on what they have done

#### **Conditions required for learning to take place are...**

- That children are given the Big Picture of their learning
- A balanced range of environments and investigative approaches are implemented
- Stimulating environments including appropriate resources, learning walls to enable next steps and displays to celebrate learning
- That children are enabled to be clear about what they are learning and why
- That children are confident enough to try and experiment with responses
- A range of teaching and learning styles are used to benefit all pupils and personalise learning

#### **The Four Part Learning Process- Developed from the work of Mike Hughes in the 2007-2008 academic year**

Learning is not always a sequential process and therefore the model we have adapted is a flexible framework that will be interpreted in different, creative ways to promote learning. The phases are not necessarily sequential and teachers may

repeat phases within a lesson or unit of work. At times the boundaries between phases may be blurred. However, the key to effective learning is that the emphasis of the learning process is on phase 3, the making sense phase, and that the quality of the tasks and interactions at this point enable children to develop their understanding.

The phases are as follows:

Phase 1: Set the Scene

- review and link to previous learning
- share learning objectives
- stimulate curiosity and provide a sense of challenge

Phase 2: New Information (teaching)

- instruction, demonstration, input

Phase 3: Making Sense (learning)

- processing
- developing, demonstrating and assessing understanding
- doing

Phase 4: Sharing learning

- what has been learned
- how it has been learned
- preview future learning

**In December 2008 we identified that in Effective Planning**

1. There is match and challenge beyond "same task / different outcome or expectation" ie through resourcing, through grouping, through identified adult support, through differently structured task
2. Activities are regularly evaluated
3. Evaluations strike a balance between AfL (ie including named children) and reflection on lesson delivery ("next time...")
4. Evaluations lead to definite changes in subsequent activities, for example including restructuring of the timetable or redeployment of TAs
5. Skeleton or blank days are used effectively to move children on (and are subsequently filled in!)
- 6 There is a clear focus on what children should be doing and how they should be doing it to maximise learning, rather than focusing on what the teacher should be doing
7. Activities provided for the children give them the opportunity to be actively making sense of new information in a variety of creative ways exploiting a range of learning styles, not passively receiving or repeating (ie the difference between answering preset questions and making their own quiz)

8. Lessons are dated
9. It is clear what any available TAs should be doing (The Inclusion Manager also needs access to this level of detail for his monitoring)
10. Learning objectives are drawn from whichever relevant NC / PF document, regardless of the "subject" of the lesson
11. There is a clear learning sequence – one lesson draws on learning from a previous one
12. There is enough detail for a cover supervisor / supply teacher / HLTA to teach from it
13. Key questions" are used to structure the learning
14. Big Bangs are truly out of the ordinary experiences that kick-start the learning. They are novel / arresting / unusual / engage the emotions
15. Learning Projects / themes have a provocative name that invites curiosity (can be in the form of a question.)
16. Lessons are not arranged by discrete subject, and use is made of cross-referencing where appropriate.

We noted these **Principles of Supported Creativity:**

- Ensure it is fun and dynamic
- Limit choices to enable choice
- Enable visual cues to support learning
- Keep it simple
- Ensure a safety net

We will encourage learners to..

1. Feel
2. Listen
3. Look
4. Think
5. Do

This will help

1. Preparation
2. Incubation
3. Insight
4. Evaluation
5. Elaboration

We recognise that the emotional journey of creativity is;

Stage 1: Displacement and avoidance

Stage 2: Struggle and Block

Stage 3: Focus and Flow

These processes require time.

This work was influenced by our work in March 2009 with Tom Bancroft on Creativity.

In March 2009 we identified that when we undertake **observations for learning** our evidence will be gathered under the headings:

- Effective teaching/learning sequence across the unit, them or Personalised Learning Project
- Effective learning sequence within the lesson
- Planned appropriate match and challenge
- Use of assessment for learning within the observed activity
- Use of assessment for learning in the teaching and learning sequence
- Effective learning environment for all pupils
- Use of assessment information to plan learning
- Pupil attitude to learning

**In September 2008 we introduced our curriculum model which was refined and agreed at our INSET day on the 22<sup>nd</sup> May 2009**

## **Curriculum and Policy Guidelines**

### **Rationale**

Meadowbrook Primary School is committed to giving children an education that is fit for purpose in the 21<sup>st</sup> century. Our young people need to leave us as effective problem-solvers who can apply a wide range of skills creatively in a variety of situations. We want them to see the challenges and joys of lifelong learning and approach change and complexity with a positive attitude, all underpinned by the Meadowbrook Values.

We support our children in achieving this through providing a curriculum that

- is of high quality, where progress is rigourously checked;
- is dynamic and flexible to need;
- motivates children;
- encourages creativity;
- provides learning experiences that are meaningful and relevant;
- recognises and celebrates achievement; and
- is constantly evaluated and refined.

This document aims to sum up what we regard as best practice at Meadowbrook *at the current time*, and to provide guidance for staff when planning, delivering and monitoring the curriculum. It pertains mostly to our thematic curriculum. Developing our curriculum model is an ongoing process; as such this document is subject to frequent revision.

## **Guidance**

### **Minimum Entitlement**

<b>Daily</b>	<b>Weekly</b>	<b>Termly</b>
Literacy lesson	A session of RE	A cross-curricular "learning project", lasting between 2 and 6 weeks and blending 2 or more NC subjects
Numeracy lesson	Explicit opportunity to discuss value of the term with the class	Within the learning project, a BIG BANG and a celebration of learning
An opportunity to visit the term's learning project	2 hours of PE	Discrete subject teaching for those subjects not blended in the learning project, either weekly or in blocks
A phonics session	3 handwriting sessions	

### **Learning projects**

#### **BIG BANGS**

- Each learning project must feature at the beginning a high-impact activity that stimulates curiosity, captures enthusiasm and is memorable. Other "BIG BANGS" can be included later in the project.
- Examples of Big Bangs may include:
  - Outings
  - Visitors
  - Mysteries, changes and challenges – eg mysterious footprints across the classroom
  - See [www.meadowblog.wordpress.com](http://www.meadowblog.wordpress.com) for more suggestions
- Big Bangs should be:
  - Risky
  - Out of the ordinary
  - Emotionally engaging
  - Memorable

#### **CELEBRATIONS**

- Each learning project must work towards a celebration of the learning. This celebration can be negotiated with the children.
- Whilst the word "celebration" may imply something large-scale, this shouldn't necessarily be the case.
- Involving parents in some way may be an appropriate way to celebrate learning, but there is no imperative to do this.
- The celebration should be towards the end of the project, but doesn't have to be the final act of the project. Indeed there may be value in having a week after the celebration to assess and evaluate with the children.
- Examples of Celebrations may include:

- Class assemblies and performances
- Galleries
- Sharing work with a small audience, eg another class
- Teaching others
- Archived work on the network / Merlin
- See [www.meadowblog.wordpress.com](http://www.meadowblog.wordpress.com) for more suggestions
- Celebrations should:
  - Motivate
  - Excite
  - Provide a real audience and purpose for work
  - Provide assessment information

### **Learning opportunities within the project**

- A project can be any length from 2 weeks to a whole term.
- The project should be timetabled appropriately to allow children to immerse themselves in it. **This means visiting the project at least once per day.**
- There is no recommended number of subjects or combination of subjects within a learning project, although some subjects do lend themselves better to providing a context for a project than others. It is up to the teacher's professional judgement to design a project that:
  - Makes real, not tenuous, links between different areas of skill and knowledge
  - Gives children opportunities use skills in a cross-curricular way
  - Provides a real context for learning.
- That said, where literacy has been included within the learning project teachers and children have reported great success, provided that the literacy is still planned for with appropriate rigour and in accordance with the renewed framework.
- Learning opportunities within the project must take into account children's interests and input.
- Big Bangs, themes and celebrations will be regularly shared. At the beginning of each term each class will record in the staffroom their theme title, big bang and celebration. The diary will be extended from one week to two, and teachers are encouraged to write in special events and activities. This way we can benefit from each others' ideas and opportunities.

### **Values**

- The project should give the children the opportunity to learn about and reflect on the value of the term. Class assemblies (KS1 – Tuesday, KS2 – Thursday) are the other key time of the week to deliver this.
- We will study each of our ten values over a two-year rolling programme, one per term.
- Each classroom will display the theme of the term prominently.

### **Discrete subjects**

- Subjects outside the learning project will still have to be planned for discretely according to the National Curriculum and our agreed minimum entitlement. This may be done by blocking subjects, or by visiting subjects weekly. The balance between discrete and thematic teaching will change

term on term, as will therefore the weekly timetable. **It is the teacher's responsibility, with subject leader's support, to ensure coverage for the year.**

### **Planning proforma**

- We use a consistent proforma to plan the learning projects. It is available on the teachers' shared drive.

### **Home learning**

- Home learning reflects the learning project and should promote key learning skills such as research, presentation and collaboration.
- Home learning within the learning project should involve longer-term assignments with a degree of pupil-choice over the eventual outcome.
- A home learning project prior to the school-based project has proved an effective way to engage parents from the very beginning and keep them informed of their child's learning.

### **Progression**

- During academic year 2009 – 2010 subject leaders will work towards creating skills ladders for their subject to aid planning for progression.
- Term 1 09 we shall trial the skills ladder in Art.

### **Planning**

- Planning must be done at least one week in advance and be always easily available in the eventuality of unplanned absence. Bear in mind that planning saved to your personal folder will not be accessible by others.
- Level of detail will vary according to the subject / outcome, but an outline that can be followed by a supply teacher with no difficulty is a bare minimum.
- Planning must be regularly evaluated by class teacher / TA and subsequent plans annotated where appropriate.
- In the case of planned absence, planning and appropriate resources must be available.
- Planning is completed in accordance with Meadowbrook's planning policy.

### **Capturing the learning**

- A full range of strategies for capturing the learning within a project should be employed, including digital technology.
- A cohort book (scrapbook / floorbook model) will be produced in each class to document each theme throughout the year. This will be passed up to the new teacher and built upon.

### **Project Buddies and coaching**

- In 2009 / 2010 the Project Buddy programme will be rolled out to all staff.
- Time will be given in staff meetings (penultimate one of term) to allow the coaching element of this to happen.

### **KJ TO LEAD STAFF ON THIS – INSET Term 2 2009**

### **Archiving and assessing work**

- Due to the varied nature of the projects, means of recording will also vary. Project books, class books, PowerPoint, audio files, photos and movies all have their place. To assess the learning through a project (and in other curriculum areas), classes will use Learning Journey books:

### **Learning Journey Books**

- Each class will adopt the learning journey book model explored by Reception, Y1 and Y5.
- The time before achievement assembly on Friday pm (1.15 – 2.00) will be used for teachers and TAs to update these books and lead class discussion around the week's learning. As children become more independent they can take greater responsibility for updating.

**SARAH PALMER TO LEAD STAFF ON THIS**

In March 2009 we agreed these **Protocols for the Curricular Targets of our children.**

*Curricular Target Setting – Literacy and Numeracy*

Target Stickers

-Copies of target stickers for KS1 & KS2 are available on the Q drive in 'Targets' folder.

-Every child will have a curricular target sticker on the inside of their exercise book in Literacy and Numeracy.

-**KS1** – stickers will have 4 boxes to be dated.

-**KS2** – Stickers will have 6 boxes to be dated.

-Stickers will be dated if there is evidence of the target being completed in the exercise book.


-For all other evidence of targets the following key can be used:

**Th** – Cross-curricular/themed work book

**P** – Progress book

**Sc** – Science book (if appropriate)

**Wu** – Warm-up

-Marking feedback should indicate where a target has been met using  (Target Met)

### **Target Display**

-Displays should be appropriate to children's height and accessible by children and teachers.

-Target displays should have 4 steps/6 steps dependent upon key stage.

-For each step achieved, children should receive 3HP. Upon reaching the top they should receive 10HP.

-Layered targets to be displayed under Must, Should, Could, Could Even titles. Introduce the layered targets to children as a set of 'steps'.

-Display success criteria (a list of skills that children will need) in order to meet their target. This could be generated when the targets are first introduced.

### **Target Monitoring Grids**

-Recording the progress made by individual children is an example of good practice.

-Target monitoring grids are available on the Q drive in the 'Targets' folder.

### **Dates for setting targets**

Penultimate week of current term

- Area for curricular target and 'should' statement given to year groups by subject leader
- Year groups complete 'must/could/could even' statements and hand back to relevant subject leader

#### Last week of current term

- Target displays are changed in preparation for new term curricular target

#### First day of new term

Target stickers are in books & layered targets introduced (children to help decide which step they should be on)

### **Literacy Target Guidance**

1. Record target opportunities on your weekly plans, in blue.
2. Be explicit with the class about when target opportunities are created in their learning. Explain the purpose of target learning i.e. it will help them with the next steps in their learning/writing.
3. If targets are being taught/practised as part of themed work/science etc, please still evidence on weekly plans.
4. Try to incorporate target opportunities into weekly plans, two to three times a week. They could be in any part of the teaching sequence that you feel is appropriate:

Literacy warm-up

Main activity

Plenary

(Some units may not lend themselves as easily to incorporating targets, so during those weeks, practise during your Literacy warm-up or discretely).

5. Annotate your weekly plans to evaluate/evidence target progress, particularly if activity does not involve recording.

### **Numeracy Target Guidance**

1. Record target opportunities on your weekly plans, in blue.
2. Be explicit with the class about when target opportunities are created in their learning. Explain the purpose of target learning i.e. it will help them with the next steps in their learning/writing.
3. If targets are being taught/practised as part of themed work/science etc, please still evidence on weekly plans.
4. Try to incorporate target opportunities into weekly plans, two to three times a week. They could be in any part of the teaching sequence that you feel is appropriate:

Mental/oral

Main activities

Plenary

(Some units will not lend themselves as easily to incorporating targets, so those weeks, practise them using mental/orals/brain gyms).

5. Annotate your weekly plans to evaluate/evidence target progress, particularly if activity does not involve recording.

## **Additional Guidance**

Where appropriate children can be part of the process of deciding what their target step should be. They must be able to evidence it in their recorded learning.

Introduce/share the new targets at the beginning of each term as a discrete lesson.

Whole school target set in terms 1, 2, 3 and 5 (depending on length of term) and a year group target set in term 6.

There will be monitoring of Literacy/Numeracy books and target displays in week one of each term.

## **Target Setting process for the Early Years Foundation Stage at Meadowbrook Primary School**

Targets set in the Foundation Stage are personal to each child or a group of children. They must be achieved through independent play and not through adult led activities so they can be signed off on Early Years Foundation Stage Profile Statements.

Targets are reviewed and changed as met and new targets set from the next steps identified from gaps in children's learning journeys.

## **Target Display**

Children or groups of children will have their target displayed on the class target board/ wall and upon reaching their target independently will receive a star beside their name, when they have received 3 stars for their target then their target has been successfully achieved and will be changed.

Targets will be displayed in children's learning journeys and signed off on Early Years Foundation Stage Profile for assessment purposes.

First targets will be set during term 2 after enough information and baseline assessments have been completed on each individual child.

## **Meadowbrook Writing Progress Books**

Each unit is typically 2 – 3 weeks long. (Generally 2 week units in KS1 and 3 week units in KS2). This means that that there should be:

Autumn term:	KS1 - 6 units	KS2 – 4-5 units
Spring term:	KS1 - 6 units	KS2 – 4 units
Summer term:	KS1 - 6 units	KS2 – 4-5 units

**In May 2009 we established the success criteria for our use of the progress books.**

	✓
<b>All</b> end of unit outcomes in progress books	
Context sheet for all pieces of work including:	
explanation of teaching input throughout the unit	
support given for piece of work	
list of success criteria, differentiated	
box for child to write their target	
Context sheet completed by child	
things I've done well	
things to work on	
Context sheet completed by teacher	
pink (to think) & green (to be seen) highlighting of success criteria	
next steps (guided by highlighting on levelling sheet)	
curricular target focus where appropriate	
Date for each piece of work	
Levelling completed in October, February and May for <b>all</b> children	
Interim levelling completed for <b>one child from each guided writing group</b> (5 minimum) in December, April and July also.	
Levelling:	
Highlighted in year group's colour	
Based on a full range of work	
Includes evidence from other subject areas, (if so, mark with a * next to the level descriptor)	
If there's no change, date the level descriptor	
Levels recorded on grid on the inside front cover	

**Handwriting Non-negotiables – June 2009**

Meadowbrook Primary School aims to ensure that children communicate effectively and confidently through their handwriting using a cursive style. To achieve this, children should be given regular opportunities to write in a range of situations. From Reception

onwards children should be encouraged to write spontaneously, with enthusiasm and purpose. Children should then move onto a more standard formation of letters until ultimately their natural handwriting is cursive and they can then develop their own style.

### **Handwriting guidance/progression, as set out in the Penpals resource:**

Reception – Teach the formation of each letter separately. All attempts at writing, including spontaneous writing will be praised, encouraged and rewarded. Children are taught how to hold their pencil correctly. (2 froggy fingers on a log!!! – See Penpals guidance).

Year 1 – Encourage writing starting with the initial joining letters (see year group list). Minimum of one formal handwriting lesson to take place each week, based on the Penpals resource. Children to be given opportunities to write using a variety of forms

Year 2 – Children continue discrete handwriting sessions based on Penpals resource. Children are encouraged to use same standard of handwriting in all work (using joins already learnt & current ones being taught).

Year 3 – Higher expectation on children to use cursive handwriting. Children consistently use joins taught when undertaking any writing in class (including on whiteboards, flipcharts, home learning, themed learning etc.). Handwriting sessions to be based on Penpals resource and new joins are taught for year group. Intervention groups are used to pinpoint children with specific handwriting needs.

Year 4 – New joins will be taught at the beginning of the year. Children will have experienced all the joins to and from any letter. All work is attempted in cursive writing. Handwriting sessions will then be based on letter joins picked up by the teacher when marking. Children begin to make stylistic choices and begin to use a handwriting during handwriting lessons. Intervention groups are used to pinpoint children with specific handwriting needs.

Years 5 & 6 – All writing should be cursive. Handwriting sessions will then be based on letter joins picked up by the teacher when marking. Children will continue to develop their own style, while adhering to the over arching theme that the purpose of writing is to communicate effectively. All children will have a consistent, clear and legible handwriting style, so that they are ready for the next phase in their education. Teacher to judge when children are ready to use a handwriting pen for all writing activities. Intervention groups are used to pinpoint children with specific handwriting needs.

Please note that we join from g, j, y and z – this is different from what is encouraged in the Penpals resource. It is important to expose children to a variety of joins, but only when they are at a stage in their handwriting when they are ready to develop their own style. We do not join from x.

## Handwriting Non-negotiables – June 2009

The tick list below is the format that will be used from now on to monitor handwriting.

	✓
Minimum of one discrete handwriting lesson per week based on Penpals (10 – 20 mins in length)	
Interactive Penpals resource is used in class (In Start – Programmes - 'Cambridge Hitachi')	
Penpals resource is used to guide handwriting objectives and planning	
Handwriting lesson is shown on planning, with objective	
Letter joins from previous years are revisited according to need	
Letter joins for year group are introduced	
Teacher models joins for year group & joins taught in previous years in all lessons	
Children use correct pencil grip	
Children are encouraged to adopt a handwriting style that communicates effectively	
Intervention groups are used to pinpoint children with specific handwriting needs	

## KS2 Spelling Non-negotiables - June 2009

The tick list below is the format that will be used from now on to monitor spelling.

	✓
2 spelling lessons per week based on the Outline Spelling Programme (KS2)	
- Lessons last 10 - 15 mins	
- Lessons take place during Literacy warm-ups	
- Lessons take place outside Literacy hour	
Spelling lessons recorded in planning, with objective	
Weekly spelling lessons follow the teaching sequence (See class spelling pack)	
Lessons focus:	
- on spelling pattern & or strategy	
- misspelt words from children's work	
- words from themed learning	
- high frequency words	
Lessons contain practical approach/investigation activities	
Lessons are matched & challenged at least 3 ways	

Teacher tracks forwards and backwards according to needs of groups	
Assessment:	
- Summary assessment for each child completed at beginning of year	
Revision, consolidation and assessment list:	
- Completed every 5 weeks	
- Less formal testing e.g. partner testing, dictating sentences	
Home learning:	
- Weekly challenges, based on pattern/strategy being taught in class, set for home learning (see Ways of Practising Spellings in class spelling pack)	

## **Meadowbrook Primary School**

### **Science Expectations**

#### **Teaching and planning**

1. Teachers will deliver 60-90 minutes of Science a week in KS1, and 60-120 minutes in KS2, which may be split over two sessions. This time can be blocked where appropriate, but in order for skills to show clear progression, regular practise is recommended.
2. Science teaching sequences will include the 6 topics indicated by the QCA units for each year group. They do not need to need to be taught in the order indicated by the QCA, and may be supplemented with areas of knowledge relevant to a given learning project.
3. The National Curriculum is the first point of reference before starting a unit. The QCA scheme of work is a starting point only for planning, and does not need to be used if NC coverage is assured. Objectives can be drawn from the NC or the QCA scheme of work. Additional support for planning can be found at <http://www.learninglive.co.uk/teachers/primary/science/index.asp>
4. There should be clear links with Numeracy, ICT, Literacy and learning projects where possible.
5. Science lessons must be centred on a practical activity. There should be evidence of the use of creative resources such as: Concept Cartoons, Discovery Dog, Made you Look, Virtual Investigations, PrimaryUpd8.co.uk, planning boards and Espresso - for example.
6. Each year group has a £50 budget each year for consumable items for use in practical activities.
7. The key learning objective / WALT for every lesson must be SC1: Problem Solving, Research, Survey, Observation, Classification or Fair Testing.
8. Planning to be completed on the school Science planning pro forma to be found on the J Drive / Science. (*Available Autumn 2009*) Lesson plans to be stored in: Year group / Academic Year / Planning / Science folder on the J Drive.

9. Each lesson plan to include: learning objectives, introduction, main session, plenary, vocabulary, key questions, resources, differentiation (if suitable) and additional support. As part of the introduction there should be a starter activity in the style of a mental maths oral warm-up. Starter activities may include an elicitation activity, an observation game or skills development.
10. During each unit there should be evidence of some differentiation.
11. Lesson plans should also indicate the type of evidence that will show that the lesson has taken place eg. Teacher's evaluation, recording in books, photos, group work in folder, video etc. All photographic evidence of work to be stored on the J Drive / Year Group / Academic Year / Photos / Science

### **Assessment and monitoring**

#### 1. Formative assessment – Assessment for learning

There will be regular elicitation activities to assess children's current knowledge and understanding. Each lesson will end with a reflection on learning or self-assessment. When required teachers will change and amend planning accordingly. After each end of unit summative assessment activity, a brief next steps pro forma to be completed.

#### 2. Summative assessment - Assessment of learning

Each child will be given a fine graded AT1 level at the end of every unit of work, using the AstraZeneca Science Teaching Trust focussed assessment system. Each year group has hard copied of these assessments, and they can be found online. Each class teacher will enter the best-fit level on to SIMS at the end of term 3 and term 6 as a result of these end of unit assessments to ensure continuity and progression. The Science Subject leader will support teachers during the assessment process where required.

#### 3. The Science Subject Leader will undertake regular monitoring of Science.

Twice a year, in terms 3 and 6, the Subject Leader will review all books, folders of work where used, plans, photos and all other evidence of Science learning in Meadowbrook. Planning will be reviewed first, followed by a work scrutiny in conjunction with pupil interview. Children will be picked at random from the register for interview. During the course of the year, drop-in informal observations of up to 20 minutes of each member of staff will take place, in order to support teaching in the school. The focus will be Science Enquiry. Findings will be fed back to staff, and will feed into Science Expectation Document which is reviewed on an annual basis.

### **Health and Safety**

All teachers will be familiar with the 'Be Safe' safety booklet, which is kept on the back shelf in the Science cupboard. Where appropriate, reminders will be given to children about potential hazards and care of the equipment they are using. Any trips should have been planned with due regard to the school policy on taking

children on outings. LEA guidance may need to be sought on trips involving farms etc.

## RE Guidance for 2009/10

### Key information

- ❖ **Minimum entitlement is 5% of curriculum time** - this can be either discrete or as part of a learning project if it lends itself.
- ❖ **Statutory** part of basic curriculum with objectives of National Curriculum being covered by a locally agreed syllabus relevant to the diversity in South Gloucestershire.
- ❖ **Planning, assessing and progression in RE remains the responsibility of the class teacher** - this means that, although some RE over the year may be covered in PPA, as with any subject it is not appropriate for it all to be.
- ❖ **Assessment levels have to be provided at the end of each key stage.**
- ❖ In a **school** inspection by OFSTED, Religious Education will not be a specific focus, but 'spiritual, moral, social and cultural development' must be evaluated.

### Organisation

Religious Education is split into two attainment targets and six strands.

**AT1 - Knowledge and understanding** - Explicit religious education

Strand 1 - Beliefs and teachings

Strand 2 - Practices and lifestyles

Strand 3 - Expression and language

**AT2 - Reflection on and Response to the spiritual**

*Strand 4 - Identity and experience*

*Strand 5 - Meaning and purpose*

*Strand 6 - Values and commitments*

### What is statutory in Key Stage 1?

- ❖ 1 key question from each strand per year
- ❖ 2 religions, 1 of which must be Christianity
- ❖ Twice a year children must be levelled on an 8 level scale of assessment
- ❖ A level given at the end of Key Stage. Expected levels KS1 - 1 -3 (but 2 is average).

### What is statutory in Key Stage 2?

- ❖ 1 key question from each strand per year
- ❖ 3 religions, 1 of which must be Christianity
- ❖ Twice a year children must be levelled on an 8 level scale of assessment
- ❖ A level given at the end of Key Stage. Expected levels KS2 - 2 - 5 (but 4 is average).

**Adopted: July 2009**

**To be reviewed: July 2010**

### **To be completed:**

**non-negotiable priorities for teachers to enable learning.**

**How we use Assessment of Learning (Levelled Data) to identify next steps for pupils to learn including our expectations for summative assessment in core subjects.**

**How ICT is incorporated into our pupils learning.**

**Our expectations on the classroom environment**

### 10 Interesting Things About Learning from Mike Hughes- Closing the Learning Gap

1. The brain has an amazing capacity to learn. We use about 2% of our brainpower- this means we waste 98%!
2. The brain needs fuel! Oxygen, water, protein and rest are required for the brain to function efficiently.
3. People do not learn effectively when placed under negative stress- low stress, high challenge is the ideal learning state.
4. The maximum time for which children can concentrate is approximately two minutes in excess of their chronological age in minutes.
5. People learn more at the beginning and end of a learning experience than they do in the middle (BEM principle).
6. People learn in different ways: some prefer to see information (visual learners), some to hear it (auditory learners) and others learn best by doing- touching, feeling or making (kinaesthetic learners).
7. Learning is greatly enhanced when the whole brain is engaged.
8. People remember dramatic, emotional, unexpected experiences. They remember context much better than content.
9. Recall is dramatically improved when information is regularly reviewed.
10. People learn best when they *want* to learn. Motivation is therefore very important to effective learning.

**Jon Barr July 2009**



